



**ILLINOIS STATE
UNIVERSITY**

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Recreation and Park Administration Program

SELF-STUDY REPORT IN PREPARATION FOR 2016 – 2021 REVIEW

**Prepared for the Council on Accreditation of Parks,
Recreation, Tourism, and Related Professions**

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FOREWARD

The following is the 2021 Self-Study Report for Continuing Accreditation representing the Recreation and Park Administration (RPA) Program at Illinois State University. The body of this report is organized according to specific standards and criteria outlined in the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) Self-Study Template and Form (2020).

Processes Used in the Development of the Self-Study

The RPA Assessment Committee served as the primary authors for this report. Iterations of the Report were reviewed by the RPA faculty and School Director and suggestions for improvement and/or clarifications were obtained. Each faculty member was responsible for submitting their vita and respective course materials. For both the RPA Core and Therapeutic Recreation 7.0 Standards, the entire faculty met on an annual basis to discuss the assessment data that measures student outcomes in the program.

Continuing Accreditation

The Recreation and Park Administration (RPA) Program is seeking continuing accreditation for the RPA undergraduate professional core and the Therapeutic Recreation sequence in 2022.

The following highlights the major characteristics and significant events of the Recreation and Park Administration program since the last accreditation in 2015.

Scope of Recreation and Park Administration Program

The Recreation and Park Administration (RPA) Program is located within the School of Kinesiology and Recreation (KNR) and the College of Applied Science and Technology (CAST). The RPA Program was approved in 1973 and first appeared in the 1973-1974 ISU Undergraduate Catalogue. The Program received initial NRPA/AALR accreditation in October 1985 and continuing accreditation in 1990, 1995, 2000, 2005, 2010, and 2015. The Program has two sequences: Recreation Management and Therapeutic Recreation. The Program has received favorable reviews from internal and external sources.

Significant Events Since the Previous Accreditation in 2015

Several changes have occurred at Illinois State University and within the Recreation and Park Administration program since the last continuing accreditation in 2015. The most significant changes include:

- **Personnel:** Faculty and administrative changes as a result of retirements and voluntary turnover. Since the last accreditation, the following placement, promotion, and turnover activity of RPA faculty has occurred:
 - 2015
 - Rebecca Achen - Hired as a Tenure Track Assistant Professor
 - Kat Broughton – Resigned and took position at another institution
 - Olivia Butts – Hired as an Instructional Assistant Professor
 - Dan Elkins – Temporarily on leave to serve as Interim School of Kinesiology & Recreation Director
 - Amy Hurd – Appointed as Graduate School Director
 - Rachel Smith – Hired as an Instructional Assistant Professor
 - 2016
 - Mike Mulvaney – Hired as a Tenure Track Associate Professor
 - 2017
 - Dan Elkins – Appointed as School of Kinesiology & Recreation Director
 - Yun Chang – Hired as a Tenure Track Assistant Professor
 - 2018
 - Olivia Butts – Resigned and took position at another institution

- Jeff Nix – Hired as an Instructional Assistant Professor
 - Liz Sattler – Hired as a Tenure Track Assistant Professor
 - Clint Warren – Resigned and took position at another institution
 - 2019
 - Olivia Butts – Hired as an Instructional Assistant Professor
 - Tracy Mainieri – Promoted to Associate Professor
 - Mike Mulvaney – Assumes responsibilities as Recreation & Park Administration Program Director
 - Barb Schlatter – Appointed as Interim School of Kinesiology & Recreation Director
 - 2020
 - Brent Beggs – Appointed as School of Kinesiology & Recreation Director
 - Bin Lizzo – Hired as a Tenure Track Assistant Professor
 - Mike Mulvaney – Promoted to Full Professor
 - Barb Schlatter – Retired
 - Nicky Wu – Hired as a Tenure Track Assistant Professor
 - 2021
 - Rebecca Achen - Resigned
- **Curriculum & Assessment:** Multiple curricular and assessment updates have occurred since 2015. These include:
 - The development of a new core course focusing on computer applications in the recreation profession (KNR 176: Computer Applications in Recreation).
 - The development of two study abroad experiences.
 - The development of a new core course for therapeutic recreation focusing on professional issues in therapeutic recreation (KNR 355: Advancement of the Therapeutic Recreation Profession).
 - All of the therapeutic recreation core courses are now being delivered each semester (compared to previously being offered 1x per year) to better support student growth and progression through the program.
 - A value-added assessment (online survey) has been implemented for seniors to complete during the 10th week of their senior internship experience. The survey collects information on students' experiences in the RPA program as well as their post-graduation plans.
 - An online assessment data collection instrument was developed to better organize the RPA program's assessment data collection process. Faculty use the online instrument each semester to submit their assessment data.
 - An interactive assessment dashboard has been developed to allow faculty, staff, and stakeholders access to the aggregated assessment data for planning and evaluative purposes.

Conclusion

This report is being provided as a self-study for the improvement of the Illinois State University Recreation and Park Administration program. We look forward to the opportunity for input from the Council on Accreditation and the visiting members.

1.0 ELIGIBILITY CRITERIA

A unit will be considered for accreditation only when the following 1.0 series of standards are met. Eligibility criteria apply throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the 1.0 series, the Council may withdraw accreditation at any time.

1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.
Suggested Evidence of Compliance: An organizational chart and documentation of existence of a university-approved curriculum (e.g., degree description from the University catalog).

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE
 The Recreation and Park Administration program at Illinois State University (ISU) has been accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions since October 1985. Established in 1973, the program has been in existence for 48 years.

LINK(S)

- [RPA Web Page](#)
- [2021 – 2022 RPA Undergraduate Catalog](#)

1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.
Suggested Evidence of Compliance: Documentation of institution’s status and review dates.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE
 The Higher Learning Commission is the accrediting body for Illinois State University. The Higher Learning Commission is one of six regional agencies in the U.S. that accredit institutions of higher education. Illinois State University received its initial accreditation on January 1, 1913. Awarded on 10-year cycle, Illinois State University received its most recent continued accreditation on July 27, 2015. The next Reaffirmation of Accreditation will be in 2024-2025.

LINK(S)

- [Higher Learning Commission \(HLC\) statement of Illinois State University’s accreditation status](#)
- [Information about Illinois State University’s accreditation status & process](#)

1.03 A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the Program.
Suggested Evidence of Compliance: A record of faculty assignments to the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE
 At Illinois State University, “full-time-equivalent” is considered 24 hours of instruction (or equivalent time devoted to administration or scholarship) for faculty. The department also utilizes part- time faculty, some on a regular basis, depending on program need.

The Recreation and Park Administration program is supported by 11 full-time and 1 part-time faculty:

Table 1.1: Recreation and Park Administration Faculty

Name	Full/Part-time	Tenure /Non-tenure track	Title/Rank
Ms. Olivia Butts, MS	Full time	Non-tenure track	Instructional assistant professor
Dr. Yun Chang	Full time	Tenure track	Assistant professor
Ms. Sherri Hildebrand, MS	Full time	Non-tenure track	Instructional assistant professor
Dr. Bin Lizzo	Full time	Tenure track	Assistant professor

1.03 A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the Program.

Suggested Evidence of Compliance: A record of faculty assignments to the unit.

Dr. Tracy Mainieri	Full time	Tenured	Associate professor
Dr. Mike Mulvaney	Full time	Tenured	Professor
Ms. Lindsey Nicholson, MS	Full time	Non-tenure track	Instructional assistant professor
Mr. Jeff Nix, MS	Full time	Non-tenure track	Instructional assistant professor
Ms. Dawn Pote, MS	Part time	n/a	Director, Campus Recreation
Dr. Liz Sattler	Full time	Tenure track	Assistant professor
Ms. Rachel Smith, ABD	Full time	Non-tenure track	Instructional assistant professor
Dr. Nicky Wu	Full time	Tenure track	Assistant Professor

LINK(S)

Links to faculty teaching assignments for the past two years are provided below:

- [Fall 2019](#)
- [Spring 2020](#)
- [Fall 2020](#)
- [Spring 2021](#)

1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions from a regionally accredited institution.

Suggested Evidence of Compliance: Curriculum vitae of faculty.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

A list of the Recreation and Park Administration program faculty and their degrees is provided in Table 1.2 below:

Table 1.2: RPA Faculty and Degree Attainment

Name	Bachelors	Masters	Doctorate
Ms. Olivia Butts, MS	International Studies, Spanish	Recreation Administration	
Dr. Yun Chang	Recreation & Leisure Industry Management	Recreation & Leisure Industry Management	Leisure Behavior
Ms. Sherri Hildebrand, MS	Physical Education	Recreation, Park, and Tourism Administration: Therapeutic Recreation	
Dr. Bin Lizzo	Liberal Studies	Youth Development	Recreation, Sport, and Tourism
Dr. Tracy Mainieri	Anthropology	Parks, Recreation, and Tourism Management	Parks, Recreation, and Tourism Management
Dr. Mike Mulvaney	Sport Management & Sociology	Sport Administration	Recreation, Sport, and Tourism
Ms. Lindsey Nicholson, MS	Recreation Administration	Recreation Administration	
Mr. Jeff Nix, MS	Recreation	Recreation Administration	
Dr. Liz Sattler	Advertising and Marketing	Sport Management	Teaching and Learning
Ms. Rachel Smith, ABD	Psychology	Recreation, Park and Tourism Administration	Teaching and Learning
Dr. Nicky Wu	Chinese Literature	Sports and Leisure Management	Sustainable Tourism and Protected Area Management

LINK(S)

None

1.05 All faculty members shall have competency and credentials in the subject matter for which they are responsible.

Suggested Evidence of Compliance: Curriculum vitae of faculty.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

All faculty members were hired on competitive searches. The Recreation and Park Administration program has highly qualified full- and part-time faculty. A list of each faculty members and their area of expertise is provided in Table 1.3 below:

Table 1.3: RPA Faculty and Areas of Expertise

Name	Summary of Competency Area & Credentials
Ms. Olivia Butts, MS	Ms. Butts earned her Bachelor of Arts in International Studies and Spanish from the University of Wisconsin Oshkosh and her Master of Science in Recreation Administration from Illinois State University. She has practitioner experience in campus recreation, event management, and tourism. She currently serves as the Chair for the School of Kinesiology and Recreation's Diversity and Inclusion Committee. Her areas of interest include event management, campus recreation, tourism/voluntourism, and inclusion. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field.
Dr. Yun Chang	Dr. Chang earned her bachelor's and master's degrees in recreation and leisure industry management. Dr. Chang earned her doctorate in leisure behavior. She teaches evaluation, computer applications, and outdoor recreation courses in the undergraduate program. Dr. Chang also supervises junior interns. Her research interests lie in the underlying mechanisms between program elements and positive youth developmental outcomes within the context of outdoor adventure education. She has also conducted several pioneering studies and workshops in the use and application of biomarkers in outdoor recreation and outdoor adventure education research. Yun is also a certified instructor for Colorado Outward Bound School and National Outdoor Leadership School. In addition to academic research, she has been actively engaging in the outdoor trainings and leadership opportunities provided by prestige outdoor educator institutions in the US as well as in Taiwan. Her leadership experiences in both East Asia and US-based context have enriched her teaching experiences as well as built up her capacity of working with diverse groups.
Ms. Sherri Hildebrand, MS	Ms. Hildebrand earned one of her two MS degrees in recreation, park, tourism administration: therapeutic recreation. She is a Certified Therapeutic Recreation Specialist with vast experience in the area of working with people with disabilities. She teaches and supervises interns in the therapeutic recreation sequence. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field.
Dr. Bin Lizzo	Dr. Lizzo earned both her master's and doctorate in recreation. Her master's degree is focused on youth development in recreational settings and her doctorate is focused on the intersection of virtual spaces, fanship, and leisure experiences. She teaches undergraduate leadership, recreational programming, and experience facilitation courses. She also teaches graduate foundations of leisure and concepts and theories courses. Dr. Lizzo's areas of expertise and interest revolve around the intersection of fanship, literature, and leisure experiences. Also tied into this are aspects of virtual communities as leisure spaces. Publications demonstrating Dr. Lizzo's competence and expertise include journal articles, editor of a textbook, technical reports, and several conference presentations.
Dr. Tracy Mainieri	Dr. Mainieri earned both her master's and doctorate in parks, recreation, and tourism management. She teaches leadership, trends, and management courses. Her area of expertise and interest is in summer camp, youth programming, program evaluation, and scholarship of teaching and learning. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field.
Dr. Mike Mulvaney	Dr. Mulvaney earned his bachelor's and master's degrees in sport management and his doctorate in recreation, sport, and tourism. Prior to obtaining his Ph.D., Dr. Mulvaney was employed with the Decatur Park District (Decatur, Illinois) in a variety of capacities including, Facility Management, Fitness, Programming, and Special Recreation. Dr. Mulvaney teaches facility planning and human resource management courses within the undergraduate program. He also supervises junior and senior interns. His areas of research include human resource management functions in public park and recreation agencies, management and organization of public park and recreation agencies, learning and the use of learning technologies in employee training, and planning processes in park and recreation agencies. Publications authored include a textbook, journal articles, technical reports, and several national and international presentations.
Ms. Lindsey Nicholson, MS	Ms. Nicholson earned both her bachelor's and master's degrees in recreation administration. She has extensive practitioner experience in commercial recreation and campus recreation. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field. Ms. Nicholson is the Internship Coordinator for the RPA program. She works closely with alumni and practitioners in the field to provide opportunities for our students to gain hands on

1.05 All faculty members shall have competency and credentials in the subject matter for which they are responsible.

Suggested Evidence of Compliance: Curriculum vitae of faculty.

	experience. Ms. Nicholson teaches the intro to recreation and leisure course, junior and senior internship prep courses, and supervises many interns.
Mr. Jeff Nix, MS	Mr. Nix earned his Bachelor of Science degree in Recreation from Southern Illinois University and his Master of Science in Recreation & Park Administration from Indiana University, in addition to completing 99 credit hours in Indiana University's Doctoral Program in Leisure Behavior. He was a Certified Park and Recreation Professional (CPRP) and has extensive experience working within various municipal recreation settings. He has taught many of the courses in the RPA core curriculum, and his areas of interest include: subjective well-being/happiness, fantasy sport participation, fan behavior, international tourism, and legal liability and risk management as it relates to municipal recreation.
Ms. Dawn Pote, MS	Ms. Pote earned her bachelor's degree in accounting from Millikin University and her master's degree in HPER Administration from Illinois State University. She currently serves as the Executive Director of Campus Recreation at Illinois State and oversees all Campus Recreation facilities. She teaches facility planning and event management class at the graduate level. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field.
Dr. Liz Sattler	Dr. Sattler earned her bachelor's degree in advertising and marketing; her master's degree in sport management, and; her doctorate in curriculum and instruction. She has vast experience in sport sales, marketing, and event management. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field. Dr. Sattler teaches sport law and supervises junior and senior interns for the undergraduate program.
Ms. Rachel Smith, ABD	Rachel Smith earned her bachelor's in Psychology and master's in recreation, park and tourism management with an emphasis in Therapeutic Recreation. She is currently completing her doctorate in Teaching and Learning (December 2021). She teaches in the Therapeutic Recreation sequence, including facilitation techniques, documentation and assessment, TR service delivery and the TR senior intern seminar. She also has taught the administration course and tourism in the recreation management sequence. She teaches a study abroad course on the cruise line industry. Her area of expertise and interest is in universal design, evidence-based research and utilization of non-tenure track faculty in higher education. Prior to teaching she was the Superintendent of Recreation and Director of Disability Support at the Macomb Park District. Her publications include book chapters on study abroad and universal design as well as a case study text in Therapeutic Recreation. Rachel is a CTRS. Her practical work experiences combined with her academic preparation reflect her competence and credentials in the field.
Dr. Nicky Wu	Dr. Wu earned her master's degrees in leisure and sport management and her doctorate in sustainable tourism and protected area management. She worked for Oklahoma State Parks on various natural resource and outdoor recreation management projects as a researcher prior to becoming a faculty member. Dr. Wu teaches administration of human resources, tourism and special events, and computer application courses within the undergraduate program. She also supervises senior interns. Her areas of expertise and interests are in tourist behaviors, natural resource planning and management, and the application of technology, such as Geographic Information System (GIS) and Virtual Reality (VR). Dr. Wu was heavily involved in several research and planning projects including trail and waterway use, environmental policy and issues in Michigan, and Resource Management Plans for state parks and public land in Oklahoma.

LINK(S)

Links to each of the faculty member's vita are provided below:

- [Ms. Olivia Butts, MS](#)
- [Dr. Yun Chang](#)
- [Ms. Sherri Hildebrand, MS](#)
- [Dr. Bin Lizzo](#)
- [Dr. Tracy Mainieri](#)
- [Dr. Mike Mulvaney](#)
- [Ms. Lindsey Nicholson, MS](#)
- [Mr. Jeff Nix, MS](#)
- [Ms. Dawn Pote, MS](#)
- [Dr. Liz Sattler](#)
- [Dr. Rachel Smith](#)

1.05 All faculty members shall have competency and credentials in the subject matter for which they are responsible.

Suggested Evidence of Compliance: Curriculum vitae of faculty.

- [Dr. Nicky Wu](#)

1.06 Each Program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than three years prior to submission of the self-study.

Suggested Evidence of Compliance: A record of attendance at COAPRT training

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Dr. Mike Mulvaney completed formal COAPRT training on October 8, 2020 at 12:30pm (PST). Dr. Mulvaney also attended a COAPRT Visitor Training on February 12, 2020 (in conjunction with the TALS 2020 Conference on Research and Teaching). Dr. Tracy Mainieri and Ms. Rachel Smith also attended the COAPRT Visitor Training on April 11, 2019 at 3:30pm (EST).

LINK(S)

[Email confirmation for registering for 10/8/20 COAPRT Program & Visitor Training](#)

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2.0 MISSION, VISION, VALUES, AND PLANNING

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.

Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The RPA mission, vision, and value statements are visible on the program's webpage (see link below). These statements are reviewed and updated, as needed, by the RPA stakeholders during the program's strategic planning processes which occurs approximately every five years. The RPA's current mission, vision, and value statements were last updated during the 2019-20 academic year.

The overall mission of Illinois State University, the College of Applied Science & Technology, and School of Kinesiology & Recreation are also available online (see links below) and each underscore the values and direction in the RPA mission:

Illinois State University Mission Statement: We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Illinois State University Vision Statement: Illinois State University will remain a national leader and be recognized worldwide for educating high-achieving, motivated students who seek an individualized and transformative experience at an institution that:

- Offers premier undergraduate and graduate programs that integrate emerging and innovative ideas with traditional knowledge and methods;
- Generates knowledge through high-quality scholarship (research and creative activities);
- Supports student learning through a seamless integration of curricular and co-curricular activities that actively engage students and broaden their perspectives; and
- Serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens.

Illinois State University Values:

- Learning and scholarship
- Diversity and inclusion
- Respect
- Collaboration
- Individualized attention
- Civic engagement
- Integrity

College of Applied Science & Technology Mission Statement: Through applied learning, we prepare and empower students who will make lasting, positive contributions to their profession and the world. We leverage and celebrate the breadth of programs within the College of Applied Science and Technology that build upon a strong general education foundation.

College of Applied Science & Technology Vision Statement: CAST: Inspiring innovation, opportunity, and the discovery of knowledge through exceptional academic programs and experiential learning.

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.

Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

College of Applied Science & Technology Values:

- Responsibility, honesty, trust, respect for all people, and integrity in all that we do.
- Diversity, inclusion, and equity for students, faculty, and staff.
- Applied learning.
- Individualized attention that includes recognition of each student as a significant contributor to our collective mission.
- Advancement of knowledge including interdisciplinary, collaborative research.
- Multidisciplinary traditions of our college.
- Shared governance.
- Civic engagement and outreach with our external constituents.
- Sustainable practices in our programs and awareness in our students.

School of Kinesiology & Recreation Mission Statement: Our nationally acclaimed programs equip future leaders, practitioners, and scholars in kinesiology and recreation to contribute to a diverse society through student-centered instruction, campus and community involvement, and experiential learning and discovery.

School of Kinesiology & Recreation Vision Statement: To be the place where students want to learn, faculty and staff want to work, and employers want to hire.

School of Kinesiology & Recreation Values:

- Excellence
- Applied learning and individualized attention
- Collaboration
- Discovery and innovation
- Shared governance
- Balanced approach to teaching and research
- Civic engagement and community outreach
- Diversity and inclusion
- Respect and integrity
- Healthy lifestyles
- Lifelong learning
- Transparency
- Responsible use of resources

Recreation and Park Administration Mission Statement: The Recreation and Park Administration program is a diverse community of scholars and learners that prepares students to work in a variety of public, private and nonprofit organizations through student-centered instruction, high-impact research, and meaningful community engagement.

Recreation and Park Administration Vision Statement: Our students and faculty are leaders in the leisure service industry working to enhance the field through innovation and inclusion.

Recreation and Park Administration Values:

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.

Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

- Community & camaraderie
- Innovation & growth
- Diversity, inclusion & social justice
- Student engagement in out-of-class, real-world learning experiences
- Individualized attention
- Lifelong learning & scholarship
- Respect & integrity
- Leadership
- Critical thinking & problem solving
- Balanced approach to teaching and research
- Evidence-based informed teaching
- Collaboration
- Outreach & civic engagement
- Curriculum based on industry requirements, needs, and best practices

LINK(S)

- [Illinois State University Mission Statement](#)
- [Illinois State University Vision Statement](#) (see page 5)
- [Illinois State University Values](#)
- [College of Applied Science & Technology Mission, Vision, and Values](#) (see page 2)
- [School of Kinesiology & Recreation Mission, Vision, and Values](#)
- [Recreation and Park Administration Mission, Vision, and Values](#)

2.01:02 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.

Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:02 The academic unit shall maintain an up-to-date Strategic Plan for the Program. This plan must include a) current mission, vision and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The RPA's Strategic Plan undergoes extensive revisions every five years and draws upon past history, input from the program's stakeholders, industry and societal trends, and represents an extension of Strategic Plans developed by Illinois State University, the College of Applied Science & Technology, and the School of Kinesiology & Recreation. RPA's current Strategic Plan was adopted in 2020.

The specific goals and strategies of the Recreation and Park Administration's Strategic Plan are listed below:

Goal 1: Foster a positive culture within RPA that promotes collegiality, professional growth, and internal & external relationships.

- 1.10: Engage in professional development to support teaching, research, and service.
- 1.20: Provide opportunities and support to capitalize on faculty areas of specialization.

2.01:02 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.

Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:02 The academic unit shall maintain an up-to-date Strategic Plan for the Program. This plan must include a) current mission, vision and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

1.30: Participate in collaborative efforts with on-campus and off-campus entities.

1.40: Continue to build a welcoming and approachable culture within the RPA program.

Goal 2: Prioritize commitment to diversity, inclusion, and social justice.

2.10: Actively recruit for diversity among students and faculty.

2.20: Develop and implement strategies to retain underrepresented students and faculty.

2.30: Provide opportunities for students and faculty to advance their awareness and understanding of diversity, inclusion, and social justice.

2.40: Create opportunities to address mental health for students and faculty.

2.50: Commit to data transparency regarding diversity, inclusion, and social justice initiatives and successes.

Goal 3: Ensure the success of a new generation of students with diverse interests and academic needs.

3.10: Recruit and retain high caliber undergraduate and graduate students.

3.20: Establish and implement forward thinking initiatives to maintain enrollment numbers over time.

3.30: Establish and implement support structures to ensure the success of our underrepresented students.

3.40: Develop mechanisms to alleviate student costs.

Goal 4: Cultivate innovative curriculum, excellent teaching, and high-impact research across all academic programs.

4.10: Foster individualized attention through the customization of student learning experiences.

4.20: Expand course offerings online while maintaining high impact learning of the traditional classroom space.

4.30: Design educational opportunities that support the needs of the diverse student population and changing enrollment

4.40: Ensure students are getting a variety of out-of-classroom touch points (e.g., outreach projects, conferences, service learning, professional mentored projects, etc.) each semester.

4.50: Increase visibility, funding, and impact of research and other scholarly activities.

4.60: Increase student engagement in scholarly activities.

Goal 5: Create opportunities to enhance external relationships.

5.10: Enhance RPA's visibility and celebrate the achievements.

5.20: Develop opportunities for students to interact with alumni and build professional networks.

5.30: Engage with professionals to support knowledge creation and possible funding opportunities.

5.40: Support opportunities for input from alumni/advisory councils/groups.

LINK(S)

- [RPA's complete Strategic Plan \(including Strategic Issues\)](#)

2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.

Suggested Evidence of Compliance: Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals).

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Curricula undergo regular reviews and updates within the RPA program and remains a high priority. In particular, curricular discussions are an agenda item for each of the RPA monthly meetings. Input and feedback regarding RPA's curriculum are also obtained during Advisory Council meetings.

When curricular changes are identified, RPA faculty submit proposals to the School of Kinesiology Curriculum Committee, which in turn proceed to the College of Applied Science & Technology Curriculum Committee, and ultimately, to the University Curriculum Committee for final approval.

A few of the more significant curricular changes as they relate to the COAPRT Self-Study that were approved include the following:

- ***KNR 175: Leisure's Role on Individuals & Society (revised course, adopted starting with 2022-23 catalog).*** The content of this course was modified and has been approved to support the "Individuals and Civic Life" category of General Education at Illinois State University. KNR 175 was also added as a core course option within both sequences.
- ***KNR 176: Computer Applications in Recreation (new course, adopted starting with 2020-21 catalog).*** Through program assessment and input from Advisory Council members, alumni, and industry leaders, it was identified that Recreation Management students lacked a basic understanding of computer applications utilized in the industry. KNR 176 was added as a core course requirement for Recreation Management students in an effort to address this gap.
- ***KNR 355: Advancement of the Therapeutic Recreation Profession (new course, adopted starting with 2020-21 catalog).*** In response to the National Council on Therapeutic Recreation's (NCTRC) recommendations for programs to include a course focusing on the "advancement of the profession", KNR 355 was added to the curriculum as a core course requirement for Therapeutic Recreation students.
- ***KNR 270: Inclusive Recreation (revised course, adopted starting with 2020-21 catalog).*** In response to industry and societal trends as well as feedback from our previous COAPRT Self-Study, this course underwent a change in the course content from a sole focus on leadership and advocacy for individuals with disabilities to content emphasizing advocacy and leadership across diverse populations.
- ***KNR 314: Introduction to the Cruise Industry (new course, adopted starting with 2020-21 catalog).*** In response to industry trends and feedback from students and practitioners, a study abroad course focusing on the cruise line industry was adopted. This course provides an additional elective option for students majoring in Recreation and Park Administration.
- ***Revisions to the Recreation and Park Administration program.*** This included the addition of KNR 176 as a core course to the Recreation Management sequence and KNR 355 as a core course requirement for the Therapeutic Recreation sequence. KNR 175 was also added as a core course options for both sequences, allowing students to complete either KNR 175 or KNR 170 (Introduction to Leisure & Recreation) due to the similarity in course content for both courses. KNR 270 remained a core course requirement for both sequences while KNR 275 (Planning & Design of Recreation Facilities) was removed as core course requirement for the Therapeutic Recreation sequence due to its content non longer aligning with the NCTRC certification standards.

2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.
Suggested Evidence of Compliance: Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals).

- **Review of Course Prerequisites.** Based on feedback from academic advisors and faculty, RPA faculty initiated a review of prerequisites for each of the core courses within both sequences. These discussions were initiated in the fall 2019 during RPA faculty & staff meetings and are currently in progress.

LINK(S)

- [Link to RPA Meetings Minutes](#)
- [Link to Curriculum Proposals](#)

2.03 The academic unit shall have institutionally approved degree requirements for all Programs being considered for accreditation.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Recreation and Park Administration program offers a Bachelor's of Science degree. There are two sequences within the Recreation and Park Administration major: Recreation Management and Therapeutic Recreation. A minor in Recreation and Park Administration is also available.

Students may obtain advising material related to Recreation and Park Administration (RPA) in the School's main office (250 McCormick). The Kinesiology and Recreation academic advisors will assist students with planning and completing an academic plan of study. All major courses in RPA must be completed with a grade of C or better.

Details regarding the degree requirements for the Recreation and Park Administration program are also publicly accessible and included in Illinois State University's Undergraduate Catalog:

Major in Recreation and Park Administration

Program Admission Requirements for New and Continuing Students

Admission to this academic program is limited and is based on space availability and the competitiveness of the applicant pool. Factors that may be considered include, but are not limited to: cumulative GPA, hours completed, and written responses on the application. For additional information on minimum requirements for admission and the application and selection process, visit IllinoisState.edu/Majors or contact the undergraduate advisor for the intended major.

Standards for Progress in the Major

A student must have a minimum 2.00 cumulative GPA and have completed all required courses with a grade of C or better.

Students in the Recreation and Park Administration major must complete one of the following sequences:

Recreation Management Sequence

Recreation Management professionals plan, organize, and lead experiences for people with diverse backgrounds and interests. Experiences range from sports and crafts, to camping and other special interests. They also work in a variety of settings including parks, sport facilities, community centers, retirement villages, camps, and tourism attractions. Students in this major put theory into practice by completing two internships. The major also offers opportunities to attend conferences, participate in clubs, and study abroad, which helps students develop a

2.03 The academic unit shall have institutionally approved degree requirements for all Programs being considered for accreditation.

professional network. Students graduating from this program are immediately eligible to sit for the examination to become a Certified Park and Recreation Professional.

Recreation Management Course Requirements

- 55 total hours required
- 52 hours in core courses: KNR 170 or 175, 171, 176, 270, 271, 275, 298A36, 298A30, 370, 374, 376, 378A30, 380, 382, 398A36, and 398A30
- 3 hours of courses selected from: KNR 314, 351, 354, and 371

Therapeutic Recreation Sequence

Therapeutic recreation is a human service profession. Professionals typically work in a community or clinical setting. Clients include people who have a disability, injury, illness or other health condition. Using play and other activities, therapists create a healthy physical and social environment. Students in this major use theory in the classroom and the real world by completing two internships. The major also offers opportunities to attend conferences, participate in clubs, and study abroad, which helps students develop a professional network.

Students graduating from the Therapeutic Recreation Sequence who have met all the National Council for Therapeutic Recreation Certification (NCTRC) requirements (major and recommended courses including an approved internship) should be eligible to apply to sit for the examination to become a Certified Therapeutic Recreation Specialist. Certification requirements are subject to change so students are strongly advised to obtain the latest certification requirements from NCTRC.

Therapeutic Recreation Course Requirements

- 70 total hours required
- 55 hours in core courses: KNR 170 or 175, 171, 253, 270, 271, 273, 278, 279, 298A36, 298A30, 355, 365, 370, 376, 380, 398A36, and 398A30
- 15 hours in interdisciplinary courses: HSC 105, BSC 181 or KNR 181, PSY 213, PSY 350, and 3 hours from approved health and human services and/or disability related courses

MINOR IN RECREATION AND PARK ADMINISTRATION

Minor in Recreation and Park Administration Course Requirements

- 24 hours required
- Required courses: KNR 170, 171, 270, 271, 370, 376, 380
- 3 hours selected from KNR 275, 351, 354, 371, 374, 382

LINK(S)

- [Undergraduate Catalog \(RPA Program Requirements\)](#)
- [Information about academic advising](#)

2.04 The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Recreation and Park Administration Program is seeking continuing accreditation for the undergraduate professional core and the Therapeutic Recreation sequence by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT).

2.04 The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.

LINK(S)

- [RPA Program Accreditation Information](#)

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.5:01 The Program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Illinois State University’s assessment is aligned with the best practices of the Higher Learning Commission’s (HLC) criteria. In particular, Criterion 4 (Teaching and Learning: Evaluation and Improvement) of the HLC criteria for accreditation requires institutions seeking or maintaining accreditation to “ensure the quality of its educational offerings” and “engage in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students”.

Illinois State University’s Assessment Services (UAS) maintains and reviews assessment plans for every program in every college at ISU. In completing this task, UAS has developed a university wide assessment plan termed, “Process for the Review of Academic Assessment Plans (PRAAP). The PRAAP utilizes an Assessment Plan Rubric that reviews each academic program across the following areas:

- (Academic) Program Goals & Intended Student Learning Outcomes
- Systematic Assessment of Student Learning (Methodologies and Capture Points Appropriate to the Discipline)
- Feedback from Key Stakeholders (Indirect Measures)
- Use of Results/”Closing the Loop”

The intent and purpose of the UAS is quite similar to that of COAPRT in that they assist academic units in the development of an assessment plan, writing learning outcomes, the incorporation of direct and indirect measures of assessment, and using the results for continuous program improvement.

LINK(S)

- [Higher Learning Commission Criteria for Accreditation](#) (Criteria 4. Teaching and Learning: Evaluation and Improvement)
- [Illinois State University Assessment Services webpage](#)
- [Illinois State University Assessment tutorial for academic programs](#)
- [Illinois State University Assessment “Process for the Review of Academic Assessment Plans”](#)
- [Illinois State University Assessment Plan Rubric for academic programs](#)
- [Illinois State University “Process for the Review of Academic Assessment Plans” checklist](#)

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:02 The Program shall demonstrate that data generated through the measurement tools are used solely for its assessment program not for instructor evaluation or other non- related functions.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The data generated through RPA measurement tools were designed to measure program learning outcomes are used solely for assessment purposes. Faculty enter their data into the online assessment data collection form/instrument at the end of each semester after final grades have been posted. Furthermore, the aggregated assessment data is not reviewed for continuous program improvement until the following semester as evidenced by the RPA Faculty & Staff meeting agendas (see 3/30/21 RPA faculty/staff meeting agenda as a recent example of this practice).

LINK(S)

- [March 30, 2021 RPA Faculty/Staff Meeting Agenda](#)

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Metrics used for assessing student learning objectives come in a variety of forms: rubrics, assignments, exams, and evaluations (internship courses). In most instances, faculty develops the assessment tools used to evaluate student learning outcomes in their respective courses. Detailed descriptions of the quality assessment measures as well as assessment tool suitability and appropriateness are detailed in section of 7 of this report.

LINK(S)

None

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:04 Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

RPA employs the following process with respect to their assessment data:

- With the support of the RPA Assessment Committee, the RPA Program Director emails RPA faculty at the end of each semester. The email includes instructions for submitting the assessment data from their courses.
- Guided by these instructions, each faculty member is responsible for entering the aggregated and raw data from their respective courses. In 2018, the RPA Assessment Committee developed an online submission form (via Qualtrics) to further support faculty with the data entry process. Prior to 2018, faculty would submit the raw data to an electronic file folder and add the aggregated data to the results section of the assessment plan. Both of these files/folders were located on a secure (password protected) shared drive.
- The RPA Assessment Committee organizes and reviews the assessment data and this data is covered at each monthly RPA faculty/staff meeting. Based on these discussions, learning outcome data is used to inform continuous improvement decisions. In 2020-21, the RPA Assessment Committee developed an interactive assessment dashboard (via Microsoft Power BI) to further support these discussions. The dashboard allows the data to be quickly organized by COAPRT learning outcomes (7.01, 7.02, 7.03, &

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:04 Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions.

7.04), specific course, or specific assessment measure. Aggregated data for both the RPA's direct and indirect measures are included in the dashboard.

LINK(S)

- [RPA Faculty/Staff Meeting Agendas](#)
- [RPA Assessment Data Entry Form/Instrument](#)
- [RPA Interactive Assessment Dashboard](#)

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:05 The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The following is posted on the RPA website:

Recreation & Park Administration Webpage

COAPRT standard 2.05.05 requires reporting of aggregated results of learning outcomes assessment. Results for the most recent academic year (AY 2020) follow:

- 100% of graduating seniors met or exceeded agency expectations during their culminating internships.
- 100% of junior level students were able to successfully complete a program blueprint from start to finish demonstrating the ability to design recreation experiences.
- 98.7% of junior/senior level students were able to successfully complete a human resource management project that simulated the management and HR processes from beginning to end related to organizational development and personnel processes.
- During the past year, 93.3% of alumni who have taken the CPRP exam have passed which is nearly 10% higher than the national average of other accredited programs.
- During the past year, 91.7% of alumni who took the NCTRC exam (for the first time) passed and obtained the Certified Therapeutic Recreation Specialist designation which is nearly 6% higher than the national average.
- Additional evidence reflecting academic quality, student achievement, and 7.0 series aggregate data is available in the Recreation and Park Administration Assessment Report

Therapeutic Recreation Webpage

COAPRT standard 2.05.05 requires reporting of aggregated results of learning outcomes assessment. Results for the most recent academic year (AY 2020) follow:

- 100% of graduating seniors met or exceeded agency expectations during their culminating internships.
- 100% of junior level students were able to successfully complete a program blueprint from start to finish demonstrating the ability to design recreation experiences.
- 95.2% of students were able to successfully complete a written plan of operation which includes a comprehensive program plan, specific program plan, assessment, program and client evaluation, risk management plan, resource management, and marketing plan.
- During the past year, 91.7% of alumni who took the NCTRC exam (for the first time) passed and obtained the Certified Therapeutic Recreation Specialist designation which is nearly 6% higher than the

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:05 The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements.

national average.

- Additional evidence reflecting academic quality, student achievement, and 7.0 series aggregate data is available in the Recreation and Park Administration Assessment Report

LINK(S)

- [Reporting of aggregated results of learning outcomes assessment \(Recreation & Park Administration\)](#)
- [Reporting of aggregated results of learning outcomes assessment \(Therapeutic Recreation\)](#)

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3.0 ADMINISTRATION

3.01 Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01:01 Responsibility and authority of the Program administrator to make decisions related to resources allocated to that Program.

Suggested Evidence of Compliance: Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The RPA Program Director's duties and responsibilities are listed in the Position Description (see link below). The RPA Program Director's responsibilities and authority are similar to the other program directors within the School of Kinesiology & Recreation and is responsible for making decisions related to the resources allocated to the program. The RPA Program Director Job Description is provided below:

SCHOOL OF KINESIOLOGY AND RECREATION ILLINOIS STATE UNIVERSITY RECREATION AND PARK ADMINISTRATION PROGRAM DIRECTOR RESPONSIBILITIES

1. Establish annual and long-term goals with Recreation and Park Administration (RPA) faculty that are consistent with the annual and long-term goals of the School.
2. Meet as necessary with the School Director and Assistant Director to coordinate responsibilities and report progress on responsibilities.
3. Meet with other School Program Directors as scheduled by the Director to plan School goals and to coordinate the activities of the School.
4. Hold meetings for all RPA faculty, including School Academic Advisors, to consider academic issues that concern the RPA Program.
5. Take responsibility for coordinating and preparing the Program Review Report and appropriate external accreditation reports.
6. Consult with Academic Advisors and the Director concerning enrollment management issues.
7. Monitor, manage, and revise as necessary student outcome assessment to ensure alignment with curricular and program objectives.
8. Facilitate discussions regarding curricular matters and coordinate curricular revision proposal writing among appropriate RPA faculty.
9. Confer with the School Director concerning replacement of vacated faculty positions and the recruitment of RPA faculty in positions approved open positions, and recommend appropriate faculty to serve on the search committee as needed.
10. Recommend course scheduling each semester to the School Assistant Director for all RPA Program requirements after consultation with the Graduate Program Director and School Academic Advisors.
11. Solicit information from faculty and students for the RPA portion of the annual School Alumni Newsletter.
12. Organize and preside at annual RPA Advisory Council meetings, and solicit new members for the RPA Advisory Council as old members rotate off the Council or member attrition occurs.
13. Serve on the School Student Awards committee and facilitate appropriate student nominees for annual awards.
14. Respond to program-related reports and correspondence as requested by the School Director, and fulfill other responsibilities related to the RPA Program as assigned by the Director.

ADDITIONAL CONSIDERATIONS

The RPA Program Director will:

3.01 Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01:01 Responsibility and authority of the Program administrator to make decisions related to resources allocated to that Program.

Suggested Evidence of Compliance: Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit.

- a. Be appointed by the School Director, in consultation with the School Administrative Council and RPA faculty.
- b. Be assigned in three-year terms that can be renewed.
- c. Receive quarter-time administrative release time each semester as instructional capacity demands allow.
- d. Receive priority consideration for a summer teaching assignment as budgets allow.
- e. Receive consideration in annual review for quality of work as RPA Program Director.
- f. Be a full-time tenured or tenure-track faculty member.

LINK(S)

KNR Program Director Job Descriptions:

- [RPA Program Director](#)
- [Active for Life Program Director](#)
- [KNR Assistant Director](#)
- [Athletic Training Program Director](#)
- [Exercise Science Program Director](#)
- [KNR Graduate Program Director](#)
- [Physical Education Teacher Education Program Director](#)

3.01 Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01:02 Adequacy of financial resources.

Suggested Evidence of Compliance: Appropriate financial documents and an evaluation of adequacy of financial resources assigned to the Program indicating an opportunity to succeed in the mission of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The School of Kinesiology and Recreation Director distributes resources as equally as possible among the programs and program faculties. School-wide procedures are published for professional, teaching and professional practice travel, teaching resources (e.g., telephone, copying), and faculty searches. The School Director has authorized the use of the School Foundation to fund programmatic expenses such as Advisory Committee meetings and the annual social at the Illinois Park and Recreation Association Conference, etc. This practice may be verified with the Program Director, School Director, and College Dean.

LINK(S)

None

3.01 Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01:03 Implementation of personnel policies and procedures.

Suggested Evidence of Compliance: Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The School of Kinesiology & Recreation has Bylaws and Operating Codes that outline the policies and procedures related to the following committees: School Faculty Status Committee (SFSC), School Curriculum Committee (SCC), School Elections Committee, School Administrative Council, School Awards Committee, and the Scholar Lecture Series Committee.

The School Faculty Status Committee (SFSC) operates according to current College and University policies and procedures in matters pertaining to salary, promotion, tenure, reappointment, and post-tenure review. The SFSC is composed of four elected members serving on a 2-year rotational basis. The School Director chairs the SFSC. The SFSC approves policies and procedures of the SFSC.

The KNR School Director also maintains permanent personnel and curriculum files in the main office of McCormick (Room 250). Electronic copies of files are also stored on secure servers.

LINK(S)

- [KNR Bylaws & Operating Codes](#) (KNR Committees)
- [KNR School Faculty Status Committee guidelines](#)
- [Illinois State University policies and procedures relating to faculty](#)

3.01 Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01:04 Development and implementation of academic policies and procedures for the unit.

Suggested Evidence of Compliance: Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Faculty at Illinois State University are expected to adhere to the policies and procedures outlined in Section 4 (Academic Activities) of the University Policy & Procedures.

LINK(S)

- [Section 4 \(Academic Activities\) of the University Policy & Procedures](#)

3.02 The Program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.

Suggested Evidence of Compliance: Curriculum vita of the administrator or coordinator.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The present RPA Program Director (Michael Mulvaney) holds a full-time, tenured appointment at the rank of Professor. Dr. Michael Mulvaney has directed the RPA program since 2019 and has a research background and expertise in administration, providing him with the appropriate academic credentials for the position.

LINK(S)

- [Dr. Michael Mulvaney's Curriculum Vita](#)

3.03 The Program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

Suggested Evidence of Compliance: A description of the process through which workloads are established, along with actual assignments of the administrator or coordinator. Some Programs may have formal, written policies regarding workload. In those cases, the policy statements should be provided.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The workload assignments and compensation for School of Kinesiology & Recreation Program Directors is consistent across all four academic programs (Athletic Training, Exercise Science, Physical Education Teacher Education, & Recreation and Park Administration). In particular, each Program Director receives additional travel money for continuing education and a quarter-time release (per semester) as instructional capacity demands.

LINK(S)

KNR Program Director Job Descriptions:

- [RPA Program Director](#)
- [Athletic Training Program Director](#)
- [Exercise Science Program Director](#)
- [Physical Education Teacher Education Program Director](#)

3.04 There shall be formal participation of faculty in setting policies within the academic unit.

Suggested Evidence of Compliance: Documentation of faculty participation in administrative policy development within the unit (e.g., minutes of faculty meetings, records of correspondence).

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Regularly scheduled (monthly) meetings, with announced agendas, provide faculty within the School of Kinesiology & Recreation and RPA the opportunity to share input on policies and procedures as outlined in the School's By-Laws. Evidence of faculty involvement is amply provided through annual reports, faculty meeting minutes, committee policy and procedure manuals, the KNR & RPA Strategic Plans.

LINK(S)

- [KNR Faculty Meeting Minutes \(2016 – 2021\)](#)
- [RPA Faculty Meeting Minutes \(2016 – 2021\)](#)
- [KNR Strategic Plan](#)
- [RPA Strategic Plan](#)

3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.

Suggested Evidence of Compliance: Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The RPA program consults regularly with practitioners, through both formal and informal mechanisms. Examples of consultative activities are as follows:

- ***RPA Advisory Council:*** faculty meet with the 13-member Advisory Council bi-annually to discuss matters of relevance to professional practice and the curriculum (e.g., marketing ideas, current trends and issues).
- ***Internship Supervision:*** faculty are involved in supervising Junior & Senior internship experiences, which encourages interaction and collaboration with practitioners.

3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.

Suggested Evidence of Compliance: Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement.

- **Community Service:** faculty members provide service to a number of community agencies as consultants, board members, or program leaders. More specifically, faculty have been involved with consultation projects with agencies, research/evaluation projects, editorial boards, etc.
- **Guest Lectures:** The RPA program frequently invites practitioners into classes to share current professional practices with students. Example topics include commercial recreation, therapeutic recreation practice, international travel, visitor guide requirements, the residential camp profession, transitioning to the professional sector, environmental concerns and political jurisdiction in park/facility design and planning.
- **Professional Associations and Conferences:** Faculty are involved in a variety of professional associations, which affords them opportunities for exchange with practitioners. These associations include the American Therapeutic Recreation Association, NRPA/NTRS, Illinois Recreation and Park Association, Illinois Recreation Therapy Association.
- **Practitioner & Alumni Receptions & Recognition Events:** ISU, CAST, KNR, & RPA regularly host reception and award ceremonies which has afforded opportunities to consult with practitioners who are very familiar with our curricula.

LINK(S)

- [Current RPA Advisory Council Membership](#)
- [RPA Advisory Council Meeting Agendas \(2016 – 2021\)](#)

3.06 The program has a practice of informing the public about the harm of degree mills and accreditation mills.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

A statement regarding degree mills and accreditation mills is found on the RPA program's website. In particular, the statement reads:

Please watch this important video (link embedded here) regarding degree and accreditation mills. According to the Council for Higher Education Accreditation (CHEA), "Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates when providing tuition assistance for continuing education. "Accreditation from an accreditation mill can mislead students and the public about the quality of an institution. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential."

Read more on CHEA's website (<https://www.chea.org/>).

Illinois State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (<https://www.hlcommission.org/>).

LINK(S)

- [RPA webpage with important information regarding degree mills](#)
- [Video regarding degree and accreditation mills that is provided on RPA's webpage](#)
- [Council for Higher Education Accreditation website that is provided on RPA's webpage](#)

3.07 The program has a practice of informing the public about their COAPRT accreditation status.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

3.07 The program has a practice of informing the public about their COAPRT accreditation status.

The statement acknowledging the program specific COAPRT accreditation is found on the RPA program's website. In particular, the statement reads:

Nationally Accredited Since 1985

The Recreation and Park Administration undergraduate professional core and the Therapeutic Recreation sequence have been accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions for 35 years. The Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) accredits programs in parks, recreation, tourism, sport management, event management, therapeutic recreation, and leisure studies offered at regionally accredited institutions within the United States and its territories, and at nationally accredited institutions in Canada, and Mexico.

LINK(S)

- [RPA webpage with information acknowledging the program specific COAPRT accreditation](#)

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4.0 FACULTY

4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A description of professional development resources and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Illinois State University is committed to faculty development as evident by the following initiatives and investments:

- ***ISU Research & Sponsored Programs:*** the mission of ISU's Research & Sponsored Programs is to support and facilitate faculty, staff, and the community in their instructional, creative, research, and public service efforts. Research & Sponsored Programs provide technical assistance, workshops, support for research, and guidance and assurance of institutional compliance.
- ***Internal Grant Opportunities:*** there are several internal grant opportunities that faculty can utilize to support their research and further develop their pedagogic knowledge and skills. A few of these opportunities include: University Research Grants, New Faculty Start-Up Support Grants, Teaching Development Grants, Teaching Innovation Grants, Teaching with Technology Grants, Culturally Responsive Learning Grants, Global Engagement Learning Grants, Community Engagement Learning Grants, Teaching Development Travel Grants, Book Subvention Support, Proposal Development Travel Grants, Publication Grants, & SOTL Cross Chair Grants.
- ***Center for Teaching, Learning, and Technology:*** the mission of the Center for Teaching, Learning, and Technology (CTLT) is to support educators in their pursuit of excellence and innovation in teaching, student learning, and the effective use of technology. The CTLT provides numerous events, workshops, faculty support services, and teaching resources to support the professional development of ISU faculty.
- ***College of Applied Science & Technology:*** the College of Applied Science & Technology (CAST) provides numerous faculty development opportunities and grants. A few of the more notable services include: CAST faculty awards (outstanding teacher – non-tenure, pre-tenure, & tenured; outstanding researcher – pre-tenure & tenured; outstanding service), faculty mentoring program, oversight of University Research Grants program, faculty professional development funding, grant incentive program, presentation travel program, publication incentive program, publication page costs support, and research writing workshops.
- ***School of Kinesiology & Recreation:*** All KNR faculty are awarded travel funds for continuing professional development. All faculty regularly participate in professional conferences and workshops and hold professional memberships. Typical professional memberships include the Illinois Park and Recreation Association (IPRA), Central Illinois Recreation Council for Leisure Experiences (CIRCLE), National Recreation and Park Association (NRPA), American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), American Camping Association (ACA), American Therapeutic Recreation Association (ATRA), World Leisure (WL), American Leisure Academy (ALA), Rho Phi Lambda (RPL), North American Society for Sport Management (NASSM), and the National Intramural Recreation and Sports Association (NIRSA). All KNR faculty also participate in monthly professional development workshops on various diversity and inclusion topics.

LINK(S)

- [ISU Research & Sponsored Programs website](#)
- [ISU Internal Grants for faculty](#)
- [Center for Teaching, Learning, and Technology website](#)
- [College of Applied Science & Technology research support](#)
- [College of Applied Science & Technology teaching and research awards](#)
- [School of Kinesiology & Recreation Diversity & Inclusion workshop videos](#)
- [School of Kinesiology & Recreation Faculty Resources](#)

4.02 Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.

Suggested Evidence of Compliance: Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

RPA faculty development activities have positively contributed to the quality of the program in several ways. The knowledge and skills obtained from these professional development activities has informed faculty members' teaching, research, and service contributions to RPA and the School. A sample of the workshops attended by RPA faculty during the past two years (2019-21) is provided below (see RPA faculty vitae for a more comprehensive list):

ISU Research and Sponsored Programs Workshops

- Institutional Review Board Training Program
- Scholarly Writing for Publication
- University Research Grant Proposal Writing

ISU Center for Teaching, Learning, and Technology Workshops

- Course Design
 - Design Your Online Courses
 - Improve Your Online Course
 - Design, Online, Refine, Teach (DART) Training
 - Rapid Transition to Online Teaching
- Teaching with Technology
 - Creating Micro-Lectures
 - Hybrid-Teaching 2.0
 - AIM Online
 - Screencast-O-Matic Pro
 - Teaching with Zoom
 - Formstack
 - ReggieNet – Overview, Lessons Builder, Quizzes/Assessments, Forums
 - MS Office Software – Excel, OneDrive, Forms
- Diversity, Equity, and Inclusion
 - Microaggressions and the Impact on Student Learning and Emotional Well-being
 - The Creation of Whiteness
 - Incorporating Advocacy Into Your Teaching & Research
 - Stereotypes, Myths, and Misconceptions: What You Believe Matters! Training
 - A Developmental Approach to Understanding Persistent Racial Injustice
- Professional Development
 - New Faculty Orientation Workshops and Learning Modules
 - Learning Communities
 - Teaching and Learning Symposium
 - Early Career Faculty Professional Development Circle
 - Supporting Students' Health and Well-Being Workshop
 - The Power of Empathy Workshop
 - Continuing Education Program Courses
 - Instructional Skills Workshop
 - University Response to Academic Dishonesty Workshop

Council on Accreditation of Parks, Recreation, Tourism, and Related Professions

- COAPRT Visitor Training

Conference Attendance

- The Academy of Leisure Sciences (TALS)
- The Association for Experiential Education (AEE)

4.02 Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.

Suggested Evidence of Compliance: Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.

- Culturally Responsive Campus Community (CRCC)
- TN Governor’s Conference on Hospitality and Tourism
- The National Environment and Recreation Research Symposium (NERRS)
- American Therapeutic Recreation Association (ATRA)
- Midwest Therapeutic Recreation Symposium
- Illinois Recreation Therapy Association (IRTA)
- The National Recreation and Parks Association (NRPA)
- The Illinois Park and Recreation Association (IPRA)
- The Teaching and Learning Symposium
- The Teaching Professor Conference
- The National Intermural Recreation Sports Association (NIRSA)

LINK(S)

None

4.03 The Program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.

Suggested Evidence of Compliance: A description of hiring practices and processes or associated policies at the institution.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The hiring practices and policies at Illinois State University are clearly delineated and described, in detail, on ISU’s Human Resources website (see link below). Throughout this process, Illinois State University’s Office of Equal Opportunity and Access (OEOA) provide support and assist with recruitment efforts during the search process. The OEOA provides support related to recruitment outreach including an equal opportunity statement for advertisements as well as advertising in historically black colleges and universities, postsecondary minority institutions, diversity job boards, diversity recruiting sources, and discipline-specific diversity resources. The office also performs underutilization analyses to determine whether there are fewer minorities and/or females employed in each job group than would reasonably be expected based on availability in the labor market. The underutilization analysis is a comparison between availability data and workforce composition data within each job group. Finally, there is mandatory faculty search committee training to assist search committee members, department chair/school directors, and search committee administrative support in the process.

The RPA program has complied with the processes in each of its successful position searches.

LINK(S)

- [Recruitment & hiring process for faculty at Illinois State University](#)
- [Office of Equal Opportunity and Access – faculty search and recruitment information](#)

4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.

Suggested Evidence of Compliance: A copy of workload policy and evidence of policy conformity.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The School of Kinesiology & Recreation Director is responsible for assigning and assessing the distributing of faculty workloads including instructional, research, and service responsibilities in accordance with the University Policy and Procedures. Tenure-track faculty typically teach 9 credit hours and receive a 3-hour (quarter-time) release for research each semester for a total of 12 credit hours. Non-tenure track faculty teach 12 credit hours per semester. Some faculty members have additional administrative duties such as the RPA Program Director

4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.

Suggested Evidence of Compliance: A copy of workload policy and evidence of policy conformity.

(Dr. Mulvaney), resulting in an additional quarter time course release each semester. For evidence that this policy is applied consistently across the School, please review the workload assignments for RPA and all KNR faculty. The application of the policy may also be verified with the School Director and College Dean.

Typical Tenure Track Faculty Workload

- 9 hours of teaching plus 3 hours of research = 12 credit hours per semester

Tenure Track Faculty Workload for 1 semester with additional administrative appointment

- 6 hours of teaching, 3 hours of research, 3 hours of administrative release = 12 hours

Typical Non-tenure Track Faculty Workload for 1 semester

- 12 hours of teaching = 12 credit hours

LINK(S)

- [University Policy & Procedures Section 3.3.6 Academic Department Chairperson/School Director Responsibilities, Appointment, Compensation, and Evaluation](#)
- [RPA Faculty Teaching Assignments \(2016 – 2021\)](#)

4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Salary information is published each year by the Illinois Board of Higher Education. A breakdown of the RPA and ISU monthly faculty salaries by rank for FY20 is provided below. Data were not available for instructional assistant professors at the University level.

Table 4.1: RPA and ISU Monthly Faculty Salaries, Fiscal Year 2020

	RPA (10)	ISU (n=688)
Professor (n=0)	n/a	\$10,897
Associate Professor (n=2)	\$8,399	\$9,040
Assistant Professor (n=3)	\$7,333	\$8,499
Instructional Assistant Professor (n=5)	\$5,743	n/a

The Faculty Appointment, Salary, Promotion, and Tenure (ASPT) system at Illinois State University consists of standards and review bodies at three levels: university, college, and department/school. University-wide policies provide a framework for the system and minimum levels of achievement for faculty performance. Colleges and departments/schools adopt ASPT policies consistent with university wide policies yet reflective of conditions unique to their disciplines.

The College Faculty Status Committee for the College of Applied Science and Technology provides herein a statement of standards that further interpret University ASPT Policies. The Department Faculty Status Committees (DFSC) and the School Faculty Status Committees (SFSC) in the college have, by majority vote, accepted these standards. The standards are subject to on-going revision and interpretation by the CFSC as inquiries and cases come before the committee. The CFSC, DFSCs, and SFSCs will follow the guidelines as described in the Faculty ASPT Policies, January 1, 2017.

4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit.

The School Faculty Status Committee (SFSC) operates according to current College and University policies and procedures in matters pertaining to salary, promotion, tenure, reappointment, and post-tenure review. The SFSC is composed of four elected members serving on a 2-year rotational basis. The School Director chairs the SFSC. The SFSC approves policies and procedures of the SFSC.

All other matters pertaining to university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty are established at the University level and followed by campus academic units.

LINK(S)

- [Statement regarding College & Department/School standards for Appointment, Salary, Promotion, Tenure \(ASPT\)](#)
- [College of Applied Science & Technology College Faculty Status Committee Standards for ASPT](#)
- [School of Kinesiology & Recreation ASPT document](#)
- [University Policy & Procedures – Section 3 Faculty, AP, & Civil Service Policies](#)

4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions Program shall instruct at least 60 percent of the required courses within the curriculum.

Suggested Evidence of Compliance: Last three years of teaching assignments of all staff responsible for teaching in the Program.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Full-time faculty members with appointments to RPA instruct at least 60% of the required core courses within the curriculum. A breakdown of this data is provided below:

Table 4.2: Percentage of Required Courses Taught by Full-time RPA Faculty

Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage	93% 68/73	100% 76/76	97% 76/78	100% 77/77	100% 69/69

LINK(S)

- [RPA Faculty Teaching Assignments \(2016 – 2021\)](#)

4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact Program quality, consistent with the missions of the institution and the academic unit.

Suggested Evidence of Compliance: Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Two of the five strategic directions in ISU’s *Educate Connect Elevate 2018-2023 Strategic Plan* call on the campus community to engage in research and scholarship to “Foster Innovation” and “Enrich Engagement”. Research and scholarly productivity are also emphasized in the College of Applied Science & Technology, School of Kinesiology & Recreation, and Recreation & Park Administration’s strategic plans.

4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact Program quality, consistent with the missions of the institution and the academic unit.

Suggested Evidence of Compliance: Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff.

The Recreation and Park Administration faculty are actively engaged in research and scholarship and have disseminated their scholarly work in a variety of journals as well as conference presentations. A list of these outlets is provided below:

Journals

- Journal of Leisure Research
- Leisure Sciences
- Journal of Park and Recreation Administration
- SCHOLE
- Therapeutic Recreation Journal
- Journal of Experiential Education
- Annual on Therapeutic Recreation
- Recreational Sports Journal
- Journal of Health, Physical Education, Recreation and Dance
- Parks and Recreation

Conference Proceedings/Presentations

- National Recreation and Park Association
- Illinois Park and Recreation Association
- Central Illinois Recreation Council for Leisure Experience
- American Alliance for Health, Physical Education, Recreation and Dance
- American Camping Association
- National Outdoor Recreation
- Association of Outdoor Recreation and Education
- American Therapeutic Recreation Association
- World Leisure
- North American Society for Sport Management
- National Intramural Recreation and Sports Association

Several faculty members have also authored or co-authored books pertaining to recreation facility planning and design, sport finance, management, recreation programming, introduction to leisure, study guides, internship prep, and instructor guides.

Faculty members have received grants from a variety of sources including: Undergraduate Research Grants, Illinois Jump Rope for Heart grants, and College travel awards. Competitive internal grants are available to faculty for research and teaching development through the University Research Office and the Center for Teaching, Learning, and Technology (CTLT).

LINK(S)

- [ISU Strategic Plan](#)
- [CAST Strategic Plan](#)
- [KNR Strategic Plan](#)
- [RPA Strategic Plan](#)

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5.0 STUDENTS

5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.

Suggested Evidence of Compliance: Documentation of student input on issues of professional preparation.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

According to the Illinois State University Constitution, “students are to accept their share of responsibility for the University governance”. The Recreation and Park Administration program provides both formal and informal opportunities for student input. Examples of these opportunities include:

- **Faculty Searches:** Student representatives are included on faculty search committees. Students meet with and interview candidates, as well as provide recommendations during the selection process. In addition to the student representative on the search committee, students are also to interact with the candidates at presentations, informal meetings, and meals. Students provide formal feedback on each candidate by completing anonymous feedback forms.
- **Value-Added Assessment:** Each student completes the online value-added assessment during their final week of the senior internship experience. The survey collects information on students’ experiences in the RPA program as well as their post-graduation plans.
- **Course/Instructor Evaluations:** At the conclusion of the semester, students complete course evaluations for each of their academic courses.
- **University Internship Supervisor Evaluations:** In addition to completing the value-added assessment during the final week of their senior internship, students also complete an evaluation of their internship faculty supervisor.
- **Individual Meetings with Faculty:** Students are encouraged to bring any individual concerns related to their professional preparation to their course instructors and/or RPA faculty.
- **Student Clubs:** The undergraduate student club, PARS, provides many opportunities for input into aspects of the Program, particularly with respect to curriculum, internship placements, and professional development.

LINK(S)

- [Illinois State University Constitution](#)
- [Value-Added Assessment survey instrument](#)

5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

Suggested Evidence of Compliance: Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Information pertaining to student admission, retention, and dismissal is outlined below:

Admission

The RPA Program’s admission policies and procedures are consistent with those of the University. In particular, the following admission criteria is utilized:

- Overall GPA of 2.0
- First-year and transfer students may declare either recreation management or therapeutic recreation as their sequence when they apply to the university.
- Internal transfer students may apply on-line. A rolling admission process is utilized.

Retention

According to the 2021-2022 ISU Undergraduate Catalog, any student who is in Academic good standing remains in the major. Academic good standing is defined as a minimum grade point average of 2.0, which is required for

5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

Suggested Evidence of Compliance: Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures.

continued enrollment in the university. Students who are in jeopardy of being placed on academic probation receive a notification by the university called “Academic Warning.” Academic Warning students are identified as student who have received a semester grade point average of less than a 2.0, while maintaining a cumulative grade point average of 2.0 or higher.

University College offers several university-wide programs to assist with student retention. A few of these include: workshops, tutoring, writing, math, academic coaching, peer coaching, project success, 24/7 resources, TRiO/student support services, mentoring programs (MASAI), STEM alliance, University scholars, transfer student honor society, Project Rebound, first-year learning communities, and first-year/transfer orientation.

Student Access and Accommodation Services (SAAS) is another resource for students. SAAS staff are available to assist students with a disability and/or medical/mental health condition in determining which accommodations are appropriate and how to access these accommodations. The student is strongly encouraged to contact the office as soon as s/he has been admitted to the University. This early contact allows for sufficient time to ensure that accommodations are in place for the beginning of a semester. Although SAAS will work with each student requesting accommodations, requests later in a semester may result in a delay or inability to provide accommodations.

Finally, Academic Progress Alert is another tool designed to help retain students in the university. Faculty members submit Academic Progress Alert (APA) grades in all 100 level classes by the 8th week of the semester. Students with poor APA grades (mid-term grade reports) are identified and encouraged to seek University College services to help them refocus and improve academic performance.

Dismissal

A student is dismissed from Illinois State University at the end of any semester, except for summer session, if the student’s cumulative grade point average is below a 2.0 for a second or subsequent time. Students who have been dismissed from Illinois State University have the opportunity to submit a Petition for Reinstatement.

LINK(S)

- [ISU Policy & Procedures – Section 2.1.21 Undergraduate Academic Standing, Probation, and Reinstatement](#)
- [ISU Academic Warning information & support resources](#)
- [ISU Academic Probation information & support resources](#)
- [ISU Academic Dismissal information & support resources](#)
- [University College Project Success](#)
- [University College peer academic coaching](#)
- [University College workshops](#)
- [University College tutoring](#)
- [University College summer bounce back program](#)
- [University College midterm grades program](#)
- [University College 24/7 resources](#)
- [University College Communities](#)
- [University College Project Rebound](#)
- [Student Access and Accommodation Services \(SAAS\)](#)

5.03 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.03:01 Academic advising.

Suggested Evidence of Compliance: Degree planning documents, policies, and a description of procedures.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

All students, with the exception of students participating in the Honors Program, who have earned less than 24 credit hours are advised by the University College Academic Advisors. The School of Kinesiology & Recreation (KNR) advisors provide academic advisement for student majors and minors who have completed more than 24 credit hours. The School of Kinesiology and Recreation has three full-time advisors who provide advisement for each of the undergraduate student majors.

Located in KNR's main office (250 McCormick), the three advisors handle all majors within the School including individual student advisement, brochure development, recruitment, and career fairs. Students whose last name begins with A-G meet with one advisor; students whose last name begins with H-M meet with the second advisor; and students whose last names begins with N-Z meet with the third advisor. Students register independently for classes via the Internet.

Advisors are evaluated in each capstone course for Athletic Training, Exercise Science, Physical Education, and RPA, prior to their senior internship or student teaching. Every spring the School Director conducts an annual performance appraisal in the form of individual meetings with each advisor. The School Director shares the results with each advisor during the annual performance appraisal in the spring. These practices may be verified with the School Director.

LINK(S)

- [University College academic advising](#)
- [School of Kinesiology & Recreation advising](#)

5.03 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.03:02 Professional and career advising. *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Career advisement is conducted by individual faculty members and the Career Center office. Career assistance is given to students at several points throughout their academic careers. Often prior to a student declaring the RPA major, faculty and the Academic Advisors are contacted to discuss career options, professional positions, career requirements, salaries, etc. This may involve students who are first year enrollees or transfer students.

Implemented in spring 2017, RPA held its first annual RPA Fest which is designed to welcome new student majors to the program as well as provide all students an opportunity to network with faculty and industry professionals. Following the inaugural event in the spring of 2017, RPA Fest was moved to the fall semester each year to more effectively connect the new majors to the program and recreation profession. The event was moved to a virtual format during the COVID-19 pandemic (Fall 2020).

Other opportunities for career advisement occur during classes, such as KNR 170 Introduction to Recreation and Leisure. During these instances, when students are exposed to a variety of settings, services and professionals, numerous questions fall into the career advisement category. In many of the

5.03 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.03:02 Professional and career advising. *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.

RPA classes, guest speakers will include career-related advice and information as part of their presentations.

As students are readying for their junior and senior internships, opportunities for career advisement exists in both KNR 298A36 and 398A36 where students prepare resumes, practice interview skills, and set career goals. These two courses are structured to meet these challenges. Yet another career advisement opportunity exists when students return for on-campus visits during the senior internship experience. Individual consultation also occurs with faculty supervisors.

LINK(S)

None

5.04 Student records shall be maintained in compliance with accepted confidentiality practices.

Suggested Evidence of Compliance: A copy of the relevant policy or specific URL locations and evidence of compliance with the policy.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

RPA student records are filed and located on the University mainframe computer database. The KNR academic advisors have access to the mainframe in their respective offices in 250 McCormick. Faculty have limited access to student records, though access needs are minimal.

Agency agreement contracts for the KNR 298A30 and 398A30 internships are submitted to the Professional Practice Coordinator and are filed in a secure location in the main office.

Student evaluations from KNR 298A30 and KNR 398A30 agency supervisors are submitted on Reggienet (ISU's web-based learning and collaboration system) and stored online. All of these files are available for review.

LINK(S)

None

5.05 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.

Suggested Evidence of Compliance: Records of attendance at conferences, as well as participation in such activities as delivery of presentations, service as room hosts, involvement in majors' clubs, and service in professional program planning and logistics.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Approximately 40-50 students are members of the Park and Recreation Student Society (PARS) each year. PARS holds elections each year to elect officers who are responsible for the operation of the majors club. Each year, a faculty member serves as the PARS faculty supervisor. The PARS members hold meetings every two weeks with attendance ranging from ~20-30 students. Primary functions of the PARS group include a variety of educational, service, and social activities. Faculty members and area professionals regularly make presentations to this group.

One of the significant activities organized by the PARS club is registration and attendance at the Illinois Parks and Recreation conference. Student attendance at this annual conference averages about 30-40 students per year.

5.04 Student records shall be maintained in compliance with accepted confidentiality practices.

Suggested Evidence of Compliance: A copy of the relevant policy or specific URL locations and evidence of compliance with the policy.

When feasible (i.e., when held in Midwest locations), the RPA program will typically have 15-20 students also attend the annual National Recreation and Park Association Congress. Approximately 10-15 students also attend and present at the Midwest Symposium on Therapeutic Recreation each year.

Students often raise funds throughout the year to attend conferences. In addition, the School has an endowment fund, part of which has been designated to aid student travel expenses. Each student may apply for travel funds to attend and be active within a national or state conference.

Several RPA students have been officers in the state or national student associations, and the faculty supports this type of involvement. ISU students have been successful at attaining elected and appointed positions and student scholarship awards from the NRPA, RCRA, and IPRA. This information may be verified with the PARS faculty advisor.

Rho Phi Lambda is a national honor society that recognizes students and honorary professionals in the field of recreation, park, and leisure services for their excellence in academics, co-curricular and volunteer activities, and contributions to the field. Eligible students are inducted into the Rho Phi Lambda honor society each fall.

LINK(S)

- [School of Kinesiology & Recreation Student Scholarships](#)

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6.0 INSTRUCTIONAL RESOURCES

6.01 Administrative support services shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A description of administrative support services and an evaluation of the adequacy of those services, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Administrative support services for the Recreation and Park Administration program and the School of Kinesiology & Recreation are comparable to those available in other departments/schools at Illinois State University. In particular, the School of Kinesiology & Recreation employs five civil service employees to support the +40 full-time faculty and +25 graduate assistants:

- **Administrative Aide:** Serves as the assistant to the School of Kinesiology & Recreation Director and Assistant Director. The Administrative Aide also serves as the civil service and student (clerical assistant) worker personnel supervisor and provides general support to faculty.
- **Chief Clerk:** This position serves as the receptionist for the School of Kinesiology & Recreation's main office (located in McCormick Room 250) as well as providing support for the undergraduate advisors.
- **Office Support Specialist:** This position serves as the secretary for the School's graduate programs, Active For Life program, and provides support for graduate assistants and faculty. The Office Support Specialist is located in McCormick Room 250.
- **Equipment Attendants:** Two positions with one located in Horton Fieldhouse and the other located in McCormick Room 259. Both positions provide equipment-related support to faculty & staff by maintaining, repairing, distributing, and inventorying the School of Kinesiology & Recreation's equipment that is used by instructors and students.

The College of Applied Science & Technology Dean's Office also provides administrative support in the areas of computer hardware/software support/resources, additional financial resources (teaching, research, service, student persistence funds, etc.), and other professional development resources.

LINK(S)

- [School of Kinesiology & Recreation faculty/staff list](#)

6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other Programs housed in the academic unit and consistent with institutional policy.

Suggested Evidence of Compliance: Documentation of appropriate location and size to adequately address privacy and confidentiality issues.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The RPA faculty are located in McCormick Hall and the majority of RPA classes are scheduled in McCormick Hall. McCormick Hall is connected to the Student Fitness Center and both were renovated/built in 2011. At the time, it was the largest building project ever undertaken by Illinois State University and was recognized in 2012 with an Innovative Architecture & Design Award by *Recreation Management*.

Full-time faculty in the Recreation & Park Administration program are provided a private office that is of comparable size, accommodations, and amenities with other academic units. In particular, each office is equipped with a desk, filing cabinet(s), bookcase(s), telephone, seating space for consultations, and a computer. Office-related supplies (e.g., pens/pencils, paper, file folders, etc.) are also available to faculty. The School of Recreation & Kinesiology's main office (Room 250) houses additional office-related supplies, networked printer/copier, fax machine, faculty mailboxes, and school-related forms.

LINK(S)

- [ISU Fitness Center & McCormick Hall receive Innovative Architecture & Design Award \(2012, Recreation Management\)](#)

6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.

Suggested Evidence of Compliance: Description of such resources and documentation of adequacy of these areas.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Recreation and Park Administration faculty offices are located in the northeast wing of the first floor of McCormick Hall. The Recreation and Park Administration Conference Room (159) is also located within the northeast wing of McCormick Hall. The RPA Conference Room seats 16 around a rectangle table, with additional seating around the periphery. The Conference Room is equipped with whiteboards, telephone (w/phone conference capabilities), video conferencing equipment, flat screen monitor/TV mounted on the wall, and a laptop with network connectivity.

The RPA faculty use this space for program meetings, advisory council meetings, interviews, strategic planning, faculty consultations with student groups, etc. Students have access to this room during the day to meet informally on projects or to study.

There is also the KNR conference room located in 250F which seats 16 around the conference table and an additional 8 around the periphery. This room has the same amenities as the RPA Conference Room and is used for meetings, receptions, interviews, etc.

There are numerous study areas for all KNR students in McCormick Hall and many of these were recently refurbished during the summer of 2019. The first and second floor concourses feature circular and square tables, booths, and benches. These areas are a very popular with the students and are used for student project meetings, studying, socializing, etc.

In addition to McCormick Hall, RPA faculty and students may reserve campus-wide rooms for student gatherings, both formal and informal. The Bone Student Center houses several different lounges, eating areas and conference rooms for both quiet and group student use. Milner Library has an array of areas for individuals and groups for studying or meeting. The Library provides space for 3,000 students, with study carrels, tables, conference rooms, etc.

LINK(S)

- [School of Kinesiology & Recreation home building \(McCormick Hall\)](#)
- [Milner Library Spaces & Maps](#)
- [Bone Student Center](#)

6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit.

Suggested Evidence of Compliance: Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

McCormick Hall has the following instructional areas for the academic unit:

Table 6.1: McCormick Hall Instructional Areas

Room number/type	Seating Capacity	Features
174 Computer lab	55	<ul style="list-style-type: none"> • ADA accessible • State of the art classroom computer technology • Table seating • Whiteboard • Phone

6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit.

Suggested Evidence of Compliance: Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.

175 Computer lab	35	<ul style="list-style-type: none"> • ADA accessible • State of the art classroom computer technology • Table seating • Whiteboard • Phone
183 Classroom	50	<ul style="list-style-type: none"> • ADA accessible including a desk/chair • State of the art classroom technology, including wide angle, tracking cameras for blended teaching • ADA accessible/movable tables for students (added in 2019) • Whiteboard • Phone
184 Classroom	40	<ul style="list-style-type: none"> • ADA accessible including a desk/chair • State of the art classroom technology • ADA accessible/movable tables for students (added in 2019) • Whiteboard • Phone
186 Seminar	16	<ul style="list-style-type: none"> • ADA accessible • State of the art classroom technology • Table seating • Whiteboard • Phone
252 Instructional Gymnasium		<ul style="list-style-type: none"> • ADA accessible • Divider panel • Basketball hoops • Wireless microphone
255 Classroom	40	<ul style="list-style-type: none"> • ADA accessible including a desk/chair • State of the art classroom technology • Left & right handed desk tablet chairs • Whiteboard • Phone
260 Classroom	80	<ul style="list-style-type: none"> • ADA accessible including a desk/chair • State of the art classroom technology including wide angle, tracking cameras for blended teaching • ADA accessible/movable tables for students (added in 2019) • Whiteboard • Phone
262 Classroom	60	<ul style="list-style-type: none"> • ADA accessible including a desk/chair • State of the art classroom technology including wide angle, tracking cameras for blended teaching • ADA accessible/movable tables for students (added in 2019) • Whiteboard • Phone

LINK(S)

- [Facility map of McCormick Hall](#)

6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.

Suggested Evidence of Compliance: A description of the adequacy of resources to the unit and services for individuals with disabilities and an evaluation of the adequacy of those resources and services, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Illinois State University has several units on campus that provide the resources and support needed to implement the RPA curriculum, including special services for individuals with disabilities. The following support services staffed by professionals are available to assist the RPA program in this area:

- ***Center for Teaching, Learning, & Technology (CTLT):*** The CTLT provides The CTLT provides numerous events, workshops, faculty support services, and teaching resources to support faculty efforts in teaching and curriculum development. the professional development of ISU faculty.
- ***University Assessment Office:*** The University Assessment Office provides support and consultation for classroom testing, rubric development, etc. to assist faculty with their assessment of student learning.
- ***Student Access and Accommodation Services (SAAS):*** SAAS staff are available to assist students with a disability and/or medical/mental health condition in determining which accommodations are appropriate and how to access these accommodations. The SAAS office provides an array of accommodations for exams, classrooms, communications, alternate format and assistive technology accommodations, and environmental accommodations. RPA faculty members use the services described above on an on-going basis.

LINK(S)

- [Center for Teaching, Learning & Technology](#)
- [University Assessment Office](#)
- [Student Access and Accommodation Services](#)

6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.

Suggested Evidence of Compliance: Proof of compliance with current ADA requirements.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Illinois State University campus has been made accessible to individuals with disabilities in compliance with national and state laws and regulations. When necessary, accommodations are provided through reassignment of classrooms and conference space. At the university level, this compliance is managed by the Human Resources and Student Access and Accommodation Services (SAAS).

- **Human Resources:** The University is committed to providing reasonable accommodations to ensure equal employment opportunities and access to University academic programs, services, and facilities in accordance with the requirements of the Americans with Disabilities Act of 1990 (ADA) as amended, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations. An applicant or employee with a disability who needs a reasonable accommodation under the Americans with Disabilities Act (ADA) or other state or federal law may request an accommodation by contacting the Human Resources Office.
- **Student Access and Accommodation Services (SAAS):** The university works closely with students and faculty to meet the needs of students with disabilities and provides a welcoming atmosphere for individuals with disabilities by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional and personal goals. As a unit of the Student Affairs Division, Student Access and Accommodation Services is the designated office to provide approved accommodation services for students and guests with disabilities and/or medical/mental health conditions. Students who are pregnant, injured and/or need temporary accommodations, or are requesting religious accommodations should contact our office for assistance. Student Access and Accommodation Services obtains and maintains documentation of disability and/or medical/mental health condition, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, and activities offered by Illinois State.

LINK(S)

- [Human Resources Office – Applicant or Employee Accommodations](#)
- [About Student Access and Accommodation Services](#)

6.07 Library resources and access shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

According to the RPA librarian, Joshua Newport, Recreation and Park Administration (RPA) library budget falls under the larger category of Kinesiology and Recreation. Thus, the relevant budget line includes Exercise Science, Athletic Training, Physical Education Teacher Education as well as RPA. Since there is considerable overlap among these areas, this arrangement makes sense and generally works well. However, the arrangement makes it difficult to determine how much is spent specifically for RPA. Further complicating this situation is the fact that several of the sources important to the program actually come from other budget lines. For example, several periodicals are actually purchased from the Business line, and several relevant full-text periodicals are part of aggregator services (e.g., *academic Search Complete*). Some dollar figures will be provided throughout this report, but it is difficult to provide the total, relevant dollars spent.

6.07 Library resources and access shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.

The budget for periodicals (print and online) for KNR in fiscal year 2021 is \$41,397. Another \$1,999 is allotted for electronic databases (SportDiscus). The budget has witnessed a modest increase over the past five years. The library continues to move towards more online/electronic sources as they become available. This trend is not unique to ISU's library.

The following titles might be considered a core list of RPA journals that are paid for out of the KNR budget line. It should be noted that several other journal titles purchased through the business and geography lines are also relevant.

Table 6.2: List of RPA Journal Subscriptions Available at Milner Library

Title	Price
Adapted physical activity quarterly	625.70
Annals of tourism research.	2,101.54
Athletic administration : official publication of the National Association of Collegiate Directors of Athletics.	46.46
Case studies in sport management.	497.67
Disability & society.	3,307.86
Exercise and sport sciences reviews.	1,375.00
Illinois parks & recreation.	36.14
International journal of sport and exercise psychology	863.17
International journal of sport finance.	361.38
International journal of sport psychology : official journal of the International Society of Sports Psychology.	260.77
Journal of applied biomechanics	872.46
Journal of applied sport psychology	715.52
Journal of physical activity and health online	1,229.71
Journal of physical education, recreation & dance.	504.89
Journal of science and medicine in sport	829.06
Journal of sport & exercise psychology	784.70
Journal of sport and social issues	1,020.11
Journal of sport behavior.	41.30
Journal of sport management	784.70
Journal of sport rehabilitation	676.29
Journal of sports sciences.	8,242.45
Journal of strength and conditioning research.	1,781.86
Journal of teaching in physical education	622.60
Leisure sciences	1,024.24
Palaestra.	395.45
Parks & recreation.	75.37
Pediatric exercise science	649.74
Physical education and sport pedagogy	675.26
Psychology of sport and exercise.	1,318.77

6.07 Library resources and access shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.

Quest.	544.13
Recreational sports journal	482.46
Research quarterly for exercise and sport	536.90
Runner's world	24.78
Scandinavian journal of medicine & science in sports.	847.68
Sociology of sport journal	622.60
Sport marketing quarterly SMQ.	361.38
SPORTdiscus	1,999.18
Sports illustrated.	67.11
Sports medicine	2,691.73
Strategies	250.92
Strength and conditioning journal	507.73
The American journal of sports medicine	1,525.00
The Journal of orthopaedic and sports physical therapy	1,488.06
The Journal of orthopaedic and sports physical therapy	1,488.06
The sport psychologist	650.48
Therapeutic recreation journal	19.62
Therapeutic recreation journal	19.62

Again, the interdisciplinary nature of the discipline makes identifying relevant databases and indexes a challenge. The trend toward online access is supported by the library's **Find It** service, a service which enables users to link from a citation in one database (including Google and Google Scholar) to any other database or web site that might have the full text of the article. The **Search It** service allows users to search across multiple databases, another useful option that can be useful given the interdisciplinary nature of RPA.

Although not as strong as might be desired for RPA, *SPORTDiscus* is one database that is available online and used by both students and faculty. Another database that has emerged as particularly important to the program is the interdisciplinary database *Academic Search Complete*. This database includes full text access to *American City and County*, *American Demographics*, *Journal of Sport Behavior*, *Leisure Sciences*, *National Parks*, and *Parks and Recreation*. *Academic Search Complete* also has strong business and health science components, so it is a good choice, especially for undergraduates. The vendor, EBSCO, allows multiple database searching, thus enabling the user to search *Academic Search Complete*, *SPORTDiscus*, *BusinessSource Complete* and *Health Source Nursing/Academic Edition* all at the same time. RPA faculty have been active in implementing the programmatic involvement of library instruction. Again, the interdisciplinary nature of the department plays a factor. Although the library liaison to KNR plays the major role, the Government Documents librarian has also become very involved in instruction. The Business librarian is also consulted and occasionally either takes part in or leads a session. The current instruction is cohesive and purposeful.

LINK(S)

- [Milner Library Resource website for School of Kinesiology & Recreation](#)

6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: Documentation of computing and computing support services and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

All of the Recreation and Park Administration faculty offices are wired to accommodate hook-up to Illinois State University's network. Through these connections, RPA faculty can access Microsoft Office (365) programs (e.g., word processing, spreadsheet, powerpoint, etc.), printers, student records/databases, statistical programs, electronic mail, ISU mainframe, and online library search and catalog services. Specialized programs needed to support faculty teaching or research can also be made available upon request and the university also has a multiple site license for many programs and applications.

RPA faculty computers are replaced on a regularly scheduled cycle (i.e, every 3-5 years). The College of Applied Science & Technology Dean's Office also employs a Coordinator of Instructional Technology and two Computer Support Specialists to assist faculty with various computer and technology needs. At the university level, the Office of Academic Technologies and the Office of Technology Solutions provide computing technology and support services to faculty, staff, and students.

Students also have access to open labs in McCormick Hall (Rooms 174 & 175) as well as other academic buildings, Milner Library, Watterson, Vrooman, Visor, and Linkins. All residence hall rooms are wired for network connections.

LINK(S)

- [Office of Academic Technologies](#)
- [Office of Technology Solutions](#)
- [Open computer labs at Illinois State University](#)

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7.0 LEARNING OUTCOMES (RPA CORE)

Three learning outcomes comprise the majority of this series of standards:

7.01 Students graduating from the program shall demonstrate the following foundational 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.

7.02 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.

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

It is incumbent upon the Program to determine the specific bodies of knowledge applicable to these three learning outcomes. That decision must reflect current literature and current practice in each of the three areas. **As an example**, a hypothetical program might define each of the learning outcomes as follows.

7.01, Foundational Knowledge, includes background, nature, and scope of the profession, and its history, philosophy, and social and behavioral science underpinnings.

7.02, Provision of Services and Experiences, includes recreation programming, event management, interpretation, and site design and management

7.03, Management/Administration, includes planning, organizing, leading, staffing, directing, controlling, reporting, financial management, resource acquisition, marketing, pricing, strategy, partnerships, and positioning.

<i>Learning Outcome</i>	<i>Your Program's Interpretation</i>
7.01 Foundational Knowledge	Emphasis on the foundations of the park and recreation profession including its historical, scientific, and philosophical roots as well the predominant industries and professional competencies associated with the field. In an effort to better assess students' Foundational Knowledge, the Recreation and Park Administration program sub-divides and separately evaluates the 7.01 learning outcome by its three component parts (nature/scope, techniques/processes, and foundations of profession).

<i>Learning Outcome</i>	<i>Your Program's Interpretation</i>
7.02 Provision of services that facilitate targeted human experiences and embrace personal and cultural dimensions of diversity	Emphasis on the provision of leisure services with a focus on the design, implementation, evaluation, and diversity aspects of these services. The Recreation and Park Administration program sub-divides and separately evaluates the 7.02 learning outcome into four parts: design, implementation, evaluation, and diversity.
7.03 Management/ Administration	Emphasis on management competencies in the profession including finance, marketing, evaluation, human resources, and planning/trend identification.

7.01 RPA CORE Learning Outcome Part 1: Nature and Scope of the Profession

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 170 Introduction to Leisure and Recreation

- **Syllabus learning outcomes:** Recognize the history and development of the profession; identify the theoretical (scientific) foundations of play, recreation, and leisure; describe the significance of play, recreation, and leisure in society; understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, online foundations quiz

KNR 278 Therapeutic Recreation Service Delivery

- **Syllabus learning outcome:** Understand the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service.
- **Lecture and reading topics:** Internal/professional standards, TR standards to program design, TR standards of practice, NCTRC job analysis, external standards. Understand the purpose and content of quality assurance and improvement in therapeutic recreation.
- **Required tasks:** Theory paper and Program Plan. Note: This class is specific to Therapeutic Recreation students.

KNR 298A30 Junior level 90-hour internship

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

KNR 378A30 Professional Issues in Recreation and Park Administration

- **Syllabus learning outcomes:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the field.
- **Lecture and reading topics:** Professional and leisure philosophy; professional and leisure ethics; issues related to environment, technology, demography, economy, health/wellness, governance, professionalism, civic engagement, customer service, and collaboration/partnerships.
- **Required tasks:** Issues Case Study Assignment, Final Project, Professional Article Summary, Technology Project, Healthy Communities Project. Note: This class is specific to Recreation Management students.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship is a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, online discussion topics, project proposal and completed project.

LINK(S)

- [KNR 170 syllabus](#)
- [KNR 278 syllabus](#)
- [KNR 298A30 syllabus](#)
- [KNR 378A30 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

- **KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure).** A revised recreation management evaluation tool was completed on 4/26/2016 and was implemented by faculty members starting fall 2016. Supervisors rate students on 21 items across five areas: job knowledge, communication, motivation and initiative, organizational ability, and personal habits. The five response options include not acceptable, needs improvement, satisfactory, good, and very good. Open ended items include areas of concern, areas of recognition, and accomplishment of goals. The supervisor is also asked to indicate his/her response and asked to recommend the intern for a full-time position by selecting one of the following responses: highly recommend, recommend, recommend with reservation, or would not recommend this individual for a position in the field of recreation. The supervisor is also asked to recommend a grade that the student should receive for the internship. Both the student and supervisor sign and date the form before submitting it on Reggienet. The Therapeutic Recreation Intern Evaluation (TRIE) instrument is used for the TR students. The score on the therapeutic recreation evaluation instrument is based on the TRIE instrument. The TRIE final scores differ from the 300-point evaluation used by recreation management, therefore a code was created to convert the scores to 300 points. The TRIE is a user-friendly intern evaluation instrument. The evaluation criteria are based off the ATRA Standards for the Practice of Therapeutic Recreation. The supervisor rates the intern on each item using a five-point rating scale: (1) Consistently does not meet expectations, (2) Needs improvement in meeting expectations, (3) Meets expectations, (4) Frequently exceeds expectations, and (5) Consistently exceeds expectations. The supervisor will place an X in each appropriate column to rate the intern on each item. To score, the number of X's are added in each column and is then multiplied by the value of that column: 1, 2, 3, 4 or 5. The total score is found by adding the sums of all columns.
- **KNR 378A30 Recreation Management Entry Level Competency Assessment (Indirect Measure).** Recreation Management students enrolled in KNR 378A30 complete the online self-assessment at the end of the semester. The instrument was developed using entry level professional across the country to determine the competencies needed by entry level professionals in public parks and recreation based on the work of Hurd (2005).
- **KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure).** Students enrolled in KNR 278 complete the online self-assessment at the end of the semester. The assessment is based on a review of CARTE standards, COAPRT standards, NCTRC job tasks, ATRA TR Competency Book, TRIE, Peg Connolly University Assessment, and competencies covered in ISU curriculum. Major topic areas include: Foundations of Professional Practice (n=13), Client Assessment (n=6), Planning Interventions and Programs (n=4), Implementing Interventions and Programs (n=19), Evaluating Interventions and Programs (n=4), Recreation Services (n=3), and Ethical Conduct (n=5). There is a total of 60 items focusing on both knowledge and skills.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

LINK(S)

- [KNR 398A30 Internship Supervisor Final Evaluation Instrument \(RM\)](#)
- [KNR 398A30 Internship Supervisor Final Evaluation Instrument \(TR\)](#)
- [KNR 378A30 Entry-Level Competency Self-Assessment](#)
- [KNR 278 Entry-Level Competency Self-Assessment](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure)

Results are presented in Table 7.1 below. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on their final evaluation. Findings indicate that student performance on both the TR and RM evaluations sufficiently met or exceeded the standard of 70% or better in all semesters.

Table 7.1: KNR 398A30 Internship Supervisor Final Evaluation Instrument as a Direct Measure of Entry Level Knowledge of the Profession

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Final Internship Evaluation	Fall 2016	Hildebrand	4	93%	4	100%
Final Internship Evaluation	Spring 2017	Achen	15	99%	15	100%
		Nicholson	46	97%	46	100%
		Smith	16	95%	16	100%
Final Internship Evaluation	Summer 2017	Beggs	13	100%	14	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand	13	96%	13	100%
		Smith	13	95%	13	100%
Final Internship Evaluation	Fall 2017	Hildebrand	6	93%	6	100%

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Final Internship Evaluation	Spring 2018	Beggs	14	99%	14	100%
		Hildebrand	14	94%	14	100%
		Smith	16	95%	16	100%
Final Internship Evaluation	Summer 2018	Beggs	6	98%	6	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand	15	95%	15	100%
		Sattler Smith	Data not available 15	Data not available 95%	Data not available 15	Data not available 100%
Final Internship Evaluation	Fall 2018	Smith	10	92%	10	100%
Final Internship Evaluation	Spring 2019	Sattler (2) Smith	26 Data not available	99% Data not available	26 Data not available	100% Data not available
Final Internship Evaluation	Summer 2019	Beggs	13	97%	13	100%
		Hildebrand	13	90%	12	92%
		Sattler	Data not available	Data not available	Data not available	Data not available
		Smith	14	94%	14	100%
Final Internship Evaluation	Fall 2019	Smith	3	95%	3	100%
Final Internship Evaluation	Spring 2020	Achen	13	99%	13	100%
		Sattler	12	98%	12	100%
		Smith	10	97%	10	100%
Final Internship Evaluation	Summer 2020	Butts	14	95%	14	100%
		Mulvaney	17	98%	17	100%
		Smith	14	90%	13	92%
Final Internship Evaluation	Fall 2020	Smith	9	93%	9	100%
Final Internship Evaluation	Spring 2021	Mulvaney	13	99%	13	100%
		Smith	9	99%	11	100%
		Wu	10	94%	10	100%
Final Internship Evaluation	Summer 2021	Butts	14	97%	14	100%
		Mulvaney	4	97%	4	100%
		Nix	14	100%	13	92%
		Smith	13	95%	13	100%

KNR 378A30 Recreation Management Entry Level Competency Assessment (Indirect Measure)

The data for this indirect measure are presented in Table 7.2. Findings indicated that students’ self-assessments tended to cluster around 80-85% range which equates to a 4.0 - 4.25 on the measurement instrument’s 5-point scale (5=Excellent, 4= Above Average...) consistently over the assessment period. The percentage of students who scored 70% or better on this assessment was typically at or above 85%.

Table 7.2: Recreation Management Entry Level Competency Assessment as an Indirect Measure of Entry Level Knowledge of the Profession (Administered in KNR 378A30)

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 3.5 or better	Outcome %
RM Entry-level competency assessment	Fall 2016	Mainieri	35	81%	35	100%

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

RM Entry-level competency assessment	Spring 2017	Mainieri	34	80%	31	91%
RM Entry-level competency assessment	Fall 2017	Butts	47	84%	41	87%
RM Entry-level competency assessment	Spring 2018	Butts	50	83%	46	92%
RM Entry-level competency assessment	Fall 2018	Nix	26	84%	22	85%
RM Entry-level competency assessment	Spring 2019	Nix	40	84%	39	98%
RM Entry-level competency assessment	Fall 2019	Nix	21	93%	21	100%
RM Entry-level competency assessment	Spring 2020	Nix	Data not collected due to COVID			
RM Entry-level competency assessment	Fall 2020	Nix	Data not collected due to COVID			
RM Entry-level competency assessment	Spring 2021	Nix	27	86%	26	96%

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

This assessment is administered in KNR 278 and aggregate findings are presented in Table 7.3. Until Fall 2019, data was collected on a 3-point scale; after that point, data has been collected on a 5-point scale (5 = Excellent; 4 = Above average; 3 = Average) to provide more insight on where students feel they are. Due to a transition to a new survey software on campus, two semesters of data were lost. Once the transition was made to a 5-point scale, the data has indicated that students' self-assessments clustered around a 4.0 on a 5.0 scale as a representation of their perception of therapeutic recreation knowledge and skills.

Table 7.3: Therapeutic Recreation Entry Level Competency Assessment as an Indirect Measure of Entry Level Knowledge of the Profession (Administered in KNR 278)

Assignment	Semester	Professor	# Students in class	Average Mean Score
TR Competency Assessment	Fall 2016	This course was not offered this semester.		
TR Competency Assessment (5-point scale)	Spring 2017	Smith	32	1.98
TR Competency Assessment	Fall 2017	This course was not offered this semester.		
TR Competency Assessment (5-point scale)	Spring 2018	Smith	Data not available.	
TR Competency Assessment (5-point scale)	Fall 2018	Smith	Data not available.	
TR Competency Assessment (5-point scale)	Spring 2019	Smith	20	3.91
TR Competency Assessment (5-point scale)	Fall 2019	Smith	5	4.43

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

TR Competency Assessment (5-point scale)	Spring 2020	Smith	5	4.27
TR Competency Assessment (5-point scale)	Fall 2020	Smith	2	3.85
TR Competency Assessment (5-point scale)	Spring 2021	Smith	16	3.96

LINK(S)

- [KNR 278 Entry-Level Competency Self-Assessment raw data](#)
- [KNR 378A30 Entry-Level Competency Self-Assessment raw data](#)
- [KNR 398A30 Internship Supervisor Final Evaluation Instrument raw data](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint it appeared that student scores for both recreation management and therapeutic recreation indicated the presence of entry level knowledge, and that no changes were needed to the learning opportunities. In accordance with the 2016 task to create a new evaluation instrument, faculty noted that it was implemented in summer 2016. No changes were recommended to the TRIE instrument as it is still used by many therapeutic recreation / recreation therapy programs, and the results were acceptable.

KNR 378A30 Recreation Management Entry Level Competency Assessment (Indirect Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint it appeared that student scores indicated entry level knowledge such that no changes were needed to the learning opportunities, and that the instrument represented a quality measurement.

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint the reported scores indicated readiness for students to start their senior internship. It is recommended to retain the assessment.

Overall Observations for Quality Improvement for 7.01a

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard has also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Closer inspection of the outcomes, processes, and results associated with the 7.01a data indicate students are at, or above, the established expectations. While improvements can always be made, the consensus among faculty is that students are successfully demonstrating foundational knowledge about the nature and scope of the profession.

LINK(S)

- [Online assessment dashboard](#)

[Return to Table of Contents](#)

7.01 RPA CORE Learning Outcome Part 2: Techniques and Processes

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 170 Introduction to Leisure and Recreation

- **Syllabus learning outcome:** Recognize the history and development of the profession. Describe the significance of play, recreation, and leisure in society. Understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, exams and quizzes.

KNR 253 Techniques in Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes.
- **Lecture and reading topics:** Group instructional techniques; communication techniques; values clarification; reality theory; cognitive therapy (CBT & DBT); program interventions; behavior management.
- **Required tasks:** Facilitation technique project; facilitation technique paper; lab leadership.

KNR 298A30 Professional Practice: Internship & Cooperative Education in Recreation and Park Administration, junior level 90 hour internship

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

KNR 370 Administration of Leisure Services

- **Syllabus learning outcome:** Explain economic development and its value to the community. Market programs/events. Understand the principles and procedures of budgeting and financial management. Understand the principles and procedures related to agency marketing techniques and strategies.
- **Lecture and reading topics:** Entrepreneurship, business planning, marketing, and finance.
- **Required tasks:** Marketing Plan and Budgeting Assignment.

KNR 378A30 Professional Issues in Recreation and Park Administration

- **Syllabus learning outcome:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the parks and recreation profession.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Required tasks:** The final project assignment requires students to work either individually or in a group to create their own project lasting 15-20 hours per person. Possible ideas range from volunteering for a significant community event, organizing a trail clean-up, organize a trail clean-up day, complete a project for an agency, develop a training module for a staff training, complete an Honors project (for those who qualify), work with a faculty member on a project, survey professionals on trends in the field (should have completed 376 Evaluating Agency Services), outline a mobile app for KNR or campus recreation, set up and provide content for a trends blog, set up a QR Code scavenger hunt for freshmen or new graduate students (work with Campus Rec on this one).

KNR 380 Administration of Human Resources in Leisure Services

- **Syllabus learning outcome:** Articulate the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies. Apply personnel management techniques including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns. Implement principles and procedures related to operation and care of resources, areas and facilities. Operate specialized computer software related to leisure services.
- **Lecture and reading topics:** Management; leadership; organizational structure; volunteer management; human resource management; and policy, development, and decision making.
- **Required tasks:** Human Resources Project and Assignments/Discussions

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcome:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and a total of 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and a total of 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Weekly discussions on Reggienet, weekly reports, final report, and project.

LINK(S)

- [KNR 170 syllabus](#)
- [KNR 253 syllabus](#)
- [KNR 298A30 syllabus](#)
- [KNR 370 syllabus](#)
- [KNR 378A30 syllabus](#)
- [KNR 380 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 398A30 On-line Discussions Assignment and Rubric (Direct Measure).** During the 398A30 internship students respond to a series of discussion board topics which are posted on Reggienet by the instructor. Topics range from (but are not limited to) employee orientation, customer service, supervisor management style, program/service evaluation, and budgeting to the agency's informal culture. The grading rubric for this assignment has 3 grading criteria: quality of response to weekly discussion questions, level of involvement reading peer posts, and quality/level of involvement responding to peer posts. The rating scale applied to each of these criteria is as follows: 0=no response, 2=very poor, 4=poor, 6=neutral, 8=good, and 10=very good. The total points possible per discussion is 10 points. Grades for online discussions are submitted for each student by the university internship supervisor.
- **KNR 378A30 Final Project Grade and Rubric (Direct Measure of Recreation Management students only).** The final project for KNR 378A30 is one that is selected by the student with approval from the instructor. The project is to be a minimum of 20 hours of work per student. Students may work in groups if they choose. The project must be something that is applicable to the field and could be implemented. This final project was first implemented as a result of continuous program improvement discussions in Spring 2013.
- **KNR 253 Lab Leadership Assignment Grades (Direct Measure of TR Students Only).** KNR 253 was added to the RPA Assessment Plan in the fall of 2017 and serves a similar purpose as the KNR 378A30 project grade (see above bullet). In KNR 253, students will each plan, implement, and evaluate two therapeutic recreation technique sessions with peers in class. Students will lead in pairs. This measure will be an average of the two labs, to adjust for learning that occurs. The labs are evaluated using a rubric that addresses each required area. The rubric was created by the faculty member who regularly taught the course based on her knowledge of the topic. Each lab is worth 50 points.

LINK(S)

- [KNR 398A30 Online \(weekly\) Discussion Questions](#)
- [KNR 378A30 Final Project Instructions & Rubric](#)
- [KNR 253 Lab Leadership Assignment & Rubric](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 398A30 Online Discussions (Direct Measure)

The data for this measure is presented in Table 7.4. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Online Discussions. Findings indicate that student performance on the Online Discussions sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.4: KNR 398A30 On-line Discussions as a Direct Measure of Knowledge of Techniques and Processes

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Online Discussions	Fall 2016	Hildebrand	4	90%	4	100%
Online Discussions	Spring 2017	Achen Nicholson Smith	15 46 13	93% 90% 91%	15 45 12	100% 98% 92%
Online Discussions	Summer 2017	Beggs Butts Hildebrand Smith	13 Data not available 13 13	99% Data not available 91% 97%	13 Data not available 13 12	100% Data not available 100% 92%
Online Discussions	Fall 2017	Hildebrand	6	73%	5	83%
Online Discussions	Spring 2018	Beggs Hildebrand Smith	14 30 16	97% 95% 93%	14 29 15	100% 97% 94%
Online Discussions	Summer 2018	Beggs Butts Hildebrand Sattler Smith	6 Data not available 22 Data not available 15	98% Data not available 97% Data not available 96%	6 Data not available 22 Data not available 15	100% Data not available 100% Data not available 100%
Online Discussions	Fall 2018	Smith	10	92%	9	90%
Online Discussions	Spring 2019	Sattler (2) Smith	26 No data	95% No data	26 No data	100% No data
Online Discussions	Summer 2019	Beggs Hildebrand Sattler Smith	13 13 Data not available 14	98% 94% Data not available 91%	13 12 Data not available 13	100% 92% Data not available 93%
Online Discussions	Fall 2019	Smith	3	83%	3	100%
Online Discussions	Spring 2020	Achen Sattler Smith	13 12 10	89% 93% 97%	13 11 10	100% 92% 100%
Online Discussions	Summer 2020	Butts Mulvaney Smith	14 17 14	87% 91% 88%	13 17 13	92% 100% 92%
Online Discussions	Fall 2020	Smith	9	93%	9	100%

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Online Discussions	Spring 2021	Mulvaney	13	97%	13	100%
		Smith	11	95%	11	100%
		Wu	10	96%	10	100%
Online Discussions	Summer 2021	Butts	14	92%	14	100%
		Mulvaney	4	92%	4	100%
		Nix	14	93%	13	92%
		Smith	13	91%	13	100%

KNR 378A30 Final Project Grade (Direct Measure of Recreation Management students only)

This measure was added in the fall of 2016 and the data is presented in Table 7.5. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Final Project. Findings indicate that student performance on the Final Project sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.5: KNR 378A30 Final Project Grades as a Direct Measure of Knowledge of Techniques and Processes

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Final project grades	Fall 2016	Mainieri	37	82%	33	89%
Final project grades	Spring 2017	Mainieri	43	80%	39	91%
Final project grades	Fall 2017	Butts	34	85%	31	91%
Final project grades	Spring 2018	Butts	47	87%	43	91%
Final project grades	Fall 2018	Nix	Data not available for this semester.			
Final project grades	Spring 2019	Nix	39	91%	38	97%
Final project grades	Fall 2019	Nix	33	94%	33	100%
Final project grades	Spring 2020	Nix	52	91%	52	100%
Final project grades	Fall 2020	Nix	27	93%	26	96%
Final project grades	Spring 2021	Nix	37	92%	35	95%

KNR 253 Lab Leadership Assignment (Direct Measure of Therapeutic Recreation students only)

This measure was added in the fall of 2016 and the data is presented in Table 7.6. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Final Project. Findings indicate that student performance on the Final Project sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.6: KNR 253 Lab Leadership Assignment as a Direct Measure of Knowledge of Techniques and Processes

Assignment	Semester	Professor	Number of students	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Lab Grade	Fall 2016	Smith	33	89%	33	100%
Lab Grade	Spring 2017	This course was not offered this semester.				
Lab Grade	Fall 2017	Smith	43	87%	43	100%

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Lab Grade	Spring 2018	This course was not offered this semester.				
Lab Grade	Fall 2018	Smith	18	84%	18	100%
Lab Grade	Spring 2019	Smith	8	84%	8	100%
Lab Grade	Fall 2019	Smith	13	82%	13	100%
Lab Grade	Spring 2020	Smith	8	88%	8	100%
Lab Grade	Fall 2020	Smith	16	84%	16	100%
Lab Grade	Spring 2021	Smith	10	80%	10	100%

LINK(S)

- [KNR 253 Lab Leadership Assignment raw data](#)
- [KNR 378A30 Final Project raw data](#)
- [KNR 398A30 Online Discussions raw data](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 398A30 Online Discussion (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. Faculty agreed that, while the data from the online discussions suggest that students are successfully demonstrating entry level knowledge, a rubric for the discussions was improved (and implemented) in the summer of 2017.

KNR 378A30 Final Project Grade (Direct Measure of Recreation Management students only)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. Faculty agreed that the project grades allowed students to demonstrate their initiative, creativity, techniques and processes as they relate to foundational knowledge in the field.

In 2017, a comparable, parallel direct measure of techniques and processes was identified for therapeutic recreation students. In particular, the Techniques in the TR Lab Leadership grade completed in KNR 253 was identified and added to RPA's 7.01 assessment plan.

KNR 253 Lab Leadership Assignment (Direct Measure of Therapeutic Recreation students only)

As noted above, this measure was added in the fall of 2017 as a comparable, parallel direct measure of techniques and processes for the therapeutic recreation students. Course instructors review the results and the data from this measure on an annual basis and it is shared with the RPA Assessment Committee and RPA faculty/staff. Overall, faculty felt the techniques in TR lab grade was an effective measure and has allowed students to successfully demonstrate the techniques and processes within the TR profession.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

Overall Observations for Quality Improvement for 7.01b

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. For example, these discussions have helped the program develop/refine rubrics for some of the 7.01b measures during the past seven years. Overall, the outcomes, processes, and results associated with the 7.01b data indicate students are at, or above, the established expectations. While improvements can always be made, the consensus among faculty is that students are successfully demonstrating foundational knowledge about the techniques and processes used by professionals in the field.

LINK(S)

- [Online assessment dashboard](#)

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7.01 RPA CORE Learning Outcome Part 3: Historical, Scientific, and Philosophical Foundations

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 170 Introduction to Leisure and Recreation

- **Syllabus learning outcomes:** Recognize the history and development of the profession; identify the theoretical (scientific) foundations of play, recreation, and leisure; describe the significance of play, recreation, and leisure in society; understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, quizzes, exams, and an online foundations quiz

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship is a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, online discussion topics, project proposal and completed project.

LINK(S)

- [KNR 170 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 170 Introduction to Leisure and Recreation – Online Foundations Quiz (Direct Measure).** Students enrolled in KNR 170 take the 21-item on-line quiz measuring history, science, and philosophy foundations towards the end of the semester. The quiz was created by three RPA faculty members; two of whom regularly teach the class and one other member. The items were based on course materials, namely the corresponding book chapters which pertain to the foundational knowledge. The quiz is comprised of 7 items each measuring history, science, and philosophy foundations of the field for a total of 21 items. There is a mixture of true-false and multiple-choice items. There are no open-ended items. The expectation is that students will achieve a minimum overall course score of 70%.
- **KNR 170 Introduction to Leisure and Recreation – Topic Paper (Direct Measure).** Students enrolled in KNR 170 complete a topic paper, which asks them to apply their understanding of physiological, psychological, & sociological significance of play, recreation & leisure to their own leisure lifestyle. The quiz was created by RPA faculty members who are familiar with the course content and have taught the course before. The prompts for the topic paper were based on course materials, namely the corresponding book chapters that pertain to the foundational knowledge. This assignment was created in response from feedback from our 2015 accreditation visit which suggested that final course grades do not accurately measure progress on an outcome.
- **KNR 398A30 Value-Added Assessment (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. The value-added assessment includes a variety of items measuring students’: (a) self-confidence across three of the 7.0 learning outcomes (7.01, 7.02, & 7.03); (b) their job self-efficacy within the parks and recreation field; (c) several attitudinal items focused on their experiences in the RPA program (i.e., satisfaction with faculty/staff, courses, resources, etc.), and; (d) future career plans (i.e., sector interests, certifications, etc.). Four items were developed to measure students’ self-confidence in applying the content withing the 7.01 learning outcome: interpreting the history of the profession; explaining the importance of play; leisure, recreation and sport to individual and community development; explaining the different sectors and career areas available in the field, and; describing current trends and issues impacting the field. Students self-reported their confidence in performing each item on a 5-point scale (1=not confident at all, 2=not confident, 3=unsure, 4=confident, and 5=completely confident). Despite only being presented in the “foundations” component of the RPA program’s 7.01 self-study report, the four items are reviewed and discussed by RPA faculty across each of the three parts of the 7.01 learning outcome (nature/scope, techniques/processes, and foundations).

LINK(S)

- [KNR 170 Online Foundations Quiz questions](#)
- [KNR 170 Topic Paper instructions](#)
- [Value Added Assessment](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 170 Introduction to Leisure and Recreation – Online Foundations Quiz (Direct Measure)

The data for this measure is presented in Table 7.7. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Foundations Quiz. Aggregate findings across the semesters indicate that student performance on the Foundations Quiz sufficiently met and exceeded the standard of 70% or better in almost every semester.

Table 7.7: KNR 170 Online Foundations Quiz Grades as a Direct Measure of History, Science, and Philosophy of the Profession

Assignment	Semester	Professor	# Students in class (who completed quiz)	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Foundations Quiz	Fall 2016	Nicholson	35	81%	35	100%
Foundations Quiz	Spring 2017	Nicholson	34	80%	31	91%
Foundations Quiz	Fall 2017	Nicholson	46	81%	39	85%
Foundations Quiz	Spring 2018	Nicholson	36	78%	30	83%
Foundations Quiz	Fall 2018	Nicholson	63	77%	48	76%
Foundations Quiz	Spring 2019	Nicholson	31	80%	29	94%
Foundations Quiz	Fall 2019	Nicholson	60	75%	44	77%
Foundations Quiz	Spring 2020	Nicholson	Data not collected due to COVID			
Foundations Quiz	Fall 2020	Nicholson	34	72%	23	68%
Foundations Quiz	Spring 2021	Nicholson	Data not collected			

KNR 170 Introduction to Leisure and Recreation – Topic Paper (Direct Measure)

The data for this measure is presented in Table 7.8. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Topic Paper. Findings indicate that student performance on the Topic Paper sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.8: KNR 170 Topic Paper as a Direct Measure of History, Science, and Philosophy of the Profession

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Topic Paper	Fall 2016	Nicholson	83	87%	82	99%
Topic Paper	Spring 2017	Nicholson	42	90%	42	100%

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Topic Paper	Fall 2017	Nicholson	64	90%	63	98%
Topic Paper	Spring 2018	Nicholson	40	90%	39	98%
Topic Paper	Fall 2018	Nicholson	68	85%	63	93%
Topic Paper	Spring 2019	Nicholson	40	88%	40	100%
Topic Paper	Fall 2019	Nicholson	67	88%	66	99%
Topic Paper	Spring 2020	Nicholson	41	88%	40	98%
Topic Paper	Fall 2020	Nicholson	Data not collected due to COVID			
Topic Paper	Spring 2021	Nicholson	24	90%	23	95%

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment (Indirect Measure)

The data for this measure is presented in Table 7.9. Findings indicated that students' self-assessments of their confidence ranged from 4.3 to 4.6 on the measurement instrument's 5-point scale (5=Completely Confident, 4= Confident...).

Table 7.9: Four Items from the Value-Added Assessment as an Indirect Measure of Students' Self-Confidence in Applying the 7.01 Learning Outcome Content (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across four items
7.01 Self-Confidence Items (4 items, 5-pt scale)	2017	41	4.3
7.01 Self-Confidence Items (4 items, 5-pt scale)	2018	120	4.4
7.01 Self-Confidence Items (4 items, 5-pt scale)	2019	99	4.3
7.01 Self-Confidence Items (4 items, 5-pt scale)	2020	92	4.6
7.01 Self-Confidence Items (4 items, 5-pt scale)	2021	62	4.5

LINK(S)

- [KNR 170 Foundations Quiz raw data](#)
- [KNR 170 Topic Paper raw data](#)
- [Value-Added Assessment raw data](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 170 Online Foundations Quiz (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate a command of the foundational knowledge of the profession, its history, science and philosophy. It is recommended to retain the assessment.

KNR 170 Paper (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. Faculty agreed that the data from the topic paper suggest that students are successfully demonstrating entry level knowledge.

KNR 398A30 Value-Added Assessment (Indirect Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint, the students' self-reported levels of confidence in applying the 7.01 learning outcome content provide further support for the students' entry level knowledge. As a result, no changes were identified and the instrument represents a quality measurement.

Overall Observations for Quality Improvement for 7.01c

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.01c data indicate students are at, or above, the established expectations. The consensus among faculty is that students are successfully demonstrating foundational knowledge about the history, science, and philosophies within the profession. Thus, no major changes were made in this area.

LINK(S)

- [Online assessment dashboard](#)

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7.02 RPA CORE Learning Outcome Part 1: Program Design

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 Recreation Leadership

- **Syllabus learning outcome:** Develop various leadership techniques to enhance individual, group, and community experiences.
- **Lecture and reading topics:** Direct leadership techniques (preparation, priming, delivery), Activity planning (goals and objectives, activity logistics, time management, activity transitions, contingency planning, planning a variety of activity types and formats).
- **Required tasks:** An event plan detailing goals and objectives of the experience, attention getter, division of groups, transitions, and the activities lead.

KNR 271 Recreation Programming

- **Syllabus learning outcomes:** Understand the roles, interrelationships and use of diverse leisure delivery systems in promoting community development; understand the variety of programs and services to enhance individual, group, and community quality of life; apply the program development cycle to plan a unique program or special event; demonstrate knowledge of sport programming through tournament design.
- **Lecture and reading topics:** Foundations of programming (basic programming concepts, developing leisure projects), determining agency culture (understanding the mission, strategic directions), program development (needs assessment, goals and objectives, program design, creative programming), operational strategies (preparing the program plan, program promotion techniques, registration procedures, risk management, pricing), follow up analysis (program evaluation, making decisions about program services).
- **Required tasks:** 3 exams given to assess student understanding of required readings and lectures, homework assignments and quizzes given to assess student understanding of required readings and lectures, the Program Blueprint assignment including goals and objectives, an activity plan, a market plan, a risk management plan, and an evaluation plan for a program of the student's creation.

KNR 370 Administration of Leisure Service Organizations

- **Syllabus learning outcomes:** Prepare a budget and accompanying financial statements; Plan and implement marketing strategies for programs and events.
- **Lecture and reading topics:** Marketing of leisure services (Marketing basics, Community analysis, Market segmentation, Market research, Positioning, Product, Price, Place, Promotion, Competitive analysis), Finance (Revenue sources, Expenditures, Bonds, Budget formats, Budget preparation, Bids, quotes, request for proposals).
- **Required tasks:** Marketing Plan where students will develop a marketing plan for a leisure service organization, Budgeting Assignment where students will prepare a budget for a leisure service organization and report it using various financial statements.

KNR 253 Techniques in Therapeutic Recreation (Therapeutic Recreation Sequence)

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Syllabus learning outcomes:** Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Leisure education content and techniques, Processing/debriefing.
- **Required tasks:** Leisure education game where students design, produce, and package a leisure education game appropriate for a TR setting and population, Facilitation technique project where students design a facilitation project that applies leisure education content to a specific population group.

KNR 374 Advanced Experience Facilitation (Recreation Management Sequence)

- **Syllabus learning outcomes:** Articulate concepts related to recreation programming, Describe the program development cycle, Describe the elements of a situated activity system, and Demonstrate the following programming skills: obtain participant input, design programs, prepare event plans, employ promotional tools, evaluate programs and services, make informed decisions about programs, and web publishing.
- **Lecture and reading topics:** Basic programming concepts, 6 key elements of a situated activity system, Program development cycle, Preparing the program plan, Obtaining participant input, Creative programming, Writing event goals, objectives, and plans, and Making program decisions.
- **Required tasks:** Homework assignments and 3 exams that assess students' understanding of readings and lecture topics, and Program experience project where students plan, implement, and evaluate one recreation program or event.

LINK(S)

- [KNR 171 syllabus](#)
- [KNR 271 syllabus](#)
- [KNR 370 syllabus](#)
- [KNR 253 syllabus](#)
- [KNR 374 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 171 Individual Event Plan Grade (Direct Measure).** Students in KNR 171 complete an event plan for a 2-hour themed event of their choice. This event plan includes participant information, location details, equipment requirements, contingency planning, activity directions, introduction, transition, and conclusion scripts, and debrief questions. The event plan is evaluated using a rubric to assess each section of the event, as well as the overall flow of the event and the presentation of the event plan. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.
- **KNR 271 Program Blueprint Grade (Direct Measure).** Students in KNR 271 complete a Program Blueprint for a 10-hour program of their choosing to be sponsored by an existing agency. This Program Blueprint includes the following sections: Program Title; Hypothetical Sponsoring Agency; Need for the Program; Program Goals and Objectives for Participants; Activity Plans; Management Plan - Flow Chart; Schedule; Agency Equipment and Supplies; Participant Equipment and Supplies List; Contractual Services; Budget; Human Resource Requirements; Contingency Plan; Marketing Plan; Risk Management Plan; Evaluation Plan and Disposition Decision; and References. Also included in the Blueprint are appendices for a Sample Event Plan; Management Plan (Flow Chart); Schedule (or Trip Itinerary); Proposed Break-even Budget; and Promotional Tool. Students work on the Blueprint over the course of the semester and submit portions of it in several homework assignments. Each homework assignment is graded with a specific homework rubric. The final version of the Blueprint is evaluated using a rubric to assess each section of the assignment. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

LINK(S)

- [KNR 171 Event Plan assignment](#)
- [KNR 271 Program Blueprint assignment](#)

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 Recreation Leadership – Individual Event Plan (Direct Measure)

The data for this measure is presented in Table 7.10. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Individual Event Plan. Findings indicate that student performance on the Event Plan sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.10: KNR 171 Individual Event Plan Grades as a Direct Measure of Ability to Design Recreation and Related Experiences

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Individual Event Plan Grade	Fall 2016	Mainieri	84	88%	83	99%
Individual Event Plan Grade	Spring 2017	Mainieri	45	86%	44	98%
Individual Event Plan Grade	Fall 2017	Mainieri	63	85%	62	98%
Individual Event Plan Grade	Spring 2018	Mainieri	40	87%	40	100%
Individual Event Plan Grade	Fall 2018	Mainieri	71	83%	68	96%
Individual Event Plan Grade	Spring 2019	Data not available for this semester.				
Individual Event Plan Grade	Fall 2019	Mainieri	69	85%	66	96%
Individual Event Plan Grade	Spring 2020	Mainieri	43	83%	40	93%
Individual Event Plan Grade	Fall 2020	Mainieri	60	80%	50	83%
Individual Event Plan Grade	Spring 2021	Lizzo	24	78%	18	75%

KNR 271 Recreation Programming - Program Blueprint Grade (Direct Measure)

The data for this measure is presented in Table 7.11. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Program Blueprint. Findings indicate that student performance on the Program Blueprint sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.11: KNR 271 Blueprint Grades as a Direct Measure of Ability to Design Recreation and Related Experiences

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Blueprint grade	Fall 2016	Butts	48	91%	47	98%

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Blueprint grade	Spring 2017	Butts	84	90%	81	96%
Blueprint grade	Fall 2017	Butts	45	78%	37*	82%
Blueprint grade	Spring 2018	Butts	65	85%	59	91%
Blueprint grade	Fall 2018	Nix	21	70%	19	90%
Blueprint grade	Spring 2019	Nix	67	87%	65	97%
Blueprint grade	Fall 2019	Nix	34	91%	34	100%
Blueprint grade	Spring 2020	Nix	64	93%	64	100%
Blueprint grade	Fall 2020	Nix	36	90%	36	100%
Blueprint grade	Spring 2021	Nix	54	88%	51	94%

LINK(S)

- [KNR 171 Individual Event Plan raw data](#)
- [KNR 271 Program Blueprint raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 Individual Event Plan Grade (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. COVID did require the course be moved from in-person to a virtual/online course delivery format. While the course returned to an in-person format in the fall of 2021, faculty agreed that updates and changes will likely be needed IF COVID lingers and a return to virtual/online course delivery formats are required.

From the faculty's perspective, the data indicate students are successfully demonstrating the ability to design recreation and related experiences. It is recommended to retain the assessment.

KNR 271 Program Blueprint Grade (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating the ability to design recreation and related experiences. It is recommended to retain the assessment.

Overall Observations for Quality Improvement for 7.02a

7.02 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02a data indicate students are at, or above, the established expectations. The data within 7.02a indicate students are successfully demonstrating an ability to design recreation experiences. Based on the results, no significant changes were made in this area.

LINK(S)

- [Online assessment dashboard](#)

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7.02 RPA CORE Learning Outcome Part 2: Program Implementation

7.02 Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 Recreation Leadership

- **Syllabus learning outcome:** Develop various leadership techniques to enhance individual, group, and community experiences.
- **Lecture and reading topics:** Direct leadership techniques (preparation, priming, delivery), Activity planning (goals and objectives, activity logistics, time management, activity transitions, contingency planning, planning a variety of activity types and formats).
- **Required tasks:** Two group leadership exercises where small groups of students (4-5 students) lead peer activities (one 10-minute activity, one 20-Minute themed event), one partner leadership exercise where small groups of students (2-3 students) teach a 15-minute skill session to their peers

KNR 253 Techniques in Therapeutic Recreation (Therapeutic Recreation Sequence)

- **Syllabus learning outcomes:** Understand and apply leisure education content and techniques with clients and their families, Understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes, Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Processing/debriefing, Group instructional techniques, Communication techniques, Program interventions, Behavior management.
- **Required tasks:** Final comprehensive exam which assesses students' understanding of lecture and reading topics, Lab leadership/technique sessions where students are expected to plan, implement, and evaluate 2 TR technique sessions with peers in the class, and Lab leadership critiques where student review a digital recording of their own techniques sessions and complete an informal evaluation of their performance.

KNR 298A30 Professional Practice Internship

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

KNR 374 Advanced Experience Facilitation (Recreation Management Sequence)

- **Syllabus learning outcomes:** Articulate concepts related to recreation programming, Describe the program development cycle, Describe the elements of a situated activity system, and Demonstrate the following programming skills: obtain participant input, design programs, prepare event plans, employ promotional tools, evaluate programs and services, make informed decisions about programs, and web publishing.

7.02 Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Lecture and reading topics:** Basic programming concepts, 6 key elements of a situated activity system, Program development cycle, Preparing the program plan, Obtaining participant input, Creative programming, Writing event goals, objectives, and plans, and Making program decisions.
- **Required tasks:** Homework assignments and 3 exams that assess students' understanding of readings and lecture topics, and Program experience project where students plan, implement, and evaluate one recreation program or event.

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional including implementing programs and events. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

LINK(S)

- [KNR 171 syllabus](#)
- [KNR 253 syllabus](#)
- [KNR 298A30 syllabus](#)
- [KNR 374 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 171 20-minute Themed Event Grade (Direct Measure).** Students in KNR 171 implement to their peers, in groups of 4-5 students, a 20-minute themed event of their choice. This event must include an introduction, multiple activities, appropriate transitions, and proper conclusion activities. Further, the event must be appropriate for the audience, follow a theme, and reflect proper sequencing and time management. The event is evaluated using a rubric to assess, via instructor observation, each section of the event, as well as other items such as appropriateness for audience, engagement, risk management, equipment preparedness, setting the tone, leader organization and skill, group management, and effective delivery technique. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.
- **KNR 253 Lab Leadership Assignment Grade Average – Therapeutic Recreation Sequence (Direct Measure).** In KNR 253, students plan, implement, and evaluate two Therapeutic Recreation technique sessions with peers in the class. The lab leaders are expected to relate the lab content and activities to specific population groups. Leaders must state how the activities can apply to therapeutic recreation or disabilities. The score reported is the average of the two sessions for a possible 50 points using a rubric. The Lab Evaluation Summary includes 3 sections: knowledge and preparation (5 points each), session (introduction, implementation, transitions, process/debriefing, conclusion, evaluation – 5 points each), and the write up (10 points).
- **KNR 374 Program Experience Grade – Recreation Management Sequence (Direct Measure).** Students in KNR 374 carry out one 2-hour recreation program or event for a specific captive audience based on the Program Development Cycle in groups of three students. They conduct a needs assessment, write goals/objectives, create an activity plan, promote the program, implement the plan, evaluate it, and make a disposition decision. The event is evaluated using triangulation from three perspectives (participant evaluation, supervisor evaluation, and student leader self-evaluations) and multiple methods (open-ended items, closed-ended items, observations). The grading rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other RPA faculty in the program.

LINK(S)

- [KNR 171 20-Minute Themed Event assignment & rubric](#)
- [KNR 253 Lab Leadership Assignment & rubric](#)
- [KNR 374 Program Experience assignment & rubric](#)

7.02 Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 Recreation Leadership - 20-Minute Themed Event Grade (Direct Measure)

The data for this measure is presented in Table 7.12. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the 20-Minute Themed Event. Findings indicate that student performance on the Themed Event sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.12: KNR 171 20-Minute Themed Event Plan Grade as a Direct Measure of Ability to Implement Recreation and Related Experiences

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
20-Minute Themed Event Grade	Fall 2016	Mainieri	84	88%	84	100%
20-Minute Themed Event Grade	Spring 2017	Mainieri	45	91%	45	100%
20-Minute Themed Event Grade	Fall 2017	Mainieri	63	88%	63	100%
20-Minute Themed Event Grade	Spring 2018	Mainieri	40	90%	40	100%
20-Minute Themed Event Grade	Fall 2018	Mainieri	71	89%	71	100%
20-Minute Themed Event Grade	Spring 2019	Data not available for this semester.				
20-Minute Themed Event Grade	Fall 2019	Mainieri	69	88%	66	96%
20-Minute Themed Event Grade	Spring 2020	Mainieri	Due to pandemic, measure was not completed this semester due to course shifting to an online format			
20-Minute Themed Event Grade	Fall 2020	Mainieri	Due to pandemic, measure was not completed this semester due to course shifting to an online format			
20-Minute Themed Event Grade	Spring 2021	Lizzo	Due to pandemic, measure was not completed this semester due to course shifting to an online format			

KNR 253 Lab Leadership Assignment Session Grade Average Therapeutic Recreation Sequence (Direct Measure)

The data for this measure is presented in Table 7.13. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Technique Session evaluation. Findings indicate that student performance on the Technique Session sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.13: KNR 253 Lab Grades Average as a Direct Measure of Ability to Implement Programs

Assignment	Semester	Professor	Number of students	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Lab Grade	Fall 2016	Smith	33	89%	33	100%

7.02 Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Lab Grade	Spring 2017	This course was not offered this semester.				
Lab Grade	Fall 2017	Smith	43	87%	43	100%
Lab Grade	Spring 2018	This course was not offered this semester.				
Lab Grade	Fall 2018	Smith	18	84%	18	100%
Lab Grade	Spring 2019	Smith	8	84%	8	100%
Lab Grade	Fall 2019	Smith	13	82%	13	100%
Lab Grade	Spring 2020	Smith	8	88%	8	100%
Lab Grade	Fall 2020	Smith	16	84%	16	100%
Lab Grade	Spring 2021	Smith	10	80%	10	100%

KNR 374 Advanced Experience Facilitation – Program Experience Grade Recreation Management Sequence (Direct Measure)

The data for this measure is presented in Table 7.14. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Program Experience. Findings indicate that student performance on the Program Experience sufficiently met and exceeded the standard of 70% or better in all semesters with the exception of fall 2020 and spring 2021.

Table 7.14: KNR 374 Program Experience Grade as a Direct Measure of Ability to Implement Programs

Assignment	Semester	Professor	# Groups in class	Mean score (as a percentage)	# Groups who scored 70% or better	Outcome %
Program Experience Grade	Fall 2016	Schlatter	19	90%	19	100%
Program Experience Grade	Spring 2017	Schlatter	8	88%	8	100%
Program Experience Grade	Fall 2017	Schlatter	19	90%	19	100%
Program Experience Grade	Spring 2018	Schlatter	6	88%	6	100%
Program Experience Grade	Fall 2018	Schlatter	29	92%	29	100%
Program Experience Grade	Spring 2019	Schlatter	22	97%	22	100%
Program Experience Grade	Fall 2019	Butts	53	93%	53	100%
Program Experience Grade	Spring 2020	Butts	24	87%	23	96%
Program Experience Grade	Fall 2020	Lizzo	55	77%	34	62%
Program Experience Grade	Spring 2021	Butts	19	77%	13	68%

LINK(S)

- [KNR 171 20-Minute Themed Event raw data](#)
- [KNR 253 Lab Leadership Assignment raw data](#)
- [KNR 374 Program Experience raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 20-Minute Themed Event (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. COVID did require the course be moved from in-person to a virtual/online course delivery format during the fall 2020 and spring 2021 semesters. While the course returned to an in-person format in the fall of 2021, faculty agreed that updates and changes to this measure will likely be needed if COVID lingers and a return to virtual/online course delivery formats are required.

From the faculty's perspective, the data indicate students are successfully demonstrating the ability to design recreation and related experiences. It is recommended to retain the assessment.

KNR 253 Lab Leadership Assignment Grade Average (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating the ability to design recreation and related experiences. It is recommended to retain the assessment.

KNR 374 Program Experience (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. COVID did require the course be moved from in-person to a virtual/online course delivery format during the fall 2020 and spring 2021 semesters. While the course returned to an in-person format in the fall of 2021, faculty agreed that updates and changes to this measure will likely be needed if COVID lingers and a return to virtual/online course delivery formats are required. While the data from two semesters (fall 2020; spring 2021) was below the expected outcome and could be attributed to a variety of factors (i.e., COVID, course being taught virtually for the first time, etc.), the overall data indicates students are successfully demonstrating the ability to design recreation and related experiences. It is recommended to retain the assessment.

Overall Observations for Quality Improvement for 7.02b

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02b data indicate students are at, or above, the established expectations. The data within 7.02b indicate students are successfully demonstrating an ability to implement recreation experiences. Based on the results, no significant changes were made in this area.

LINK(S)

- [Online assessment dashboard](#)

7.02 RPA CORE Learning Outcome Part 3: Program Evaluation

7.02 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Techniques in Therapeutic Recreation (Therapeutic Recreation Sequence)

- **Syllabus learning outcomes:** Understand and apply leisure education content and techniques with clients and their families, Understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes, Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Processing/debriefing, Group instructional techniques, Communication techniques, Program interventions, Behavior management.
- **Required tasks:** Final comprehensive exam which assesses students' understanding of lecture and reading topics, Lab leadership/technique sessions where students are expected to plan, implement, and evaluate 2 TR technique sessions with peers in the class, and Lab leadership critiques where student review a digital recording of their own techniques sessions and complete an informal evaluation of their performance.

KNR 271 Recreation Programming

- **Syllabus learning outcome:** Apply the program development cycle to plan a unique program or special event.
- **Lecture and reading topics:** Program evaluation techniques, and Making decisions about program services.
- **Required tasks:** Homework Assignment and Quiz given to assess student understanding of required readings and lectures and a Program Blueprint where students choose a program area to research, plan, and evaluate. The Program Blueprint includes goals and objectives, an activity plan, a market plan, a risk management plan, and an evaluation plan.

KNR 374 Advanced Recreation Programming (Recreation Management Sequence)

- **Syllabus learning outcomes:** Describe the program development cycle, and Demonstrate the following programming skills: obtain participant input, design programs, prepare event plans, employ promotional tools, evaluate programs and services, make informed decisions about programs, and web publishing.
- **Lecture and reading topics:** Program development cycle, Obtaining participant input, Evaluation, and Making program decisions.
- **Required tasks:** Homework assignments and 3 exams that assess students' understanding of readings and lecture topics, and Program experience project where students plan, implement, and evaluate one recreation program or event.

KNR 376 Evaluating Agency Services

- **Syllabus learning outcomes:** Evaluate programs/events, Apply basic principles of research and data analysis related to recreation, park resources, and leisure services, Integrate computer and statistical techniques for assessment, planning and evaluation processes, Formulate and evaluate the extent to which goals and objectives for the leisure service and for groups and individuals within the service have

7.02 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

been met, and Differentiate among types of instruments (e.g., scaling), methods of evaluation data collection (e.g., observation), and treatment of data (e.g., statistics).

- **Lecture and reading topics:** Introduction to evaluation concepts, Methodology, Designing evaluations, Basic measurement concepts, Analyzing and reporting the data, and Qualitative approaches to evaluation.
- **Required tasks:** 2 exams, homework, in-class activities, and reading quizzes to assess student understanding of reading and lecture topics, an observation report of an event or activity based on a qualitative paradigm, and an evaluation project of an event or activity at a local agency based on a quantitative paradigm, including a presentation of the evaluation to the sponsoring agency.

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional including implementing programs and events. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

LINK(S)

- [KNR 253 syllabus](#)
- [KNR 271 syllabus](#)
- [KNR 374 syllabus](#)
- [KNR 376 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 376 Data Analysis Assignment Grade and Rubric (Direct Measure).** Students in KNR 376 work with a maximum of three other students as an Evaluation Team or individually to evaluate an actual recreation program in the local area, communicating with a local agency to secure a program or event to use for this evaluation project. A complete evaluation project is developed and carried out over the semester, including developing a survey based on the key criteria of a specific program, collecting the data, entering the data in Microsoft Excel, analyzing the data in Excel, and preparing an evaluation report which will outline the complete evaluation project in detail. The assignment is evaluated using a rubric to assess performance on each scenario based on the accuracy/presence of means and standard deviations, chart creation, conclusion appropriateness, and recommendation appropriateness. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.
- **KNR 376 Agency Evaluation Project Grade and Rubric (Direct Measure).** Students in KNR 376 complete an assignment that simulates data collection, data entry, data analysis, and interpretation in the form of conclusions and recommendations. This assignment has students use Microsoft Excel to calculate the appropriate measures of central tendency and variability for four recreation-related evaluation scenarios, then make conclusions and recommendations based on the findings. The assignment is evaluated using a rubric to assess performance on each portion of the evaluation report (Cover, Table of Contents, Acknowledgements, Executive summary, Introduction, Evaluation methods, Results, and Conclusions/recommendations), as well as other items related to adherence to deadlines, overall quality of the project and successful communication with the host agency. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

LINK(S)

- [KNR 376 Data Analysis assignment & rubric](#)
- [KNR 376 Agency Evaluation Project & rubric](#)

7.02 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 376 Evaluating Agency Services – Data Analysis Assignment Grade (Direct Measure)

The data for this measure is presented in Table 7.15. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Data Analysis assignment. Findings indicate that student performance on the Data Analysis assignment sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.15: KNR 376 Data Analysis Project Grade as a Direct Measure of Evaluation

Assignment	Semester	Professor	# Students completing assignment	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Data analysis assignment	Fall 2016	Mulvaney	51	89%	47	92%
Data analysis assignment	Spring 2017	Mulvaney	58	90%	54	93%
Data analysis assignment	Fall 2017	Chang	57	93%	57	100%
Data analysis assignment	Spring 2018	Chang	63	91%	61	97%
Data analysis assignment	Fall 2018	Chang	50	90%	45	90%
Data analysis assignment	Spring 2019	Chang	51	85%	43	84%
Data analysis assignment	Fall 2019	Chang	49	85%	43	88%
Data analysis assignment	Spring 2020	Chang	Data not collected due to COVID.			
Data analysis assignment	Fall 2020	Chang	48	91%	44	92%
Data analysis assignment	Spring 2021	Chang	51	91%	50	98%

KNR 376 Evaluating Agency Services – Agency Evaluation (Direct Measure)

The data for this measure is presented in Table 7.16. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Agency Evaluation project. Findings indicate that student performance on the Agency Evaluation project sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.16: KNR 376 Agency Evaluation Grade as a Direct Measure of Evaluation.

Assignment	Semester	Professor	# groups completing assignment	Mean score (as a percentage)	# groups who scored 70% or better	Outcome %
Agency evaluation project	Fall 2016	Mulvaney	18	89%	18	100%
Agency evaluation project	Spring 2017	Mulvaney	19	92%	19	100%
Agency evaluation project	Fall 2017	Chang	20	93%	20	100%
Agency evaluation project	Spring 2018	Chang	21	93%	21	100%
Agency evaluation project	Fall 2018	Chang	50	94%	50	100%
Agency evaluation project	Spring 2019	Chang	51	95%	51	100%
Agency evaluation project	Fall 2019	Chang	49	93%	49	100%
Agency evaluation project	Spring 2020	Chang	44	93%	44	100%
Agency evaluation project	Fall 2020	Chang	48	94%	48	100%
Agency evaluation project	Spring 2021	Chang	51	94%	51	100%

7.02 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

LINK(S)

- [KNR 376 Data Analysis assignment raw data](#)
- [KNR 376 Agency Evaluation project raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 376 Data Analysis Assignment Grade (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings. It is recommended to retain the assessment.

KNR 376 Agency Evaluation (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings. It is recommended to retain the assessment.

Overall Observations for Quality Improvement for 7.02c

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02c data indicate students are at, or above, the established expectations. The data within 7.02c indicate students are successfully demonstrating an ability to evaluate recreation experiences. Based on the results, no significant changes were made in this area.

LINK(S)

- [Online assessment dashboard](#)

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7.02 RPA CORE Learning Outcome Part 4: Diversity

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 171 Recreation Leadership

- **Syllabus learning outcome:** Understand human growth and development throughout the lifecycle including the contributions of leisure to growth, development and self-expression.
- **Lecture and reading topics:** Leadership and human development.
- **Required tasks:** Activities journal with activities to serve as a resource to draw from when leading activities with various groups (different age groups), class activities related to culture and diversity.

KNR 270 Inclusive Recreation

- **Syllabus learning outcomes:** Describe medical and disabling conditions, disorders and impairments that affect an individual's physical, cognitive, emotional and social functioning across the lifespan, Demonstrate the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences, Demonstrate the ability to facilitate recreation experiences for people with disabilities, Apply inclusive practices to the design and operation of accessible recreation and therapeutic recreation programs, services and facilities, Utilize a variety of assistive techniques, adaptive devices and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence, Apply local, state, and federal legislation, regulations and standards to recreation and therapeutic recreation services, Advocate for the importance of leisure service delivery systems for diverse populations.
- **Lecture and reading topics:** Recreation for people with disabilities overview, attitudes and person first terminology, conceptual cornerstones (e.g., normalization, integration, inclusion), legislation, accessibility and accommodation, hidden and social disabilities, physical disabilities, developmental disabilities, sensory disabilities, psychological disorders, aging, specialized recreation programs, advocacy.
- **Required tasks:** Service learning and reflection paper, two experiential projects and reflection paper, and daily assignments to assess engagement in lecture and reading topics.

KNR 275 Planning & Design of Recreation Facilities (Recreation Management Sequence)

- **Syllabus learning outcomes:** Recognize inclusive practices as they apply to the design and operation of recreation programs, services and facilities. Identify principles and procedures for proper social, cultural, and environmental design of leisure services, areas, and facilities.
- **Lecture and reading topics:** Introduction to facility design (American with Disabilities Act).
- **Required tasks:** Development of a facility design proposal (with a scaled floor plan drawing) that integrates appropriate design principles, complete a site analysis of an off-site recreation facility, in-class activities related to proper social, cultural, inclusive, and environmental design of recreation facilities.

KNR 378A30 Professional Issues in Recreation & Park Administration (Recreation Management Sequence)

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Syllabus learning outcome:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the parks and recreation profession.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services, Implications of the trends and issues in culture, religion, races, sexual orientation, economic status, and age.
- **Required tasks:** The final project assignment requires students to work either individually or in a group to create their own project requiring 15-20 hours per person. Possible ideas range from volunteering for a significant community event, organizing a trail clean-up, organize a trail clean-up day, complete a project for an agency, develop a training module for a staff training, complete an Honors project (for those who qualify), work with a faculty member on a project, survey professionals on trends in the field (should have completed KNR 376 Evaluating Agency Services), outline a mobile app for KNR or campus recreation, set up and provide content for a trends blog, set up a QR Code scavenger hunt for freshmen or new graduate students (work with Campus Rec on this one).

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional including implementing programs and events. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

LINK(S)

- [KNR 171 syllabus](#)
- [KNR 270 syllabus](#)
- [KNR 275 syllabus](#)
- [KNR 378A30 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 270 Case Study Final Exam (Direct Measure).** In groups of about 10 students, students in KNR 270 take part in a group discussion final exam experience. At least a week prior to the exam, the students are presented with three case study scenarios that ask students to consider how they would proceed with the scenario, through the lens of diversity, equity, and inclusion. Students individually prepare for the exam by thinking through how they would handle each scenario. On the day of the exam, students have a group discussion about one randomly chosen scenario, drawing on their learning and experiences in the course. Students are evaluated individually for the quality of their contribution to the group discussion. This exam was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.
- **KNR 275 Site Visit (Direct Measure).** A direct measure that was added in fall 2020, students in KNR 275 complete an assignment that requires them to visit an indoor recreation facility and prepare a paper addressing the design and operations of the facility. Due to COVID, students could also complete a virtual visit of a facility during the fall 2020 & spring 2021 semesters. The paper also includes photos of the facility that highlight various design characteristics. In their review, students are to provide a description of the facility, its location, who it serves, surfacing, lighting, and equipment. In addition, students are to identify and describe at least three design characteristics of the facility that support a diverse clientele and inclusivity as well as two design characteristics that could be improved. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic.
- **KNR 398A30 Value-Added Assessment (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. The value-added assessment includes a variety of items measuring students': (a) self-confidence across three of the 7.0 learning outcomes (7.01, 7.02, & 7.03); (b) their job self-efficacy within the parks and recreation field; (c) several attitudinal items focused on their experiences in the RPA program (i.e., satisfaction with faculty/staff, courses, resources, etc.), and; (d) future career plans (i.e., sector interests, certifications, etc.). Four items were developed to measure students' self-confidence in applying the content within the 7.02 learning outcome: designing recreation programs/events; implementing/facilitating recreation program/events; evaluating recreation programs/events, and; facilitating recreation experiences for diverse clientele and cultures. Students self-reported their confidence in performing each item on a 5-point scale (1=not confident at all, 2=not confident, 3=unsure, 4=confident, and 5=completely confident). Despite only being presented in the "diversity" component of the RPA program's 7.02 self-study report, the four items are reviewed and discussed by RPA faculty across each of the four parts of the 7.02 learning outcome (design, implement/facilitate, evaluate, and diversity).

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

LINK(S)

- [KNR 270 Case Study Final Exam](#)
- [KNR 275 Site Visit assignment & rubric](#)
- [Value Added Assessment](#)

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 270 Inclusive Recreation – Case Study Final Exam (Direct Measure)

The data for this measure is presented in Table 7.17. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Case Study Final Exam. Findings indicate that student performance on the Case Study Final Exam sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.17: KNR 270 Case Study Final Exam as a Direct Measure of Diversity

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Case study final exam	Fall 2016	Hildebrand	Data not available			
Case study final exam	Spring 2017	Smith	86	84%	73	85%
Case study final exam	Fall 2017	Hildebrand	47	76%	38	81%
Case study final exam	Spring 2018	Smith	65	78%	59	91%
Case study final exam	Fall 2018	Hildebrand	40	86%	35	88%
Case study final exam	Spring 2019	Hildebrand	66	84%	59	89%
Case study final exam	Fall 2019	Hildebrand	35	86%	32	91%
Case study final exam	Spring 2020	Hildebrand	67	12%	33	50%
Case study final exam	Fall 2020	Hildebrand	38	76%	25	66%
Case study final exam	Spring 2021	Butts	57	87%	54	95%

KNR 275 Planning & Design of Recreation Facilities – Site Visit (Direct Measure)

The data for this measure is presented in Table 7.18. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Site Visit assignment. Findings indicate that

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

student performance on the Site Visit assignment sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.18: KNR 275 Site Visit Assignment as a Direct Measure of Diversity

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Site visit assignment	Fall 2020	Mulvaney	46	89%	43	93%
Site visit assignment	Spring 2021	Mulvaney	36	78%	30	83%

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment (Indirect Measure)

The data for this measure is presented in Table 7.19. Findings indicated that students' self-assessments of their confidence ranged from 4.5 to 4.6 on the measurement instrument's 5-point scale (5=Completely Confident, 4= Confident...). Overall, the students' self-confidence scores are slightly higher when compared to their self-confidence in the 7.01 and 7.03 learning outcomes.

Table 7.19: Four Items from the Value-Added Assessment as an Indirect Measure of Students' Self-Confidence in Applying the 7.02 Learning Outcome Content (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across four items
7.02 Self-Confidence Items (4 items, 5-pt scale)	2017	41	4.5
7.02 Self-Confidence Items (4 items, 5-pt scale)	2018	120	4.6
7.02 Self-Confidence Items (4 items, 5-pt scale)	2019	99	4.5
7.02 Self-Confidence Items (4 items, 5-pt scale)	2020	92	4.6
7.01 Self-Confidence Items (4 items, 5-pt scale)	2021	62	4.6

LINK(S)

- [KNR 270 Case Study Final Exam raw data](#)
- [KNR 275 Site Visit assignment raw data](#)
- [KNR 398A30 Value Added Assessment raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 270 Case Study Final Exam (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. A modest dip was observed during the spring 2020 and fall 2020 semesters. This could be attributed to COVID pandemic and the course delivery format during that time (i.e., shift from in-

7.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

person to virtual/online). RPA faculty/staff plan to closely monitor student performance in this area over the next few semesters to better determine if this is a trend or simply the result of the pandemic.

KNR 275 Site Visit (Direct Measure)

Course instructors review the results and the data was shared with the RPA Assessment Committee and RPA faculty/staff during the fall 2021 semester with plans to discuss on an annual basis. From the faculty's perspective, the preliminary data (only one year thus far) indicate students are successfully demonstrating the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts. It is recommended to retain the assessment.

KNR 398A30 Value-Added Assessment (Indirect Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint, the students' self-reported levels of confidence in applying the 7.02 learning outcome content provide further support for the students' ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts. It is also worth noting that the students' self-confidence scores for the 7.02 learning outcome are slightly higher compared to their self-confidence with the 7.01 and 7.03 outcomes. Overall, no changes were identified and the instrument represents a quality measurement.

Overall Observations for Quality Improvement for 7.02d

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02d data indicate students are at, or above, the established expectations. Despite the strong scores, this outcome is an area RPA feels could benefit from additional work. Discussions have ranged from adding a new outcome measure to the development of a new course to further support student growth/development in this area. RPA is currently in the discovery/planning stages of these discussions.

LINK(S)

- [Online assessment dashboard](#)

7.03 RPA CORE Learning Outcome

7.03 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.

7.03:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 370 Administration of Leisure Services

- **Syllabus learning outcome:** Explain economic development and its value to the community. Market programs/events. Understand the principles and procedures of budgeting and financial management. Understand the principles and procedures related to agency marketing techniques and strategies.
- **Lecture and reading topics:** Budget and finance, budget types, entrepreneurship, business planning, marketing, and finance.
- **Required tasks:** Marketing Plan and Budgeting Assignment.

KNR 380 Administration of Human Resources in Leisure Services

- **Syllabus learning outcome:** Articulate the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies. Apply personnel management techniques including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns. Implement principles and procedures related to operation and care of resources, areas and facilities. Operate specialized computer software related to leisure services.
- **Lecture and reading topics:** Management; leadership; organizational structure; volunteer management; human resource management; and policy, development, and decision making.
- **Required tasks:** Human Resources Project and Assignments/Discussions

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional including implementing programs and events. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

LINK(S)

- [KNR 370 syllabus](#)
- [KNR 380 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.03 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.

7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 370 Administration of Leisure Services Budget Assignment Grade (Direct Measure).** The budget assignment is an individual assignment whereby a line item budget is created for a program area based on a group of programs within the department. Before this can be done, individual line item budgets for each program must be developed. Organization for this project are either a public parks and recreation department (or park district/recreation district), not-for-profit leisure service organization, or a commercial recreation agency. Students will also demonstrate how a budget can be modified by cutting their expenses by 10% while still allowing for some profit. The budget assignment is graded on a 100 point scale using a rubric. Budget format, staffing, supplies, vendors, equipment, marketing, other expenses, registration numbers, and registration fee are all worth 5 points each for a total of 45 points. Use of embedded formulas is worth 5 points, Excel tabs are with 5 points, and the cover page is worth 10 points. Finally, the ability to demonstrate how to make 10% cuts is worth 10 points and the justification for those costs is worth 10 points.
- **KNR 370 Administration of Leisure Services Marketing Plan Grade (Direct Measure).** The market plan is a group assignment whereby each team is responsible for developing a modified marketing plan for one large scale special event where considerable marketing efforts would be involved. The following items should be included, in this order: Executive summary, product, market, place, price, and promotions. Additionally, teams will include 4 appendices (news release, a billboard with a QR code to web page, a newspaper advertisement with a QR code to a webpage, and a webpage. The accompanying rubric for the plan consists of 150 points which is broken down into several sections which correspond to the descriptions above. This form was originally developed by the faculty who have delivered this class over the past 10 years. The market plan is also presented to the class as if the team were trying to sell the event to their supervisor or sponsor/investor. The rubric for the presentation grade is worth 25 points and consists of 4 parts: attire, benefits and target market, competitive differentiation, and promotional tactics. The presentation grading rubric was developed by the faculty who have taught this class over the past 10 years.
- **KNR 380 Administration of Human Resources in Leisure Services Human Resources Project Grade (Direct Measure).** The objective of the human resources project is to simulate management and human resources processes from beginning to end. There are three sections to the project: Organizational development (20 points), personnel process (35 points), and on the job (20 points). Note that the assignment description indicates that the project may be completed either as a group or individual; however, the rubric presented is designed for group projects. The grading rubric also includes a section on appearance / organization (15 points), and group participation (10 points).

7.03 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.

7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

- **KNR 398A30 Value-Added Assessment (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. The value-added assessment includes a variety of items measuring students' self-confidence across three of the 7.0 learning outcomes (7.01, 7.02, & 7.03): (a) their job self-efficacy within the parks and recreation field; (b) several attitudinal items focused on their experiences in the RPA program (i.e., satisfaction with faculty/staff, courses, resources, etc.), and; (c) future career plans (i.e., sector interests, certifications, etc.). Four items were developed to measure students' self-confidence in applying the content withing the 7.03 learning outcome: constructing and managing budgets; devising effective marketing strategies for programs/events; recruiting, hiring, and managing staff, and; describing their own leadership and management style. Students self-reported their confidence in performing each item on a 5-point scale (1=not confident at all, 2=not confident, 3=unsure, 4=confident, and 5=completely confident).

LINK(S)

- [KNR 370 Budget assignment & rubric](#)
- [KNR 370 Marketing Plan assignment & rubric](#)
- [KNR 380 Human Resources Project & rubric](#)
- [Value Added Assessment](#)

7.03 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.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 370 Administration of Leisure Services Budget Assignment Grade (Direct Measure)

The interpretation of these data is presented in Table 7.20. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the assignment. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all semesters.

7.03 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.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Table 7.20: KNR 370 Budget Assignment Grades as a Direct Measure

Assignment	Semester	Professor	# of students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Budget	Fall 2016	Smith	60	89%	59	98%
Budget	Spring 2017	Achen	35	88%	35	100%
Budget	Fall 2017	Achen	63	90%	60	95%
Budget	Spring 2018	Achen	56	89%	55	98%
Budget	Fall 2018	Sattler	62	89%	61	98%
Budget	Spring 2019	Achen	45	82%	38	84%
Budget	Fall 2019	Butts	60	89%	58	97%
Budget	Spring 2020	Butts	66	88%	62	94%
Budget	Fall 2020	Butts	66	86%	59	89%
Budget	Spring 2021	Butts	27	80%	24	89%

KNR 370 Administration of Leisure Services Marketing Plan Grade (Direct Measure)

The interpretation of these data is presented in Table 7.21. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Marketing Plan. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all semesters.

Table 7.21: KNR 370 Marketing Plan Grades as a Direct Measure

Assignment	Semester	Professor	# of students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Marketing Plan	Fall 2016	Smith	60	86%	57	95%
Marketing Plan	Spring 2017	Achen	35	80%	35	100%
Marketing Plan	Fall 2017	Achen	63	88%	63	100%
Marketing Plan	Spring 2018	Achen	56	83%	56	100%
Marketing Plan	Fall 2018	Sattler	62	87%	62	100%
Marketing Plan	Spring 2019	Achen	45	77%	41	91%
Marketing Plan	Fall 2019	Butts	60	86%	59	98%
Marketing Plan	Spring 2020	Butts	66	85%	58	88%
Marketing Plan	Fall 2020	Butts	66	88%	64	97%
Marketing Plan	Spring 2021	Butts	27	82%	25	93%

KNR 380 Administration of Human Resources in Leisure Services Human Resources Project Grade (Direct Measure)

The interpretation of these data is presented in Table 7.22. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Human Resources Project. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all semesters.

Table 7.22: KNR 380 Human Resources Project Grades as a Direct Measure

7.03 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.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Assignment	Semester	Professor	# of students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
HR project	Fall 2016	Butts	64	88%	63	98%
HR project	Spring 2017	Hildebrand	50	81%	48	96%
HR project	Fall 2017	Mulvaney	64	94%	64	100%
HR project	Spring 2018	Hildebrand	43	93%	43	100%
HR project	Fall 2018	Mulvaney	62	89%	62	100%
HR project	Spring 2019	Mulvaney	47	94%	45	96%
HR project	Fall 2019	Mulvaney	58	92%	58	100%
HR project	Spring 2020	Mulvaney	33	90%	32	97%
HR project	Fall 2020	Wu	60	84%	58	97%
HR project	Spring 2021	Wu	35	94%	33	94%

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment (Indirect Measure)

The data for this measure is presented in Table 7.23. Findings indicated that students’ self-assessments of their confidence ranged from 4.1 to 4.4 on the measurement instrument’s 5-point scale (5=Completely Confident, 4= Confident...).

Table 7.23: Four Items from the Value-Added Assessment as an Indirect Measure of Students’ Self-Confidence in Applying the 7.03 Learning Outcome Content (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across four items
7.03 Self-Confidence Items (4 items, 5-pt scale)	2017	41	4.1
7.03 Self-Confidence Items (4 items, 5-pt scale)	2018	120	4.2
7.03 Self-Confidence Items (4 items, 5-pt scale)	2019	99	4.2
7.03 Self-Confidence Items (4 items, 5-pt scale)	2020	92	4.4
7.03 Self-Confidence Items (4 items, 5-pt scale)	2021	62	4.3

LINK(S)

- [KNR 370 Budget assignment raw data](#)
- [KNR 370 Marketing Plan raw data](#)
- [KNR 380 Human Resources Project raw data](#)
- [KNR 398A30 Value-Added Assessment raw data](#)

7.03 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.

7.03:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement.

Suggested Evidence of Compliance

Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 370 Budget Assignment Grade (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating entry-level knowledge about the management of financial resources in parks and recreation. It is recommended to retain the assessment.

KNR 370 Marketing Plan Grade (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating entry-level knowledge about marketing of services within parks and recreation. It is recommended to retain the assessment.

KNR 380 Human Resources Project Grade (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating entry-level knowledge about the management of human resources in parks and recreation. It is recommended to retain the assessment.

KNR 398A30 Value-Added Assessment (Indirect Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint, the students' self-reported levels of confidence in applying the 7.03 learning outcome content provide further support for the students' entry-level knowledge about the management functions in parks and recreation. It is recommended to retain the assessment. As a result, no changes were identified and the instrument represents a quality measurement.

Overall Observations for Quality Improvement for 7.03

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.03 data indicate students are at, or above, the established expectations. The data within 7.03 indicate students are successfully demonstrating entry level knowledge about the operations and strategic management/administration in the field. Despite these strong scores, recent faculty discussions have centered on the possible need to raise the expectations/standard. These discussions are currently ongoing with no significant changes planned at the time of this report.

LINK(S)

- [Online assessment dashboard](#)

7.04 RPA CORE Learning Outcome

7.04 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 park, recreation, tourism, or related organizations.

7.04:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 170 Introduction to Leisure and Recreation

- **Syllabus learning outcomes:** Recognize the history and development of the profession; identify the theoretical (scientific) foundations of play, recreation, and leisure; describe the significance of play, recreation, and leisure in society; understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, online foundations quiz

KNR 298A30 Junior level 90-hour internship

- **Syllabus learning outcomes:** *Participate* in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

KNR 370 Administration of Leisure Services

- **Syllabus learning outcome:** Explain economic development and its value to the community. Market programs/events. Understand the principles and procedures of budgeting and financial management. Understand the principles and procedures related to agency marketing techniques and strategies.
- **Lecture and reading topics:** Budget and finance, budget types, entrepreneurship, business planning, marketing, and finance.
- **Required tasks:** Marketing Plan and Budgeting Assignment.

KNR 378A30 Professional Issues in Recreation and Park Administration

- **Syllabus learning outcomes:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the field.
- **Lecture and reading topics:** Professional and leisure philosophy; professional and leisure ethics; issues related to environment, technology, demography, economy, health/wellness, governance, professionalism, civic engagement, customer service, and collaboration/partnerships.
- **Required tasks:** Issues Case Study Assignment, Final Project, Professional Article Summary, Technology Project, Healthy Communities Project. Note: This class is specific to Recreation Management students.

KNR 380 Administration of Human Resources in Leisure Services

- **Syllabus learning outcome:** Articulate the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies. Apply personnel management techniques

7.04 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 park, recreation, tourism, or related organizations.

7.04:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence

including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns. Implement principles and procedures related to operation and care of resources, areas and facilities. Operate specialized computer software related to leisure services.

- **Lecture and reading topics:** Management; leadership; organizational structure; volunteer management; human resource management; and policy, development, and decision making.
- **Required tasks:** Human Resources Project and Assignments/Discussions

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

LINK(S)

- [KNR 170 syllabus](#)
- [KNR 298A30 syllabus](#)
- [KNR 370 syllabus](#)
- [KNR 378A30 syllabus](#)
- [KNR 380 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.04 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 park, recreation, tourism, or related organizations.

7.04:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- KNR 398A30 Professional Practice Culminating Project Grade as a Direct Measure.** One measure of the potential to succeed as professionals at the supervisory or higher levels of park, recreation, tourism or related organizations is through the senior internship grades on the culminating project. It is expected that students will earn 35/50 points (70%) or higher. The culminating project is a project that is done above and beyond the day-to-day work experience and is developed in conjunction with the agency supervisor. A proposal must be submitted and approved by both the agency and university supervisor. The grading rubric for the project is worth 50 points. There are 5 sections to the project: Introduction (5 points), Project Organization (5 points), Practicum project (35 points) and Professionalism (5 points). The rubric has been used in this course for many years and was developed by the faculty.
- KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure).** Another measure of the potential to succeed as professionals at the supervisory or higher levels of park, recreation, tourism or related organizations is through the final evaluation by the supervisor during the senior internship. Please note that there are separate evaluation forms, one for supervisors of recreation management students and one for supervisors of therapeutic recreation students. Both forms are based on a 300-point scale. It is expected that students will receive a score of 210/300 (70%) or higher. The score on the recreation management evaluation instrument is the agency internship supervisor's overall estimate of the student's ability and professional promise at the close of their 12-week internship. Supervisors rate students on 33 different items based on a 4-point scale where 4=meets expectations, 3=meets minimal expectations, 2=needs improvement, and 1=unacceptable. This form has been in use for many years in the Recreation and Park Administration program. The score on the therapeutic recreation evaluation instrument is based on the Therapeutic Recreation Intern Evaluation (TRIE) instrument. The TRIE is a user-friendly intern evaluation instrument. The evaluation criteria are based off the ATRA Standards for the Practice of Therapeutic Recreation. The supervisor rates the intern on each item using a five-point rating scale: (1) Consistently does not meet expectations, (2) Needs improvement in meeting expectations, (3) Meets expectations, (4) Frequently exceeds expectations, and (5) Consistently exceeds expectations. The supervisor will place an X in each appropriate column to rate the intern on each item. To score, the number of X's are added in each column and is then multiplied by the value of that column: 1, 2, 3, 4 or 5. The total score is found by adding the sums of all three columns. In the spring of 2016, the Final Evaluation scale was adjusted to 100 points.
- KNR 398A30 Value-Added Assessment – Job Self-Efficacy (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. One section of the value-added assessment measures students' job self-efficacy perceptions within the parks and recreation field. The

7.04 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 park, recreation, tourism, or related organizations.

7.04:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

10-item job self-efficacy scale was originally developed and tested by Riggs, Warka, Babasa, Betancourt, and Hooker (1994) and further validated in the public parks and recreation profession by Mulvaney, Beggs, Elkins, & Hurd (2015). The 10-item instrument scored items on a five-point scale ranging from 1=strongly disagree to 5=strongly agree. Samples items from the instrument include: “I have all the skills needed to perform my desired job very well”, “I have confidence in my ability to do my desired job”, and “I am very proud of my job skills and abilities”.

LINK(S)

- [KNR 398A30 Professional Practice Culminating Project](#)
- [KNR 398A30 Internship Supervisor Final Evaluation Instrument](#)
- [Value Added Assessment](#)

7.04 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 park, recreation, tourism, or related organizations.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 398A30 Professional Practice Culminating Project Grade as a Direct Measure

The interpretation of these data is presented in Table 7.24. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Culminating Project. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all semesters.

Table 7.24: KNR 398A30 Culminating Project Grade as a Direct Measure of Potential to Succeed as Professionals at Supervisory or Higher Levels of Park, Recreation, Tourism, or Related Organizations

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Culminating project	Fall 2016	Hildebrand	4	100%	4	100%
Culminating project	Spring 2017	Achen	15	95%	15	100%
		Nicholson	46	93%	45	98%

7.04 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 park, recreation, tourism, or related organizations.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

		Smith	16	90%	15	94%
Culminating project	Summer 2017	Beggs	13	98%	13	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand	13	87%	13	100%
		Smith	13	88%	13	100%
Culminating project	Fall 2017	Hildebrand	6	94%	6	100%
Culminating project	Spring 2018	Beggs	16	95%	16	100%
		Hildebrand	15	98%	15	100%
		Smith	14	97%	14	100%
Culminating project	Summer 2018	Beggs	7	95%	7	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand	15	85%	14	93%
		Sattler	Data not available	Data not available	Data not available	Data not available
		Smith	15	91%	15	100%
Culminating project	Fall 2018	Smith	10	91%	9	90%
Culminating project	Spring 2019	Sattler (2)	26	96%	26	100%
		Smith	No data	No data	No data	No data
Culminating project	Summer 2019	Beggs	13	95%	12	92%
		Hildebrand	13	75%	10	77%
		Sattler	Data not available	Data not available	Data not available	Data not available
		Smith	14	84%	13	93%
Culminating project	Fall 2019	Smith	3	92%	3	100%
Culminating project	Spring 2020	Achen	13	86%	12	92%
		Sattler	12	97%	12	100%
		Smith	10	92%	10	100%
Culminating project	Summer 2020	Butts	14	88%	13	93%
		Mulvaney	17	94%	17	100%
		Smith	14	78%	12	86%
Culminating project	Fall 2020	Smith	9	92%	9	100%
Culminating project	Spring 2021	Mulvaney	13	95%	13	100%
		Smith	11	97%	11	100%
		Wu	10	96%	10	100%
Culminating project	Summer 2021	Butts	14	94%	14	100%
		Mulvaney	4	92%	4	100%
		Nix	14	100%	13	93%
		Smith	13	92%	13	100%

KNR 398A30 Internship Supervisor Final Evaluation Instrument as a Direct Measure

The interpretation of these data is presented in Table 7.25. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Final Evaluation. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all semesters.

7.04 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 park, recreation, tourism, or related organizations.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Table 7.25: KNR 398A30 Internship Supervisor Final Evaluation as a Direct Measure of Potential to Succeed as Professionals at Supervisory or Higher Levels of Park, Recreation, Tourism, or Related Organizations

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Final Internship Evaluation	Fall 2016	Hildebrand	4	93%	4	100%
Final Internship Evaluation	Spring 2017	Achen	15	99%	15	100%
		Nicholson	46	97%	46	100%
		Smith	16	95%	16	100%
Final Internship Evaluation	Summer 2017	Beggs	13	100%	14	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand Smith	13 13	96% 95%	13 13	100% 100%
Final Internship Evaluation	Fall 2017	Hildebrand	6	93%	6	100%
Final Internship Evaluation	Spring 2018	Beggs	14	99%	14	100%
		Hildebrand	14	94%	14	100%
		Smith	16	95%	16	100%
Final Internship Evaluation	Summer 2018	Beggs	6	98%	6	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand Sattler Smith	15 Data not available 15	95% Data not available 95%	15 Data not available 15	100% Data not available 100%
Final Internship Evaluation	Fall 2018	Smith	10	92%	10	100%
Final Internship Evaluation	Spring 2019	Sattler (2) Smith	26 Data not available	99% Data not available	26 Data not available	100% Data not available
Final Internship Evaluation	Summer 2019	Beggs	13	97%	13	100%
		Hildebrand	13	90%	12	92%
		Sattler Smith	Data not available 14	Data not available 94%	Data not available 14	Data not available 100%
Final Internship Evaluation	Fall 2019	Smith	3	95%	3	100%
Final Internship Evaluation	Spring 2020	Achen	13	99%	13	100%
		Sattler	12	98%	12	100%
		Smith	10	97%	10	100%
Final Internship Evaluation	Summer 2020	Butts	14	95%	14	100%
		Mulvaney	17	98%	17	100%
		Smith	14	90%	13	92%
Final Internship Evaluation	Fall 2020	Smith	9	93%	9	100%
Final Internship Evaluation	Spring 2021	Mulvaney	13	99%	13	100%
		Smith	9	99%	11	100%
		Wu	10	94%	10	100%
Final Internship Evaluation	Summer 2021	Butts	14	97%	14	100%
		Mulvaney	4	97%	4	100%
		Nix	14	100%	13	92%
		Smith	13	95%	13	100%

7.04 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 park, recreation, tourism, or related organizations.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment: Job Self-Efficacy (Indirect Measure)

The data for this measure is presented in Table 7.26. Findings indicated that students’ self-efficacy in their desired/future job ranged from 4.2 to 4.4 on the measurement instrument’s 5-point scale (5=Strongly Agree, 4=Agree...).

Table 7.26: Job Self-Efficacy from the Value-Added Assessment as an Indirect Measure of Students’ Potential to Succeed as Professionals (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across 10 items
Job Self-Efficacy Items (10 items, 5-pt scale)	2017	40	4.3
Job Self-Efficacy Items (10 items, 5-pt scale)	2018	120	4.3
Job Self-Efficacy Items (10 items, 5-pt scale)	2019	99	4.2
Job Self-Efficacy Items (10 items, 5-pt scale)	2020	92	4.3
Job Self-Efficacy Items (10 items, 5-pt scale)	2021	62	4.4

LINK(S)

- [KNR 398A30 Culminating Project raw data](#)
- [KNR 398A30 Internship Supervisor Final Evaluation Instrument raw data](#)

7.04 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 park, recreation, tourism, or related organizations.

7.04:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.

Suggested Evidence of Compliance

Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 398A30 Culminating Project (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. Course instructors also regularly communicate with the KNR 398A30 Internship Site Supervisors. Based on these conversations, the data indicate students demonstrate the potential to succeed as professionals at supervisory (or higher) levels in the parks and recreation field. It is recommended to retain the assessment.

7.04 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 park, recreation, tourism, or related organizations.

7.04:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.

Suggested Evidence of Compliance

Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making.

KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. Course instructors also regularly communicate with the KNR 398A30 Internship Site Supervisors. Based on these conversations, the data indicate students demonstrate the potential to succeed as professionals at supervisory (or higher) levels in the parks and recreation field. It is recommended to retain the assessment.

KNR 398A30 Value-Added Assessment: Job Self-Efficacy (Indirect Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty standpoint, the students' self-reported (desired/future) job self-efficacy perceptions align with the data from the other direct measures within the 7.04 outcome. In particular, the students' job self-efficacy perceptions provide further support for the students' potential to succeed as professionals. No changes were identified and the instrument represents a quality measurement.

Overall Observations for Quality Improvement for 7.04

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.04 data indicate students are at, or above, the established expectations. Based on the results, no significant changes were made in this area.

LINK(S)

- [Online assessment dashboard](#)

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7.0 LEARNING OUTCOMES (THERAPEUTIC RECREATION SEQUENCE)

Four learning outcomes comprise the majority of this series of standards:

7.01 Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

7.04 Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.

It is incumbent upon the Program to determine the specific bodies of knowledge applicable to these four learning outcomes. That decision must reflect current literature and current practice in each of the three areas. As an example, a hypothetical program might define each of the learning outcomes as follows.

7.01, Foundational Knowledge, includes background, nature, and scope of the profession, and its history, philosophy, and social and behavioral science underpinnings.

7.02, Provision of Services and Experiences, includes recreation programming, event management, interpretation, and site design and management

7.03, Management/Administration, includes planning, organizing, leading, staffing, directing, controlling, reporting, financial management, resource acquisition, marketing, pricing, strategy, partnerships, and positioning.

7.04, Internship, includes application of the therapeutic recreation body of knowledge through experience, readiness for the culminating experience, and the culminating internship experience.

<i>Learning Outcome</i>	<i>Your Program's Interpretation</i>
7.01 Foundational Knowledge	Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of therapeutic recreation (TR). In an effort to better assess students' Foundational Knowledge, the Therapeutic Recreation program sub-divides and separately evaluates the 7.01 learning outcome by three component parts (scope & practice, techniques & processes, and foundations of profession).

<i>Learning Outcome</i>	<i>Your Program's Interpretation</i>
7.02 Provision of Services	Emphasis on the provision of leisure services with a focus on the design, implementation, evaluation, and diversity aspects of these services within therapeutic recreation. The Therapeutic Recreation program sub-divides and separately evaluates the 7.02 learning outcome into four parts: design, planning, implementation & facilitation, and evaluation.
7.03 Management/ Administration	Emphasis on management competencies in the therapeutic recreation profession including operations, finance, marketing, evaluation, and human resources management.
7.04 Internship	Emphasis on sustained ability to apply the TR process, engage in advocacy, and solve problems and emerging TR professionals.

7.01 Therapeutic Recreation Learning Outcome Part 1: Nature and Scope of the Profession

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Introduction to Therapeutic Recreation

- ***Syllabus learning outcomes:*** Understand the philosophical basis for the provision of therapeutic recreation services, including leisure, holistic health and wellness, disease prevention, and health promotion; Understand and analyze concepts, definitions, and models applicable to service provision; Understand and describe program delivery for populations in a variety of health and recreation settings; Understand and apply professional issues affecting therapeutic recreation including professional organizations, credentialing, professional development, standards, accountability, advocacy and ethics;
- ***Lecture and reading topics:*** Settings and populations; defining clinical TR process; conceptual foundations/TR definitions; Leisure Ability Model; health and human service models; professional organizations; professional ethics; credentialing.
- ***Required tasks:*** TR agency reports; What is TR project; midterm examination; final examination

KNR 278 Therapeutic Recreation Service Delivery

- ***Syllabus learning outcomes:*** Understand and describe program delivery for populations in a variety of health and recreation settings; examine the nature and implications of governmental regulations, professional standards or practice; external accreditation, and agency standards relative to therapeutic recreation service; analyze therapeutic recreation service models.
- ***Lecture and reading topics:*** Service delivery models; comprehensive program design; internal standards; external standards.
- ***Required tasks:*** Theory/model paper, written plan of operation, three examinations.

KNR 365 Advanced Therapeutic Recreation Practices

- ***Syllabus learning outcomes:*** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention, Analyze different disabilities and the impact of disability on recreation and leisure participation, Identify evidence-based practice for therapeutic recreation intervention, Identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention, Demonstrate the ability to identify and select appropriate therapeutic recreation intervention for various disabilities and settings.
- ***Lecture and reading topics:*** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology; behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.
- ***Required tasks:*** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five quizzes; planning and implementation of Adaptapalooza; attendance at the Midwest Symposium; final exam.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

LINK(S)

- [KNR 273 syllabus](#)
- [KNR 278 syllabus](#)
- [KNR 365 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 273 Midterm Examination Grade (Direct measure).** Students complete a midterm examination that includes content on the Leisure Ability Model and history. The test was created by the faculty member who regularly taught the class using questions in the NCTRC Study Guide by Stumbo and Folkerth (2013). The items were based on course materials and course readings. The test is primarily multiple choice and matching with a few short answer questions. The test is worth 45 points.
- **KNR 273 Final Examination Grade (Direct Measure).** Students complete a final examination that includes content on code of ethics and credentialing. The test was created by the faculty member who regularly taught the class using questions from the NCTRC Study Guide by Stumbo and Folkerth (2013). The items were based on course materials and course readings. The test is primarily multiple choice and matching with a few short answer questions. The test is worth 75 points.
- **KNR 273 TR Agency Reports Grade (Direct measure).** Students complete three Agency Reports from information given by guest speakers who represent different settings in the field of recreation therapy to

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

increase knowledge of the role and function of therapeutic recreation professionals. The guest speakers must be a certified therapeutic recreation specialist in an agency with a TR program. Students describe the agencies, clients, and TR services in their papers. The papers are evaluated using a rubric that addresses each required area. The rubric was created and modified over time by the faculty member who regularly taught the course based on her knowledge of the topic. Each paper is worth 50 points.

LINK(S)

- [KNR 273 Midterm Examination](#)
- [KNR 273 Final Examination](#)
- [KNR 273 TR Agency Reports & rubric](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Midterm Examination Grade (Direct Measure)

Results are presented in Table 7.27 below. This course was offered spring semester only until Fall 2018, when it was offered every semester. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on their midterm examination. Findings indicate that student performance on the midterm examination met or exceeded the standard of 70% or better in six of the nine semesters.

Table 7.27: KNR 273 Midterm Examination Grade as a Direct Measure of the Scope and Practice of Therapeutic Recreation

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Midterm Examination	Fall 2016	This course was not offered this semester.				
Midterm Examination	Spring 2017	Hildebrand	44	86%	44	100%
Midterm Examination	Fall 2017	This course was not offered this semester.				

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Midterm Examination	Spring 2018	Hildebrand	20	74%	20	100%
Midterm Examination	Fall 2018	Hildebrand	7	84%	6	86%
Midterm Examination	Spring 2019	Hildebrand	17	72%	10	59%
Midterm Examination	Fall 2019	Hildebrand	12	73%	9	75%
Midterm Examination	Spring 2020	Hildebrand	19	84%	17	89%
Midterm Examination	Fall 2020	Hildebrand	14	78%	10	71%
Midterm Examination	Spring 2021	Hildebrand	9	84%	9	100%

KNR 273 Final Examination Grade (Direct Measure)

The data for this measure are presented in Table 7.28. This course was offered spring semester only until Fall 2018, when it was offered every semester. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score 70% or better on the final examination. Findings indicate that student performance sufficiently met and exceeded the standard of 70% for all semesters with the exception of one (fall 2020).

Table 7.28: Final Examination Grade as a Direct Measure of the Scope and Practice of Therapeutic Recreation

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Final Examination	Fall 2016	This course was not offered this semester.				
Final Examination	Spring 2017	Hildebrand	44	98%	43	97%
Final Examination	Fall 2017	This course was not offered this semester.				
Final Examination	Spring 2018	Hildebrand	20	83%	19	95%
Final Examination	Fall 2018	Hildebrand	7	83%	7	100%
Final Examination	Spring 2019	Hildebrand	17	78%	15	88%
Final Examination	Fall 2019	Hildebrand	12	77%	10	83%
Final Examination	Spring 2020	Hildebrand	Measure not completed due to COVID			
Final Examination	Fall 2020	Hildebrand	14	80%	9	64%
Final Examination	Spring 2021	Hildebrand	9	83%	9	100%

KNR 273 TR Agency papers Grade (Direct measure)

This assessment is administered in KNR 273 and aggregate findings are presented in Table 7.29. This course was offered spring semester only until Fall 2018, when it was offered every semester. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score 70% or better on the site visits. Findings indicate that student performance sufficiently met and exceeded the standard of 70% for all but two semesters.

Table 7.29: KNR 273 Agency Report Grades as a Direct Measure of the Scope and Practice of Therapeutic Recreation

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Agency Report	Fall 2016	This course was not offered this semester.				
Agency Report	Spring 2017	Hildebrand	43	94%	43	100%
Agency Report	Fall 2017	This course was not offered this semester.				
Agency Report	Spring 2018	Hildebrand	20	88%	19	95%
Agency Report	Fall 2018	Hildebrand	7	75%	4	57%
Agency Report	Spring 2019	Hildebrand	17	74%	13	76%
Agency Report	Fall 2019	Hildebrand	12	76%	11	92%
Agency Report	Spring 2020	Hildebrand	19	86%	18	95%
Agency Report	Fall 2020	Hildebrand	14	84%	13	93%
Agency Report	Spring 2021	Hildebrand	9	90%	9	100%

LINK(S)

- [KNR 273 Midterm Examination raw data](#)
- [KNR 273 Final Examination raw data](#)
- [KNR 273 Agency Report raw data](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Midterm Examination Grade (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. A dip and subsequent fluctuation was observed starting in Fall 2018 and continuing through Fall 2020. The TR faculty believe the initial dip is related to a very small cohort in Fall 2018 who had a majority of students who struggled, and continue to struggle, with their class performance. Fall 2018 also marked a transition for the TR curriculum where TR courses are now offered every semester, rather than every other semester, so students can progress faster through the curriculum. Further, starting in Fall 2018, the average incoming TR GPA had dropped. This could be attributed to COVID pandemic and the course delivery format during that time (i.e., shift from in-person to virtual/online). RPA faculty/staff plan to closely monitor student performance in this area over the next few semesters to better determine if this is a trend or simply the result of the pandemic. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

KNR 273 Final Examination Grade (Direct Measure)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty observe consistent, improving performance for students between this final exam and the midterm exam represented in Table 7.27. The low performance score for Fall 2020 could be attributed to the course being offered in a fully online format due to COVID-19. This course is a perennially difficult course for students, and the instructor was struggling to figure out how to offer it in a fully online format. Scores returned to previous 100% outcome numbers in Spring 2021, after the instructor had a semester to work out online delivery. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

KNR 273 TR Agency Report Grade (*Direct measure*)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty note that the Fall 2018 low outcome percentage represents the small cohort with consistent struggling students noted in Table 7.27-28 above. Beyond this one cohort, student performance is meeting or exceeding the 70% threshold. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

Overall Observations for Quality Improvement for 7.01 Part 1

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.01 Part 1 data indicate students are at, or above, the established expectations. Both primary course instructors for the TR sequence are satisfied with student performance and the way the measures are capturing student performance.

LINK(S)

- [Online assessment dashboard](#)

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7.01 Therapeutic Recreation Learning Outcome Part 2: Techniques and Processes

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Introduction to Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and analyze concepts, definitions, and models applicable to service provision; Understand the significance of multiculturalism in therapeutic recreation; Understand and describe program delivery for populations in a variety of health and recreation settings; Understand and apply professional issues affecting therapeutic recreation including professional organizations, credentialing, professional development, standards, accountability, advocacy and ethics;
- **Lecture and reading topics:** Settings and populations; conceptual foundations/TR definitions; theoretical foundations; Leisure Ability Model; health and human service models; professional organizations; professional ethics; credentialing.
- **Required tasks:** TR agency reports; Activity Analysis; What is TR project; midterm examination; final examination.

KNR 278 Therapeutic Recreation Service Delivery

- **Syllabus learning outcomes:** Understand and describe program delivery for populations in a variety of health and recreation settings; examine the nature and implications of governmental regulations, professional standards of practice; external accreditation, and agency standards relative to therapeutic recreation service; analyze therapeutic recreation service models.
- **Lecture and reading topics:** Service delivery models; comprehensive program design; internal standards; external standards.
- **Required tasks:** Theory/model paper; written plan of operation; three examinations.

KNR 365 Advanced Therapeutic Recreation Practices

- **Syllabus learning outcomes:** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention, Analyze different disabilities and the impact of disability on recreation and leisure participation, Identify evidence-based practice for therapeutic recreation intervention, Identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention, Demonstrate the ability to identify and select appropriate therapeutic recreation intervention for various disabilities and settings.
- **Lecture and reading topics:** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology; behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.
- **Required tasks:** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

quizzes; planning and implementation of Adaptapalooza; attendance at the Midwest Symposium; final exam.

KNR 270 Inclusive Recreation (RPA Core Course)

- **Syllabus learning outcomes:** Analyze the effects of social attitudes toward diverse populations, and of the attitudes and self-concepts held by members of diverse groups as they relate to participation in leisure and recreation; Demonstrate understanding of cultural competence as it applies to the parks and recreation profession; Apply state and federal legislation, regulations and standards to parks and recreation services; Demonstrate understanding of inclusive practices in the design and operation of parks and recreation programs, services and facilities for diverse populations; advocate for the importance of leisure service delivery systems for diverse populations.
- **Lecture and reading topics:** Attitudes and biases; diversity and inclusion; cultural competence; diverse populations (age, gender, sexual orientation, race/ethnicity, socioeconomic status; disability); legislation and universal design; inclusive tourism, outdoor recreation, arts programming, sports; advocacy and trends in inclusive recreation and leisure.
- **Required tasks:** Attitude check; diverse populations in the movies; inclusion audit project; service learning project; final exam.

LINK(S)

- [KNR 273 syllabus](#)
- [KNR 278 syllabus](#)
- [KNR 365 syllabus](#)
- [KNR 270 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 365 Use of Evidence-Based Practice (Direct Measure).** Students write three papers using evidence-based practice to develop an intervention for a specific disability. The papers also require a description of the disability, typical assessment results, formulation of goals and objectives and a treatment plan. Papers are evaluated using a rubric that addresses each required area. The faculty member who regularly taught the course based on her knowledge of the topic created the rubric. Each paper is worth 50 points.

LINK(S)

- [KNR 365 Use of Evidence-Based Practice & rubric](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 365 Use of Evidence-Based Practice (Direct Measure)

The data for this measure is presented in Table 7.30. This course was taught spring semester only until the spring of 2019 when it was offered every semester. The average of the three papers using evidence-based practice are reported, as approved by the RPA Assessment Committee. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score an average of 70% or better on the three papers requiring the use of evidence-based practice. Findings indicate that student performance sufficiently met and exceeded the standard across all semesters with the exception of the fall 2019 semester.

Table 7.30: KNR 365 Evidence-Based Practice Paper Grades as a Direct Measure of Techniques and Practices of Therapeutic Recreation

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Evidenced-Based Practice	Fall 2016	This course was not offered this semester.				
Evidence-Based Practice	Spring 2017	Hildebrand	32	91%	32	100%

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Evidence-Based Practice	Fall 2017	This course was not offered this semester.				
Evidence-Based Practice	Spring 2018	Hildebrand	40	83%	38	95%
Evidence-Based Practice	Fall 2018	This course was not offered this semester.				
Evidence-Based Practice	Spring 2019	Hildebrand	20	84%	20	100%
Evidence-Based Practice	Fall 2019	Hildebrand	6	72%	4	67%
Evidence-Based Practice	Spring 2020	Hildebrand	13	80%	11	85%
Evidence-Based Practice	Fall 2020	Hildebrand	8	78%	7	88%
Evidence-Based Practice	Spring 2021	Hildebrand	16	82%	15	94%

LINK(S)

- [KNR 365 Evidence-Based Practice raw data](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 365 Evidence-Based Practice Paper Grade (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty note that the Fall 2019 low outcome percentage represents the small cohort with consistent struggling students noted in Table 7.27 above. Beyond this one cohort, student performance is meeting or exceeding the 70% threshold. The TR faculty co-authored the text used for this course, which was expressly designed to foster growth on this learning outcome. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

Overall Observations for Quality Improvement for 7.01 Part 2

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: b) techniques and processes used by professionals and workers in these industries.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

Overall, the outcomes, processes, and results associated with the 7.01 Part 2 data indicate students are at, or above, the established expectations. Both primary course instructors for the TR sequence are satisfied with student performance and the way the measure is capturing student performance. Despite the strong scores, the faculty would like to add an additional measure for this outcome for the next assessment period. The Final Written Plan of Operation for KNR 278 could be a strong addition to measure this learning outcome.

LINK(S)

- [Online assessment dashboard](#)

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7.01 Therapeutic Recreation Learning Outcome Part 3: Historical, Scientific, and Philosophical Foundations

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Techniques in Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes.
- **Lecture and reading topics:** Group instructional techniques; communication techniques; values clarification; reality theory; cognitive therapy (CBT & DBT); program interventions; behavior management.
- **Required tasks:** Facilitation technique project; facilitation technique paper; lab leadership.

KNR 273 Introduction to Therapeutic Recreation

- **Syllabus learning outcomes:** Understand the historical background and development of therapeutic recreation, including both professional and societal issues; Understand and analyze concepts, definitions, and models applicable to service provision; Understand the significance of multiculturalism in therapeutic recreation; Understand and describe program delivery for populations in a variety of health and recreation settings;
- **Lecture and reading topics:** Settings and populations; history of therapeutic recreation; conceptual foundations/TR definitions; theoretical foundations; Leisure Ability Model; health and human service models; cultural competence; therapeutic relationships
- **Required tasks:** TR agency reports; Activity Analysis; What is TR project; midterm examination; final examination.

KNR 278 Therapeutic Recreation Service Delivery

- **Syllabus learning outcomes:** Understand and describe program delivery for populations in a variety of health and recreation settings; analyze therapeutic recreation service models; integrate theory into program design.
- **Lecture and reading topics:** Service delivery models; theory-based programming.
- **Required tasks:** Theory/model paper, written plan of operation, three examinations.

KNR 365 Advanced Therapeutic Recreation Practices

- **Syllabus learning outcomes:** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention, Analyze different disabilities and the impact of disability on recreation and leisure participation, Identify evidence-based practice for therapeutic recreation intervention, Identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention, Demonstrate the ability to identify and select appropriate therapeutic recreation intervention for various disabilities and settings.
- **Lecture and reading topics:** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology;

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.

- **Required tasks:** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five quizzes; final exam.

KNR 170 Introduction to Leisure and Recreation (RPA Core Course)

- **Syllabus learning outcomes:** Identify the theoretical (scientific) foundations of play, recreation, and leisure.
- **Lecture and reading topics:** Fundamental theories and concepts of recreation.
- **Required tasks:** Issues and trends paper; leisure topic paper; online foundations quiz

KNR 270 Inclusive Recreation (RPA Core Course)

- **Syllabus learning outcomes:** Analyze the effects of social attitudes toward diverse populations, and of the attitudes and self-concepts held by members of diverse groups as they relate to participation in leisure and recreation; Demonstrate understanding of cultural competence as it applies to the parks and recreation profession; Apply state and federal legislation, regulations and standards to parks and recreation services; Demonstrate understanding of inclusive practices in the design and operation of parks and recreation programs, services and facilities for diverse populations; advocate for the importance of leisure service delivery systems for diverse populations.
- **Lecture and reading topics:** Attitudes and biases; diversity and inclusion; cultural competence; diverse populations (age, gender, sexual orientation, race/ethnicity, socioeconomic status; disability); legislation and universal design; inclusive tourism, outdoor recreation, arts programming, sports; advocacy and trends in inclusive recreation and leisure.
- **Required tasks:** Attitude check; diverse populations in the movies; inclusion audit project; service learning project; final exam.

KNR 181/BSC 181 Human Anatomy and Physiology (Interdisciplinary Course)

- **Course description:** Gross structure and physiology of the human body with emphasis on integument, connective tissues, musculoskeletal, nervous and endocrine systems.

HSC 105 Medical Terminology (Interdisciplinary Course)

- **Course description:** Study of basic language related to medical science and allied health specialties with emphasis on word analysis, construction, definitions, pronunciation, spelling, and standard abbreviations.

PSY 213 Lifespan Development (Interdisciplinary Course)

- **Course description:** A critical examination of human psychological constancy and change throughout the life span, with special emphasis on biological, social, and cultural influences.

PSY 350 Psychopathology (Interdisciplinary Course)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Course description:** An overview of various forms of psychopathology with an emphasis on etiology, characteristics, and treatment.

LINK(S)

- [KNR 253 syllabus](#)
- [KNR 273 syllabus](#)
- [KNR 278 syllabus](#)
- [KNR 365 syllabus](#)
- [KNR 170 syllabus](#)
- [KNR 270 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 278 Theory/Model Paper Grade (Direct Measure).** Students review a theory or service delivery model. They need to thoroughly research the theory or model, identify potential outcomes that could be addressed by the theory or model, and describe how the theory or model has been used with specific populations. The papers are evaluated using a rubric that addresses each required area. The rubric was created by the faculty member who regularly taught the course based on her knowledge of the topic. Each paper is worth 50 points.
- **KNR 398A30 Value-Added Assessment (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. The value-added assessment includes a variety of items measuring students': (a) self-confidence across three of the 7.0 learning outcomes (7.01, 7.02, & 7.03); (b) their job self-efficacy within the therapeutic recreation field; (c) several attitudinal items focused on their experiences in the RPA program (i.e., satisfaction with faculty/staff, courses, resources, etc.), and;

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard
Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

(d) future career plans (i.e., sector interests, certifications, etc.). Three items were developed to measure students’ self-confidence in applying the content withing the 7.01 learning outcome: describing the theoretical and historical foundations of therapeutic recreation and TR practice models; describing the various delivery systems/sectors/career paths in the profession, and; describing standards of professionalism for the TR field. Students self-reported their confidence in performing each item on a 5-point scale (1=not confident at all, 2=not confident, 3=unsure, 4=confident, and 5=completely confident). Despite only being presented in the “foundations” component of the program’s 7.01 self-study report, the three items are reviewed and discussed by RPA faculty across each of the three parts of the 7.01 learning outcome (nature/scope, techniques/processes, and foundations).

LINK(S)

- [KNR 278 Theory/Model Paper and rubric](#)
- [Value Added Assessment](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Theory/Model Paper Grade (Direct Measure)

The data for this measure is presented in Table 7.31. This course was taught in the spring semester only until the fall of 2018 when it was offered every semester. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score 70% or better on the theory/model paper. Findings indicate that student performance sufficiently met and exceeded the standard across each semester.

Table 7.31: KNR 278 Theory/Model Paper Grades as a Direct Measure of Theoretical Foundations of Therapeutic Recreation Service Delivery

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Theory/Model Paper	Fall 2016	This course was not offered this semester.				
Theory/Model Paper	Spring 2017	Smith	32	84	32	100%
Theory/Model Paper	Fall 2017	This course was not offered this semester.				

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

Theory/Model Paper	Spring 2018	Smith	Data not available for this semester.			
Theory/Model Paper	Fall 2018	This course was not offered this semester.				
Theory/Model Paper	Spring 2019	Smith	Data not available for this semester.			
Theory/Model Paper	Fall 2019	Smith	6	68%	4	67%
Theory/Model Paper	Spring 2020	Smith	13	70%	10	77%
Theory/Model Paper	Fall 2020	Smith	8	77%	6	75%
Theory/Model Paper	Spring 2021	Smith	18	70%	11	61%

Table 7.32: KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment (Indirect Measure)

The data for this measure is presented in Table 7.32. Findings indicated that students’ self-assessments of their confidence ranged from 4.1 to 4.6 on the measurement instrument’s 5-point scale (5=Completely Confident, 4=Confident...).

Table 7.32: Three Items from the Value-Added Assessment as an Indirect Measure of Students’ Self-Confidence in Applying the 7.01 Learning Outcome Content (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across four items
7.01 Self-Confidence Items (3 items, 5-pt scale)	2017	8	4.3
7.01 Self-Confidence Items (3 items, 5-pt scale)	2018	42	4.2
7.01 Self-Confidence Items (3 items, 5-pt scale)	2019	23	4.1
7.01 Self-Confidence Items (3 items, 5-pt scale)	2020	11	4.6
7.01 Self-Confidence Items (3 items, 5-pt scale)	2021	19	4.3

LINK(S)

- [KNR 278 Theory/Model Paper raw data](#)
- [Value-Added Assessment raw data](#)

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: c) the foundation of the profession in history, science and philosophy.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Theory/Model Paper Grade (*Direct Measure*)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty note that the Fall 2019 low outcome percentage represents the small cohort with consistent struggling students noted in Table 7.27 above. The faculty also note that students often struggle to perform at a high level on this measure, due to the challenging nature of the content. As a result, the TR faculty have been implementing a variety of changes in the curriculum to support students' performance. With the addition of KNR 355, Advancement of the Therapeutic Recreation Profession, to the TR curriculum, the faculty have been able to pull materials from this KNR 278 course and move it into the new course. This readjustment allows the instructor of KNR 278 to spend more time on specific content to support student performance on the Written Plan of Operation. Spring 2021 was the first semester this shift was in place. Based on the data on this measure, faculty have also added content in previous courses to support quality writing techniques, which can be something students struggle with on this measure. Finally, faculty have recently added an American Therapeutic Recreation Association video to this course to provide an example of a theory explained in detail to further support student performance on this measure. Faculty are eager to see how these changes impact the outcome percentage for this measure over time. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

KNR 398A30 Value-Added Assessment (*Indirect Measure*)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are not surprised by the consistent strong performance on this measure. Students complete this measure in their final week of their senior internship, meaning that students should feel confident in their knowledge. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

Overall Observations for Quality Improvement for 7.01 Part 3

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.01 Part 3 data indicate students are at, or above, the established expectations and that students have a solid understanding of the basics of the history and foundations of TR. Both primary course instructors for the TR sequence are satisfied with student performance, the way the measures are capturing student performance, and the variety of the measures.

LINK(S)

- [Online assessment dashboard](#)

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7.02 Therapeutic Recreation Learning Outcome Part 1: Program ASSESSMENT

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 1 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 279 Client Documentation in Therapeutic Recreation

- **Syllabus learning outcomes:** describe the need for and use of client assessment tools, procedures and resources; utilize a variety of data gathering techniques (e.g., interviewing, observations, etc.); evaluate therapeutic recreation assessment instruments; design components of an assessment that are connected to a comprehensive program plan.
- **Lecture and reading topics:** Client assessment definition, purpose, principles; critiquing assessments; measurement characteristics; selection and development of assessment and protocols; assessment techniques and types; item writing, gathering, and conducting assessment techniques; analyzing and interpreting assessment results.
- **Required tasks:** Two assessment reviews; assessment development; assessment project

KNR 365 Advanced Therapeutic Recreation Practices

- **Syllabus learning outcomes:** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention, Analyze different disabilities and the impact of disability on recreation and leisure participation, Identify evidence-based practice for therapeutic recreation intervention, Identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention, Demonstrate the ability to identify and select appropriate therapeutic recreation intervention for various disabilities and settings.
- **Lecture and reading topics:** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology; behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.
- **Required tasks:** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five quizzes; final exam.

LINK(S)

- [KNR 279 syllabus](#)
- [KNR 365 syllabus](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 1 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 1 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 279 Published Assessment Review Paper Grade (Direct Measure).** Students each select one published/commercial therapeutic recreation and/or leisure behavior assessment to review. In the paper, students discuss the target populations, description of the assessment, clarity of instructions for administration, scoring, and interpretation, validity and reliability information, etc. The papers are evaluated using a rubric that addresses each required area. The rubric was created by faculty members

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 1 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

who regularly taught the course based on their knowledge of the topic. In the beginning the paper was worth 15 points. Due to the work involved in the project, the next time the paper was worth 50 points.

LINK(S)

- [KNR 279 Published Assessment Review Paper and rubric](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 1 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 279 Published Assessment Review Paper Grade (Direct Measure)

The data for this measure is presented in Table 7.33. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score 70% or better on the published assessment review paper. Findings indicate that student performance sufficiently met and exceeded the standard for each semester.

Table 7.33: KNR 279 Published Assessment Review Paper Grades as a Direct Measure of Assessment

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Published Assessment Review	Fall 2016	Data not available				
Published Assessment Review	Spring 2017	This course was not offered this semester.				
Published Assessment Review	Fall 2017	Hildebrand	44	76%	34	77%
Published Assessment Review	Spring 2018	This course was not offered this semester.				
Published Assessment Review	Fall 2018	Hildebrand	19	87%	19	100%
Published Assessment Review	Spring 2019	Smith	19	88%	19	100%
Published Assessment Review	Fall 2019	Smith	13	88%	13	100%
Published Assessment Review	Spring 2020	Smith	8	88%	8	100%
Published Assessment Review	Fall 2020	Smith	17	84%	14	82%
Published Assessment Review	Spring 2021	Hildebrand	13	88%	13	100%

LINK(S)

- [KNR 279 Published Assessment Review Paper raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 1 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 279 Published Assessment Review Paper Grade (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are highly satisfied with student performance on their ability to review an assessment regarding its appropriateness for clients or participants. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes. The faculty want to explore additional measures, particularly a new assessment project in KNR 279, for this part of the learning outcome that give a more complete picture of students' review and use of assessments with clients/participants.

Overall Observations for Quality Improvement for 7.02 Part 1

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02 Part 1 data indicate students are at, or above, the established expectations. Faculty are ready, however, to expand the measures for this part of the learning outcome that look beyond published assessments.

LINK(S)

- [Online assessment dashboard](#)

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7.02 Therapeutic Recreation Learning Outcome Part 2: Program Design

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Techniques in Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and apply leisure education content and techniques with clients and their families; understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes; demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Therapeutic relationships; leisure education content & techniques; group instructional techniques; communication techniques; values clarification; reality theory; cognitive therapy (CBT & DBT); program interventions; behavior management.
- **Required tasks:** Game development; facilitation technique paper; lab leadership. All projects require goals and objectives.

KNR 273 Introduction to Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and analyze concepts, definitions, and models applicable to service provision; Understand the significance of multiculturalism in therapeutic recreation; Understand and describe program delivery for populations in a variety of health and recreation settings; Understand and apply activity analysis and activity modification
- **Lecture and reading topics:** Settings and populations; conceptual foundations/TR definitions; theoretical foundations; Leisure Ability Model; health and human service models; cultural competence; therapeutic relationships
- **Required tasks:** TR agency reports; Activity Analysis; What is TR project; midterm examination; final examination.

KNR 279 Client Documentation in Therapeutic Recreation

- **Syllabus learning outcomes:** design an individualized treatment program plan based on assessment results for the purpose of placing clients into programs; understand the roles and contributions of client, family, and significant others in the therapeutic recreation process; understand roles and functions of health care and human service professionals, and the need to collaborate, co-treat, or coordinate client services.
- **Lecture and reading topics:** analyzing and interpreting assessment results; need for and purpose of treatment plans; assessment and treatment plans; treatment plans.
- **Required tasks:** treatment plan; in-class activities.

KNR 365 Advanced Therapeutic Recreation Practices

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Syllabus learning outcomes:** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention, Analyze different disabilities and the impact of disability on recreation and leisure participation, Identify evidence-based practice for therapeutic recreation intervention, Identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention, Demonstrate the ability to identify and select appropriate therapeutic recreation intervention for various disabilities and settings.
- **Lecture and reading topics:** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology; behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.
- **Required tasks:** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five quizzes; planning and implementation of Adaptapalooza; attendance at the Midwest Symposium; final exam.

LINK(S)

- [KNR 253 syllabus](#)
- [KNR 273 syllabus](#)
- [KNR 279 syllabus](#)
- [KNR 365 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 273 Activity Analysis Paper Grade (Direct Measure).** Students each select one activity to analyze. In the paper, students will discuss physical, social, cognitive, affective, and administrative components of the activity. The paper will also include primary and secondary goals of the activity and descriptions for leading the activity. The papers are evaluated using a rubric that addresses each required area. The rubric was created by the faculty member who regularly taught the course based on her knowledge of the topic. The paper is worth 50 points.
- **KNR 279 Treatment Plan Grade (Direct Measure).** Students will complete a treatment plan for a given client's assessment. Students will write goals and objectives based on an assessment, specific therapeutic recreation programs the client will be placed in, frequency and duration of participation, facilitation techniques and approaches, and schedule for reevaluation. The papers are evaluated using a rubric that addresses each required area. The rubric was created by faculty members who regularly taught the course based on their knowledge of the topic. The paper is worth 25 points.

LINK(S)

- [KNR 273 Activity Analysis Paper & rubric](#)
- [KNR 279 Treatment Plan & rubric](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Activity Analysis Paper Grade (Direct Measure)

The data for this measure is presented in Table 7.34. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Activity Analysis Paper. Findings indicate that student performance on the Activity Analysis Paper sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.34: KNR 273 Activity Analysis Grades as a Direct Measure of Implementing and Facilitating Interventions

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Activity Analysis	Fall 2016	This course was not offered this semester.				
Activity Analysis	Spring 2017	Hildebrand	43	94%	43	100%
Activity Analysis	Fall 2017	This course was not offered this semester.				
Activity Analysis	Spring 2018	Hildebrand	20	88%	19	95%
Activity Analysis	Fall 2018	Hildebrand	7	75%	4	57%
Activity Analysis	Spring 2019	Hildebrand	17	74%	13	76%
Activity Analysis	Fall 2019	Hildebrand	12	76%	11	92%
Activity Analysis	Spring 2020	Hildebrand	19	86%	18	95%
Activity Analysis	Fall 2020	Hildebrand	14	84%	13	93%
Activity Analysis	Spring 2021	Hildebrand	9	94%	9	100%

KNR 279 Treatment Plan Grade (Direct Measure)

The data for this measure is presented in Table 7.35. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Treatment Plan. Findings indicate that student performance on the Treatment Plan sufficiently met and exceeded the standard of 70% or better in all but two semesters.

Table 7.35: KNR 279 Treatment Plan Grades as a Direct Measure of Documentation

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Treatment Plan	Fall 2016	Data not available				
Treatment Plan	Spring 2017	This course was not offered this semester.				
Treatment Plan	Fall 2017	Hildebrand	44	83%	41	93%
Treatment Plan	Spring 2018	This course was not offered this semester.				

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT’s Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Treatment Plan	Fall 2018	Hildebrand	19	76%	13	68%
Treatment Plan	Spring 2019	Smith	19	87%	19	100%
Treatment Plan	Fall 2019	Smith	13	80%	13	100%
Treatment Plan	Spring 2020	Smith	8	82%	8	100%
Treatment Plan	Fall 2020	Smith	17	83%	14	82%
Treatment Plan	Spring 2021	Hildebrand	13	71%	10	77%

LINK(S)

- [KNR 273 Activity Analysis Paper raw data](#)
- [KNR 279 Treatment Plan raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT’s Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Activity Analysis Paper Grade (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty note that the Fall 2018 low outcome percentage represents the small cohort with consistent struggling students noted in Table 7.27 above. The TR faculty are satisfied with student performance on this measure, with all semesters except Fall 2018 exceeding the established standard. The TR

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 2 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service plan that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

faculty believe this measure is an appropriate measure of the learning outcome, as activity analysis offers a foundation or TR students for TR-specific program design. Faculty suggest no changes to this measure.

KNR 279 Treatment Plan Grade (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty note a difference in student outcomes on this measure, depending on the instructor who teaches the course. Some of that difference may be attributable to the course being online in Spring 2021 due to COVID-19. As a reflective instructor who is motivated to use this data to improve her instruction, Hildebrand is looking forward to collaborating with Smith to grow in support of students on this measure. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

Overall Observations for Quality Improvement for 7.02 Part 2

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02 Part 2 data indicate students are at, or above, the established expectations. Faculty are satisfied with the combination of measures to assess student performance on this part of the outcome and with student performance on the outcome. On reflecting on the data, however, faculty would like to explore adding task analysis as a part of program design skills in the curriculum.

LINK(S)

- [Online assessment dashboard](#)

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7.02 Therapeutic Recreation Learning Outcome Part 3: Program implementation & facilitation

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Techniques in Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and apply leisure education content and techniques with clients and their families; understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes; demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Therapeutic relationships; leisure education content and technique; processing/debriefing; technology; group instructional techniques; communication techniques; values clarification; reality theory; cognitive therapy (CBT & DBT); program interventions; family interventions; behavior management.
- **Required tasks:** Game development; facilitation technique paper; two lab leadership experiences.

KNR 273 Introduction to Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and analyze concepts, definitions, and models applicable to service provision; Understand the significance of multiculturalism in therapeutic recreation; Understand and describe program delivery for populations in a variety of health and recreation settings;
- **Lecture and reading topics:** Settings and populations; conceptual foundations/TR definitions; theoretical foundations; Leisure Ability Model; health and human service models; therapeutic relationships; cultural competence
- **Required tasks:** TR agency reports; Activity Analysis; What is TR project; midterm examination; final examination.

KNR 279 Client Documentation in Therapeutic Recreation

- **Syllabus learning outcomes:** Understand the roles and contributions of client, family, and significant others in the therapeutic recreation process; understand roles and functions of health care and human service professionals, and the need to collaborate, co-treat, or coordinate client services.
- **Lecture and reading topics:** Analyzing and interpreting assessment results; need for and purpose of treatment plans; assessment and treatment plans; treatment plans.
- **Required tasks:** treatment plan; in-class activities.

KNR 365 Advanced Therapeutic Recreation Practices

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- ***Syllabus learning outcomes:*** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention; identify evidence-based practice for therapeutic recreation intervention; identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention; demonstrate the ability to identify and select appropriate therapeutic recreation interventions for various disabilities and settings; develop clinical practice guidelines appropriate for various disabilities and settings, and for therapeutic recreation.
- ***Lecture and reading topics:*** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology; behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.
- ***Required tasks:*** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five quizzes; planning and implementation of Adaptapalooza; attendance at the Midwest Symposium; final exam.

KNR 171 Recreation Leadership (RPA Core Course)

- ***Syllabus learning outcomes:*** Comprehend the role of leadership and follower behavior in a recreation setting; understand group dynamics and processes; recognize and formulate one's own personal leadership style; develop various leadership techniques to enhance individual, group, and community experiences.
- ***Lecture and reading topics:*** Leadership roles and functions; leadership theories and styles; direct leadership techniques, nature of leadership.
- ***Required tasks:*** Activities journal; two group leadership exercises; leadership hours.

KNR 270 Inclusive Recreation (RPA Core Course)

- ***Syllabus learning outcomes:*** Analyze the effects of social attitudes toward diverse populations, and of the attitudes and self-concepts held by members of diverse groups as they relate to participation in leisure and recreation; Demonstrate understanding of cultural competence as it applies to the parks and recreation profession; Demonstrate understanding of inclusive practices in the design and operation of parks and recreation programs, services and facilities for diverse populations; advocate for the importance of leisure service delivery systems for diverse populations.
- ***Lecture and reading topics:*** Attitudes and biases; diversity and inclusion; cultural competence; diverse populations (age, gender, sexual orientation, race/ethnicity, socioeconomic status; disability); inclusive tourism, outdoor recreation, arts programming, sports; advocacy and trends in inclusive recreation and leisure.
- ***Required tasks:*** Attitude check; diverse populations in the movies; inclusion audit project; service learning project; final exam.

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

LINK(S)

- [KNR 253 syllabus](#)
- [KNR 273 syllabus](#)
- [KNR 279 syllabus](#)
- [KNR 365 syllabus](#)
- [KNR 171 syllabus](#)
- [KNR 270 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 253 Lab Leadership Grade (Direct Measure).** Students will each plan, implement, and evaluate two therapeutic recreation technique sessions with peers in class. Students will lead in pairs. This measure will be an average of the two labs, to adjust for learning that occurs. The labs are evaluated using

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

a rubric that addresses each required area. The rubric was created by the faculty member who regularly taught the course based on her knowledge of the topic. Each lab is worth 50 points.

LINK(S)

- [KNR 253 Lab Leadership assignment & rubric](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Lab Leadership Grade (Direct Measure)

The data for this measure is presented in Table 7.36. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score 70% or better on lab leadership experiences. Findings indicate that student performance sufficiently met and exceeded the standard for all semesters.

Table 7.36: KNR 253 Lab Leadership Grades as a Direct Measure of Planning Therapeutic Recreation Services

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT’s Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Assignment	Semester	Professor	Number of students	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Lab Grade	Fall 2016	Smith	33	89%	33	100%
Lab Grade	Spring 2017	This course was not offered this semester.				
Lab Grade	Fall 2017	Smith	43	87%	43	100%
Lab Grade	Spring 2018	This course was not offered this semester.				
Lab Grade	Fall 2018	Smith	18	84%	18	100%
Lab Grade	Spring 2019	Smith	8	84%	8	100%
Lab Grade	Fall 2019	Smith	13	82%	13	100%
Lab Grade	Spring 2020	Smith	8	88%	8	100%
Lab Grade	Fall 2020	Smith	16	84%	16	100%
Lab Grade	Spring 2021	Smith	10	80%	10	100%

LINK(S)

- [KNR 253 Lab Leadership raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT’s Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Lab Leadership Grade (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are highly satisfied with student performance on this measure, with all

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 3 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to implement and facilitate recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

semesters earning 100% achievement of the established standard. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes to this measure.

Overall Observations for Quality Improvement for 7.02 Part 3

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02 Part 3 data indicate students are well exceeding established expectations. Both primary course instructors for the TR sequence are satisfied with student performance and the way the measure is capturing student performance.

LINK(S)

- [KNR 253 Lab Leadership Grade raw data](#)

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7.02 Therapeutic Recreation Learning Outcome Part 4: Program Evaluation

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 253 Techniques in Therapeutic Recreation

- **Syllabus learning outcomes:** Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Lab components; game development.
- **Required tasks:** Leisure education game critique; lab leadership critiques.

KNR 278 Therapeutic Recreation Service Delivery

- **Syllabus learning outcomes:** Describe the purpose and content of quality assurance and improvement in therapeutic recreation.
- **Lecture and reading topics:** Continuous quality improvement; comprehensive and specific program evaluation.
- **Required tasks:** Written plan of operation that includes comprehensive and specific program evaluation, and client evaluation.

KNR 279 Client Documentation in Therapeutic Recreation

- **Syllabus learning outcomes:** Design an individualized treatment program plan based on assessment results for the purpose of placing clients into programs; design an individualized progress note to record client regression/stabilization or progression toward treatment goals; design an individualized discharge/referral summary to record a summary of services and evaluate the effectiveness of treatment received at a facility; discuss the need for client referrals to and from therapeutic recreation services.
- **Lecture and reading topics:** Analyzing and interpreting assessment results; need for and purpose of treatment plans; assessment and treatment plans; treatment plans; common methods of charting; progress notes including SOAP notes; discharge notes and transition plans; referrals.
- **Required tasks:** treatment plan; in-class activities.

KNR 271 Recreation Programming (RPA Core Course)

- **Syllabus learning outcomes:** Apply the program development cycle to plan a unique program or special event.
- **Lecture and reading topics:** Program evaluation techniques; making decisions about program services.
- **Required tasks:** Program blueprint that includes an evaluation plan.

KNR 376 Evaluating Agency Services

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Syllabus learning outcomes:** Evaluate programs/events, Apply basic principles of research and data analysis related to recreation, park resources, and leisure services, Integrate computer and statistical techniques for assessment, planning and evaluation processes, Formulate and evaluate the extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met, and Differentiate among types of instruments (e.g., scaling), methods of evaluation data collection (e.g., observation), and treatment of data (e.g., statistics).
- **Lecture and reading topics:** Introduction to evaluation concepts, Methodology, Designing evaluations, Basic measurement concepts, Analyzing and reporting the data, and Qualitative approaches to evaluation.
- **Required tasks:** 2 exams, homework, in-class activities, and reading quizzes to assess student understanding of reading and lecture topics, an observation report of an event or activity based on a qualitative paradigm, and an evaluation project of an event or activity at a local agency based on a quantitative paradigm, including a presentation of the evaluation to the sponsoring agency.

LINK(S)

- [KNR 253 syllabus](#)
- [KNR 278 syllabus](#)
- [KNR 279 syllabus](#)
- [KNR 271 syllabus](#)
- [KNR 376 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 376 Agency Evaluation Project Grade and Rubric (Direct Measure).** Students in KNR 376 complete an assignment that simulates data collection, data entry, data analysis, and interpretation in the form of conclusions and recommendations. This assignment has students use Microsoft Excel to calculate the appropriate measures of central tendency and variability for four recreation-related evaluation scenarios, then make conclusions and recommendations based on the findings. The assignment is evaluated using a rubric to assess performance on each portion of the evaluation report (Cover, Table of Contents, Acknowledgements, Executive summary, Introduction, Evaluation methods, Results, and Conclusions/recommendations), as well as other items related to adherence to deadlines, overall quality of the project and successful communication with the host agency. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.
- **KNR 398A30 Value-Added Assessment (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. The value-added assessment includes a variety of items measuring students': (a) self-confidence across three of the 7.0 learning outcomes (7.01, 7.02, & 7.03); (b) their job self-efficacy within the parks and recreation field; (c) several attitudinal items focused on their experiences in the RPA program (i.e., satisfaction with faculty/staff, courses, resources, etc.), and; (d) future career plans (i.e., sector interests, certifications, etc.). Fourteen items were developed to measure students' self-confidence in applying the content withing the 7.02 learning outcome. Students self-reported their confidence in performing each item on a 5-point scale (1=not confident at all, 2=not confident, 3=unsure, 4=confident, and 5=completely confident). Despite only being presented in the "evaluate" component of the RPA program's 7.02 self-study report, the fourteen items are reviewed and discussed by RPA faculty across each of the five parts of the 7.02 learning outcome (design, planning, implementation & facilitation, documentation, and evaluation).

LINK(S)

- [KNR 376 Agency Evaluation Project & rubric](#)
- [Value Added Assessment](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 376 Evaluating Agency Services – Agency Evaluation (Direct Measure)

The data for this measure is presented in Table 7.37. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Agency Evaluation project. Findings indicate that student performance on the Agency Evaluation project sufficiently met and exceeded the standard of 70% or better in all semesters.

Table 7.37: KNR 376 Agency Evaluation Grade as a Direct Measure of Evaluation.

Assignment	Semester	Professor	# groups completing assignment	Mean score (as a percentage)	# groups who scored 70% or better	Outcome %
Agency evaluation project	Fall 2016	Mulvaney	18	89%	18	100%
Agency evaluation project	Spring 2017	Mulvaney	19	92%	19	100%
Agency evaluation project	Fall 2017	Chang	20	93%	20	100%
Agency evaluation project	Spring 2018	Chang	21	93%	21	100%
Agency evaluation project	Fall 2018	Chang	50	94%	50	100%
Agency evaluation project	Spring 2019	Chang	51	95%	51	100%
Agency evaluation project	Fall 2019	Chang	49	93%	49	100%
Agency evaluation project	Spring 2020	Chang	44	93%	44	100%
Agency evaluation project	Fall 2020	Chang	48	94%	48	100%
Agency evaluation project	Spring 2021	Chang	51	94%	51	100%

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment (Indirect Measure)

The data for this measure is presented in Table 7.38. Findings indicated that students' self-assessments of their confidence ranged from 4.5 to 4.7 on the measurement instrument's 5-point scale (5=Completely Confident, 4=Confident...).

Table 7.38: Fourteen Items from the Value-Added Assessment as an Indirect Measure of Students' Self-Confidence in Applying the 7.02 Learning Outcome Content (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across four items
7.02 Self-Confidence Items (14 items, 5-pt scale)	2017	8	4.5
7.02 Self-Confidence Items (14 items, 5-pt scale)	2018	42	4.5
7.02 Self-Confidence Items (14 items, 5-pt scale)	2019	23	4.5
7.02 Self-Confidence Items (14 items, 5-pt scale)	2020	11	4.7
7.02 Self-Confidence Items (14 items, 5-pt scale)	2021	19	4.5

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

LINK(S)

- [KNR 376 Agency Evaluation project raw data](#)
- [Value-Added Assessment raw data](#)

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT's Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 376 Agency Evaluation (Direct Measure)

Course instructors review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. From the faculty's perspective, the data indicate students are successfully demonstrating the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings. The TR faculty believe this measure is appropriate to learn about students' evaluation skills in general and rely on students' experience in this core course to provide TR students with a solid foundation in general evaluation skills. Moving forward for assessment, the faculty will be adding a measure to this part of the learning outcome from Part 3 of the KNR 278 Written Plan of Operation, which provides data on students' performance on TR-specific evaluation that includes client evaluation.

KNR 398A30 Value-Added Assessment (Indirect Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are not surprised by the consistent strong performance on this measure. Students complete this measure in their final week of their senior internship, meaning that students should feel confident in their knowledge. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

7.02 Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Part 4 (from COAPRT’s Guidelines for Learning Outcomes for Therapeutic Recreation Education): Students graduating from the program shall demonstrate the ability to evaluate recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

Suggested Evidence of Compliance

List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

Overall Observations for Quality Improvement for 7.02 Part 4 and 7.02 Overall

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.02 Part 4 data indicate students are meeting and exceeding established expectations. Both primary course instructors for the TR sequence are satisfied with student performance and the way the measures are capturing student performance. The current interpretation of Part 4 of this learning outcome focuses more on evaluation than on the more TR-specific documentation. Moving forward, the TR faculty would like to add an additional part related to documentation for this learning outcome, perhaps the interview assignment from the KNR 279 course.

LINK(S)

- [Online assessment dashboard](#)

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7.03 Therapeutic Recreation Learning Outcome

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services

7.03:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 273 Introduction to Therapeutic Recreation

- **Syllabus learning outcomes:** Understand and analyze concepts, definitions, and models applicable to service provision; Understand the significance of multiculturalism in therapeutic recreation; Understand and apply professional issues affecting therapeutic recreation including professional organizations, credentialing, professional development, standards, accountability, advocacy and ethics;
- **Lecture and reading topics:** Settings and populations; conceptual foundations/TR definitions; theoretical foundations; Leisure Ability Model; health and human service models; professional organizations; professional ethics; credentialing; therapeutic relationships; cultural competence
- **Required tasks:** TR agency reports; What is TR project; midterm examination; final examination.

KNR 278 Therapeutic Recreation Service Delivery

- **Syllabus learning outcomes:** Understand and describe program delivery for populations in a variety of health and recreation settings; design comprehensive and specific program plans, including components of a written plan of operation; examine the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service; describe the purpose and content of quality assurance and improvement in therapeutic recreation; understand the need for risk management strategies in an effort to reduce department and agency liability; understand effective management techniques, particularly financial, personnel, reimbursement to therapeutic recreation service.
- **Lecture and reading topics:** Comprehensive program design; specific program design; marketing and advocacy; internal standards; external standards; risk management and liability; continuous quality improvement; reimbursement; managing TR program.
- **Required tasks:** Written plan of operation that includes comprehensive and specific program design, risk management plan, resource management, and marketing plan.

KNR 365 Advanced Therapeutic Recreation Practices

- **Syllabus learning outcomes:** Analyze International Classification of Functioning, Disability and Health (ICF) and its impact on therapeutic recreation intervention; identify evidence-based practice for therapeutic recreation intervention; identify appropriate adaptive or assistive equipment utilized in therapeutic recreation intervention; demonstrate the ability to identify and select appropriate therapeutic recreation interventions for various disabilities and settings; develop clinical practice guidelines appropriate for various disabilities and settings, and for therapeutic recreation.
- **Lecture and reading topics:** International Classification of Functioning, Disability and Health (ICF); evidence-based practice; pharmacology; adaptive and assistive equipment; general medicine & oncology; behavioral health; physical medicine/rehabilitation; geriatrics; developmental disabilities; substance abuse; veterans.
- **Required tasks:** Five papers and presentations; (three papers and presentations require the use of evidence-based practice, which includes in-depth description of disability, therapeutic recreation

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services

7.03:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

interventions, evidence-based practice, and use of the ICF appropriate for therapeutic recreation); five quizzes; planning and implementation of Adaptapalooza; attendance at the Midwest Symposium; final exam.

KNR 270 Inclusive Recreation (RPA Core Course)

- **Syllabus learning outcomes:** Analyze the effects of social attitudes toward diverse populations, and of the attitudes and self-concepts held by members of diverse groups as they relate to participation in leisure and recreation; Demonstrate understanding of cultural competence as it applies to the parks and recreation profession; Apply state and federal legislation, regulations and standards to parks and recreation services; Demonstrate understanding of inclusive practices in the design and operation of parks and recreation programs, services and facilities for diverse populations; advocate for the importance of leisure service delivery systems for diverse populations.
- **Lecture and reading topics:** Attitudes and biases; diversity and inclusion; cultural competence; diverse populations (age, gender, sexual orientation, race/ethnicity, socioeconomic status; disability); legislation and universal design; inclusive tourism, outdoor recreation, arts programming, sports; advocacy and trends in inclusive recreation and leisure.
- **Required tasks:** Attitude check; diverse populations in the movies; inclusion audit project; service learning project; final exam.

KNR 271 Recreation Programming (RPA Core Course)

- **Syllabus learning outcomes:** Apply the program development cycle to plan a unique program or special event.
- **Lecture and reading topics:** Program development; operational strategies including promotions strategies, risk management procedure, and pricing program services.
- **Required tasks:** Program blueprint that includes an activity plan, market plan, risk management plan, and an evaluation plan.

KNR 370 Administration of Leisure Service Organizations (RPA Core Course)

- **Syllabus learning outcomes:** Prepare a budget and accompanying financial statements; plan and implement marketing strategies for programs and events; distinguish principles of business planning and events.
- **Lecture and reading topics:** Entrepreneurship; business planning; marketing of leisure services; finance.
- **Required tasks:** Marketing plan; budgeting assignment.

KNR 376 Evaluating Agency Services (RPA Core Course)

- **Syllabus learning outcomes:** Evaluate programs/events; apply basic principles of research and data analysis; integrate computer and statistical techniques for assessment, planning, and evaluation processes; formulate and evaluate the extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met; differentiate among types of instruments (e.g., scaling), methods of evaluation data collection (e.g., observations), and treatment of data (e.g., statistics).

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services

7.03:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Description of curriculum relevant to the standard

Link to syllabi of relevant courses and required readings

Sample assignments and exams relevant to the standard

Degree plan confirming that relevant class(es) are required

- **Lecture and reading topics:** Introduction to evaluation concepts; methodology; designing evaluations; basic measurement concepts; analyzing and reporting data; qualitative approaches to evaluation; qualitative data analysis.
- **Required tasks:** Evaluation project.

KNR 380 Administration of Human Resources (RPA Core Course)

- **Syllabus learning outcomes:** Understand the principles and procedures of human resource management; assess human resources management systems within parks and recreation agencies; formulate administrative policies by following a policy making process; propose, implement and evaluate decisions based on the decision-making model.
- **Lecture and reading topics:** Management; organizational structure; volunteer management; human resource management; planning, policy development, and decision-making.
- **Required tasks:** Human resource project; management paper.

LINK(S)

- [KNR 273 syllabus](#)
- [KNR 278 syllabus](#)
- [KNR 365 syllabus](#)
- [KNR 270 syllabus](#)
- [KNR 271 syllabus](#)
- [KNR 370 syllabus](#)
- [KNR 376 syllabus](#)
- [KNR 380 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 278 Written Plan of Operation (Direct Measure).** Students complete a written plan of operation which includes a comprehensive program plan, specific program plan, assessment, program and client evaluation, risk management plan, resource management, and marketing plan. The papers are evaluated using a rubric that addresses each required area. The rubric was created by the faculty member who regularly taught the course based on her knowledge of the topic. In the beginning, the paper was worth 220 points. Due to the work involved in the project, components were removed, so the next time the paper was worth 200 points.
- **KNR 398A30 Value-Added Assessment (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. The value-added assessment includes a variety of items measuring students': (a) self-confidence across three of the 7.0 learning outcomes (7.01, 7.02, & 7.03); (b) their job self-efficacy within the parks and recreation field; (c) several attitudinal items focused on their experiences in the RPA program (i.e., satisfaction with faculty/staff, courses, resources, etc.), and; (d) future career plans (i.e., sector interests, certifications, etc.). Two items were developed to measure students' self-confidence in applying the content withing the 7.03 learning outcome: utilizing evaluation results to improve future delivery of TR interventions and services and; preparing/updating written plans of operation, summary reports, quality improvement plans and similar departmental documents. Students self-reported their confidence in performing each item on a 5-point scale (1=not confident at all, 2=not confident, 3=unsure, 4=confident, and 5=completely confident).

LINK(S)

- [KNR 278 Written Plan of Operation & rubric](#)
- [Value Added Assessment](#)

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Written Plan of Operation (Direct Measure)

The interpretation of these data is presented in Table 7.39. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the assignment. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all but one semester.

Table 7.39: KNR 278 Written Plan of Operation Grades as a Direct Measure of Management and Administration

Assignment	Semester	Professor	# of students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Written Plan of Operation	Fall 2016	This course was not offered this semester.				
Written Plan of Operation	Spring 2017	Smith	32	89%	32	100%
Written Plan of Operation	Fall 2017	This course was not offered this semester.				
Written Plan of Operation	Spring 2018	Smith	Data not available for this semester			
Written Plan of Operation	Fall 2018	This course was not offered this semester.				
Written Plan of Operation	Spring 2019	Smith	Data not available for this semester			
Written Plan of Operation	Fall 2019	Smith	6	58%	4	67%
Written Plan of Operation	Spring 2020	Smith	13	87%	13	100%
Written Plan of Operation	Fall 2020	Smith	8	76%	7	88%
Written Plan of Operation	Spring 2021	Smith	18	78%	16	89%

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment (Indirect Measure)

The data for this measure is presented in Table 7.40. Findings indicated that students’ self-assessments of their confidence ranged from 4.3 to 4.6 on the measurement instrument’s 5-point scale (5=Completely Confident, 4=Confident...).

Table 7.40: Two Items from the Value-Added Assessment as an Indirect Measure of Students’ Self-Confidence in Applying the 7.03 Learning Outcome Content (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across four items
7.03 Self-Confidence Items (2 items, 5-pt scale)	2017	8	4.4
7.03 Self-Confidence Items (2 items, 5-pt scale)	2018	42	4.4
7.03 Self-Confidence Items (2 items, 5-pt scale)	2019	23	4.4
7.03 Self-Confidence Items (2 items, 5-pt scale)	2020	11	4.6
7.03 Self-Confidence Items (2 items, 5-pt scale)	2021	19	4.4

LINK(S)

- [KNR 278 Written Plan of Operation raw data](#)
- [Value-Added Assessment raw data](#)

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

7.03:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement.

Suggested Evidence of Compliance

Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Written Plan of Operation (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty note that the Fall 2019 low outcome percentage represents the small cohort with consistent struggling students noted in Table 7.27 above. This measure is from a perennially challenging course, so the TR faculty are pleased with student performance on this complex assignment, with all semesters except Fall 2019 exceeding the established standard. The TR faculty believe this measure is an appropriate measure of the learning outcome, as a written plan of operation represents a clear management standard for TR professionals. This measure is the final piece of a larger project, and acts as a place for students to demonstrate their accumulated knowledge of management and administration. Faculty suggest no changes to this measure.

KNR 398A30 Value-Added Assessment (Indirect Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are not surprised by the consistent strong performance on this measure. Students complete this measure in their final week of their senior internship, meaning that students should feel confident in their knowledge. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes. This measure follows the Job Task Analysis standard in the TR field.

Overall Observations for Quality Improvement for 7.03

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.03 data indicate students are meeting and exceeding established expectations. No changes are recommended to the measures for this learning outcome. These measures best reflect students' performance on this learning outcome and the results indicate that students are performing at or above expectations.

LINK(S)

- [Online assessment dashboard](#)

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7.04 Therapeutic Recreation Learning Outcome

7.04 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.

7.04:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Therapeutic Recreation Service Delivery

- **Syllabus learning outcomes:** Understand and describe program delivery for populations in a variety of health and recreation settings.
- **Lecture and reading topics:** Managing TR program, design, implementation, and evaluation.
- **Required tasks:** Therapeutic Recreation Entry Level Competency Assessment.

KNR 298A30 Professional Practice: Internship and Cooperative Education in Recreation and Park Administration (RPA Core Course)

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency; assist in the planning, implementation, and evaluation of a program or event offered by the agency; analyze the recreation program development process used by the agency to plan, implement, and evaluate programs and events.
- **Lecture and reading topics:** Leisure service agency culture; targeted program development (e.g., program design); operational strategies (e.g., implementation); follow-up analysis (e.g., evaluation).
- **Required tasks:** Initial report; final evaluation; recreation program design analysis; final report.

KNR 298A36 Professional Practice Preparation Seminar in Recreation and Park Administration (RPA Core Course)

- **Syllabus learning outcomes:** Develop interview skills; create a professional resume to use in the internship search; develop skills in writing letters of inquiry, letters of application, and follow-up letters; obtain 298.30 internship.
- **Lecture and reading topics:** Self-assessment; goals and objectives; search process; cover letter development; resume development; interview process; selection and final planning; professionalism.
- **Required tasks:** Resume; cover letters; mock interviews; agency agreement.

KNR 398A36 Professional Practice Seminar

- **Syllabus learning outcomes:** Submit internship requirements, make meaningful progress toward acquiring a senior internship, develop a professional cover letter and resume, apply learned interview skills to a real situation, demonstrate an understanding of professional behaviors in the workplace, demonstrate understanding of the requirements and process of the certification exam
- **Lecture and reading topics:**
- **Required tasks:** NCTRC practice exam, the TR requirements need to be submitted prior to the start of the senior internship.

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration

- **Syllabus learning outcomes:** Complete a full-time internship at an approved agency. The internship must be a minimum of 14 weeks and 560 hours; articulate the roles, duties, and responsibilities of the full-time professional; apply educational knowledge and professionalism through internship responsibilities

7.04 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.

7.04:01 Students are provided with sufficient opportunities to achieve this learning outcome.

Suggested Evidence of Compliance

Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence

- **Lecture and reading topics:** Readings as assigned.
- **Required tasks:** Initial report and required paperwork; three reports; project proposal; midterm examination; final evaluation, completed project; final report; weekly discussion board posts to a variety of topics (e.g., how would you describe the management style of your direct supervisor; how are programs/services evaluated at your agency; what type of budget does your agency utilize; discuss the role of the TR process in your internship; discuss accountability of your services).

LINK(S)

- [KNR 278 syllabus](#)
- [KNR 298A30 syllabus](#)
- [KNR 298A36 syllabus](#)
- [KNR 398A36 syllabus](#)
- [KNR 398A30 syllabus](#)

Note: All syllabi links above will direct you to the syllabus for the most recent time the course was taught in its traditional format, without pandemic restrictions (often Fall 2019). To view the syllabi for the courses for the most recent version during pandemic restrictions (i.e. online or hybrid), [visit the folder linked here](#).

7.04 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.

7.04:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

- **KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure).** Students enrolled in KNR 278 complete the online self-assessment at the end of the semester. The assessment is based on a review of CARTE standards, COAPRT standards, NCTRC job tasks, ATRA TR Competency Book, TRIE, Peg Connolly University Assessment, and competencies covered in ISU curriculum. Major topic areas include: Foundations of Professional Practice (n=13), Client Assessment (n=6), Planning Interventions and Programs (n=4), Implementing Interventions and Programs (n=19),

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Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

Evaluating Interventions and Programs (n=4), Recreation Services (n=3), and Ethical Conduct (n=5). There is a total of 60 items focusing on both knowledge and skills.

- **KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure).** The ability to apply the therapeutic recreation process and function in an entry-level position is assessed through a final evaluation by the agency internship supervisor. The evaluation that is used is the Therapeutic Recreation Intern Evaluation (TRIE) that was developed by the American Therapeutic Recreation Association. The evaluation criteria are based off the ATRA Standards for the Practice of Therapeutic Recreation. Criteria include assessment, treatment planning, plan implementation, evaluation, discharge planning, recreation services, ethical conduct, and management. TRIE also has criteria for personal and professional development. The agency supervisor rates the intern on each item using a five-point scale: 1.) Consistently does not meet expectations, 2.) Needs improvement in meeting expectations, 3.) Meets expectations, 4.) Frequently exceeds expectations, and 5.) Consistently exceeds expectations. The assessment allows for NAs in order to not lower scores if content has not been covered. Since the TRIE is used for the midterm and final evaluation, NAs are typically only seen at midterm, as our expectation is that every area must be covered before the final evaluation is completed. The TRIE scores differ from the 300-point evaluation used by Recreation Management, therefore a code was created to convert TRIE scores to 300 points.
- **KNR 398A30 Value-Added Assessment – Job Self-Efficacy (Indirect Measure).** Developed and implemented in 2017, students enrolled in KNR 398A30 complete the (online) value-added assessment during their final week of the KNR 398A30 internship experience. One section of the value-added assessment measures students' job self-efficacy perceptions within the profession. The 10-item job self-efficacy scale was originally developed and tested by Riggs, Warka, Babasa, Betancourt, and Hooker (1994). The 10-item instrument scored items on a five-point scale ranging from 1=strongly disagree to 5=strongly agree. Samples items from the instrument include: "I have all the skills needed to perform my desired job very well", "I have confidence in my ability to do my desired job", and "I am very proud of my job skills and abilities".

LINK(S)

- [KNR 278 Entry Level Competency Assessment](#)
- [KNR 398A30 Internship Supervisor Final Evaluation Instrument](#)
- [Value Added Assessment](#)

7.04 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.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

This assessment is administered in KNR 278 and aggregate findings are presented in Table 7.41. Until Fall 2019, data was collected on a 3-point scale; after that point, data has been collected on a 5-point scale (5 = Excellent; 4 = Above average; 3 = Average) to provide more insight on where students feel they are. Due to a transition to a new survey software on campus, two semesters of data were lost. Once the transition was made to a 5-point scale, the data has indicated that students’ self-assessments clustered around a 4.0 on a 5.0 scale as a representation of their perception of therapeutic recreation knowledge and skills.

Table 7.41: KNR 278 Therapeutic Recreation Entry Level Competency Assessment as a Direct Measure of Readiness for Senior Internship

Assignment	Semester	Professor	# Students in class	Average Mean Score
TR Competency Assessment	Fall 2016	This course was not offered this semester.		
TR Competency Assessment (5-point scale)	Spring 2017	Smith	32	1.98
TR Competency Assessment	Fall 2017	This course was not offered this semester.		
TR Competency Assessment (5-point scale)	Spring 2018	Smith	Data not available.	
TR Competency Assessment (5-point scale)	Fall 2018	Smith	Data not available.	
TR Competency Assessment (5-point scale)	Spring 2019	Smith	20	3.91
TR Competency Assessment (5-point scale)	Fall 2019	Smith	6	4.43
TR Competency Assessment (5-point scale)	Spring 2020	Smith	5	4.27
TR Competency Assessment (5-point scale)	Fall 2020	Smith	2	3.85
TR Competency Assessment (5-point scale)	Spring 2021	Smith	16	3.96

KNR 398A30 Internship Supervisor Final Evaluation Instrument (Direct Measure)

The interpretation of these data is presented in Table 7.42. The performance standard for this measure, agreed upon by the faculty, is 80% of students will score 70% or better on the agency Internship Supervisor Final Evaluation. Findings indicate that student performance sufficiently met and exceeded the standard across all semesters.

Table 7.42: KNR 398A30 Internship Supervisor Final Evaluation as a Direct Measure of the Ability to Apply the Therapeutic Recreation Process and Function in an Entry Level Position

Assignment	Semester	Professor	# Students in class	Mean score (as a percentage)	# Students who scored 70% or better	Outcome %
Final Internship Evaluation	Fall 2016	Hildebrand	4	93%	4	100%
Final Internship Evaluation	Spring 2017	Achen	15	99%	15	100%
		Nicholson	46	97%	46	100%
		Smith	16	95%	16	100%
Final Internship Evaluation	Summer 2017	Beggs	13	100%	14	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand	13	96%	13	100%
		Smith	13	95%	13	100%

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7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Final Internship Evaluation	Fall 2017	Hildebrand	6	93%	6	100%
Final Internship Evaluation	Spring 2018	Beggs	14	99%	14	100%
		Hildebrand	14	94%	14	100%
		Smith	16	95%	16	100%
Final Internship Evaluation	Summer 2018	Beggs	6	98%	6	100%
		Butts	Data not available	Data not available	Data not available	Data not available
		Hildebrand	15	95%	15	100%
		Sattler	Data not available	Data not available	Data not available	Data not available
Final Internship Evaluation		Smith	15	95%	15	100%
		Smith	10	92%	10	100%
		Smith	10	92%	10	100%
Final Internship Evaluation	Spring 2019	Sattler (2)	26	99%	26	100%
Final Internship Evaluation	Summer 2019	Smith	Data not available	Data not available	Data not available	Data not available
		Beggs	13	97%	13	100%
		Hildebrand	13	90%	12	92%
		Sattler	Data not available	Data not available	Data not available	Data not available
Final Internship Evaluation		Smith	14	94%	14	100%
		Smith	3	95%	3	100%
		Smith	3	95%	3	100%
Final Internship Evaluation	Spring 2020	Achen	13	99%	13	100%
		Sattler	12	98%	12	100%
		Smith	10	97%	10	100%
Final Internship Evaluation	Summer 2020	Butts	14	95%	14	100%
		Mulvaney	17	98%	17	100%
		Smith	14	90%	13	92%
Final Internship Evaluation	Fall 2020	Smith	9	93%	9	100%
Final Internship Evaluation	Spring 2021	Mulvaney	13	99%	13	100%
		Smith	9	99%	11	100%
		Wu	10	94%	10	100%
Final Internship Evaluation	Summer 2021	Butts	14	97%	14	100%
		Mulvaney	4	97%	4	100%
		Nix	14	100%	13	92%
		Smith	13	95%	13	100%

KNR 398A30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration – Value-Added Assessment: Job Self-Efficacy (Indirect Measure)

The data for this measure is presented in Table 7.43. Findings indicated that students’ self-efficacy in their desired/future job ranged from 4.1 to 4.4 on the measurement instrument’s 5-point scale (5=Strongly Agree, 4=Agree...).

Table 7.43: Job Self-Efficacy from the Value-Added Assessment as an Indirect Measure of Students’ Potential to Succeed as Professionals (Administered in KNR 398A30)

Assignment	Year	# Students	Average mean score across 10 items
Job Self-Efficacy Items (10 items, 5-pt scale)	2017	8	4.2
Job Self-Efficacy Items (10 items, 5-pt scale)	2018	41	4.1

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7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

Job Self-Efficacy Items (10 items, 5-pt scale)	2019	23	4.2
Job Self-Efficacy Items (10 items, 5-pt scale)	2020	11	4.4
Job Self-Efficacy Items (10 items, 5-pt scale)	2021	19	4.2

LINK(S)

- [KNR 278 Entry Level Competency Assessment raw data](#)
- [KNR 398A30 Internship Supervisor Final Evaluation raw data](#)
- [Value-Added Assessment raw data](#)

7.04 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.

7.04:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.

Suggested Evidence of Compliance

Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are satisfied with student performance on this measure but want to reconfigure this measure moving forward to better and more consistently measure student performance on this learning outcome. The faculty plan to move this assessment to a later course, KNR 365, so students complete the assessment in the semester before their senior internship. Further, though the faculty agree that the measure reflects the Job Task Analysis standard for TR professionals, the TR faculty plans to update this measure based on recent changes in the TR field, particularly now that the APIE process has shifted to APIED.

KNR 398A30 Internships Supervisor Final Evaluation (Direct Measure)

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are satisfied with student performance on this measure. The TR faculty believe this measure is an appropriate measure of the learning outcome, as it reflects the TRIE assessment from ATRA. As faculty reviewed this measure, however, they noted that often, internship sections contain both TR students and RM students. Moving forward, it will be essential to isolate the results for only the TR students to ensure accurate data for TR program improvement.

KNR 398A30 Value-Added Assessment: Job Self-Efficacy (Indirect Measure)

7.04 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.

7.04:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.

Suggested Evidence of Compliance

Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making.

TR faculty review the results and the data is shared with the RPA Assessment Committee and RPA faculty/staff on an annual basis. The TR faculty are not surprised by the consistent strong performance on this measure. Students complete this measure in their final week of their senior internship, meaning that students should feel confident in their knowledge. The TR faculty believe this measure is an appropriate measure of the learning outcome and suggest no changes.

Overall Observations for Quality Improvement for 7.04

Assessment data is a reoccurring agenda item of the RPA monthly faculty/staff meetings. The recently developed online assessment dashboard as well as the indirect measures/data obtained from the value-added assessment have also been utilized to support these discussions. These consistent discussions allow for RPA faculty staff to discuss the outcomes and their measures as well as the established expectations, actual (student) performance, and strategies for moving forward – measure revisions, assessment issues, performance improvement ideas, etc. Overall, the outcomes, processes, and results associated with the 7.04 data indicate students are meeting and exceeding established expectations. All current measures are appropriate measures for this learning outcome. Moving forward, the faculty would like to include an additional measure for this learning outcome from KNR 355 course, the newest course in the TR curriculum, in particular a project that measures student learning about advocacy. Further, the TR faculty believe that student progress on this learning outcome is greatly influenced by the 400-hour fieldwork requirement which is a pre-requisite for all TR students starting their senior internship. The faculty would like to explore adding some items to the Value Added Assessment that help faculty understand how students perceive the role of the fieldwork experience on their confidence and readiness to start their careers.

LINK(S)

- [Online assessment dashboard](#)

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