

Title	0044	02/28/2025
	by Syd Sklar in 2025 COAPRT Annual Report	id. 49799221
	500 Wilcox St. Joliet, Illinois 60435 IL United States 8157403691 ssklar@stfrancis.edu	

Original Submission

02/28/2025

About the Annual Report	<p>The purpose of the Annual Report is to follow a program's current progress towards learning outcome assessment. This is a requirement to maintain accreditation. Submitting an Annual Progress Report provides statistics for the previous academic year, specifying improvements made, reporting any significant changes and reporting on status of the 1.0 series standards and standards 2.05.05, 3.06, 3.07, and the 7.0 series. Institutions with multiple accredited programs will be required to report on the 7.0 series for each individually accredited program. Each accredited program requires its own separate annual report. For example if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports. The purpose of the Annual Report is to provide a snapshot of your student learning outcome data collection for the previous calendar year. (January - December) Posting requirements for the program's website include student learning outcome aggregate data from the most recent spring and fall academic year.</p>
-------------------------	--

Section 1: Contact Information

Name of institution	University of St. Francis
Name of Accredited Program	Recreation Therapy Concentration (of the Recreation and Sport Management Major)
Total number of students enrolled in this program.	7
Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	Sydney Sklar

Position Title	Professor and Chair
Address	500 Wilcox St. Joliet IL 60435 US 41.534509 -88.098494
Email	ssklar@stfrancis.edu
Phone	+18157403691
Department Name	Recreation and Sport Management
Website	https://stfrancis.edu/recreation-sport-management/
Formal Name of your Institution's President	Dr. Arvid C. Johnson

Section 2: Intent to Pursue Accreditation

Does the academic unit intend to pursue continued accreditation as originally scheduled?	Yes
Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)?	Yes

Section 3: Statistics Summary Report - Faculty

Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03)

Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field? (Standard 1.04)

Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible? (Standard 1.05)

Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program

Section 4: Narrative Report - Learning Outcomes Assessment Please provide the following information COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.

PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

Recreation and Sport Management major: The Recreation and Sport Management major is comprised of a common core of courses and offers concentrations in community recreation and park resources, recreation therapy, and sport operations management. Students in the program must complete all core course requirements and one concentration.

Recreation Therapy Concentration: The Recreation Therapy Concentration is comprised of six recreation therapy content courses and related coursework in psychology and biology. Students complete 14 weeks of supervised field experience. The program conforms to the eligibility standards for the Certified Therapeutic Recreation Specialist credential administered by the National Council for Therapeutic Recreation Certification.

<p>Provide the program-specific learning outcome consistent with COAPRT Standard 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</p>	<p>Apply a critical analysis of therapeutic recreation practice models.</p>
<p>Describe the method by which the learning outcome for Standard 7.01 was assessed:</p>	<p>RSTM 405- Evidence-Practice Models Debate Rubric Standard 7.01 area of focus: The foundation of the profession in history, science and philosophy. Assignment description: Students are assigned to advocate on behalf of an assigned therapeutic recreation practice model and to compare and contrast other models with theirs in terms of relative merits and weaknesses.</p>
<p>Indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.</p>	<p>The RSM Professional Competence Assessment Scale utilizes the following 3-point scale to evaluate the quality of student work: 1 Point: Entry-level professional competence not demonstrated = a score of <70% on the respective assignment 2 Points: Entry-level professional competence demonstrated = a score of 70% to 89% on the respective assignment 3 Point: Entry-level professional competence exceeded = a score of >90% on the respective assignment. Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.</p>

<p>Result of the assessment of the learning outcome for Standard 7.01:</p>	<p>Spring 2024, N=3 >2 points: 100% 3 points: 100%</p> <p>Outcome met. No changes indicated.</p>
<p>Please provide the program-specific learning outcome consistent with COAPRT Standard 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.</p>	<p>Review and critique a therapeutic recreation assessment instrument</p>
<p>Describe the method by which the learning outcome for Standard 7.02 was assessed:</p>	<p>RTSM 335-Assessment Review rubric Assignment description: Students are assigned a therapeutic recreation assessment instrument to review, and present an overview and critique to the class.</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.</p>	<p>The RSM Professional Competence Assessment Scale utilizes the following 3-point scale to evaluate the quality of student work: 1 Point: Entry-level professional competence not demonstrated = a score of <70% on the respective assignment 2 Points: Entry-level professional competence demonstrated = a score of 70% to 89% on the respective assignment 3 Point: Entry-level professional competence exceeded = a score of >90% on the respective assignment. Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.</p>
<p>Result of the assessment of the learning outcome for Standard 7.02:</p>	<p>Spring 2024, N=3 >2 points: 100% 3 points: 100%</p> <p>Outcome met. No changes indicated.</p>

<p>Please provide the program-specific learning outcome consistent with COAPRT Standard 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.</p>	<p>Apply principles of professional ethics to a case study analysis.</p>
<p>Describe the method by which the learning outcome for Standard 7.03 was assessed:</p>	<p>RSTM 405- Ethics Case Study rubric Assignment description: Students conduct a case study analysis. They are required to apply bioethical principals of therapeutic recreation practice and an ethical decision making model to resolve the problem posed by the case.</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.</p>	<p>The RSM Professional Competence Assessment Scale utilizes the following 3-point scale to evaluate the quality of student work: 1 Point: Entry-level professional competence not demonstrated = a score of <70% on the respective assignment 2 Points: Entry-level professional competence demonstrated = a score of 70% to 89% on the respective assignment 3 Point: Entry-level professional competence exceeded = a score of >90% on the respective assignment. Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.</p>
<p>Result of the assessment of the learning outcome for Standard 7.03:</p>	<p>Spring 2024, N=3 >2 points: 66% 3 points: 66%</p> <p>Outcome not met. Decisions: One student under-performed and therefore skewed the data. Given the small N and skewed data, no changes are indicated at this time.</p>

Please provide the program-specific learning outcome consistent with COAPRT Standard 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.

Each student, by the end of the semester, will have had the opportunity to utilize the tools of professional communication and apply writing skills through AFE reports, special project report and reflection paper.

Describe the method by which the learning outcome for Standard 7.04 was assessed:

RSTM 498-Special Project Rubric
Assignment description: In consultation with the academic and site supervisor, student proposes and implement a project which is administrative in nature and intended to serve as resource to the host organization.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.

The RSM Professional Competence Assessment Scale utilizes the following 3-point scale to evaluate the quality of student work:
1 Point: Entry-level professional competence not demonstrated = a score of <70% on the respective assignment
2 Points: Entry-level professional competence demonstrated = a score of 70% to 89% on the respective assignment
3 Point: Entry-level professional competence exceeded = a score of >90% on the respective assignment.
Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.

Result of the assessment of the learning outcome for Standard 7.04:

Fall 2023 and Summer 2024 N=2
>2 points: 100%
3 points : 100%

Outcome met. No changes indicated.

Section 5: Narrative Report - Accountability and Informing the Public

An important aspect of accreditation is accountability. It is expected that 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 The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05).

Please provide a link <https://www.stfrancis.edu/recreation-sport-management/> to the program's website that demonstrates compliance with Standard 2.05.05.

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06).

Please provide a link <https://www.stfrancis.edu/recreation-sport-management/> to the program's website demonstrating compliance with Standard 3.06.

It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07).

Please provide a link to the program's website demonstrating compliance with Standard 3.07. <https://www.stfrancis.edu/recreation-sport-management/>

Section 6: Program Changes

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

COAPRT Standard 6.0-Instructional Resources:
In December/January 2025, the RSM Department moved from its satellite campus in downtown Joliet--where the department has been located since Fall of 2014--to the the main USF campus. This move represents an increase in efficiencies for faculty as well as convenience for students who were previously challenged to move between campuses using the shuttle system. The department was reassigned to offices and classrooms in the library. Office resources are adequate. Resources in the assigned classrooms (furniture, technology, chalkboards, etc.) are outdated and not conducive to the teaching and learning formats employed by the RSM faculty; The administration had promised to upgrade these classrooms in the near future.

The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program.

checked
