Texas State University
Outcomes Report

General Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>2016-2017</td>
</tr>
<tr>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>Department</td>
<td>Health and Human Performance</td>
</tr>
<tr>
<td>Program</td>
<td>Recreation Administration (BSRA)</td>
</tr>
<tr>
<td>Program Code</td>
<td>31.03</td>
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<tr>
<td>Outcome Type</td>
<td>Student Learning (UG)</td>
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<tr>
<td>Degree</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Coordinator/Contact</td>
<td>Jo An Zimmermann</td>
</tr>
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<td>Status</td>
<td>Results Approvals Complete</td>
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Mission Statement
The mission of the Recreation Administration program is to prepare students for many different careers within the recreation industry including but not limited to programming, leadership, inclusion, therapeutic interventions, and management. A student-centered approach to efficacy-based practice is emphasized.

Evidence of Improvement
Based on a comparison of the 2015-2016 and 2016-2017 results, improvements in student learning are evident in the following outcomes:

Outcome 1: Both methods of assessment relate to our accreditation (COPART Standard 7.01) and although the 90% standard was not met, this is the first year that showed an improvement in both methods (3.7 percentage points in method 1 and 8.5 percentage points in method 2). Faculty has been strengthening the on-line information in the introductory level course in which measurements are taken as well as inviting select speakers from industry to provide real-life evidence for the students.

Outcome 2: Both methods of assessment relate to our accreditation (part of COPART Standard 7.02) which requires students to recognize the diverse needs of participants as well as community. Method 1 met the 90% standard for the first time with an increase of 3.8 percentage points over last year. Method 2 also failed to meet the 90% standards, however, there was an increase of 8.6 percentage points over last year.

Outcome 3.1: The standard for this learning outcome was met for the first time! Faculty has improved the method of assessment by using a case-study type question on an in-class exam.

Outcome 4.1: This is the second year in a row that showed an improvement in this outcome. Faculty has worked steadily to provide more on-line content for students in their internship which is where this method is measured.

Outcome 5.1: The is the second year in a row that showed improvement in the percentage of students meeting the standard and the first time the standard of 90% was met. Faculty has been working hard to strengthen the social justice aspects of this course as it is an important concern in the recreation industry.

Action Plan
Based on the results, faculty can see that the efforts in adding on-line components to many courses is paying off as students are beginning to achieve the standards we are setting. We also have noticed a slight improvement due to minimum grade requirements in select courses as this helps ensure students are understanding foundational material before moving forward.

One area in which we are having mixed results is in outcomes related to the internship course, REC 4680. Over the past 3-5 years requirements for students in the therapeutic recreation concentration have changed significantly and thus have changed what we need to assess. We had been using the same course number but setting up separate sections for the two groups of students. Last year at this time faculty realized that the sections were so different in their requirements that it was time to create a new course. REC 4681 has been approved as the new internship course for students in the therapeutic recreation concentration and it reflects the specific competencies which they need to demonstrate in order to take the national exam for certification. Currently, the pass rate for our students on the national exam exceed the national average and this new course will help ensure that. Faculty will be looking to change student learning outcomes to reflect the different requirement of the two courses.

For those outcomes which did not see an improvement, faculty will continue to evaluate both content delivery methods as well as assessment. We are trying to balance challenging the students to use all the tools at their disposal, including purchasing and reading textbooks with the use of more on-line delivery of content. With new faculty starting in the fall this will be one of the foci of our fall planning meeting.

Outcome 1
Category: Student Learning Outcome
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. (COPART Standard 7.01)

**Outcome 1 - Method 1**

Ninety percent of students in REC 1310 will score 70% or better on the midterm examination. Multiple choice exam questions will include such things as: significant historical events including key legislative, social or economic actions that influenced the growth of the leisure services industry; or defining three or more primary theories or philosophical positions related to the explanation of leisure behavior.

**Outcome 1 - Method 1 - Result**

In fall 2016 seventy nine (79) and spring 2017 sixty eight (68) undergraduate students enrolled in REC 1310 were asked to demonstrate knowledge of significant historical events as well as primary philosophical positions related to leisure behavior. Student performance was measured via an in-class multiple choice and true/false exam. While, 121 of 147 (82.3%) of students met or exceeded the expectations of scoring 70% or better on this exam we did not achieve the 90% goal.

Results indicate an improvement of 3.7 percentage points in scores over last year (82.3% vs 78.6%). Although still not meeting its target, the improvement suggests that utilizing online learning tools to address specific topics in addition to the existing combination of lecture, video and student-led learning initiative have made a difference. Faculty will continue to work in this direction.

**Outcome 1 - Method 2**

Ninety percent of students in REC 1310 will score 70% or better on the final examination. Multiple choice exam questions will include the scope and professional practices within public, not-for-profit, and commercial leisure services agencies. Measurement criteria will include such indices as defining, recognizing operational differences, and understanding typical jobs for each of the three types of agencies.

**Outcome 1 - Method 2 - Result**

In fall 2016 seventy nine (79) and spring 2017 sixty eight (68) undergraduate students enrolled in REC 1310 were asked to demonstrate knowledge regarding the scope and professional practice of the recreation industry. Student performance was measured via an in-class multiple choice and true/false exam. While 125 of 147 (85%) students scored 70% or better on this exam, we did not achieve the 90% goal.

Overall results on this method show an increase of 8.5 percentage points in scores over last year’s results (85% vs 76.5%). Historically, the information in this section of the course has been delivered via assigned readings, in-class lectures and guest speakers representing various sectors of the recreation industry. There had been a decrease in results from 2014-2015 to 2015-2016 which faculty attributed to fewer guest speakers. Thus, more speakers were added back into the curriculum and scores improved once again.

**Outcome 2**

**Category:** Student Learning Outcome

Graduates will demonstrate the ability to facilitate recreation related experiences for diverse clientele, settings, cultures, and contexts. (one section of COPART Standard 7.02)

**Outcome 2 - Method 1**

Students in REC 1370 will complete a Barrier Analysis assignment where students identify diverse needs of various populations and conduct an evaluation of the existence of these barriers in specific leisure environments. This assignment serves as a formative measure of readiness to address diverse needs. Ninety percent of students will score 70% or better on this assignment.

**Outcome 2 - Method 1 - Result**

In fall 2016 fifty four (54) and spring 2017 fifty one (51) undergraduate students enrolled in REC 1370 were asked to demonstrate the ability to recognize diverse needs of clients. Student performance was measured through the completion of a written accessibility study and report completed in a group. Across semesters 97 of 105 (92.4%) students met or exceeded the expectation of scoring 70% or better on this assignment.

The results show a slight improvement of 3.8 percentage points over last year (92.4% vs 88.6%). This improvement can be attributed to changes made in teaching the material as well as the provision of a completed study as an example. The instructor also devoted more class time to the topic and placed students into smaller groups. Faculty will continue with these methods in the future.

**Outcome 2 - Method 2**

Students in REC 2336 will complete an assignment which requires them to modify an existing program to accommodate the needs of three different populations. The assignment will be evaluated based on the student’s ability to articulate how diverse needs of each population were addressed in the modified program. Ninety percent of students will score 70% or better on this assignment.

**Outcome 2 - Method 2 - Result**

In fall 2016 fourteen (14) and spring 2017 fourteen (14) undergraduate students enrolled in REC 2336 were asked to demonstrate knowledge of
strategies to meet diverse needs. Student performance was measured through a written report which required students to modify an existing recreation program so that it met the needs of three (3) different target markets than originally intended (i.e., different ages groups or physical ability levels). The papers were critiques based upon the quality of the explanation and the appropriateness of the modification as judged by faculty. While 25 of 28 (89.3%) scored 70% or higher, we did not achieve the 90% goal.

The results for scores this year are 8.6 percentage points higher than 2015-2016 (89.3% vs 80.7%). Faculty attributes this improvement to a change in the assignment as it was switched from forum posts to a report. Scores should continue to improve as faculty continue to strengthen the assignment.

**Outcome 3**

Category: Student Learning Outcome

Graduates will demonstrate the ability to design and evaluate recreation and related experiences reflective of contemporary professional practices. (one section of COPART Standard 7.02)

**Outcome 3 - Method 1**

As part of the midterm exam students in REC 2335 will demonstrate strategic planning skills and understanding by aligning the mission/vision with programs within an existing recreation agency. This will be evaluated using a short answer question which will require student to match program offerings with the concepts expressed in the mission/vision provided to them. Ninety percent of students will score 70% or greater on this portion of the exam.

**Outcome 3 - Method 1 - Result**

In fall 2016 forty four (44) and spring 2017 forty two (42) undergraduate students enrolled in REC 2335 were asked to demonstrate strategic planning skills and understanding by aligning the mission/vision with programs within an existing recreation agency. Student performance was assessed using a case study (San Marcos Boys and Girls Club) essay question as part of an on-line midterm exam. Across semesters 78 of 86 (90.7%) students met the standard scoring 70% or higher.

Results indicate an improvement of 6.7 percentage points over last year (90.7% vs 84%) and shows that we achieved the competency goal of 90% of students earning a 70% or better on the assessment. These results may be attributed to the movement of this exam from a take-home paper exam in Fall 2015 to the piloting of an on-line exam in Spring 2016. The piloted exam was modified for this academic year with improved results. This method will continue to be used in future semesters.

**Outcome 3 - Method 2**

During REC 4680, students will develop an Administrative Project Plan, one section of which will demonstrate the application of entry-level skills in planning and design of a recreation program that will be judged by a university and agency supervisor. The assignment will be evaluated using a rubric which looks at analysis of 1) relevance to the agency mission; 2) identification of the target market; 3) statement of measurable and realistic goals; 4) thoroughness of a plan for marketing; 5) Appropriate risk management and evaluation plans; and 6) and plan for including diverse populations. Ninety percent of students will earn a 75% average grade on these evaluations.

**Outcome 3 - Method 2 - Result**

In fall 2016 twenty five (25) and spring 2017 thirty (30) undergraduate students enrolled in REC 4680 were asked to demonstrate the application of entry-level skills in planning and design of a recreation program. Student performance was assessed through the development of an Administrative Project program plan for a recreation experience which showed links to the agency mission, identification of a target market, identifying measurable and realistic goals, as well as marketing, risk management and evaluation plans. While 47 of 55 (85.5%) scored 75% or above, we did not achieve the 90% goal.

Results are 1.8 percentage points lower than last year (85.5% vs 87.3%). This is surprising as faculty has strengthened the on-line resources as well as built similar content in to courses preceding this one. Traditionally all students in the Recreational Administration program (BSRA) have all taken the same internship course (REC 4680). As the certification requirements have changed for the therapeutic recreation students the work they have to complete were having to do during the internship have changed as well. Beginning in Fall 2017, there are two separate internship courses, one for the Administration students and one for those with a concentration in therapeutic recreation. Faculty will be revising the learning outcomes to match the new course work.

**Outcome 4**

Category: Student Learning Outcome

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. (COPART Standard 7.03)

**Outcome 4 - Method 1**

During REC 4680, students will develop an Administrative Project Plan, one section of which will demonstrate the application of entry-level budgeting and pricing functions that will be judged by both a university and agency supervisor. Measurement of competency will be evaluated using a rubric based on 1) adherence to agency budgeting format, 2) appropriateness of materials and equipment resources, and 3) comparison of...
proposed budget to actual budget. Ninety percent of students will score 75% or higher on the budget portion of this project.

**Outcome 4 - Method 1 - Result**

In fall 2016 twenty five (25) and spring 2017 thirty (30) undergraduate students enrolled in REC 4680 were asked to demonstrate the application of entry-level budgeting and pricing functions. This competency was accessed through the development of an Administrative Project program plan for a recreation experience which included budgeting elements. The project is approved by both the agency and academic supervisors and is implemented during the 560/400 hour internship. Across semesters, 52 of 55 (94.5%) students met or exceeded the expected score of 75%.

Results show an improvement of 7.3 percentage points from the previous year (94.5% vs 87.2%). Faculty believes this can be attributed to continued development of the content delivery for this course. Content has been moved to 'Lessons' on TRACS which as proven to be a more effective tool for this specific course.

**Outcome 4 - Method 2**

During REC 4680, students will develop an Administrative Project Plan, one section of which will demonstrate the application of entry-level human resource management functions that will be judged by a university and agency supervisor. Measurement of competency will be evaluated using a rubric based on 1) the appropriateness of developed job descriptions, 2) identification of number and function of staff and volunteers, 3) consideration of training or certification requirements, and 4) efficiency of human resources usage. Ninety percent of students will score 75% or higher on the resource management section of this project.

**Outcome 4 - Method 2 - Result**

In fall 2016 twenty five (25) and spring 2017 thirty (30) undergraduate students enrolled in REC 4680 were asked to demonstrate their ability to apply entry-level human resource management functions. This competency was assessed through the development of an Administrative Project program plan for a recreation experience which included developing job descriptions, identification of number and functions of staff and volunteers, consideration of training or certification requirements and efficiency of human resources usage. While 47 of 55 (85.5%) scored 75% or higher, we did not achieve the 90% goal.

Results indicate a decrease of 1.7 percentage points in scores from last year (85.5% vs 87.2%). Faculty believes this is a result in the divergence of requirements for students focusing on administration and those with a concentration in therapeutic recreation. Beginning in Fall 2017 there will be two separate internship courses, one for administration students and one for therapeutic recreation students. Faculty will be revising the appropriate learning outcomes.

**Outcome 5**

Category: Student Learning Outcome

Graduates will demonstrate the ability to apply historical, scientific, and philosophical knowledge of professional practice to professional decision making.

**Outcome 5 - Method 1**

Students enrolled in REC 4380 (senior capstone class) will complete a written assignment about an issue that pertains to professional service delivery. The assignment will be evaluated using a rubric which looks at 1) critical analysis skills, 2) ability to conceptualize or plan strategically, 3) ability to articulate a sensible and discreet vision, and 4) ability to integrate current day issues into professional practice and delivery criteria. Ninety percent of students will score 75% or above on this assignment.

**Outcome 5 - Method 1 - Result**

In fall 2016 thirty one (31) and spring 2017 fifty four (54) undergraduate students enrolled in REC 4380 were asked to demonstrate their ability to discuss an issue that pertains to professional service delivery. Student performance was assessed by a written paper which required students to discuss issues related to social justice, diversity of groups affected by social justice issues and of the provision of recreation programs and services. Across semesters, 77 of 85 (90.6%) met or exceeded the standard scoring 75% or above.

This year the 90% goal was achieved for the first time! These results are an improvement over last year's results (90.6% vs 87.6%). Throughout both semesters, twelve (12) discussion topics related to social justice in different formats were discussed at length by the students. Additional components of the course were moved on-line to allow more time for student engagement and processing in class. The on-line component may be a part of the reason that students were more successful than previous years. This assessment is continuing to be improved and further reflection items have been added to the course to identify and enhance writing and critical analysis skills.

**Outcome 5 - Method 2**

Students enrolled in REC 3325 will complete a written case study assignment which requires students to apply professional decision-making skills. The assignment will be evaluated using a rubric which looks at a combination of criteria such as completeness; application of decision-making processes; quality writing; appropriate quality of output or product. Ninety percent of students will score 70% or above on this assignment.

**Outcome 5 - Method 2 - Result**

Students enrolled in REC 3325 will complete a written case study assignment which requires students to apply professional decision-making skills. The assignment will be evaluated using a rubric which looks at a combination of criteria such as completeness; application of decision-making processes; quality writing; appropriate quality of output or product. Ninety percent of students will score 70% or above on this assignment.
In fall 2016 forty four (44) and spring 2017 forty three (43) undergraduate students enrolled in REC 3325 were asked to demonstrate their decision-making skills in a specific context. Student performance was assessed via a written paper which required students to respond to a situation with the potential to impact a large number of people. Using a rubric that evaluated the use of proper decision-making, appropriateness of the decision and overall writing quality, faculty found that 69 of 87 (79.3%) students scored 70% or better, we did not meet the goal of 90%.

This result is significantly lower than last year (79.3% vs 89.7%). Faculty is concerned with this result as the assessment was not changed from the previous year. There is a required textbook for this course which provides additional information beyond the lecture material and thus would help students. However, each semester fewer students seem to be purchasing the book in spite of strong advice to do so. Faculty will consider placing more information on-line.

**Outcome 6 - Method 1**

Student retention success will be measured by observing one year retention rates of students enrolled in the academic program from their freshman to sophomore year. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Rates of retention success will be expected to be at or above the university average for this level of program.

**Outcome 6 - Method 1 - Result**
The retention rate in BSRA is 83% which compares favorably to the rate for the University which is 77%.

**Outcome 6 - Method 2**

Student graduation success will be measured by observing the number of graduates from the academic program in the fall, spring, and summer semesters and comparing the number of graduates to the number of students enrolled in the program. Data will be obtained from the university’s certified enrollment records for the fall, spring, and summer semesters. The number of graduates is expected to be at or above the university rate of graduation for this level of program.

**Outcome 6 - Method 2 - Result**
Fall 2010 6-year graduation rate (12 of 14: 86%) for freshmen in recreation was substantially larger that the university rate of 54%.

**Outcome 7**

**Category:** Support Service Outcome

The academic program will promote and realize diversity among its student population.

**Outcome 7 - Method 1**

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student gender diversity will be expected to mirror that of the university as a whole.

**Outcome 7 - Method 1 - Result**

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<th>Gender</th>
<th>BSRA</th>
<th>University</th>
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<tbody>
<tr>
<td>Female</td>
<td>19,568 / 57.14%</td>
<td>202 / 65.6%</td>
</tr>
<tr>
<td>Male</td>
<td>14,676 / 42.86%</td>
<td>106 / 34.4%</td>
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<tr>
<td>Total</td>
<td>34,244</td>
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As can be seen above, students in the BSRA do not mirror the university in terms of gender.

**Outcome 7 - Method 2**

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to mirror percentages in the population of students at Texas State University.

**Outcome 7 - Method 2 - Result**

<table>
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<th>University</th>
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<tr>
<td>White, non-Hispanic</td>
<td>16,241 / 47.4%</td>
<td>163 / 52.9%</td>
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As can be seen in the chart above, students in the BSRA do not exactly mirror the university although we are close in the following categories:

Multi-race, non-Hispanic, non-Black; American Indian/Alaskan Native and Non-Resident International.

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<th>Category</th>
<th>BSRA</th>
<th>University</th>
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<tbody>
<tr>
<td>Hispanic</td>
<td>12,305 / 35.9%</td>
<td>103 / 33.4%</td>
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<tr>
<td>Black, non-Hispanic</td>
<td>3,784 / 11.05%</td>
<td>23 / 7.4%</td>
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<tr>
<td>Multi-race, non-Hispanic, non-Black</td>
<td>673 / 1.96%</td>
<td>6 / 1.9%</td>
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<tr>
<td>Am Indian/Alaskan Native</td>
<td>99 / 0.2%</td>
<td>2 / 0.6%</td>
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<tr>
<td>Non-Resident International</td>
<td>187 / 0.54%</td>
<td>1 / 0.3%</td>
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<td>Unknown</td>
<td>126 / 0.36%</td>
<td>4 / 1.29%</td>
</tr>
<tr>
<td>Asian</td>
<td>771 / 2.25%</td>
<td>6 / 1.9%</td>
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<tr>
<td>Hawaiian/Pacific Islander</td>
<td>59 / 0.17%</td>
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Approval History

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<td>Duane Knudson (dk19)</td>
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