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.

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

- **Outcome 1.1** improved by 1.3 percentage points over last year. The results across semesters were quite different (fall 71%, spring 85%) so faculty will be looking at the how two different instructors delivered the material to improve outcomes for all students.
- **Outcome 2.1** improved by 0.7 percentage points over the previous year. This is a formative measure of a students' ability to recognize diverse needs of participants and community members.
- **Outcome 4** both methods of assessment improved slightly over the previous year (both by 0.3 percentage points). Both measurements are taken during the final internship prior to graduation. Faculty continues to refine the assessment so that it is applicable to the wide variety of agencies where students complete their internships.
- **Outcome 5.1** improved by 5.2 percentage points over the previous year. This improvement can be attributed to a closer connection of in-class discussions to the overall topic of social justice.

Based on the results, the faculty plan to continue to push for high standards and continue refining how specific competencies are taught throughout the program. In addition, by the start of the 2016-2017 academic year 75% of the faculty will have completed training for delivering on-line courses. Those faculty who have already completed the training have recognized an improvement in how they deliver all of their courses, not just those with on-line components.

Those outcomes which did not see an improvement this past year relate primarily to the quality and consistency of the assessment process. We have added in minimum grade requirements throughout the curriculum which should actually help improve outcomes in the future as we encourage students to challenge themselves to do better. As faculty, we have committed ourselves to creating a richer learning environment using TRACS to deliver appropriate materials on-line so that we can begin to practice a 'flipped classroom' model of teaching. We believe that these changes will enhance the students' ability to synthesize material and apply it to the specific skills needed when they graduate.

Results were discussed with the Advisory Council for this nationally accredited program and they encouraged us to keep working in this direction.

### Outcome 1

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. 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 2015 seventy one (71) and Spring 2016 seventy four (74) 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. Competency was measured via an in-class exam. Across semesters, 114 of 145 (78.6%) of students met or exceeded the expectations of scoring 70% or better on this exam.
Results indicate an improvement from last year of 1.3 percentage points. Although still not meeting its target, the improvement suggests that incorporating a study guide in addition to the existing combination of lecture, videos and student-led learning 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 over 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 2015 seventy one (71) and Spring 2016 seventy four (74) undergraduate students enrolled in REC 1310 were asked to demonstrate knowledge regarding the scope and professional practice of the recreation industry. Competency was measured via an in-class exam. Across semesters 111 of 145 (76.5%) of students met or exceeded the expectations of scoring 70% or better on this exam. Although overall results on this method show a decline in scores of 7.1 percentage points, the difference between the semesters provides interesting information as this course was taught by one instructor in the fall and a different one in the spring. Historically, the information in this section of the course has been delivered via assigned readings, in-class lectures and guest speakers representing the various sectors of the recreation industry. The instructor in the spring did not invite as many guest speakers into the class and the decrease in results can all be attributed to the spring semester (fall semester 83% and spring semester 70%). We will go back to including more guest speakers in this section of the course and we will look at providing a study guide to further assist student learning.

**Outcome 2**

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 2015 fifty six (56) and Spring 2016 fifty nine (59) undergraduate students enrolled in REC 1370 were asked to demonstrate their ability to recognize diverse needs of clients. This competency was measured through the completion of a written accessibility study and report. Across semesters 102 of 115 (88.6%) undergraduate students met or exceeded the expectations of scoring 70% or better on this assignment. The results show a slight improvement over last year (88.6% vs 87.9%) however there is still room for improvement. In an effort to improve student success faculty will provide a completed study as an example and we will have further discussion time during class in two different class periods. Additionally, the students will be placed into smaller groups so they will all receive a more comprehensive view of the project and they will be given more time to conduct the study.

**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 2015 thirteen (13) and Spring 2016 thirteen (13) undergraduate students enrolled in REC 2336 were asked to demonstrate knowledge of strategies to meet diverse needs. This competency 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 age groups or physical ability levels). The papers were critiqued based upon the quality of the explanation and the appropriateness of the modification as judged by faculty. Across semesters 21 of 26 (80.7%) met this competency scoring 70% or higher. The results this year are lower than 2014-15 (80.7% vs 87.7%). We believe this is attributed to piloting a new assignment in fall 2015 to replace the forum posts which had been used previously. Scores in the spring were better than in the fall as faculty worked to design this assessment. Faculty believes the new method of assessment is more rigorous and is a better reflection of student understanding and will continue using it.

**Outcome 3**

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**
Students in REC 2335 will demonstrate strategic planning skills and understanding by aligning the mission/vision with programs within an existing recreation agency. Students will be evaluated based on how well they match program offerings with the concepts expressed in the mission/vision. Ninety percent of students will score 70% or greater on this activity.

**Outcome 3 - Method 1 - Result**

In Fall 2015 thirty eight (38) and Spring 2016 fifty (50) 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. This competency was assessed using a case study (San Marcos Boy’s and Girls’ Club) essay question on an exam which required students to align an agency’s mission statement with an existing program. In the Fall semester the assessment was via a take home exam. 34 of 38 (89.5%) of students met the competency when measured this way. In the Spring semester the assessment was part of an on-line exam. 40 of 50 (80%) met the competency. Thus, across semesters, 74 of 88 (84%) students met this competency scoring 70% or higher.

Results indicate a decrease of 9.3 percentage points from last year. Some of this may be attributed to a new method of assessing this competency. The results from the take-home exam method were slightly higher than last year’s cumulative result (89.3%). The decrease appears to be a result of the on-line format of the assessment in the spring. It appears that the timed element of the on-line assessment may have played a role in the lower numbers. Next year faculty will return to an exam administered in class.

**Outcome 3 - Method 2**

During REC 4680, students will develop an Administrative Project Plan demonstrating the application of entry-level skills in planning and design of a recreation program that will be judged by a university and agency supervisor. Measurement criteria will include analysis of 1) relevance to the agency mission; 2) identification of the target market; 3) statement of measureable and realistic goals; 4) thoroughness of a plan for marketing; 5) appropriate risk management and evaluation plans; and 6) 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 2015 twenty three (23) and Spring 2016 twenty four (24) undergraduate students enrolled in REC 4680 were asked to demonstrate their ability to plan, promote, administer and evaluate a recreation program for an agency. This competency was assessed through the development of an Administrative Project program plan for a recreation experience which is approved by both the agency and academic supervisors and is implemented during the 560/400 hour internship. Following the implementation of the project, the student report was evaluated by both the agency and university internship supervisor. Across semesters, 41 of 47 (87.3%) met this competency scoring 75% or better.

Results are slightly lower than last year (a decrease of 1.8 percentage points) which faculty believes may be a result of a more detailed and strenuous rubric. This project is continuing to be changed to make it more relevant for a variety of agencies. Faculty will continue to increase both the quality and quantity of resources placed online for reference.

**Outcome 4**

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 demonstrating 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 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 better on the budget portion of this project.

**Outcome 4 - Method 1 - Result**

In fall 2015 twenty three (23) and Spring 2016 twenty four (24) undergraduate students enrolled in REC 4680 were asked to demonstrate the application of entry-level budgeting and pricing functions. This competency was assessed 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, 41 of 47 (87.2%) met this competency scoring 75% or better.

Results are almost the same as last year (87.2% vs 86.9%). While still not hitting the target of 90%, it should be noted that the level required to demonstrate competence was raised from 70% to 75%. Raising the requirement is in keeping with the higher standards we are seeking throughout the curriculum. Resources continued to be added to the TRACS site for further reference.

**Outcome 4 - Method 2**

During REC 4680, students will develop an Administrative Project Plan demonstrating the application of entry-level human resource management functions that will be judged by a university and agency supervisor. Measurement of competency will be 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 better on the resource management section of this project.

**Outcome 4 - Method 2 - Result**
In fall 2015 twenty three (23) and Spring 2016 twenty four (24) 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 function of staff and volunteer, consideration of training or certification requirement, and efficiency of human resources usage. Across semesters, 41 of 47 (87.2%) met this competency scoring 75% or better. These results are a slight improvement over last year (0.3%). While still not hitting the goal of 90% of student demonstrating competence in entry-level human resource functions, it should be noted that we raised the level of required competence from 70% to 75% thus faculty feels as if the improvements in the assessment description, grading rubric, and increased resources are having the desired effect. This assessment will continue to be used.

Outcome 5
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. Assignments will be graded on relevant criteria such as 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 2015 twenty three (23) and Spring 2016 forty two (42) undergraduate students enrolled in REC 4380 were asked to demonstrate their ability to discuss an issue that pertains to professional service delivery. The competency was assessed by a written paper which required them to discuss issues related to social justice, diversity of groups affected by social justice issues and the provision of recreation programs and services. Across semesters 57 of 65 (87.6%) met this competency scoring 75% or above. Although still not hitting the target of 90%, results are an improvement over last year of 5.2 percentage points. Throughout the entire semester 12 discussion topics related to social justice in different formats were discussed at length by the students. An outline was added to the course content and will continue to improve each semester to clarify and address further written and critical analysis of the suggested topics. The assessment is continuing to be improved and further reflection items have been added to the course to identify and enhance further writing and critical analysis skills. Resources will continue to be added to the TRACS site for further reference related to citations and writing 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
In fall 2015 twenty three (23) and Spring 2016 forty two (42) undergraduate students enrolled in REC 4380 were asked to demonstrate their ability to apply professional level decision-making skills. Competence was assessed via a written case study which required students to respond to a situation with the potential to impact a large number of people. They had to choose, justify and use a decision-making strategy from a list provided by faculty. Across semesters 70 of 78 (89.7%) of students met this competency scoring 70% or better. These results cannot be compared to last year as this is a new measure. Faculty has reviewed the grading rubric and found it to be appropriate for the content and consistent with skills expected of entry level professionals. This competency will continue to be measured this assessment.

Outcome 6
The academic program will promote and realize gains in student success.

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 number of freshmen enrolled in the academic program who returned as sophomores provided the data to assess retention. In this program, 10 of the 10 freshmen in fall of 2014 returned as sophomores in fall of 2015 for a one year retention rate of 100.0%, exceeding the university average of 76.0% and meeting the expected target. The 2015-2016 retention rate was higher than the 57.1% retention rate in 2014-2015 showing an improvement.

Outcome 6 - Method 2
Student graduation success will be measured by observing the number of graduates from the academic program in during 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
The number of students graduating from the degree program during the 2015-2016 fall, spring, and summer semesters along with the total number of students enrolled in the program provided the data to assess student graduation success. In this program, 76 of the 301 students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of 25.2%, exceeding the university undergraduate average of 19.1% and meeting the expected target. The percentage of graduates in 2015-2016 fell below the xx.x% of graduates in 2014-2015 showing a decline.

Outcome 7
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 be balanced (50/50).

Outcome 7 - Method 1 - Result
The number male versus female student enrolled in the academic program during the 2015 fall semester provided the gender data. In this program, 180 of the 282 students or 63.8% were female while 102 of the students or 36.2% were male providing an imbalanced gender distribution and not meeting the expected target. The percentage of female and male student in 2014-2015 was 4.0% and 96.0% respectively; thus, the male-female ratio has become more balanced in 2015-2016.

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 in the other Texas Emerging Research Universities.

Outcome 7 - Method 2 - Result
The number students of various ethnic backgrounds enrolled in the academic program during the 2015-2016 fall semester provided the data to assess ethnic and racial diversity. In this program, 19 of the 282 students or 6.7% (compared to 6.9% in 2014-2015) were African-American; 99 of the 282 students or 35.1 % (compared to 31.9% in 2014-2015) were Hispanic; 150 of the 282 students or 53.2% (compared to 53.3% in 2014-2015) were White, non-Hispanic; 13 of the 282 students or 4.6% (compared to 5.8% in 2014-2015) were of other minority or unknown backgrounds; 1 of the 282 students or 0.4% (compared to 0.4% in 2014-2015) were of non-resident International students. During 2015-2016, other Emerging Research Universities in the state of Texas had populations consisting of 9.9% African American, 31.4% Hispanic, 35.7% White, non-Hispanic, 13.3% other minority or unknown background, and 9.7% non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution unlike that of other Texas Emerging Research Universities, also indicating that the program is not meeting the expected target. Compared to 2014-2015, the student population in 2015-2016 appears to represent a more diverse background.

Approval History

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