Texas State University
Outcomes Report

General Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>2019-2020</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 (BS)</td>
</tr>
<tr>
<td>Program Code:</td>
<td>31.03</td>
</tr>
<tr>
<td>Outcome Type:</td>
<td>Student Learning (UG)</td>
</tr>
<tr>
<td>Degree:</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Coordinator/Contact:</td>
<td>Jo An Zimmermann-Somoza</td>
</tr>
<tr>
<td>Status:</td>
<td>Data Entry Closed</td>
</tr>
</tbody>
</table>

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

The Action Plan from 2018-2019 outlined several issues we were working on. Each is listed below along with the results from this year’s outcomes:

1. To revise the 'Preceptor Manual' provided to agency supervisors of undergraduate students enrolled in REC 4680 Internship in Recreation Administration, and REC 4681 Internship in Therapeutic Recreation: Results: During 2019-2020, there were two new internship coordinators who successfully revised the existing Preceptor Manual for agencies hosting interns. This manual provides detailed information regarding the academic assignments required in connection with the two internship courses. Outcome 3, Method 2 showed an increase of 1.7 percentage points over the prior year (2018-2019: 87.8%, 2019-2020: 89.5%). Faculty believe that the revised manual played a part in this improvement.

2. To complete the 'Preceptor Manual' provided to agency supervisors of undergraduate students enrolled in REC 2336 Directed Field Experience in Programming Recreation. Results: During 2019-2020, there were two new internship coordinators who successfully completed the Preceptor Manual for agencies hosting students completing field experiences. This manual provides detailed information regarding the academic assignments required in connection with the filed experience. Outcome 2, Method 2 showed an increase of 5.5 percentage points over the prior year (2018-2019: 78.5%, 2019-2020: 84%). Faculty believe that the revised manual played a part in this improvement.

Action Plan

1. To review and revise where needed, student learning outcomes to ensure they are reflective of the updated curriculum approved during the 2019-2020 curriculum cycle.

2. To review and revise the Administrative Project for REC 4680 Internship in Recreation Administration. In-depth conversations with agency preceptors have indicated that this assignment needs to be redesigned so it is appropriate for the broad range of agency types where students complete their internships.

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. (COAPRT Standard 7.01)

Outcome 1 - Method 1

Students in REC 1310 Introduction to Recreation and Leisure Services will score 70% or better on the instructor designed 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 2019, and spring 2020, 121 undergraduate students enrolled in REC 1310 Introduction to Recreation (a face-to-face course at the San Marcos campus) were assessed using an instructor designed mid-term exam in order to measure students’ ability to define three or more primary theories related to the explanation of leisure behavior. The course instructor found that 105 of the 121 students scored 70% or better on this exam. Thus, 86.7% of undergraduate students enrolled in REC 1310 Introduction to Recreation met or exceeded expectations on the exam by demonstrating their knowledge of theories related to the explanation of leisure behavior.

In 2018-2019, 87.6% met the standard of 70% or better on this exam. Thus, there was small decrease of 0.9 percentage points from 2018-19 to 2019-20. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. Faculty will continue to work on incorporating more on-line learning tools to assist with learning this material. Specifically, students need to relate classroom knowledge to real-world scenarios. This will be accomplished by providing more opportunities to practice this skill both on-line and face-to-face in class.
Outcome 1 - Method 2

Students graduating from the program will demonstrate the ability to design and evaluate recreation and related experiences reflective of manner.

In 2018-2019, 78.5% met or exceeded the standards thus there has been an improvement of 5.5 percentage points on this exam. As a nationally accredited program, it is expected that all students meet the standard of 70% or better. Given that the results from this year show an increase, faculty will continue working with agency preceptors so they can assist with mentoring students on this assignment in a more productive manner.

Students graduating from the program will demonstrate the ability to facilitate recreation related experiences for diverse clientele, settings, cultures, and contexts. (one section of COAPRT Standard 7.02)

In fall 2019, and spring 2020, 25 undergraduate students enrolled in REC 2336 Directed Field Experience in Programming Recreation (an on-line course which requires students to complete a minimum of 200 hours for an affiliated recreation agency) were assessed using an instructor designed final examination. The course instructor found that 21 of 25 students scored 70% or better on this exam. Thus, 84% of undergraduate students enrolled in REC 2336 Directed Field Experience in Programming Recreation met or exceeded the standard of 70% using an instructor designed rubric which evaluated their ability to modify recreation programs for different populations based on appropriateness of the activity, adapted instructions, instructor/participant ratios, and modified equipment or location.

In fall 2018, 92.9% met the standard of 70% or better on this exam. Thus, there was a decrease of 10.3 percentage points from fall 2018 to fall 2019. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. Previous data has shown that having high-quality industry guest speakers improves student understanding and knowledge of the profession. In 2019-20 there was a challenge with finding and scheduling quality industry guest speakers to speak to classes. In 2020-2021, the coordinator will assist the lecturer with locating and scheduling speakers before the semester begins.

Outcome 2 - Method 1 - Result

In fall 2018, 92.9% met the standard of 70% or better on this exam. Thus, there was a decrease of 10.3 percentage points from fall 2018 to fall 2019. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. Previous data has shown that having high-quality industry guest speakers improves student understanding and knowledge of the profession. In 2019-20 there was a challenge with finding and scheduling quality industry guest speakers to speak to classes. In 2020-2021, the coordinator will assist the lecturer with locating and scheduling speakers before the semester begins.

Outcome 2 - Method 2

Students in REC 1370 Introduction to Therapeutic Recreation 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). Using an instructor designed rubric students will be assessed on their ability to address issues related to accessibility. Students will score 70% or better on this assignment.

In fall 2019, and spring 2020, 91 undergraduate students enrolled in REC 1370 Introduction to Therapeutic Recreation were assessed using a Barrier Analysis Assignment in order to measure students’ ability to demonstrate the diverse needs of clients. The course instructor found that 87 of 91 students were able to demonstrate diverse needs of clients through their accessibility study report. Thus, 95.6% of undergraduate students enrolled in REC 1370 Introduction to Therapeutic Recreation met or exceeded the standard of 70% or better using an instructor designed rubric which evaluated their ability to address issues related to accessibility.

In 2018-2019 96% of students met the standard thus there is a very slight decrease from 2018-2019 (.4 percentage points). As a nationally accredited program, it is expected that all students meet the standard of 70% or better. Given that the results from this year are almost equal to last year, faculty will continue working to improve the instructions provided with the assignment, as well as providing enhanced on-line support.

Outcome 2 - Method 1

Students in REC 1370 Introduction to Therapeutic Recreation 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). Using an instructor designed rubric students will be assessed on their ability to address issues related to accessibility. Students will score 70% or better on this assignment.

Outcome 2 - Method 2

Students in REC 1370 Introduction to Therapeutic Recreation 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). Using an instructor designed rubric students will be assessed on their ability to address issues related to accessibility. Students will score 70% or better on this assignment.

Outcome 2 - Method 2 - Result

In fall 2019, and spring 2020, 91 undergraduate students enrolled in REC 1370 Introduction to Therapeutic Recreation were assessed using a Barrier Analysis Assignment in order to measure students’ ability to demonstrate the diverse needs of clients. The course instructor found that 87 of 91 students were able to demonstrate diverse needs of clients through their accessibility study report. Thus, 95.6% of undergraduate students enrolled in REC 1370 Introduction to Therapeutic Recreation met or exceeded the standard of 70% or better using an instructor designed rubric which evaluated their ability to address issues related to accessibility.

In 2018-2019 96% of students met the standard thus there is a very slight decrease from 2018-2019 (.4 percentage points). As a nationally accredited program, it is expected that all students meet the standard of 70% or better. Given that the results from this year are almost equal to last year, faculty will continue working to improve the instructions provided with the assignment, as well as providing enhanced on-line support.

Outcome 3

Students graduating from the program will demonstrate the ability to design and evaluate recreation and related experiences reflective of
Outcome 3 - Method 1
As part of the midterm exam students in REC 2335 Recreation Program Development will demonstrate strategic planning skills and understanding by aligning the mission/vision with programs within an existing recreation agency. This will be evaluated using instructor designed short answer questions. Students will score 70% or greater on this portion of the exam.

Outcome 3 - Method 1 - Result
In fall 2019 and spring 2020, 60 undergraduate students enrolled in REC 2335 Recreation Program Development (a face-to-face course at the San Marcos campus) were assessed using an instructor designed short answer question in an exam in order to measure students’ ability to demonstrate strategic planning skills and understanding by aligning the mission/vision with programs within an existing recreation agency. The course instructor found that 60 of 60 students met the standard of scoring 70% or better on this part of the exam. Thus, 100% of undergraduate students enrolled in REC 2335 Recreation Program Development met or exceeded expectations, on this embedded test question by demonstrating their ability to align mission/vision of an agency with the programs which are offered by the agency.

In 2018-2019 89.7% of students met or exceeded the standard, which means that there was an increase of 10.3 percentage points compared to last year. As a nationally accredited program, it is expected that all students achieve the standard of 70% or better. The alignment of programs with mission/vision is a very important concept in the recreation industry as it is the start of understanding how resources are allocated for program and service delivery. There had been a dip in 2018-2019 compared to the previous three years (2015-2016: 84%, 2016-2017: 91%, 2017-2018: 95%). As this is an important concept, the instructor provided more in-class practice as well as on-line resources in an effort to improve this outcome.

Outcome 3 - Method 2
During REC 4681 Internship in Therapeutic Recreation students will demonstrate understanding of the Therapeutic Recreation (TR) Process (APIE) and documentation of the process, developing a case study over one consumer at their internship site. This assignment will be evaluated by both university and agency supervisors. Using a rubric, students will be evaluated looking at assessment of the consumer, outcomes for direction of treatment, implementation of interventions based on outcomes, evaluation of outcomes, and documentation of the TR Process. Students will earn a 75% average grade on the case study assignment.

Outcome 3 - Method 2 - Result
In fall 2019, and spring 2020, 38 undergraduate students enrolled in REC 4681 Internship in Therapeutic Recreation (an on-line course requiring a student to complete a minimum of 560 hours at an affiliated Agency providing therapeutic recreation services) were assessed using a case study in order to measure students’ ability to understand and apply the Therapeutic Recreation (TR) process (APIE). The course instructor found that 34 of 38 students met the standard of scoring 75% or better on the case study. Thus, 89.5% of undergraduate students enrolled in REC 4681 Internship in Therapeutic Recreation met or exceeded expectations when graded using an instructor designed rubric that evaluated the assessment of the client chosen for the case study, outcomes identified for direction of treatment, implementation of interventions based on desired outcomes, evaluation of outcomes and documentation of the TR Process.

In 2018-2019 89.8% of students met or exceeded the standard thus there has been an increase of 1.7 percentage points. Based on last year’s results, faculty worked on the instructions for the assignment as well as the grading rubric. This appears to have helped. The TR APIE Process is key for a practicing Therapeutic Recreation Specialist and is a large component of the national certification exam. Overall, our students exceed the national average when taking the exam for the first time however, the assessment and documentation processes are not as strong as they could be. This is an issue which the faculty considered when updating the Therapeutic Recreation curriculum this past year to include more hands-on practice of this skill earlier in the program.

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. (COAPRT Standard 7.03)

Outcome 4 - Method 1
During REC 4680 Internship in Recreation Administration, 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 an instructor designed 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. Students will earn a 75% average grade on this assignment.

Outcome 4 - Method 1 - Result
In fall 2019, and spring 2020, 24 undergraduate students enrolled in REC 4680 Internship in Recreation Administration (an on-line course requiring a student to complete a minimum of 400 hours at an affiliated recreation agency), were assessed using part of an administrative project in order to measure students’ ability to demonstrate entry-level skills in the planning and design of a recreation program. The course instructor found that 21 of the 24 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 87.5% of undergraduate students enrolled in REC 4680 Internship in Recreation Administration met or exceeded expectations when evaluated using an instructor designed rubric which looked at 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 by
demonstrating their ability to plan and design a recreation program. In 2018-2019, 95% of students met or exceed expectations which means there was a decrease of 7.5 percentage points from last year. Part of last year’s Action Plan called for faculty to have updated/improved the ‘Preceptors Manual’. Although this was accomplished, in-depth conversations with agency preceptors have indicated that this assignment needs to be redesigned so it is appropriate for the broad range of agency types where students complete their internships. Faculty will be working on this over the summer to be in place for next fall.

**Outcome 4 - Method 2**

During REC 4680 Internship in Recreation Administration, 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. Using an instructor designed rubric, students will be evaluated 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. Students will score 75% or higher on the application section of the administrative project plan.

**Outcome 4 - Method 2 - Result**

In fall 2019, and spring 2020, 24 undergraduate students enrolled in REC 4680 Internship in Recreation Administration (an on-line course requiring a student to complete a minimum of 400 hours at an affiliated recreation agency), were assessed using part of an administrative project in order to measure students’ ability to demonstrate entry-level human resource management functions. The course instructor found that 21 of the 24 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 87.5% of undergraduate students enrolled in REC 4680 Internship in Recreation Administration met or exceeded expectations when evaluated using a rubric which evaluated student work 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 as they demonstrated their ability to apply entry-level human resource management skills.

In 2018-19, 95% of students met or exceed expectations which means there was a decrease of 7.5 percentage points from last year. Part of last year’s Action Plan called for faculty to have updated/improved the ‘Preceptors Manual’. Although this was accomplished, in-depth conversations with agency preceptors have indicated that this assignment needs to be redesigned so it is appropriate for the broad range of agency types where students complete their internships. Faculty will be working on this over the summer to be in place for next fall.

**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 Seminar in Recreation (senior capstone class) will complete a written assignment about an issue that pertains to professional service delivery. The assignment will be evaluated using an instructor designed 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. Students will be assessed by the instructor and score 75% or above on this assignment.

**Outcome 5 - Method 1 - Result**

In fall 2019, and spring 2020, 86 undergraduate students enrolled in REC 4380 Seminar in Recreation (a hybrid course at the San Marcos Campus) were assessed by the instructor using an essay in order to measure students’ ability to demonstrate entry-level human resource management functions. The course instructors found that 81 of 86 students met or exceeded the expectation of scoring 75% or above on this assignment. Thus, 94% of undergraduate students enrolled in REC 4380 Seminar in Recreation met or exceeded expectations when graded using an instructor designed rubric which evaluated the students’ 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.

In 2018-19, 92.3% of students of students met or exceeded expectations thus there was an increase of 1.7 percentage points since last year. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. Based on the good results for the past two years, instructors will continue to provide resources for technical and sample writing in the LMS. In addition, instructors will continue to support class discussions as needed to promote student success.

**Outcome 5 - Method 2**

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

**Outcome 5 - Method 2 - Result**

In fall 2019, and spring 2020, 82 undergraduate students enrolled in REC 3325 Recreation Administration (a face-to-face course at the San Marcos Campus) were assessed using a written assignment in order to measure students’ ability to apply professional decision-making skills to a specific situation. The course instructors found that 71 of 82 met or exceeded the expectation of scoring 70% or above on this assignment. Thus, 86.5% of undergraduate students enrolled in REC 3325 Recreation Administration met or exceeded expectations when graded using an instructor designed...
rubric that evaluated the paper based upon completeness, application of decision-making processes, and the ability to justify their decision, all of which demonstrate their professional decision-making skills.

In 2018-2019, 82% of students met or exceeded standards thus this result shows an increase of 4.5 percentage points since last year. Faculty redesigned the instructions for the assignment in 2018-2019 and updated the lecture material in 2019-2020. Based on the second year of improved results (fall 2017: 76%, 2018-2019: 82%, and 2019-2020: 86.5%), it appears that these changes may have been effective. As decision-making skills are important for future managers, faculty will continue working on improving learning materials related to this assignment.

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

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.

In fall 2018 there were 15 first-time, full-time freshman enrolled in the Bachelor of Science, Major in Recreation Administration. Of those 15, 12 were still enrolled in Fall 2019. Therefore, the retention rate for the Bachelor of Science, Major in Recreation Administration was 80% which is slightly better than last year when the retention rate was 78.9% for students enrolled in the Bachelor of Science, Major in Recreation Administration. In both years this retention rate was above (77.1% and 75.7% respectively) that of the University as a whole.

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.

The Bachelor of Science, Major in Recreation Administration conferred 81 undergraduate degrees in FY2019 compared to 253 undergraduate students enrolled in FY2019 resulting in a graduation rate of 32%. This rate compares favorably to the University as a whole which had 7,367 undergraduate degrees conferred in FY2019 resulting in a graduation rate of 21.5%.

Compared to FY2018, the Bachelor of Science, Major in Recreation Administration shows an improvement of 1.8 percentage points from 30.2% in FY2018 (89 degrees for 294 enrolled). At the same time, the University showed an improvement of .6 percentage points from 20.9% in FY2018 (7,176 degrees for 34,180 enrolled) to 21.5% in FY2019 (7,367 degrees for 34,187 enrolled).

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

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.

As illustrated in the chart above, the gender diversity of undergraduate students enrolled in Bachelor of Science, Major in Recreation Administration does not mirror that of the University. Students in this major tend to be a higher percentage of female (70.9% in FY20 and 72.2% in FY19) than the university (58.5% in FY20 and 58.5% in FY19).

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall
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.

As illustrated in the chart above, the ethnic/racial diversity of undergraduate students enrolled in Bachelor of Science, Major in Recreation Administration do not mirror that of the university. Students in this major tend to be a higher percentage of White, non-Hispanic than the university, thus the percentages in the other categories are lower than the university. If we compare FY19 to FY20, we can see that the percentage of White, non-Hispanics enrolled in the Bachelor of Science, Major in Recreation Administration has gone up while the percentage of students identifying as Hispanic has decreased, which is opposite to the university trend (White, non-Hispanic: down, Hispanic: up).

### Approval History

<table>
<thead>
<tr>
<th>Approval History Event</th>
<th>Approver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes Approved Level 1</td>
<td>Karen Meaney (KM66)</td>
</tr>
<tr>
<td>Outcomes Approved Level 2</td>
<td>Michael O'Malley (mo20)</td>
</tr>
<tr>
<td>Outcomes Audit Report Submitted</td>
<td>Ruben Garza (rg26)</td>
</tr>
<tr>
<td>Results Approved Level 1</td>
<td>Karen Meaney (KM66)</td>
</tr>
<tr>
<td>Results Approved Level 2</td>
<td>Michael O'Malley (mo20)</td>
</tr>
<tr>
<td>Results Audit Report Submitted</td>
<td>Ruben Garza (rg26)</td>
</tr>
</tbody>
</table>