Texas State University
Outcomes Report

General Information

<table>
<thead>
<tr>
<th>Academic Year: 2017-2018</th>
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<tbody>
<tr>
<td>College: Education</td>
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<tr>
<td>Department: Health and Human Performance</td>
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<tr>
<td>Program: Recreation Administration (BS)</td>
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<tr>
<td>Program Code: 31.03</td>
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<tr>
<td>Outcome Type: Student Learning (UG)</td>
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<tr>
<td>Degree: Undergraduate</td>
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<tr>
<td>Coordinator/Contact: Jo An Zimmermann</td>
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<td>Status: Data Entry Closed</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
We had two specific goals in the Action Plan last year:

1. In last year's Action Plan, we reported the addition of a new internship course REC 4681 Internship in Therapeutic Recreation. We are happy to say that the new course was offered for the first time in fall 2017 and the result for Outcome 3, Method 2 was strong with 90% of enrolled students meeting the standard when writing a case study using the Therapeutic Recreation APIE Process.

2. In last year's report, faculty had identified that efforts in adding on-line components to many courses is paying off as students were beginning to achieve the standards we are setting. Therefore, faculty planned to add more on-line content where appropriate. In both cases shown below improvement can be linked to additional on-line components:

   Outcome 2, Method 1: Students in REC 1370 Introduction to Therapeutic Recreation showed an improvement from 92% to 93% of students meeting the standard when completing an accessibility study as part of a group.

   Outcome 5, Method 1: Students in REC 4380 Seminar in Recreation, showed an improvement from 91% to 98% of students meeting the standard when completing a written assignment which required them to address issues related to social justice, diversity of groups affected by social justice issues and of the provision of recreation programs and services.

Additionally, based on a comparison of the 2016-2017 and 2017-2018 results, improvements in student learning are evident in:

- Outcome 3, Method 1: Students in REC 2335 Recreation Program Development showed an improvement from 91% to 95% of students meeting the standard when responding to an embedded test question which demonstrated their ability to align a mission/vision of an agency with the programs it offers.

Action Plan
Two of the three outcomes which saw improvement were in courses where faculty is providing more information on-line. Based on the results, the faculty plan to improve the online presence for courses where it is deemed appropriate.

Students enrolled in both REC 2336 Directed Field Experience and REC 4680 Internship in Recreation Administration both had decreases in outcome results. For the past two years all content for both of these courses has been delivered on-line. Faculty believe that at least part of the problem may be that due to the growing numbers of students in the program there are many more new sites being used for these two courses. With new sites, come new agency supervisors (preceptors) who may not be fully aware of the academic requirements related to the time students are working at their agency. Faculty is working on a 'Preceptor Manual' which we hope to begin using with agency supervisors in the next year. This manual will provide detailed information about the various assignments related to REC 2336 Directed Field Experience in Programming Recreation, REC 4680 Internship in Recreation Administration, and REC 4681 Internship in Therapeutic Recreation so that agency supervisors can assist with mentoring students on their academic assignments.

The number of students in the program continues to be high. We added another full-time lecturer and tenure- track assistant professor in Fall 2017. One the existing lecturers will be converting to a tenure-track position in fall 2018. Due to one faculty member earning developmental leave in Fall 2017 and another in Fall 2018 we are also using additional per course faculty. The new ideas coming in are helpful and exciting but there is also a learning curve for the new faculty. We are assigning mentors to each of the new faculty to assist in the continuation of delivering quality outcomes. We hosted a successful and informative Advisory Council meeting in Spring 2018 as we begin preparing for re-accreditation. The report will be due in Fall 2019 with a visiting team in 2020. Faculty will be taking their ideas into consideration regarding skills students need upon graduation as we discuss curriculum changes in the next few months.

Faculty will be reviewing content delivery methods as well as assessment methods for those outcomes which either stayed the same as 2016-2017 or went down.

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

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existing program to accommodate the needs of three different populations. The assignment, based on a 100pt scale, will be evaluated based on the needs of these populations.

**Outcome 1 - Method 1**

Students in REC 1310 Introduction to Recreation and Leisure Services 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 2017, 81 undergraduate students enrolled in REC 1310 Introduction to Recreation were assessed using an 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 66 of the 81 students scored 70% or better on this exam. Thus, 82% 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 2016-2017, 82% also met the standard of 70% or better on this exam. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. Faculty has been working over the past several semesters to incorporate 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 in class.

**Outcome 1 - Method 2**

Students in REC 1310 Introduction to Recreation and Leisure Services 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 2017, 80 undergraduate students enrolled in REC 1310 Introduction to Recreation were assessed using an exam in order to measure students’ ability to recognize similarities and differences between public, not-for-profit, and commercial leisure services agencies. The course instructor found that 63 of the 80 students scored 70% or better on this exam. Thus, 79% of undergraduate students enrolled in REC 1310 Introduction to Recreation met or exceeded expectations on the exam by demonstrating their knowledge of leisure service agencies. In 2016-2017, 85% met the standard of 70% or better on this exam which means that the level of success this year has dropped off by 6 percentage points. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. We have a new instructor teaching this course and she had a different approach for teaching this information. Senior faculty is mentoring her as she finds a balance in teaching multiple courses and sections. Specifically, students need more real-world examples. This will be accomplished by scheduling more industry guest speakers for future semesters.

**Outcome 2**

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)

**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 a 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 1 - Result**

In fall 2017, 55 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 51 of 55 students were able to demonstrate diverse needs of clients through their accessibility study report. Thus, 93 % of undergraduate students enrolled in REC 1370 Introduction to Therapeutic Recreation met or exceeded the standard of 70% or better using a rubric which evaluated their ability to address issue related to accessibility. In 2016-2017 92% of students met the standard thus there has been a very small improvement of one percentage point. 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 that only 93% of students are meeting the target, faculty will continue working to improve the instructions provided with the assignment. Traditionally, students complete this assignment as a group. While there is no plans to change the group approach, students will be assigned into smaller groups to help with scheduling around other classes as well as jobs the students may have. Additionally, the instructor will work to provide more on-line support for this assignment.

**Outcome 2 - Method 2**

Students in REC 2336 Directed Field Experience in Programming Recreation will complete a written assignment which requires them to modify an existing program to accommodate the needs of three different populations. The assignment, based on a 100pt scale, will be evaluated based on the needs of these populations.
student’s ability to articulate how diverse needs of each population were addressed in the modified program. Students will score 70% or better on this assignment.

**Outcome 2 - Method 2 - Result**

In fall 2017, 21 undergraduate students enrolled in REC 2336 Directed Field Experience in Programming Recreation were assessed using an applied assignment in order to measure students’ ability to modify an existing recreation program to accommodate the needs of diverse populations. The course instructor found that 18 of 21 students were able to modify an existing program to meet the needs of three different population groups. Thus, 86% of undergraduate students enrolled in REC 2336 Directed Field Experience in Programming Recreation met or exceeded the standard of 70% using a 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 2016-2017, 89% met or exceeded the standard of 70% or better on this assignment. 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 a drop in three percentage points as compared to last year, faculty will continue working to improve the instructions provided with the assignment. Faculty is also working on a ‘Preceptor Manual’ which we hope to begin using with agency supervisors in the next year. This manual will provide detailed information about the various assignments related to the Directed Field Experience in Programming Recreation so that agency supervisors can assist with mentoring students on this assignment.

**Outcome 3**

Students graduating from the program will demonstrate the ability to design and evaluate recreation and related experiences reflective of contemporary professional practices. (one section of COAPRT Standard 7.02)

**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 a short answer question. Students will score 70% or greater on this portion of the exam.

**Outcome 3 - Method 1 - Result**

In fall 2017, 22 undergraduate students enrolled in REC 2335 Recreation Program Development were assessed using an embedded text question 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 21 of 22 students met the standard of scoring 70% or better on this part of the exam. Thus, 95% 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 with the programs which are offered by the agency. In 2016-2017 91% of students met or exceeded the standard, which means that there was an improvement of 4 percentage points over 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. As results continue to improve from year to year (2015-2016: 84%, 2016-2017: 91%, 2017: 95%) we are going to keep doing what we are doing.

**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 2017, 20 undergraduate students enrolled in REC 4681 Internship in Therapeutic Recreation 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 18 of 20 students met the standard of scoring 75% or better on the case study. Thus, 90% of undergraduate students enrolled in REC 4681 Internship in Therapeutic Recreation met or exceeded expectations when graded using a 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. This is a new method for 2017-2018 as the course was taught this year for the first time. Overall, faculty is pleased with the outcome but is seeking to improve student success. 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 is looking at across the Therapeutic Recreation curriculum.

**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 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. Students will earn a 75% average grade on these evaluations.

Outcome 4 - Method 1 - Result

In fall 2017, 13 undergraduate students enrolled in REC 4680 Internship in Recreation Administration, 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 10 of the 13 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 77% 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. Students will score 75% or higher on this section of the administrative project plan.

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 a 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 this section of the administrative project.

Outcome 4 - Method 2 - Result

In fall 2017, 13 undergraduate students enrolled in REC 4680 Internship in Recreation Administration, 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 10 of the 13 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 77% 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.

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 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. Students will score 75% or above on this assignment.

Outcome 5 - Method 1 - Result

In fall 2017, 45 undergraduate students enrolled in REC 4380 Seminar in Recreation were assessed using an essay in order to measure students’ ability to complete a written assignment 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. The course instructor found that 44 of 45 students met or exceeded the expectation of scoring 75% or above on this assignment. Thus, 98% of undergraduate students enrolled in REC 4380 Seminar in Recreation met or exceeded expectations when graded using a rubric that 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 2016-2017, 91% of students of students met or exceeded expectations thus we have an improvement of 7 percentage points over last year. This course is now delivered in a hybrid format. Faculty have added in more reading and writing assignments all of which lead to this essay submitted at
the end of the semester. Based on the improvement of this outcome, it seems as if the additional reading and writing has been worth the effort as students wrote papers of a much higher quality than in the past. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better.

**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 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. Students will score 70% or above on this assignment.

**Outcome 5 - Method 2 - Result**

In fall 2017, 46 undergraduate students enrolled in REC 3325 Recreation Administration were assessed using a written assignment in order to measure students’ ability to apply professional decision-making skills to a specific situation. The course instructor found that 35 of 46 met or exceeded the expectation of scoring 70% or above on this assignment. Thus, 76% of undergraduate students enrolled in REC 3325 Recreation Administration met or exceeded expectations when graded using a 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 2016-2017, 79% of students met this standard showing a decrease in achievement for the second year in a row (2015-2016: 89.7%, 2016-2017:79%, and fall 2017: 76%). Faculty continues to be concerned about this trend. Students are given the information so that they have 2 full weeks to work on the paper. The instructor and a GA are both available to read drafts prior to the due date. The biggest problem is that students fail to provide all of the required information in spite of a detailed grading rubric. As this is one of the first assignments of the semester and perhaps that timing needs to be re-evaluated.

**Outcome 6**

**Goal:** 1. Promote the success of all students.

**Initiative:** 1.3 Increase student retention and graduation rates.

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**

In fall 2016 there were 23 first-time, full-time freshman enrolled in the Bachelor of Science, Major in Recreation Administration. Of those 23, 18 were enrolled in Fall 2017. Therefore the retention rate for the Bachelor of Science, Major in Recreation Administration is 78% which is exactly the same as that of the University as a whole (78%).

**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**

Bachelor of Science, Major in Recreation Administration had 80 graduates compared to 294 enrolled (27%). This rate compares favorably to the University which had 7,068 graduates compared to 34,180 enrolled (20.6%).

**Outcome 7**

**Goal:** 4. Provide the necessary services, resources, and infrastructure to support the university’s strategic direction.

**Initiative:** 4.11 Provide programs and services that support and enhance the health and wellness of the university community.

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></th>
<th>Recreation Administration</th>
<th>University</th>
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<tbody>
<tr>
<td>Female</td>
<td>201 (68.3%)</td>
<td>19,640 (57.5%)</td>
</tr>
<tr>
<td>Male</td>
<td>93 (31.7%)</td>
<td>14,540 (42.5%)</td>
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As you can see, the Bachelor of Science, Major in Recreation Administration has a higher percentage of females enrolled than the University as a whole.

**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.

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<th>University</th>
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<tbody>
<tr>
<td>Am Indian/Alaskan Native</td>
<td>1 (0.3%)</td>
<td>86 (0.2%)</td>
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<tr>
<td>Black, Non-Hispanic</td>
<td>21 (7%)</td>
<td>3,884 (11.3%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>91 (31%)</td>
<td>12,755 (37.3%)</td>
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<tr>
<td>MULTI-RACE, NON-Hisp, Non-Black</td>
<td>6 (2%)</td>
<td>653 (1.9%)</td>
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<tr>
<td>White, non-Hispanic</td>
<td>167 (56.8%)</td>
<td>15,717 (45.9%)</td>
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<tr>
<td>Non-Residential International</td>
<td>184 (0.5%)</td>
<td>86 (0.2%)</td>
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<tr>
<td>Unknown</td>
<td>1 (0.3%)</td>
<td>91 (0.2%)</td>
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<tr>
<td>Asian</td>
<td>7 (0.2%)</td>
<td>757 (2.2%)</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>53 (0.1%)</td>
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<td>Total</td>
<td>294</td>
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As you can see, the racial demographics are slightly different than those of the university as a whole.

**Approval History**

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<td>Delbert Carpenter (sc33)</td>
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