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.

The Action Plan from 2017-2018 outlined several issues we were working on. Each is listed below along with the results from this year's outcomes:

1. To design a 'Preceptor Manual' for agencies to use when working with undergraduate student enrolled in REC 2336 Directed Field Experience, REC 4680 Internship in Recreation Administration, and REC 4681 Internship in Therapeutic Recreation. Results: Faculty has completed the first draft of the 'Preceptor Manual' for two of the three courses: REC 4680 Internship in Recreation Administration, and REC 4681 Internship in Therapeutic Recreation. This manual provides detailed information about the various assignments in the two internship courses. Results for Outcome 4, Method 1 & Method 2, show that the manual combined with one-on-one coaching for students in REC 4680 Internship in Recreation Administration were successful in raising the percentage of students achieving the expected standard. 95% of the students met expectations compared to last year’s 85% for Outcome 4 Method 1 and 95% of the students met expectations compared to last year’s 77% for Outcome 4 Method 2

2. Mentoring for per-course faculty: Results: As planned, we did more mentoring for per-course faculty this past year. Although some don’t teach courses for which we collect outcome measures, we did have per course faculty teach REC 3325 Recreation Administration (in Fall 2018) and one section of REC 1370 Introduction to Therapeutic Recreation in each semester. Improved outcomes were seen in Outcome 5, Method 2 (82% of students met or exceeded expectations this year, as compared to 76% last year) as well as Outcome 2, Method 1 (96% of students met or exceeded expectations this year, as compared to 93% last year).

3. 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.

4. To complete the ‘Preceptor Manual’ provided to agency supervisors of undergraduate students enrolled in REC 2336 Directed Field Experience in Programming Recreation.

5. To use of the Recreation Administration Advisory Council to inform curriculum development. The meeting in Spring 2019 provided recommendations for changes to curriculum which we will be submitting for approval in the next curriculum cycle. We will be submitting requests for changes to name and descriptions as well as requesting a required 6th course for students in the Therapeutic Recreation Concentration.

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

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 2018, and spring 2019, 210 undergraduate students enrolled in REC 1310 Introduction to Recreation 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 184 of the 210 students scored 70% or better on this exam. Thus, 87.6% 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
In 2017-2018, 82% met the standard of 70% or better on this exam. Thus, there was an improvement of 5.6 percentage points from 2017-18 to 2018-19. 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 in REC 1310 Introduction to Recreation and Leisure Services will score 70% or better on the instructor designed 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 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 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 2018, and spring 2019, 208 undergraduate students enrolled in REC 1310 Introduction to Recreation were assessed using an instructor designed final 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 176 of the 208 students scored 70% or better on this exam. Thus, 84.6% 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 2017-2018, 79% met the standard of 70% or better on this exam. Thus, there was an improvement of 5.6 percentage points from 2017-18 to 2018-19. As a nationally accredited program, it is expected that all students would meet the standard of 70% or better. In last year's action plan, it was indicated that students need more real-world examples in order to connect with the material. Thus, the instructor scheduled more industry guest speakers in 2018-2019 than in 2017-2018. This change appears to have been effective. We will continue to bring in specific high-quality industry guest speakers in future semesters as we try to improve outcomes even more.

**Outcome 2 - Method 1 - Result**

In fall 2018, and spring 2017, 147 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 141 of 147 students were able to demonstrate diverse needs of clients through their accessibility study report. Thus, 96% 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 2017-2018 93% of students met the standard thus this is the second year in a row with improved student outcomes (2016-2017 92%, 2017-2018 93%, 2018-2019 96%). 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 improvement, faculty will continue working to improve the instructions provided with the assignment, as well as providing the on-line support for this assignment which they developed.

**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 by the instructor based on the 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 2018, and spring 2019, 28 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 22 of 28 students were able to modify an existing program to meet the needs of three different population groups. Thus 78.5% 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 2017-2018, 86% met or exceeded the standards thus there has been a decrease of 7.5 percentage points 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 percentage points for the second year in a row, it is really important that we get the ‘Preceptor Manual’ completed for this course as then the agency
supervisors will be able to assist with mentoring students on this assignment in a more productive manner.

### Outcome 3

Students graduating form 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 instructor designed short answer questions. Students will score 70% or greater on this portion of the exam.

### Outcome 3 - Method 1 - Result

In fall 2018 and spring 2019, 78 undergraduate students enrolled in REC 2335 Recreation Program Development were assessed 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 documentation processes are not as strong as they could be. This is an issue which the faculty is looking at across the Therapeutic 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 2017-2018 95% of students met or exceeded the standard, which means that there was a decrease 5.3 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. Results had been steadily improving for the past several years (2015-2016: 84%, 2016-2017: 91%, 2017: 95%) however, faculty instituted a new more rigorous grading rubric which likely accounts for the slight dip in 2018-2019. As this is an important concept, and one they use in courses later in the academic sequence, we will continue to use the more rigorous standard.

### 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 2018, and spring 2019, 41 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 36 of 41 students met the standard of scoring 75% or better on the case study. Thus, 87.8% 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 2017-2018 90% of students met or exceeded the standard thus there has been a decrease of 2.2 percentage points. As the course was taught in 2017-2018 for the first time, faculty made a few adjustments to the grading rubric to more closely match the assignment instructions. Overall, faculty is pleased with the outcome but will continue to work on both instructions for the assignment as well as the grading rubric in order 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 2018, and spring 2019, 22 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 21 of the 22 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 95% 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) plan for including diverse populations by demonstrating their ability to plan and design a recreation program.

In 2017-2018, 85% of students met or exceeded expectations which means there was an increase of 10 percentage points. Based on fall 2017 results, faculty spent more time on risk management and evaluation plans as well as writing a 'Preceptor's Manual' which details university expectations and provide information on specific assignments so that agency supervisors can provide more guidance to the students as they work on their administrative project. Based on the improvement shown, we believe that the new 'Preceptor Manual' is helping with improvements in results for this outcome.

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 plan.

Outcome 4 - Method 2 - Result

In fall 2018, and spring 2019, 22 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 21 of the 22 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 95% 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 2017-18, 77% of students met or exceed expectations means there was a significant increase of 18 percentage points from last year to this year. Based on 2017-2018 results, faculty spent more time on risk management and evaluation plans as well as writing a 'Preceptor's Manual' which details university expectations and provide information on specific assignments so that agency supervisors can provide more guidance to the students as they work on their administrative project. Based on the improvement shown, we believe that the new 'Preceptor Manual' is helping with improvements in results for this outcome.

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 be assessed by the instructor and score 75% or above on this assignment.

Outcome 5 - Method 1 - Result

In fall 2018, and spring 2019, 91 undergraduate students enrolled in REC 4380 Seminar in Recreation were assessed by the instructor 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 instructors found that 84 of 91 students met or exceeded the expectation of scoring 75% or above on this assignment. Thus, 92.3% of undergraduate students enrolled in REC 4380 Seminar in Recreation met or exceeded expectations when graded using an instructor designed 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 2017-2018, 98% of students of students met or exceeded expectations thus there was a decrease of 5.7 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 in 20172018, faculty made a few adjustments to the assignment as well as creating a more rigorous grading rubric. Faculty believes this new rubric provides a better measure of the student work and will continue to use it while working with students so that they understand the importance of completing this assignment to a high standard.

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 2018, and spring 2019, 89 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 instructors found that 73 of 89 met or exceeded the expectation of scoring 70% or above on this assignment. Thus, 82% 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 2017-2018, 76% of students met or exceeded standards thus this standard shows an increase of 6 percentage points following two years of decreases (2015-2016: 89.7%, 2016-2017:79%, and fall 2017: 76%). Faculty redesigned the instructions for the assignment as well as the grading rubric. Based on the improved results, it appears that these changes may have been effective. While the results are still not as high as in 2015/2016 faculty is confident that the redesigned instructions and continued in-class discussion will lead towards improvement next year.

**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 2017 there were 17 first-time, full-time freshman enrolled in the Bachelor of Science, Major in Recreation Administration. Of those 17, 13 were still enrolled in Fall 2018. Therefore the retention rate for the Bachelor of Science, Major in Recreation Administration was 78.9% which is slightly better than last year when the retention rate was 78% for students enrolled in the Bachelor of Science, Major in Recreation Administration. In both years this retention rate was equal to (last year) or above (this year 56.9%) that of the University as a whole.

**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**

The Bachelor of Science, Major in Recreation Administration conferred 89 undergraduate degrees in FY2018 compared to 294 undergraduate students enrolled in FY2018 resulting in a graduation rate of 30.2%. This rate compares favorably to the University as a whole which had 7,176 undergraduate degrees conferred in FY2018 compared to 34,180 undergraduate students enrolled in FY2018 resulting in a graduation rate of 20.9%.

Compared to FY2017, the Bachelor of Science, Major in Recreation Administration shows an improvement of 4.3 percentage points from 25.9% in FY2017 (80 degrees for 308 enrolled) to 30.2% in FY2018 (89 degrees for 294 enrolled). At the same time, the University showed an improvement of .3 percentage points from 20.6% in FY2017 (7,068 degrees for 34,244 enrolled) to 20.9% in FY2018 (7,176 degrees for 34,180 enrolled).

**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**

<table>
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<th>REC Undergrad FY 18</th>
<th>University FY 18</th>
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<tbody>
<tr>
<td>FY 19</td>
<td>184 (72.2%)</td>
<td>19,604 (57.5%)</td>
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<tr>
<td>FY 18</td>
<td>201 (68.3%)</td>
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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 (72.2% in FY19 and 68.3% in FY18) than the university (58.5% in FY19 and 57.5% in FY18).

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.

<table>
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<tbody>
<tr>
<td>FY 19</td>
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<tr>
<td>REC Undergraduate</td>
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<tr>
<td>142 (55.7%)</td>
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<td>83 (32.5%)</td>
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<td>17 (6.7%)</td>
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<tr>
<td>6 (2.4%)</td>
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<td>1 (0.4%)</td>
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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 meaning that the percentages in the other categories are lower than the university. If we compare FY18 to FY19, we can see that the percentage of White, non-hispanics enrolled in the Bachelor of Science, Major in Recreation Administration has gone down while the percentage of students identifying as Hispanic has increased.

Approval History

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