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
Outcome 1 – Both methods of measurement for this outcome show improvement over results from last year as a result of our plan to mentor new adjunct faculty, guest lecture in the course, and also the assignment of one full-time faculty member to the course: Method 1 improved by 3.3% and Method 2 improved by 7%.

Outcome 2 – Both methods of measurement were changed for this outcome. Therefore, it is not appropriate to compare results.

Outcome 3 – Method 1 actually showed a decrease of 6.7% from last year due in part to a new assessment process. Method 2 showed an increase of 6.1% over results from last year.

Outcome 4 – Both methods of measurement show a slight decline (Method 1 -1.1%, Method 2 -.05%) from the previous year.

Outcome 5 – Although Method 1 showed a decrease of 10.6% from last year, students still met set established targets. Method 2 is a new measure so they cannot be compared to last year.

Outcome 6 – Method 1 shows an improvement of almost 50% over last year. We believe our efforts to improve the introductory course (Outcome 1), improved student feedback, and student clubs have increased retention rates. Official university data on graduate are not yet available for Method 2.

Outcome 7 – It is believed that the data for Method 1 (Gender Diversity) is inaccurate on this report. The report indicates that only 11 of 276 undergraduate students is female. Records obtained at the start of spring semester show that 156 of 262 (59%) undergraduate students are female. Data for Method 2 appears to be accurate.

Action Plan
Outcome 1 – Both methods of measurement are taken in the same class, REC 1310 Introduction to Recreation and Leisure Services. The measures are appropriate for the course and the program. Students are currently exceeding the outcome goals. As data being collected are also key outcome to assess for the program to maintain accreditation from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), they will be continued.

Outcome 2 – Both methods of measurement were changed to more clearly reflect the outcomes which the program needs to demonstrate for accreditation from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Both methods exceeded established targets. Both methods will be continued along with the teaching approaches as they are clearly working.

Outcome 3 – Both methods of measurement are tied to outcomes required by program accreditation from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Both also met the established targets and will therefore be continued. Faculty is continuing to improve both the assessment process as well as ensuring that we are teaching the content in the way it is being measured.

Outcome 4 – Although the results for both methods show slight declines, both continue to meet established targets. Both methods of measurement are tied to outcomes required by program accreditation from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) and will therefore be continued. Faculty believes the lower results are due in part to a more rigorous scoring rubric which was developed in the summer of 2014. When the previous rubric was checked for internal consistency, it was found to be lacking. In addition to a new rubric an outline was added to the course content to develop a more in depth process so students will have an outline for a reference. Both measurements are taken from an Administrative Program Project which students complete during their internship. The project is continuing to be revised as we seek to make it more relevant for a variety of agencies. Faculty will continue to work to ensure that content needed to complete this assessment is
being taught during appropriate courses in the curriculum in a manner which reflects what we are asking them to complete during their internship.

Outcome 5 - Faculty believes the drop in results for Method 1 is due in part to a more rigorous and specific grading rubric which was developed after checking the original one for internal consistency. Upon reflection, faculty also realized that there should be more specific content in the course related to the diversity element in regards to service provision. Method 2 is a completely new measure this year. Faculty will continue to improve the assessment process to ensure that we are effectively measuring what students are learning. In general, as articulation of knowledge and application is foundational to decision making, both outcome methods will continue.

Outcome 6 – Faculty will continue to work with students to help them achieve the highest level of success. We have initiated more stringent grading criteria as well as increased grade requirements to ensure that students are prepared for higher level courses, their internships and a successful career upon graduation.

Outcome 7 – Although the results on this report indicate that we do not meet diversity goals, faculty is well aware that the recreation administration program is one of the most diverse in the nation. We will continue to incorporate guest speakers into appropriate courses which reflect the diversity of our student body, with the expectation that our level of diversity will continue to get closer to the population which we serve.

Graduates will demonstrate entry-level knowledge of the scope, foundation, and practices of recreation program administration.

Outcome 1 - Method 1

Eighty percent of students in REC 1310 will score 70% or better on examination items specific to 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 2014 eighty two (82) and Spring 2015 seventy seven (77) undergraduate students enrolled in REC 1310s were asked to demonstrate their ability to identify significant historical events including key legislative, social or economic actions that influenced the growth of the leisure services industry. The competency was measured using items embedded in an in-class exam. Across semesters, faculty found that 123 of 159 (77.3%) met the competency scoring 70% or better.

Although still lower than the recommended outcome of 80%, results this year are 3.3% better than last year and reflects an alternate teaching strategy which included several approaches to meeting student learning needs including combining the class lecture with videos and a student-led learning activity to improve outcomes. This strategy will be implemented again next year along with incorporation of a study guide for test preparation.

Outcome 1 - Method 2

Eighty percent of students in REC 1310 will score 70% or better on examination items 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 2014 eighty two (82) and Spring 2015 seventy seven (77) undergraduate students enrolled in REC 1310 were asked to identify specific issues related to the scope and professional practices within public, not-for-profit and commercial leisure service agencies. The competency was assessed using questions embedded within an in-class exam. Across semesters, 133 of 159 (83.6%) met the competency scoring 70% or better.

The result this year exceeds the expected outcome of 80% and shows an improvement over last year of 7%. Revised strategies for teaching included assigned readings, in-class lectures and notes and guest speakers from the various sectors of recreation. Students reported anecdotally that learning from the professional guest speakers helped them better connect with the information provided in class. The instructor will continue to teach this content in this manner as it reflects a majority of the class is learning this material.

Graduates will demonstrate the ability to facilitate recreation related experiences for diverse clientele, settings, cultures, and contexts.

Outcome 2 - Method 1

Students in REC 1370 will complete a Barrier Analysis where students identify diverse needs of clients and conduct an evaluation of the existence of related barriers in a specific leisure environment. Eighty percent of students will score 70% or better on this paper.

Outcome 2 - Method 1 - Result
In Fall 2014 twenty three (23) and Spring 2015 sixty (60) 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 73 of 83 (87.9 %) undergraduate students met or exceeded the expectations of scoring 70% or better on this assignment. The accessibility study and report is an effective way to measure student knowledge with regards to understanding the diverse needs of clients through the accessibility study report which is completed at an agency that provides recreation programs to diverse clients and participants. An outline is given to the students so they can collect all data for an accessible environment. This is a new measure for this year due to the fact that we are intentionally aligning our Texas State University SLOs with specific accreditation standards. The results (87.9%) were higher than what we had targeted (70%). As this represents a core competency for recreation professionals, we will continue to use this measure in the future.

**Outcome 2 - Method 2**

Students in REC 2336 will articulate, in written form, a minimum of three ways to meet diverse constituency needs. Evaluation will be based on student's identification of three distinct accommodations observed during the field placement. Eighty percent of students will score 70% or better on this assignment.

**Outcome 2 - Method 2 - Result**

Fall 2014 seventeen (17) and Spring 2015 sixteen (16) undergraduate students enrolled in REC 2336 were asked to demonstrate knowledge of strategies to meet diverse needs. This competency was measured through the online class forum, where students posted some diverse constituency need at their setting and then each student contributed feedback to 3 diverse postings related to how to accommodate that need. Posts were critiqued by the course instructor based on the presence of 3 distinct strategies to 3 different constituency needs. Across semesters, 29 of 33 (87.7%) students met this competency scoring 70% or higher. The three who did not, actually did not post responses to their classmate’s posts.

The forum process is effective because it allows students to both demonstrate their own awareness of strategies and to review those submitted by others. For the future it might be beneficial to have students critique each other’s strategies as part of the forum process. In addition, a more objective rating system is needed to document and evaluate the 3 postings. Possibly due to the SLO connection of this content, the forum is too informal a method and the competency should be measured as part of the final paper.

**Outcome 3**

**Category:** Student Learning Outcome

Graduates will demonstrate the ability to design and evaluate recreation and related experiences reflective of contemporary professional practices.

**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. Eighty percent of students will score 70% or greater on this activity.

**Outcome 3 - Method 1 - Result**

In Fall 2014 thirty nine (39) and Spring 2015 forty five (45) 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 in the Fall via a homework assignment which required students to choose 1 of 2 agencies and then to identified 3 programs on the agency website and discuss who they programs aligned with the mission/vision of the agency. 35 of 39 (90%) of students met the competency when measured this way. In the Spring semester the competency was assessed using short answer questions as part of an in-class exam. 40 of 45 (89%) met the competency. Thus, across semesters 75 of 84 (89%) students met this competency scoring 70% or higher.

Results indicate a decrease of 6.7% from last year. Some of this may be attributed to a new method of assessing this competency. As a result of the re-accreditation process, faculty developed a new more rigorous grading rubric which is likely giving a more accurate representation of student learning. In both semesters, the assessment was given after presenting material in lecture as well as assigned reading about organizational philosophy and program rationale. The remaining students who failed to meet the competency lost points for failure to draw clear connections between mission/vision and program. Although this outcome was met, there were still students that clearly did not learn the information or failed to read the instructions. This instructor will continue to use the test format with more time spent in class discussing ways to demonstrate the connection between programs and mission/vision.

**Outcome 3 - Method 2**

During REC 4680, students will complete an Administrative Project program plan for a recreation experience in which they perform the function of planning, promoting, administering, and evaluating. After implementation, a report of the event will be evaluated by both the agency and university Internship supervisor. Measurement criteria will include analysis of 1) relevance to the agency mission; 2) identification of target market; 3) statement of measurable and realistic goals; 4) thoroughness of a plan for marketing, 5) appropriate risk management and evaluation plan; and 6) inclusion plan. Eighty percent of students will earn a 75% average grade on these evaluations.

**Outcome 3 - Method 2 - Result**
In fall 2014 fifteen (15) and Spring 2015 thirty one (31) 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. Across semesters, 41 of 46 (89.1%) met this competency scoring 75% or better. This result indicates an improvement of 6.1% over last year’s results. An outline was added to the course content to develop a more in depth process so students will have an outline for a reference. The project is continuing to be changed to make it more relevant for a variety of agencies. A grading rubric was created and checked for internal reliability. Faculty also ensured that content needed to complete this assessment is being taught during appropriate courses in the curriculum in a manner which reflects what we are asking them to complete during their internship.

Outcome 4
Category: Student Learning Outcome

Graduates shall be able to apply entry-level concepts, principles, and procedures of recreation program administration.

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, 3) comparison of proposed budget to actual budget, and 4) accuracy of proposed budget as compared to actual budget. Eighty percent of students will score 70% or better on the budget portion of this project.

Outcome 4 - Method 1 - Result

In fall 2014 fifteen (15) and Spring 2015 thirty one (31) undergraduate students enrolled in REC 4680 were asked to demonstrate their ability 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. Across semesters, 40 of 46 (86.9%) met this competency scoring 70% or better. This result shows a decline in scores of 1.1%. Faculty believes this is due in part to a more rigorous scoring rubric which was developed in the summer of 2014. When the previous rubric was checked for internal consistency, it was found to be lacking. In addition to a new rubric an outline was added to the course content to develop a more in depth process so students will have an outline for a reference. The project is continuing to be changed to make it more relevant for a variety of agencies. Faculty also ensured that content needed to complete this assessment is being taught during appropriate courses in the curriculum in a manner which reflects what we are asking them to complete during their internship.

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 volunteer, 3) consideration of training or certification requirement, and 4) efficiency of human resources usage. Eighty percent of students will score 70% or better on the resource management section of this project.

Outcome 4 - Method 2 - Result

In fall 2014 fifteen (15) and Spring 2015 thirty one (31) 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, 40 of 46 (86.9%) met this competency scoring 70% or better. This result shows a slight decline in scores of 0.5%. Faculty believes this is due in part to a more rigorous scoring rubric which was developed in the summer of 2014. When the previous rubric was checked for internal consistency, it was found to be lacking. In addition to a new rubric an outline was added to the course content to develop a more in depth process so students will have an outline for a reference. The project is continuing to be changed to make it more relevant for a variety of agencies. Faculty also ensured that content needed to complete this assessment is being taught during appropriate courses in the curriculum in a manner which reflects what we are asking them to complete during their internship.

Outcome 5
Category: Student Learning Outcome

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

Outcome 5 - Method 1
Students enrolled in REC 4380 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. Eighty percent of students will score 75% or above on this assignment.
In fall 2014 thirty (30) and Spring 2015 sixty one (61) undergraduate students enrolled in REC 4680 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 75 of 91 (82.4%) met this competency scoring 75% or above. This result is a decrease of 10.6% from last year. Faculty believes this is due to a more rigorous and specific grading rubric which was developed after checking the original one for internal consistency. Articulation of knowledge and application is foundational to decision making, thus this Outcome method will continue. However, course instructors will be adding in more specific content related to the diversity element of this assignment in regards to service provision.

Students enrolled in REC 3340 will complete an assignment addressing a problem about public and/or personal space as related to the design and use of space for recreation or recreation-related purposes. The assignment will be evaluated on an appropriate combination of criteria such as completeness; writing; proper formatting; quality of output or product or other such relevant criteria. Eighty percent of students will score 80% or above on this assignment.

In Fall 2014 forty two (42) and Spring 2015 twenty four (24) undergraduate students enrolled in REC 3340 were asked to demonstrate their ability to address problem about public and/or personal space as related to the design and use of space for recreation or recreation-related purposes. Across semesters 43 of 66 (65%) met this competency scoring 80% or above. The results from this year cannot be compared to last year as both the method and measurement were changed. The competency was assessed differently in the fall and spring semesters. As this is a new measure faculty is seeking to identify the most appropriate way to capture student learning. In the fall, the competency was measured as an aggregate of 10 separate assignments completed in groups. 34 of 42 (80.9%) met this competency scoring 80% or above. In the spring the assessment for this competency was based on 2 assignments selected from 10 separate assignments again completed in groups. This change in measurement was an effort to more fully understand what aspects needed improvement. 9 of 24 (37.5%) met the competency scoring 80% or above. 5 of the remaining 15 (20.8%) scored 79% on the assessment. Effectively, one could argue that 58% is at criterion in the spring. It should be noted that, the 41.67% below threshold is a somewhat inflated figure due to the small size of the class (24). Two of the persons, for reasons, did not participate in one of the assignments. Of the rest, dynamics of team work might have had some effect on the outcome. Faculty will continue to refine the measurement process for this competency as it is not believed that assignments are too difficult or too advanced, given some aspects of the products created.

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.

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 2013 returned as sophomores in fall of 2014 for a one year retention rate of 100%, exceeding the university average of 76.0% and meeting the expected target. The 2014-2015 retention rate exceeded the 2013-2014 retention rate of 57.1% showing an improvement.

The number of students graduating from the degree program during the 2014-2015 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 276 students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of 27.5%, exceeding the university undergraduate average of 19.1% and meeting the expected target. The percentage of graduates in 2014-2015 fell below the 28.6% of graduates in 2013-2014 showing a decline.
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 verses female student enrolled in the academic program during the 2014 fall semester provided the gender data. In this program, 11 of the 276 students or 4.0% were female while 265 of the students or 96.0% were male providing an imbalanced gender distribution and not meeting the expected target. The percentage of female and male student in 2013-2014 was 55.6% and 44.4% respectively; thus, the male-female ratio has become less balanced in 2014-2015.

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 2014-2015 fall semester provided the data to assess ethnic and racial diversity. In this program, 19 of the 276 students or 6.9% (compared to 4.7% in 2013-2014) were African-American; 88 of the 276 students or 31.9% (compared to 23.6% in 2013-2014) were Hispanic; 147 of the 276 students or 53.3% (compared to 62.0% in 2013-2014) were White, non-Hispanic; 16 of the 276 students or 5.8% (compared to 9.8% in 2013-2014) were of other minority or unknown backgrounds; 1 of the 276 students or 0.4% (compared to 0.0% in 2013-2014) were of non-resident International students. During 2014-2015, the state of Texas population consisted of 9.8% African American, 31.9% Hispanic, 39.0% White, non-Hispanic, 11.9% other minority or unknown background, and 8.3% were of 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 2013-2014, the student population in 2014-2015 appears to represent a more diverse background.