

2019 COAPRT Annual Report

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.

Statistics Summary Report

The retention rate is 77% which compares favorably to the rate for the University which is 77.7%.

Student Gender Diversity:

	Texas State University (34,244)	Recreation Administration (308)
Female	19,640 / 57.7%	201 / 68.3%
Male	14,540 / 42.5%	93 / 31.7%

Student Racial and Ethnic Diversity:

	Texas State University	Recreation Administration
White, non-Hispanic	15,717 / 45.9%	167 / 56.8%
Hispanic	12,755 / 37.3%	91 / 31%
Black, non-Hispanic	3,884 / 11.3%	21 / 7%
Multi-race, non-Hispanic, non-Black	653 / 1.9%	6 / 2%
Am Indian/Alaskan Native	86 / 0.2%	1 / 0.2%
Non-Resident International	18 / 0.5%	0 / 0%
Unknown	91 / 0.2%	1 / 0.3%
Asian	757 / 2.2%	7 / 0.2%
Hawaiian/Pacific Islander	53 / 0.1%	0 / 0%

Learning Outcomes Assessment - Recreation Administration

COAPRT Standard 7.01. Demonstrate knowledge of scope of recreation programming practice.

Method by which the learning outcome for Standard 7.01 was assessed:

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.

Result of the assessment of the learning outcome for Standard 7.01:

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.

COAPRT Standard 7.02. Students will successfully modify an existing recreation program.

Method by which the learning outcome for Standard 7.02 was assessed:

Students in REC 2336 will complete an assignment which requires them to modify an existing program to accommodate the needs of three different populations. The assignment will be evaluated based on the student's ability to articulate how diverse needs of each population were addressed in the modified program. Students will score 70% or better on this assignment.

Result of the assessment of the learning outcome for Standard 7.02:

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.

COAPRT Standard 7.03. 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.

Method by which the learning outcome for Standard 7.03 was assessed:

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.

Result of the assessment of the learning outcome for Standard 7.03:

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 11 of the 13 students met the standard of scoring 75% or better on this section of the administrative project. Thus, 85% of undergraduate students enrolled in REC 4680 Internship in Recreation Administration met or exceeded expectations when evaluated using a rubric which looked 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 by demonstrating their ability to plan and design a recreation program.

Learning Outcomes Assessment – Therapeutic Recreation

COAPRT Standard 7.01. Students will demonstrate foundational knowledge of the therapeutic recreation profession.

Method by which the learning outcome for Standard 7.01 was assessed:

As measured by the NCTRC Certification exam, Students will earn 70% or better on the foundational knowledge section.

Result of the assessment of the learning outcome for Standard 7.01:

88.1% (52 of 59) of TR students who took the test for the first time in 2017 scored 70% or better on this section of the exam.

COAPRT Standard 7.02. During the internship experience, students will complete a case study which requires them to select and utilize an assessment instrument and then use the data to create and implement a treatment plan for a specified client.

Method by which the learning outcome for Standard 7.02 was assessed:

Using a grading rubric, completed by the agency supervisor and the instructor, students will earn 80% or better on the case study assignment.

Result of the assessment of the learning outcome for Standard 7.02:

In Fall 2017 (n=20) and Spring 2018 (n=27) students completed the assessment. 43/47 (91%) scored 80% or higher on the case study assignment.

COAPRT Standard 7.03. Students will demonstrate entry-level knowledge about administrative functions in therapeutic recreation practice.

Method by which the learning outcome for Standard 7.03 was assessed:

During the internship experience, students will earn 70% or higher on an administrative project including budget and human resource functions.

Result of the assessment of the learning outcome for Standard 7.03:

In Fall 2017 (n=20) and Spring 2018 (n=27) students completed the assessment. 43/47 (91%) scored 70% or higher on the administrative project.