Accreditation

Professional Accreditation

Our undergraduate major in Recreation Management/Therapeutic Recreation is accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT). COAPRT is, in turn, accredited by the Council on Higher Education Accreditation (CHEA).

Mission Statement:
Recreation Management courses at Oklahoma State University provide students a basic foundation in recreation programs and leadership with an opportunity to develop additional competencies for entry-level positions in administration and management of recreation service programs.

COAPRT standard 2.05.05 requires reporting of aggregated results of learning outcomes assessment. Results for the 2012 academic year are as followed:

1. **Student Learning Outcome:** demonstrate mastery of foundation knowledge to include: leisure theory, leadership, needs assessment, programming, facility management, budgeting, legal foundations, and personnel management.

   **How Measured:**
   a) Student Exit Interviews
   b) Final evaluation by Internship Supervisor
   c) Performance on national certification exams: NCTRC Exam and CPRP Exam.

   **(a) Outcome:** Student Exit Interviews provided two indicators of foundation Knowledge: “Depth of knowledge gained from coursework” was rated 4.4 on a 5 point scale by 20 individuals for the TR students. “My preparation for the field” was rated 4.7 on the same 5 point scale. With 5 being very satisfied and 1 being very dissatisfied. The RM evaluations range on a 7 point scale for 11 individuals which indicated a 6.2 with 1 being very dissatisfied and 7 being Extremely Satisfied.

   **(b) Outcome:** Final Evaluation by Internship Supervisor – 2 indicators on the Final Internship Evaluation provided information for the above Student Learning Outcome. On a 5 point scale (This form was altered in the early spring to comply with accreditation being sought for TR). The RM student evaluations were out of 7 and TR 5. 20 Internship Supervisors and 11 RM Internship Supervisors provided the following information: “Personal Leadership” (TR – 4.3) (RM – 6.2); “General Knowledge” (TR – 3.9) (RM – 6.2).

   **(c) Outcome:** Performance on national certification exams: 12 students sat for the NCTRC exam in 2013. The OSU pass rate on the exam was 68.4% compared to 73.6 nationally on first attempts. Two students sat for the CPRP Exam and not the “Practice” exam. Both students successfully passed their CPRP exam earning the certification with an average score of 92%. The national average pass rate for the CPRP is 72%.

**General Discussion of Foundation Knowledge:** Internship supervisors are very satisfied related to the foundation knowledge of our students. Student’s performance on the national exams would indicate they are well prepared overall but could continue to improve in all
areas. Based on the academic performance in the Introduction to Leisure course in both semesters, students showed the ability to demonstrate foundational knowledge in the Leisure industry. Exit interviews with internship supervisors also suggested that students had the foundational knowledge needed when working with their specific populations.

2. **Student Learning Outcome**: Demonstrate mastery of skills necessary to conduct needs assessment, develop and implement recreation programs, evaluate program success, develop recreation areas, conduct periodic and annual inspections and upkeep of equipment, facilities, develop a risk management plan, develop and maintain a budget, and supervise personnel.

**How Measured:**

a) Course Projects
b) Final Evaluation by Internship Supervisor

(a) **Outcome**: Course Projects: RMTR 3463 Program Design in Leisure Services—Students coordinated and hosted four major programs which were evaluated by students and instructor. Of the four programs hosted, (Leisure-RMTR Celebration, PGAU Golf Expo, Vallhalla Game Day, and Doggie Dash) over 1000 participants were involved. The final evaluation tool used for the programs consisted of 22 items. Each item was given a score of 0 to 10 with 0 being the lowest score indicating no attempt was made to 10 indicating exceptional performance. Each student involved in planning and hosting the program received scores based on his/her level of involvement and performance. The average score for the overall evaluation tool for the programs was 87.8. The score ranged from 76 to 94. The overall score for the projects indicates that the students have the necessary knowledge and skill to complete the development, creation, and to conduct a program with real and meaningful participant outcomes.

(b) Course Projects: RMTR 4433 Evaluation of Leisure Services course required all students to evaluate a “Real World” Recreation based entity as the final project. Formative and summative evaluations were included in the entire project process with a class average of 86.5%. This project included 7 specific graded sections including: Executive Summary, Introduction, Methodology, Data Analysis, Results/Recommendations and the Final Report Packaging.

(c) **Outcome**: Final Evaluation by Internship Supervisor – 3 indicators on the Final Internship Evaluation provide information for the above assessment. On a 5 point scale 20 TR Internship Supervisors and on a 7 point scale 11 RM Internship Supervisors provided the following information:

a. Organization Skills (TR – 4.0) (RM – 6.0)
b. Group Leadership (TR – 4.5) (RM – 6.0)
c. Programming Skills (TR – 4.0) (RM – 5.2)

**Discussion** – The rating of 3 or 4 on this scale is considered excellent for TR and a rating of 6 or 7 for RM is considered excellent. The data would suggest that our students are very good related to the mastery of skills but could use some improvement in the above areas. Overall, the scores are comparative to the last three years of interns suggesting consistency and slightly above average scores at the national level.
Student Learning Outcomes and Assessment Methods:
In addition to the two core student learning outcomes identified at the beginning of this document, students completing the Recreation Management Option at Oklahoma State will be able to:

3. **Student Learning Outcome:** demonstrate mastery of knowledge related to economics in recreation settings, financial management, revenue sources, pricing, organizational behavior, strategic planning, human resource management, and land management.

**How Measured:**
- a. Performance on Class Projects.
- b. Instructor Evaluation of Proposed Learning Outcome

(a) **Outcomes:** Project evaluations from the RMTR 4563 (Entrepreneurial course) indicated that on a five point scale (1 = outstanding, 2= above average, 3=Average, 4=below average, 5=unacceptable) suggested that for economics in leisure settings comprehension was considered a 2 by the professor and performance on economic project design. Suggestions from the demonstrated competencies were that students showed high competency in understanding leisure theory and behavior but suggest more focus on utilizing computer applications to enhance performance of economics and finance in the leisure industry. This recommendation will be a focus for the program in the next academic year of 2013-2014.

Project evaluations for Financial management, Revenue sources, Pricing, Organizational behavior, Strategic planning were analyzed with an average 2.36 for the RMTR 4563 by professor and project evaluations.

Human Resource Management and Land Management scores were taken from in-class projects in the RMTR 4463 (Areas and Facilities Course). These scores by professor and project product suggest that the students scored 2 on the scale provided earlier in the two major projects (Facility Use Design Project and the Stillwater Trail way Design Project). These projects focus on the economical, financial, management and acquisition of hypothetical land in developing a Master Plan for park, facility and trail design. These master plans include a human resource management directive. Average score on these projects was an 86.4% which was slightly higher than the 84% reported the year before.

**Discussion:** Artifacts and data were collected from the RMTR 4563 and RMTR 4463 courses: (Entrepreneurial and Areas and Facilities).

4. **Student Learning Outcome:** Demonstrate ability to apply principles and techniques of problem solving and decision-making necessary to manage a comprehensive recreation program, leisure resource, and land management in at least one of a variety of settings such as municipal, commercial, corporate, military, national/state parks, and tourism industry.

**How Measured:** Final evaluation by Internship Supervisor

(a) **Outcome:** Final Evaluation by Internship Supervisor – Two indicators on the Final Internship Evaluation provide information for the above assessment. On a 7 point scale 11 RM Internship Supervisors provided the following information: Administrative Skills (RM– 6.0); Conflict Resolution (RM- 6.8).

**Discussion:** Further evaluation from direct on-site supervisor suggested a 6.25 average score with many comments about how impressed they were with the knowledge of management of our
students taught from the Administrative, Entrepreneurial and Areas and Facilities courses prior to internship. Our intern’s organizational skills have shown a statistical increase from 4.8 to 6.25 over the past five years. Internship data for these learning outcomes came from Supervisors of our interns in Community (profit and non-profit), National/State Park, Tourism and Municipal settings.

RM students also had the opportunity to take the Certified Park and Recreation Professional (CPRP) practice certification exam. 11 students took the exam with 8 passing the exam with an average score of 80.5%. There is no National average for the Practice exam but the passing rate for the CPRP exam is 72%. This indicates that our students are on the right path to take and pass the professional exam.

*NOTE: Our program is thankful for the assessment funding provided to help purchase more CPRP and CTRS exams to help support the student’s opportunities to take the exam

Discussion: The overall rating of the Internship Supervisor is somewhere between very good to excellent. Closer examination of the data would suggest that all 11 interns were considered excellent on this learning outcome.

*CHEA requires accredited institutions to inform the public about “degree and accreditation mills.”

Cautions concerning these are summarized in a video that can be viewed at
http://chea.org/public_info/video_degree_mills.asp

According to CHEA,

*Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates from degree mills when providing tuition assistance for continuing education. “Accreditation” from an accreditation mill can mislead students and the public about the quality of an institution or program. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential.*