LSTS Program Academic Quality Report
2009-2013

Table of Contents

COAPART Learning Outcomes 2009-2013

7.01 Students graduating from the program shall demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences, or human service industries.

7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the program, along with professional practices of that profession.

7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the Program prepares students.

7.01.03 Students graduating from the program shall demonstrate the ability to apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues.

Evidence of Compliance:
In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data, Learning Outcome 7.01 was assessed by the following:

7.01.01
1. REC/LSTS Major Field Test - (70% OR BETTER scores)
2. REC/LSTS 4540 Organization & Administration of LSTS: Course final exam questions (70% OR BETTER scores)
3. REC/LSTS 4890 Senior Seminar: Professional Portfolio (70% OR BETTER scores)
4. REC/LSTS 4900, 4901, 4902, 4903, 4904 Internship: Internship (70% OR BETTER scores)

7.01.02
1. REC/LSTS Major Field Test - (70% OR BETTER scores)
2. REC/LSTS 3010: Course exam questions (70% OR BETTER)
3. REC/LSTS 4900, 4901, 4902, 4903, 4904: Internship Final Paper (70% OR BETTER scores)


7.01.03
1. REC/LSTS Major Field Test - (70% OR BETTER scores)

2. REC/LSTS 3010 Introduction to LSTS: Problem Solving Assignment (70% OR BETTER scores)
3. REC/LSTS 4540: Problem Solving Assignment (70% OR BETTER scores)

<u>7.01 Findings</u>
The assessment data indicates LSTS students graduating from the program demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences, or human service industries. Specifically, each academic year between 2009 and 2013, 70% of LSTS students scored 70% or higher in all measurements accept the following: 1) Only 21% of students scored 70% or higher on the major field test in spring 2009. The test was revised and subsequent student average scores were 70% or higher. 2) LSTS 4540 final exam only 60% scored 70% or higher in 2012, and 3) LSTS 4890 the year average showed 55% scored 70% or higher on the Portfolio project. 4) In 2010 65% of students scored 70% or higher on LSTS 3010 course exam. 5) LSTS 4540 revealed 68% students scored 70% or higher on the problem solving assignment. Given the prevalence of average scores of 70% these data confirm students are performing well on this standard.

Figure 7.1 Learning Outcomes for 7.01 Foundations

7.01.02
Percent Recieving 70% or Better

7.01.03
Percent Recieving 70% or Better
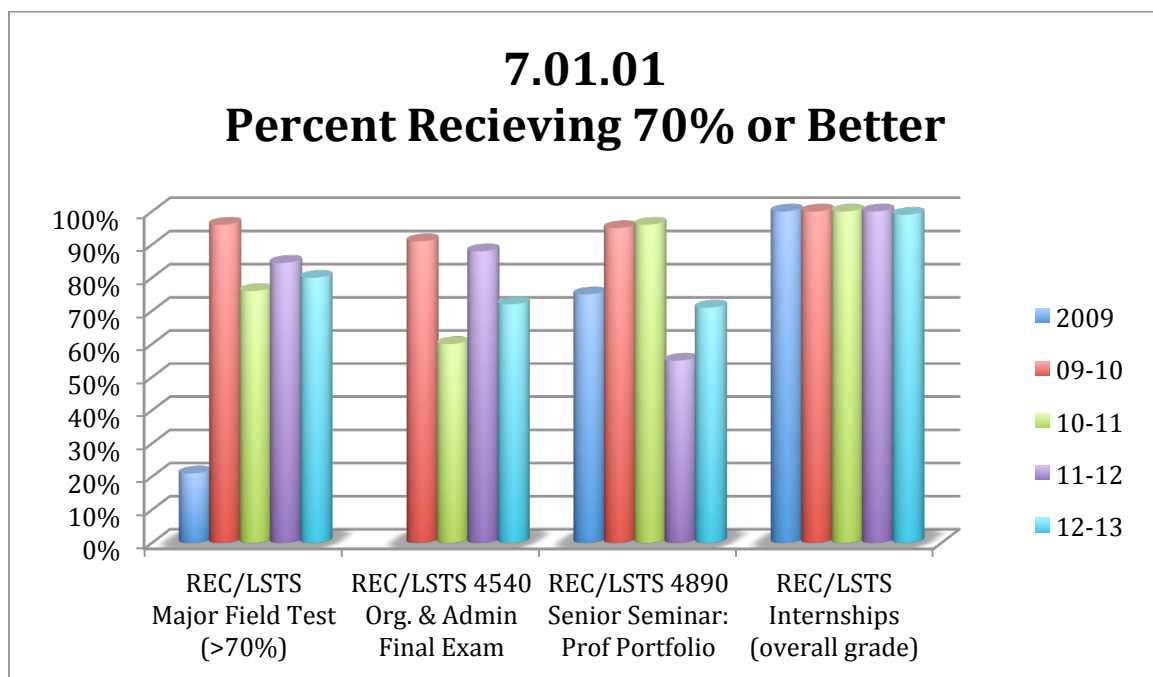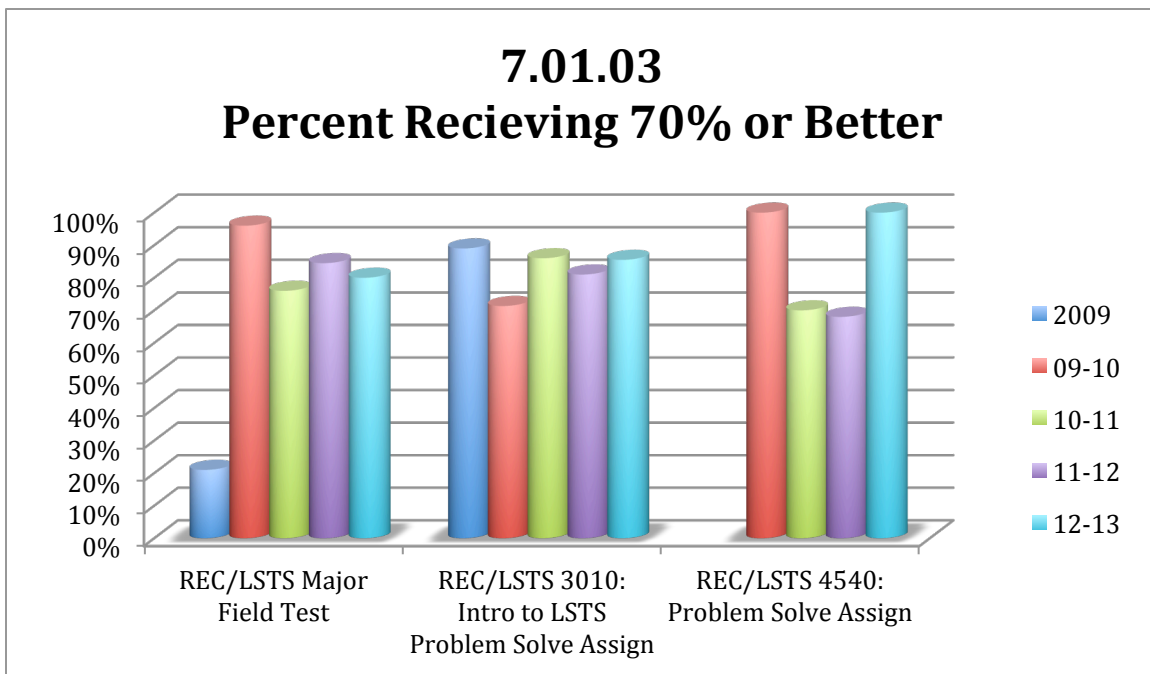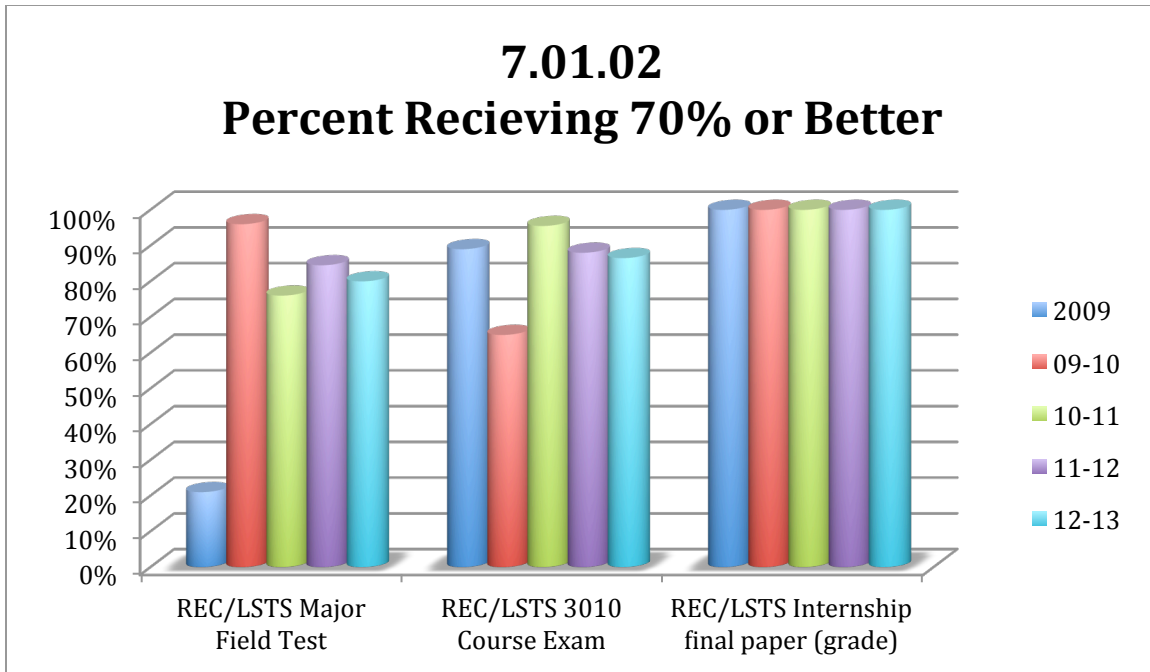
7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity:

7.02.01 Students graduating from the program shall demonstrate the ability to design experiences clearly reflecting application of knowledge from relevant facets

of contemporary professional practice, science and philosophy.

7.02.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.

7.02.03 Students graduating from the program shall demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.

Evidence of Compliance:
In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.02 in the following ways:

7.02.01
   1. REC/LSTS 3530 Recreation Programming in LSTS – Recreation Program Plan/Manual (scores of 70% or better)
   2. REC/LSTS 3520 Leadership in LSTS – Leadership Activity Assignment (scores of 70% or better)
   3. REC/LSTS 3380 Disability & Diversity in LSTS – Accessibility Assessment Plan (scores of 70% or better)

7.02.02
   1. REC/LSTS 3530 Recreation Programming in LSTS – Recreation Program Plan/Manual (scores of 70% or better)
   2. REC/LSTS 3520 Leadership in LSTS – Leadership Activity Assignment (scores of 70% or better)
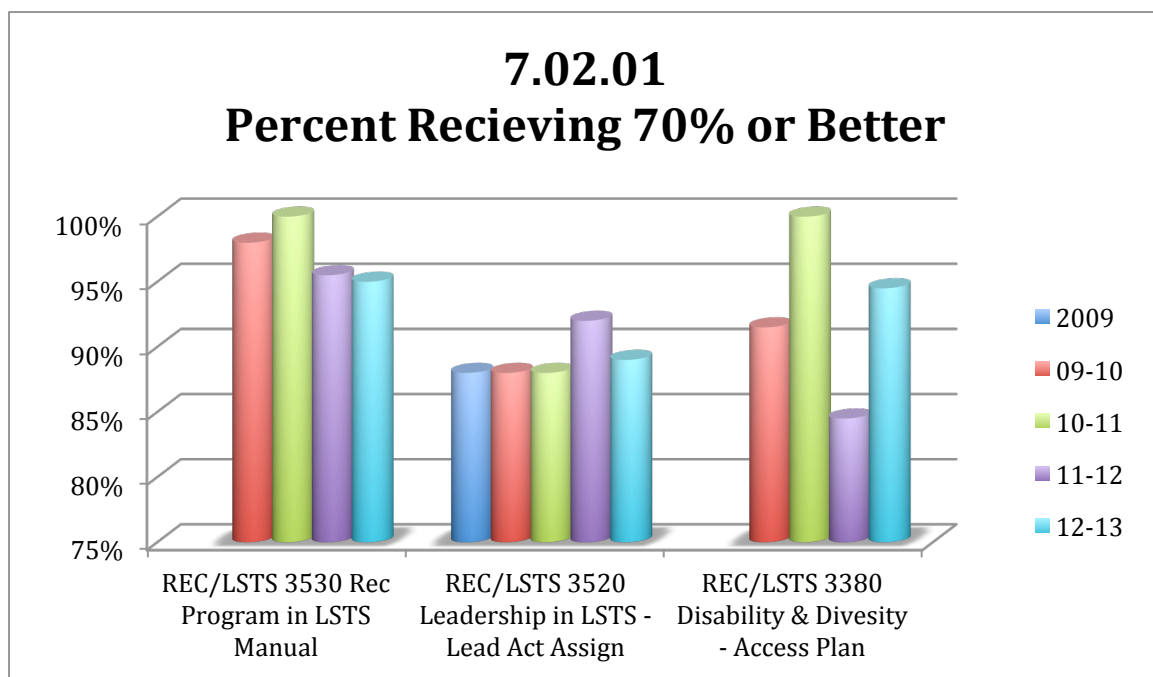
7.02.03
   1. REC/LSTS 3530 Recreation Programming in LSTS – Program Evaluation Assignment (scores of 70% or better)
   2. REC/LSTS 4660 Evaluation in LSTS – Evaluation Research Assignment (scores of 70% or better)
   3. REC/LSTS 4550 Business Applications in LSTS – Role Models of Marketing Paper (scores of 70% or better)
   4. REC/LSTS 4540 Organization and Administration of LSTS – Evaluation Case Study (scores of 70% or better)

7.02 Findings
The assessment data indicates LSTS students demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity. Specifically, each academic year between 2009 – 2013, 70% of LSTS students scored 70% or higher in all measurements accept the following: 1) Only 21 % of students scored 70% or higher on the major field test in spring 2009. The test

was revised and subsequent student average scores were 70% or higher. 2) LSTS 4550 role models of marketing assessment only 32% scored 70% or higher in 2012. Data in subsequent years reveal student averages of 70% and above. 3) LSTS 4540 final exam only 60% scored 70% or higher in 2012. 4) LSTS 4540 case study assignment only 60% scored 70% or higher in 2011 and 48% in 2012. An instructor change was made for 4540 and the student averages were much higher. However, this data warrants further investigation and we have planned to create a general rubric and course assignment description (see Strategic Plan) to ensure student learning. Given the general consistency of high average scores (70% of students scoring 70% or higher), these data confirm students are performing well on this standard.

Figure 7.2 Learning Outcomes for 7.02 Provision of Services and Experiences

7.02.01 Percent Recieving 70% or Better

7.02.02
Percent Recieving 70% or Better

7.02.03
Percent Recieving 70% or Better
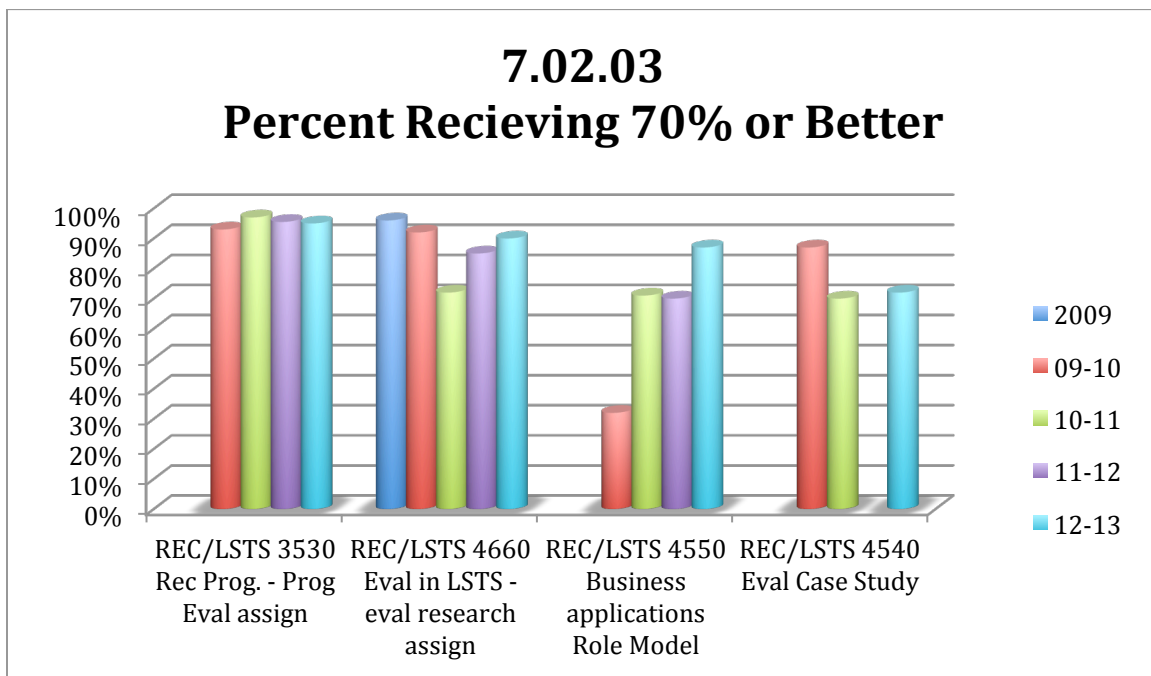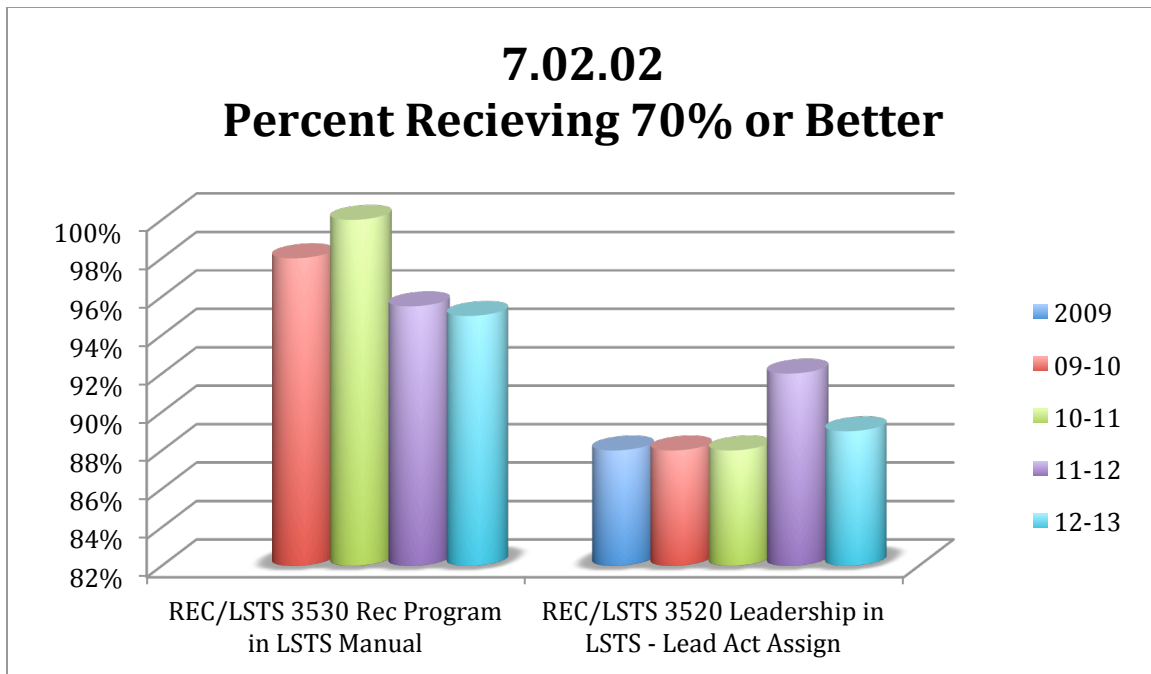
7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services.

7.03.01 Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations.

7.03.02 Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting.

Evidence of Compliance:
In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.03 in the following ways:

7.03.01
1. REC/LSTS 4540 Organization & Administration of LSTS – Course Final Exam (scores of 70% or better)
2. REC/LSTS 4550 Business Apps in LSTS – Marketing Plan (scores of 70% or better)
3. REC/LSTS 4540 Organization & Administration of LSTS – final project (scores of 70% or better)
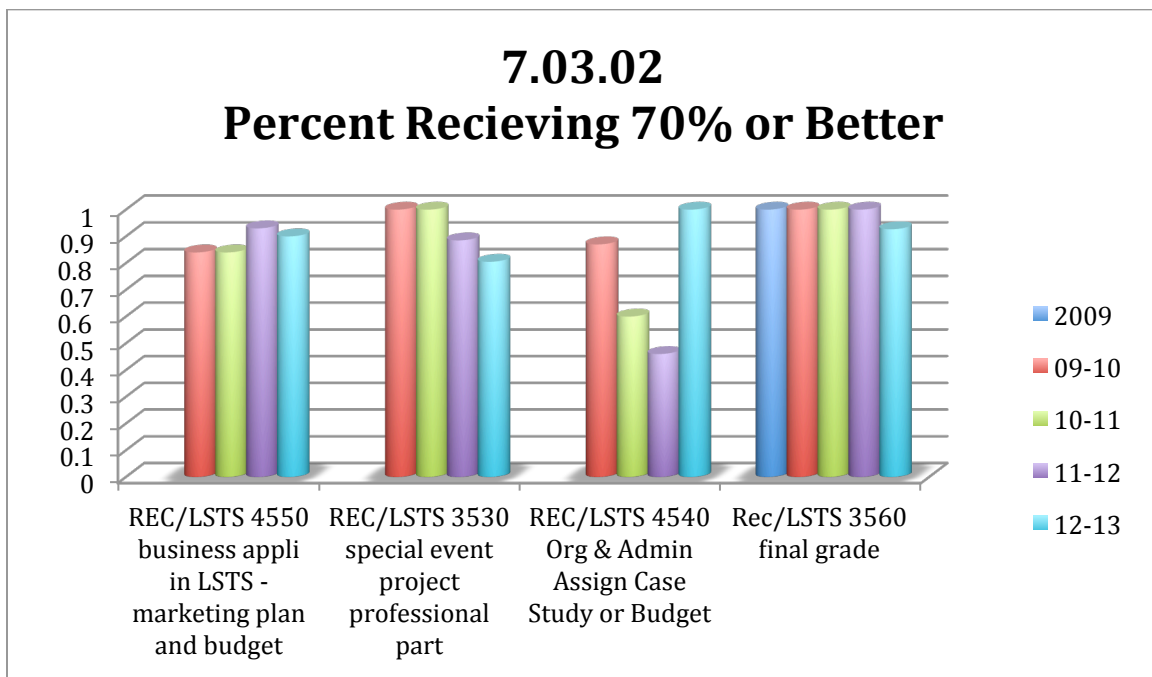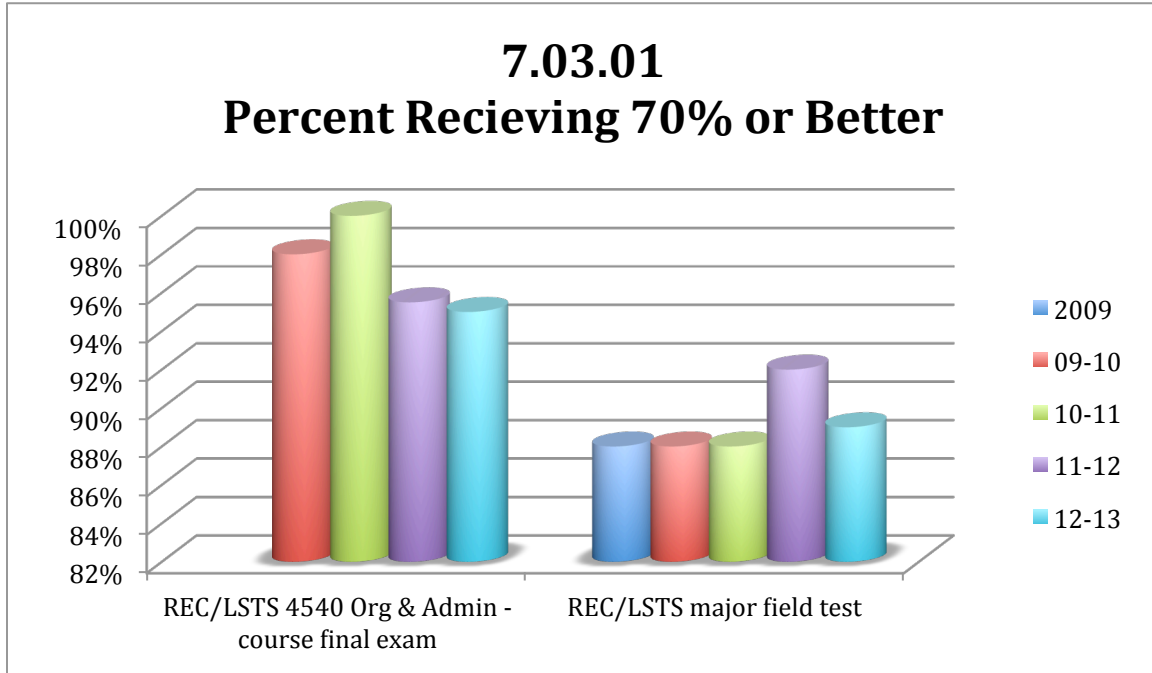
7.03.02
1. REC/LSTS 4550 Business Applications in LSTS – Marketing Plan Project and budget questions on final exam (scores of 70% or better)
2. REC/LSTS 3530 Programming in LSTS – Special Event Project Professionalism Grade (scores of 70% or better)
3. REC/LSTS 4540 Organization & Administration of LSTS – Assignment? Case Study/budget project (scores of 70% or better)
4. REC/LSTS 3560 Field Study – final grade (scores of 70% or better)

7.03 Findings
The assessment data indicates LSTS students demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services. Specifically, each academic year between 2009 – 2013, 70% of LSTS students scored 70% or higher in all measurements accept the following: 1) LSTS 4540 final exam only 60% scored 70% or higher in 2012. 2) Only 21% of students scored 70% or higher on the major field test in spring 2009. The test was revised and subsequent student average scores were 70% or higher. 3) LSTS 4540 final exam only 60% scored 70% or higher in 2012. 4) LSTS 4540 case study assignment only 60% scored 70% or higher in 2011 and 46% in 2012. An instructor change was made for 4540 and the student averages were much higher. However, this data warrants further investigation and we have planned to create a general rubric and course assignment description (see strategic plan) to ensure student learning. Given the general consistency of high average scores (70% of students scoring 70% or higher), these data confirm students are performing well on this standard. Results of this data are presented in Figure 7.3.

Figure 7.3 Learning Outcomes for 7.03 Management Administration

7.03.01
Percent Recieving 70% or Better

Legend: 2009, 09-10, 10-11, 11-12, 12-13

Y-axis: 82% to 100%

Categories: REC/LSTS 4540 Org & Admin - course final exam; REC/LSTS major field test

7.03.02
Percent Recieving 70% or Better

Legend: 2009, 09-10, 10-11, 11-12, 12-13

Y-axis: 0 to 1

Categories: REC/LSTS 4550 business appli in LSTS - marketing plan and budget; REC/LSTS 3530 special event project professional part; REC/LSTS 4540 Org & Admin Assign Case Study or Budget; Rec/LSTS 3560 final grade

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use

diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

Evidence of Compliance:
In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.04 in the following ways:

1. REC/LSTS 4900 Internship in Recreation Therapy – Final Reflection Paper
2. REC/LSTS 4901 Internship in Outdoor Recreation – Final Reflection Paper
3. REC/LSTS 4902 Internship in Recreation Administration – Final Reflection Paper
4. REC/LSTS 4903 Internship in Sport Studies – Final Reflection Paper
5. REC/LSTS 4904 Internship in Tourism Studies – Final Reflection Paper

Detailed information about the internship requirements is available at this link:
http://www.mtsu.edu/lstsaccreditation/docs/Syllabi/4900%2001%2002%2003%2004%20internship_manual.pdf

7.04 Findings
The assessment data indicates that LSTS students demonstrate the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation. Specifically, each academic year between 2009 and 2013, 70% of LSTS students scored 99% for the internship final project and grade. Given the general consistency of high average scores (70% of students scoring 70% or higher), these data confirm students are performing well on this standard. We are in the process of creating more detailed measures to evaluate the internship process as noted in our strategic plan. Results of this data are presented in Figure 7.4.

Figure 7.4 Learning Outcomes for 7.04 Internship
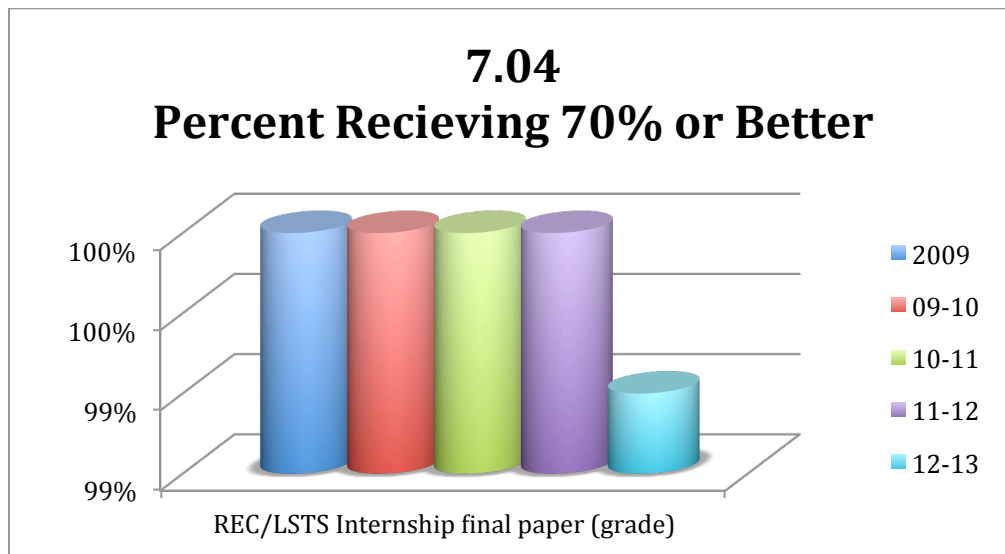
Program Enrollment Trends

MTSU Enrollment Report
By Department, Major and Concentration- Fall Terms

Student Level: First-Time Freshmen, Continuing Freshmen, Sophomore, Junior, Senior, Undergrad Special

Status: Full-Time, Part-Time

Click [+] or [-] to the left of the department or major name to expand

Department/Major/Concentration	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Health and Human Performance				
Leisure Sprt & Tourism Studies				
	0	0	2	103
Recreation & Leisure Services				
	78	84	87	12
Health and Human Performance Total	78	84	89	115

MTSU Enrollment Report
By Department, Major and
Concentration- Spring Terms

Student Level: First-Time Freshmen,
Continuing Freshmen, Sophomore, Junior,
Senior, Undergrad Special

Status: Full-Time, Part-Time

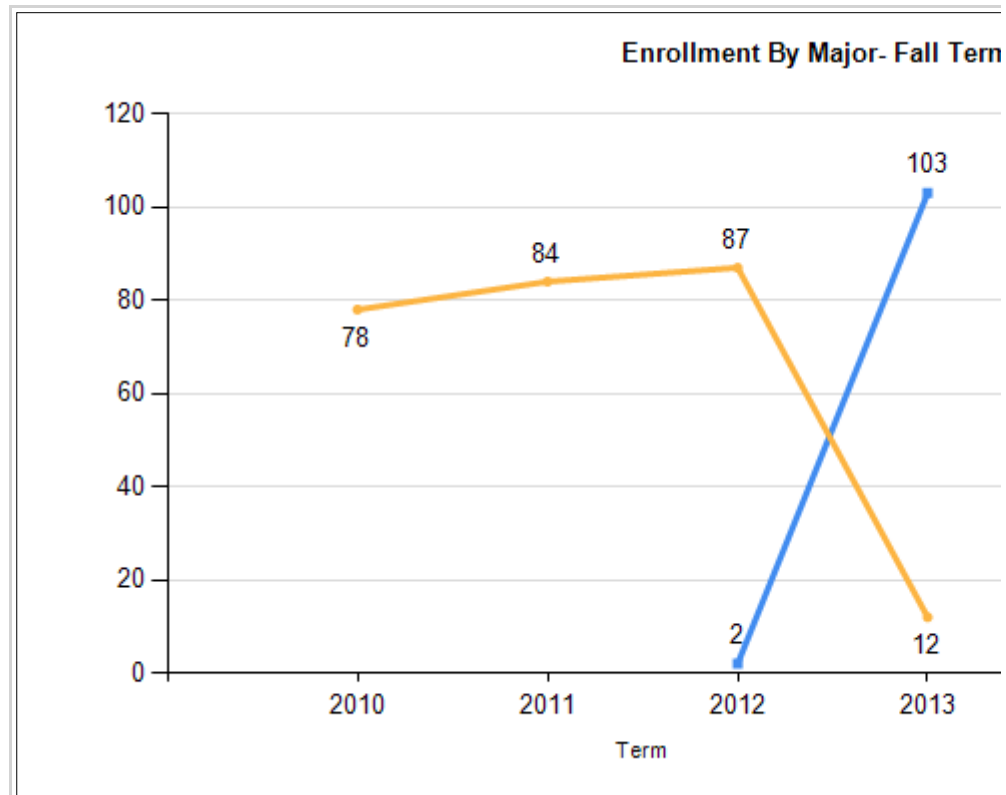| Department/Major/Concentration	Spring 2011	Spring 2012	Spring 2013
Health and Human Performance			
Leisure Sprt & Tourism Studies			
	0	0	29
Recreation & Leisure Services			
	90	86	70
Health and Human Performance Total	90	86	99
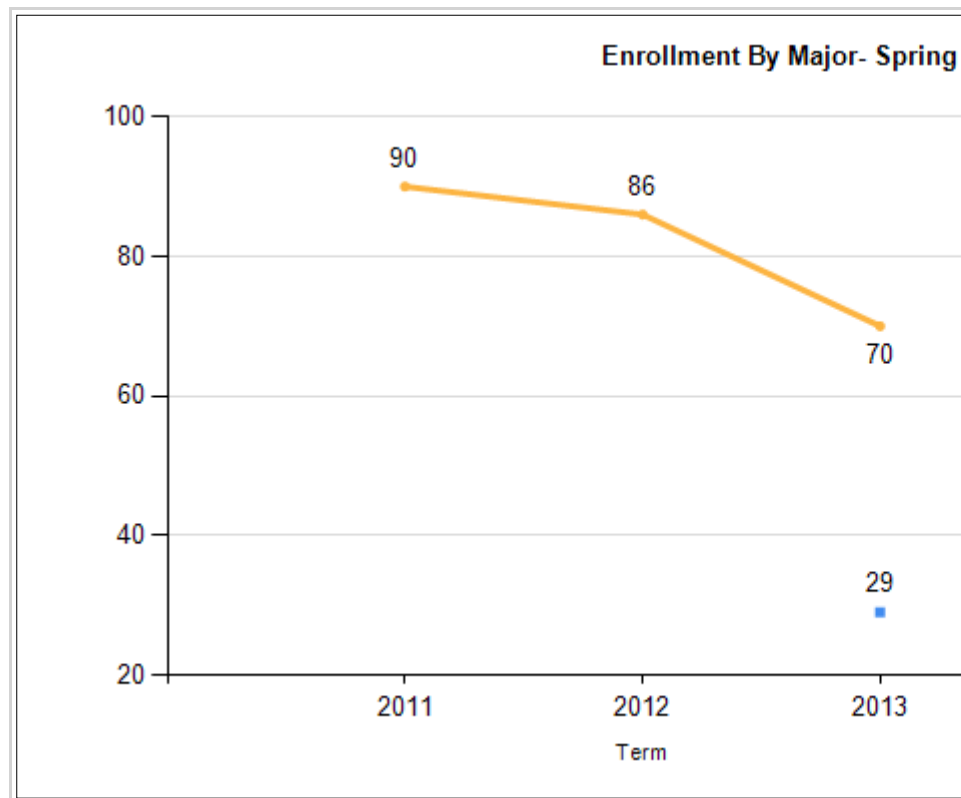
MTSU Enrollment Report
By Department, Major and Concentration- Summer Terms

Student Level: First-Time Freshmen, Continuing Freshmen, Sophomore, Junior, Senior, Undergrad Special

Status: Full-Time, Part-Time

Click [+] or [-] to the left of the department or major name to expand

Department/Major/Concentration	Summer 2011	Summer 2012	Summer 2013
Health and Human Performance			
Leisure Sprt & Tourism Studies			
	0	0	49
Recreation & Leisure Services			
	56	46	0
Health and Human Performance Total	56	46	49

Enrollment By Major- Summer Te...
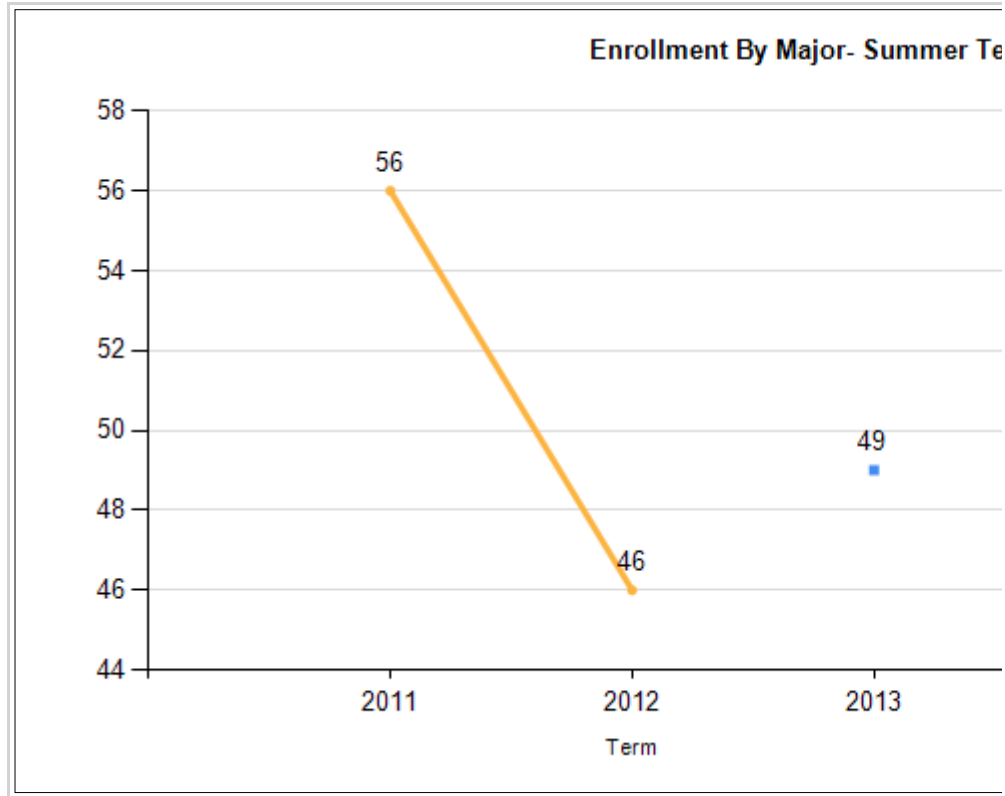
Retention Rates

Fall 2010 Full-time Juniors (60-72
Earned Hours) Retention and
Graduation Rates Second Year
Follow-Up Report:by Major within
College

Fall 2010 College/Major	Fall 2010 Enrollment	Major	Fall 2011		Fall 2012 - 2nd Yr Follow-up				2nd Yr Junior Persistence
			# of Returning Students	MTSU Retention Rate	Degrees Conferred		Retained		
					N	%	N	%	
MTSU	2,025		1,770	87.4%	764	37.7%	907	44.8%	82.5%
Nursing	77	Total Retained by MTSU	65	84.4%	14	18.2%	47	61.0%	79.2%
		Nursing	55	71.4%	11	14.3%	39	50.6%	64.9%
		Biochemistry	1		0		1		
		Exercise Science	1		0		1		
		Health Education	4		2		3		
		History	1		0		0		
		Liberal Studies	1		1		1		
		Nutrition & Food Science	1		0		1		
		Psychology	1		0		1		
Nutrition & Food Science	14	Total Retained by MTSU	13	92.9%	7	50.0%	5	35.7%	85.7%
		Nutrition & Food Science	13	92.9%	7	50.0%	4	28.6%	78.6%
		Recreation & Leisure Services	0		0		1		
Physical Education	26	Total Retained by MTSU	21	80.8%	4	15.4%	18	69.2%	84.6%
		Physical Education	19	73.1%	4	15.4%	14	53.8%	69.2%
		Exercise Science	2		0		2		
		Liberal Studies	0		0		2		
Psychology	100	Total Retained by MTSU	84	84.0%	42	42.0%	36	36.0%	78.0%
		Psychology	76	76.0%	41	41.0%	30	30.0%	71.0%
		Criminal Justice Admin	2		0		2		
		Exercise Science	1		0		1		
		Foreign Language	0		1		0		
		Industrial & Org Psychology	1		0		1		
		Interdisciplinary Studies	1		0		1		
		Liberal Studies	1		0		0		
		Mass Communication - Electronic Media	1		0		1		
		Plant & Soil Science	1		0		0		
Recreation & Leisure Services	10	Total Retained by MTSU	7	70.0%	5	50.0%	2	20.0%	70.0%
		Recreation & Leisure Services	5	50.0%	5	50.0%	2	20.0%	70.0%
		Liberal Studies	2		0		0		

Graduation Rates

MTSU Degrees Conferred Report
By Department, Major and Concentration

Level: Undergraduate

Monday, January 27, 2014

MIDDLE TENNESSEE STATE UNIVERSITY
Office of Institutional Effectiveness, Planning and Research

Click [+] or [-] to the left of the department or major name to expand or collapse the tree structure.

Department/Major/Concentration	2010-2011 Academic Year	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year
Health and Human Performance				
Leisure Sprt & Tourism Studies (BS)				
	0	0	3	3
Recreation & Leisure Services (BS)				
	12	22	24	4
Health and Human Performance Total	12	22	27	7

Job Placement Rates

Graduating Senior Survey data – Question 14 Job Placement Rates – 55% directly related, 9% somewhat related.

Employment Data and Plans Following Graduation	AY2011-12	AY2012-13	BHS	MTSU
Q11. Average number of hours employed (on/off campus) per week during past year				
None	11%	8%	17%	17%
1 to 10	33%	0%	8%	8%
11 to 20	11%	17%	22%	22%
21 to 34	22%	50%	32%	32%
35 or more	22%	25%	21%	21%
Q12. What was your primary reason for working?				
Basic Survival needs (food, everyday clothing, shelter)	38%	70%	73%	70%
Academic Expenses (tuition, books and fees)	0%	0%	14%	13%
Personal needs and desires (new clothing, new car)	22%	22%	19%	18%
Lifestyle enhancement (entertainment, travel)	22%	25%	12%	11%
Q13. What are your immediate employment plans?				
I don't know yet	33%	9%	18%	17%
I have accepted a job	0%	18%	6%	7%
I am continuing in my current position	0%	9%	13%	15%
I will be going to graduate or professional school full-time next year	11%	18%	18%	14%
I will be going to graduate or professional school part-time and working part-time next year	0%	0%	10%	7%
I am still seeking employment	56%	36%	34%	39%
I am entering military service	0%	9%	1%	1%
Q14. To what extent is your new job related to your area of study at MTSU?				
Directly related	29%	55%	27%	21%
Somewhat related	0%	9%	11%	13%
Not related	0%	9%	16%	18%
Not applicable (Currently do not have nor will be starting new job)	71%	27%	45%	48%
Q15. What is the highest educational degree you plan to earn?				
Master's degree	50%	70%	50%	45%
Specialist degree (e.g. Ed.S.)	13%	10%	4%	3%
Professional degree (e.g. medicine, law, theology)	0%	0%	8%	7%
Doctoral degree (e.g. Ph. D., Ed.D.)	25%	0%	19%	15%
Not applicable (Not continuing my education)	13%	20%	19%	30%

Student Exit Surveys

Major Degree Program	AY2011-12	AY2012-13	BHS	MTSU
Percent selecting 'Good' or 'Excellent'				
Q59. Content of courses in the major	89%	83%	95%	90%
Q60. Availability of courses in the major	78%	73%	76%	70%
Q61. Diversity of courses in the major	56%	42%	84%	76%
Q62. Quality of instruction in the major	89%	58%	86%	83%
Q63. Opportunities for formal student evaluation of instruction	78%	73%	82%	76%
Q64. Academic advising by the professor who was your major advisor	78%	89%	73%	70%
Q65. Academic advising by non-faculty staff member who was your college academic advisor	100%	91%	76%	73%
Q66. Availability of professor to help students outside of class	89%	82%	85%	82%
Q67. Availability of the professor who was your major advisor	89%	70%	77%	76%
Q68. Availability of the non-faculty staff member who was your college academic advisor	83%	70%	79%	75%
Q69. Willingness to help shown by the professor who was your major advisor	89%	83%	82%	78%
Q70. Willingness to help shown by non-faculty staff member who was your college academic advisor	67%	80%	79%	77%
Q71. Adequacy of computer resources	67%	91%	81%	80%
Q72. Adequacy of classroom facilities and equipment	75%	67%	83%	79%
Q73. Adequacy of laboratory facilities and equipment	75%	58%	80%	77%
Q74. Opportunity to apply what was learned in the classroom	78%	58%	86%	82%
Q75. Practicum/internships/co-op experience	100%	75%	84%	78%
Q76. Quality of courses in preparing you for employment	89%	73%	83%	78%
Q77. Opportunities to express ideas in writing in the major	50%	64%	82%	76%
Q78. Understanding how to research a topic or idea	67%	58%	89%	84%
Q79. Experiential (hands-on) learning	89%	73%	84%	81%
Q80. Your efforts in seeking academic advising each semester	N/A	73%	80%	78%
Q81. Currency of the curriculum in your major	N/A	58%	90%	85%
Q82. Depth of the curriculum in your major	N/A	58%	89%	84%

Office of Institutional Effectiveness, Planning, and Research
Middle Tennessee State University
Graduating Senior Survey

Student Counts	AY2011-12	AY2012-13	BHS	MTSU
Number of respondents	9	12	774	3,246
Number of graduates	13	15	835	3,469
% Responding	69%	80%	93%	94%

Overall Satisfaction	AY2011-12	AY2012-13	BHS	MTSU
Q83. If you could start college again, would you enroll at MTSU? (answer = 'Yes')	89%	83%	86%	82%
Q84. If you could choose your major again, would you choose the same major? (answer = 'Yes')	78%	82%	80%	76%

MTSU's Contribution to Knowledge, Skills, Personal Development	AY2011-12	AY2012-13	BHS	MTSU
Percent selecting 'Somewhat' or 'Very Much'				
Q16. Writing skills	67%	83%	85%	85%
Q17. Speaking skills	56%	83%	83%	83%
Q18. Using mathematical concepts	22%	45%	61%	63%
Q19. Applying scientific methods of inquiry	33%	50%	77%	71%
Q20. Enhancing analytical skills	78%	92%	86%	85%
Q21. Developing computer skills	56%	50%	67%	71%
Q22. Developing a tolerance for divergent views	89%	83%	80%	78%
Q23. Understanding of diverse cultures and values	100%	83%	80%	78%
Q24. Recognizing and acting upon ethical principles	56%	75%	78%	76%
Q25. Exercising public responsibility and community service	67%	75%	74%	66%
Q26. Appreciating racial and sexual equality	78%	58%	71%	70%
Q27. Advancing your appreciation of the arts	67%	42%	57%	63%
Q28. Understanding how the natural universe operates	56%	50%	57%	62%
Q29. Understanding issues and problems facing the world	67%	100%	79%	77%
Q30. Understanding the present as it relates to historical events & processes	78%	50%	74%	73%
Q31. Understanding how science and technology influence everyday life	67%	42%	77%	78%
Q32. Ability to critically analyze ideas and information	100%	82%	89%	88%
Q33. Ability to lead or guide others	100%	92%	83%	83%
Q34. Ability to function as part of a team	100%	100%	85%	85%
Q35. Ability to plan and carry out projects independently	100%	83%	88%	89%
Q36. Valuing learning as a lifelong process	100%	91%	88%	87%
Q37. Commitment to personal health and fitness	75%	91%	72%	63%

AY 2012 - 2013 (Fall 2012 and Spring 2013) Major: Leisure, Sport, and Tourism Studies