

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

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As a faculty, we believe self-determined, full engagement in leisure provides a valuable foundation for a high quality of life for all people. Opportunities for such engagement are provided by government, non-profit, and commercial entities so that a full range of services are made available that include choice of activity, cost, time, location and level of instruction or involvement.

The recreation and tourism profession comprises the second largest industry in the United States. Our graduates are leaders in a wide variety of recreation settings including: city and county agencies; state and federal parks; youth agencies; non-profit agencies; camps; detention centers; resorts; membership clubs; travel and tourism; hotel guest services; employee services; armed forces recreation; convention and visitor bureaus; stadiums and arenas; outdoor adventure programs; special event companies; sports clubs; rehabilitation and psychiatric hospitals; and programs for people with disabilities.

It is our mission to prepare students in the breadth and depth of the leisure service industry and profession. Our nationally accredited curriculum centers on relevant project-based and experiential learning methods designed to foster career preparation. Students graduating from our department will be able to implement recreation programs and manage facilities serving diverse populations.

II. Goals and Student Learning Outcomes

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Upon graduating with a Bachelor of Science degree in Recreation Administration, a student will be able to:

Goal 1: Understand conceptual foundations of leisure and human behavior.

- 1.) Discuss historical foundations and define leisure, recreation and play.
- 2.) Articulate the classical and current theories of leisure and their contribution to human growth and development.
- 3.) Apply understanding of the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, behaviors, and use of resources.
- 4.) Discuss the economic, cultural, and environmental impacts of the leisure service industry on society.
- 5.) Interpret the differences in leisure opportunity and involvement for individuals based upon race, ethnicity, gender, age, income and disability.
- 6.) Define and articulate a personal and professional philosophy of leisure and recreation.

Goal 2: Understand and appreciate historical and organizational foundations of the leisure service profession.

- 1.) Identify the basic functions and services of local, state, and national professional recreation organizations.
- 2.) Discuss the scope, philosophy, and operations of nonprofit, therapeutic, public, and commercial recreation organizations in the U.S.

Goal 3: Understand legal practices and risk management procedures in the leisure service profession.

- 1.) Articulate knowledge of the legal foundations and responsibilities of leisure service agencies, and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.
- 2.) Apply legal concepts relative to leisure service agencies, including contracts, human rights, property, and torts.
- 3.) Apply principles and practices necessary for the protection and safety of the participant.
- 4.) Apply concepts underlying liability, risk management strategies, and other legal aspects specifically related to recreation.

Goal 4: Demonstrate professional communication skills.

- 1.) Effectively communicate through written and oral presentation skills.
- 2.) Properly employ digital media skills for reports, presentations, and fiscal management.

Goal 5: Demonstrate effective leadership techniques.

- 1.) Engage in a variety of leadership techniques and strategies to enhance the individual's leisure experiences for all populations, including those with special needs.
- 2.) Respond effectively and professionally to crisis and change.

Goal 6: Demonstrate needs assessment and program planning skills.

- 1.) Apply methods of assessing recreation activity and leisure needs across a variety of settings and populations.
- 2.) Implement components of the planning process as applied to program development including the specification of objectives, selection of activity content and facilitation techniques, identification of strategies, and designation of required resources.
- 3.) Conceptualize, develop, and implement recreation programs.
- 4.) Adapt recreation program, equipment, and facilities to optimize the benefits people seek in their leisure.
- 5.) Conceptualize effective marketing strategies and create marketing tools.

Goal 7: Demonstrate research and evaluation techniques.

- 1.) Conduct research using library and Internet resources to locate information pertinent to the field of recreation.
- 2.) Design and implement appropriate program evaluations.
- 3.) Use a data analysis program (i.e. SPSS) to interpret data.

Goal 8: Understand managerial and supervisory responsibilities inherent to the leisure service profession.

- 1.) Apply techniques of financial management including web-search for government and foundation grants, break-even analysis, price elasticity, budget development, and budget monitoring.
- 2.) Articulate various management, administrative, and organizational structures, models and systems.
- 3.) Formulate policies and procedures.
- 4.) Discuss principles and procedures of staff supervision and evaluation.
- 5.) Implement staff development and in-service training.
- 6.) Apply principles and procedures related to planning, development, design and maintenance of recreation, park and leisure services areas and facilities.

Goal 9: Value and practice professional development.

- 1.) Participate in professional activities and organizations during their academic career.
- 2.) Continue participation in professional activities and organizations after graduation.
- 3.) Develop a career plan.
- 4.) Apply ethical principles and professionalism to all practices, attitudes and behaviors in delivery of recreation services.

Goal 10: Demonstrate the use of inclusive practices.

- 1.) Promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.
- 2.) Accept the responsibility of the leisure service professional to make available opportunities for inclusive leisure experiences for all populations, including those with special needs and disabilities.
- 3.) Adapt recreation programs and services to meet the needs of people from diverse populations.

Goal 11: Appreciate the natural environment and its role in quality of life and lifelong learning.

- 1.) Articulate the influence of the natural environment on one's leisure behavior.
- 2.) Articulate the importance of environmental ethics.
- 3.) Apply the concepts of sustainability to recreation programming and facility management.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

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Outcome	Course													
	55	73	77	80	101	125	128	128L	133	135	139	179	180	184
1.1	I	I			M									
1.2	I				M									
1.3		R	I		M	R								
1.4	I				M	R								
1.5		I	I		M	R								
1.6	I			R	M									
2.1	I											R	M	
2.2	M				R									
3.1							M							
3.2							M					M		
3.3			I				R		M					
3.4							M		R					
4.1	I	R			R			M		R	M	R		M
4.2		R						M	R	R	M	R		
5.1		M	R											M
5.2		I	R											M
6.1			I			R								M
6.2			I											M
6.3			I											M
6.4			I						R					M
6.5			I							M				

Outcome	Course													
	55	73	77	80	101	125	128	128L	133	135	139	179	180	184
7.1					I	R			R		M			
7.2			I								M			R
7.3								M			R			
8.1			I				M	M						
8.2												M		
8.3												M		
8.4												M		
8.5												I		M
8.6						R			M					
9.1	I	R										M	R	
9.2	I	R												M
9.3	I												M	
9.4		I		R								R	M	
10.1			I			M								
10.2			I			M			R					
10.3		I	I			M			R					
11.1				M	R									
11.2				M					R			R		
11.3			R	M					R					

IV. Assessment Methods

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A. Direct Measures

- 1.) Evaluation project
- 2.) Program implementation during internship
- 3.) Program implementation during service-learning experience
- 4.) Budget project
- 5.) Program plan
- 6.) Marketing plan
- 7.) Facility plan
- 8.) RA 55 final exam

B. Indirect Measures *(Alumni Survey is required)*

- 1.) Alumni survey
- 2.) Intern focus group
- 3.) Accreditation- Council on Accreditation of Parks, Recreation, Tourism and Related Professions
- 4.) Intern supervisor survey

V. Student Learning Outcomes Assessment Methods Matrix

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Goal/Outcome	Evaluation project	Prog Imp- Intern	Program Imp-SL	Budget Project	Program Plan	Marketing Plan	Facility Plan	RA 55 Final	Alumni Survey	Intern Focus Group	Accreditation	Intern Sup Survey
1.1								X			X	
1.2										X	X	
1.3									X		X	
1.4									X		X	
1.5											X	X
1.6										X	X	
2.1								X			X	
2.2								X			X	
3.1									X		X	
3.2											X	X
3.3		X	X								X	X
3.4							X				X	X
4.1	X	X			X						X	X
4.2	X	X		X	X	X	X				X	X
5.1		X	X								X	X
5.2		X	X								X	X
6.1					X		X				X	
6.2		X	X								X	
6.3		X	X							X	X	
6.4		X	X							X	X	
6.5						X					X	X

Goal/Outcome	Evaluation project	Prog Imp- Intern	Program Imp-SL	Budget Project	Program Plan	Marketing Plan	Facility Plan	RA 55 Final	Alumni Survey	Intern Focus Group	Accreditation	Intern Sup Survey
7.1	X						X		X		X	
7.2	X								X		X	
7.3	X								X		X	
8.1				X							X	X
8.2									X		X	
8.3									X		X	X
8.4										X	X	
8.5									X		X	
8.6							X			X	X	
9.1										X	X	
9.2									X		X	
9.3										X	X	
9.4										X	X	X
10.1									X		X	X
10.2									X		X	X
10.3		X	X								X	
11.1										X	X	
11.2										X	X	
11.3							X		X	X	X	

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

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Year	Evaluation Project	Prog Imp- Intern	Program Imp-SL	Budget Project	Program Plan	Marketing Plan	Facility Plan	RA 55 Final	Alumni Survey	Intern Focus Group	Accreditation	Intern Sup Survey
AY 2010-2011				X								
AY2011-2012	X				X							X
AY 2012-2013			X						X			
AY 2013-2014		X					X				X	
AY 2014-2015						X		X		X		

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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SOAP created Fall 2010, collecting and analyzing first assessment Spring 2011.

[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documented, although that documentation does not need to be extensive.]