

## 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: Students graduating from the department shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.**

1a Demonstrate entry-level knowledge of the scope of the profession, and its professional organizations that are the focus of the program, along with professional practices of that profession.

1b Demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the industry.

1c Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, theoretical, scientific, and philosophical foundations of the relevant profession in decision making.

**Goal 2: Students graduating from the department shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that**

**embrace personal and cultural dimensions of diversity.**

**2a** Students graduating from the program shall demonstrate the ability to conduct needs assessments and design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

**2b** Students graduating from the program shall demonstrate the ability to facilitate recreation and related experiences for diverse clientele, settings, cultures, and contexts.

**2c** Students graduating from the program shall demonstrate the ability to evaluate recreation and related experiences and to use evaluation data to improve the quality of offerings.

**Goal 3: Students graduating from the department shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.**

**3a** Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

**3b** Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

**Goal 4: Students graduating from the department 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.**

**Goal 5: Students graduating from the department shall demonstrate entry-level knowledge regarding issues of justice, equity, diversity, and inclusion (JEDI).**

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

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Outcomes	55	77s	101	125	128	133	135	139	179	184
1a	x								x	
1b	x		x							
1c			x							
2a		x						x		
2b		x								
2c					x			x		
3a									x	
3b		x			x	x	x			
4										x
5				x						

**IV. Assessment Methods**

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**A. Direct Measures**

- 1.) RA 55 exam
- 2.) Conference Attendance/Reflection Paper
- 3.) RA 101 Reading Quizzes
- 4.) Facility Plan
- 5.) Program implementation during service-learning experience
- 6.) Budget project
- 7.) Evaluation project
- 8.) RA 179 Exam
- 9.) Program Plan Management
- 10.) Marketing Plan
- 11.) Intern Supervisor Evaluation
- 12.) RA 125 Exam/Assignment

**B. Indirect Measures**

- 1.) Intern and Alumni survey
- 2.) Intern class presentation
- 3.) Intern supervisor survey
- 4.) Intern Supervisor Survey

**V. Student Learning Outcomes Assessment Methods Matrix**

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Goal/Outcome	RA 55 Exam	Conference Attendance/Reflection Paper	RA 101 Reading Quizzes	Facility Plan	Program Imp During 77s	Budget Project	Evaluation Project	RA 179 Exam	Program Plan Mgmt.	Marketing Plan	Intern Sup. Eval	JEDI – RA 125
1a	X	X										
1b	X		X									
1c			X									
2a							X		X			
2b					X							
2c						X	X					
3a								X				
3b				X	X	X				X		
4											X	
5												x

**VI. Timeline for Implementation of Assessment Methods and Summary Evaluations**

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Year	Evaluation Project	Program Imp-SL	Budget Project	Program Plan	Marketing Plan	Facility Plan	RA 55 Final	Alumni Survey	Intern Class Presentation	JEDI - RA 125	Intern Sup Survey
AY 2021-2022			X								
AY2022-2023	X			X							X
AY 2023-2024		X						X			
AY 2024-2025						X				X	
AY 2025-2026					X		X		X		

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

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SOAP revised Fall 2024.

*[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.]*