

**DEPARTMENT OF RECREATION & SPORT MANAGEMENT
ASSESSMENT PLAN**

A. LEARNING GOALS

Students completing this program will be able to:

PROGRAM-SPECIFIC:

- (1) Develop the mind-set, job skills, decorum, interpersonal (communication, trust, leadership, decision making, and conflict resolution) and communication skills that distinguish successful professionals in the sport and recreation industry
- (2) Build satisfactory writing and presentation skills that meet industry criteria and requirements.
- (3) Apply critical thinking & problem-solving skills to contemporary issues in sport and recreation
- (4) Recognize, understand, and respect the complexity of socio-cultural and international diversity
- (5) Demonstrate information competence, and the ability to use computers and software to successfully complete job-related tasks.
- (6) Produce an action plan, based on their newly-developed knowledge and expertise, for their career advancement and personal development
- (7) Implement community engagement/ service programs successfully, and appreciate their value in community advancement

SPORT MANAGEMENT SPECIFIC:

- (8) Develop marketing management strategies and plans for a diverse array of products and services in the sport industry
- (9) Develop data-driven feasibility analyses for sporting events, facilities, and services.

RECREATION THERAPY SPECIFIC:

- (10) Have knowledge of and demonstrate skills associated with foundations of RT practice, such as: the relationship between recreation, leisure and health; history of the profession; practice models; the helping relationship; standards of practice; and ethical practice guidelines.
- (11) Have knowledge of and demonstrate skills necessary to perform individual client assessment in order to establish comprehensive and valid knowledge of a client's strengths and needs prerequisite to the individualized treatment plan.
- (12) Have the knowledge and skills to plan and develop an individualized program/treatment plan, including goals, objectives, strategies and interventions based on assessment data.

- (13) Have the knowledge and skills to effectively implement the strategies and interventions identified in the program/treatment plan utilizing appropriate leadership and complementary therapeutic techniques.
- (14) Have the knowledge and skills to design and perform evaluation of patient/client functioning and progress as it compares to the outcomes indicated in the treatment/program plan.
- (15) Upon graduation from the program, meet the National Council for Therapeutic Recreation Certification requirements to sit for the Certified Therapeutic Recreation Certification exam.

RECREATION & YOUTH LEADERSHIP SPECIFIC:

- (16) Understand the conceptual foundations of play, recreation and leisure for all populations and settings
- (17) Develop their knowledge of the interrelationship between leisure behavior and the natural environment
- (18) Understand the history and development of the leisure services behavior
- (19) Develop their ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services
- (20) Understand the group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual's recreative experiences.

B. TIMELINE

SPRING 2008

Final Outcomes Assessment:

- The department decides to design and implement an assessment plan for the purpose of assessing all three (3) concentrations
- The department's faculty reviews the mission statement and goals and objectives statement for the major; these documents - along with all accreditation reports - are used as the starting point for the assessment plan (final outcomes assessment). An assessment plan is designed and agreed upon which includes:
 1. State precisely the intended learning outcomes for the program that are in harmony with the University's, the College's, and the Department's mission, vision, and values.
 2. Conduct a curriculum audit to determine the expected contribution of each required course and learning experience (e.g., practicum, internship, participation in research) to the intended program outcomes.

3. Consider what evidence would be needed to determine whether students are attaining the intended outcomes and whether this evidence is available at the present time.
 4. Construct rubrics for evaluating this evidence.
 5. Decide on a procedure (who, how, when) to evaluate the evidence.
 6. Devise a method for summarizing, reporting, and discussing the results of the assessment with all faculty members in the program.
- In order to facilitate the process above, the faculty may consider the following:
 1. Administration of Major Field Test (or survey) to seniors in Spring 2008
 2. Development of alumni survey to be sent out at the beginning of the Summer I session
 3. Establishment of student (seniors) portfolios for majors for assessing both knowledge in the major and writing across the curriculum

SUMMER 2008

Final Outcomes Assessment:

- Alumni survey is sent out to 2006 and 2007 graduates
- Results of alumni survey are analyzed
- Report is prepared to present results of the Major Field Test (or senior's survey) and alumni survey to department's assessment committee

Developmental Assessment:

- When the results of the final outcomes assessment are discussed, follow up with any changes that are needed in the curriculum and the methods of instruction.
- It is very useful to examine the intended learning outcomes of individual courses and other learning experiences to see how these correspond with the intended outcomes of the program as a whole. This activity shows the extent to which the curriculum and the methods of instruction promote the attainment of the program's outcomes.
- Document how the results of assessment have been used to improve curriculum and instruction.
- Develop a plan to conduct assessment on a regular basis.

FALL 2008

Developmental Assessment:

- Discussion on developmental assessment continues; changes needed in the curriculum and the methods of instruction start taking place
- Portfolios are established for majors and collection of selected materials begins
- Major Field Test (or survey) is administered to graduating seniors

SPRING 2009

Developmental Assessment:

- Changes needed in the curriculum and the methods of instruction are completed
- Major Field Test (or survey) is administered to graduating seniors
- Alumni survey is sent out to 2008 graduates

SUMMER 2009

- Results of 2008-09 Major Field testing are compared to those of Spring 2008.
- Results of 2008 Alumni survey are compared to those of 2006/2007
- Report is prepared on findings of the test (for academic year 2008-2009) and the alumni survey
- NCA accreditation report is finalized

FALL 2009

Testing and survey cycle is repeated