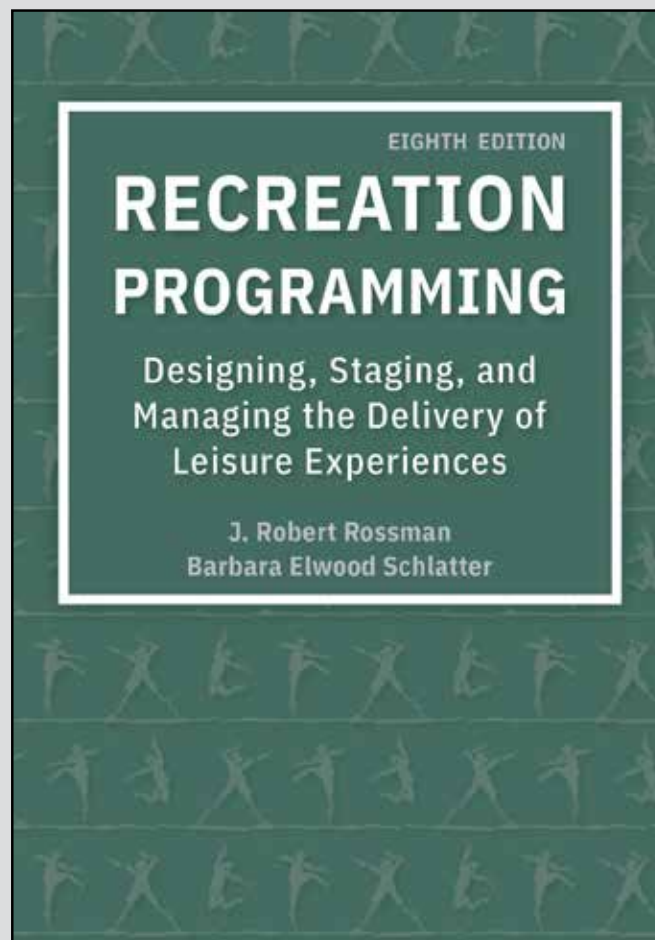# COMPREHENSIVE PROGRAM PLAN

In addition to the instructor resources, Chapter Learning Assessments and Web Exercises are available to all students for this title.
See next page for more details.

EIGHTH EDITION

RECREATION PROGRAMMING

Designing, Staging, and Managing the Delivery of Leisure Experiences

J. Robert Rossman
Barbara Elwood Schlatter

SAGAMORE **VENTURE**

CHAPTER LEARNING ASSESSMENTS AND WEB EXERCISES FOR STUDENTS

In addition to the updated instructor materials for the eighth edition of *Recreation Programming*, Sagamore-Venture is also offering additional learning assessments and Web exercises that are available to every student who purchases the book.

Professors who have obtained a desk copy may also access these materials to use in the classroom. To access these bonus materials, follow these steps:

1. Visit https://etextink.com

2. Sign in using your Facebook, Google, or Microsoft account. Remember which method you choose to log in. You will need to use the same log-in method each time in the future.

3. On the next page, open the eText menu at top left, and select Activate a New Book.

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Upon completion of a quiz or Web exercise, students will have the option to either print out their results or save the results to their computers and e-mail them to the professor.

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COMPREHENSIVE PROGRAM PLAN

SAMPLE COMPREHENSIVE PROGRAM PLAN SYLLABUS
DUE IN CLASS ON [DATE]
(25% OF FINAL GRADE)
[Derived from material originally developed by Dr. M. Jean Keller]

This is to be a professionally written and bound presentation. Your work should be clean, crisp, typed copy. You will be required to submit two copies of your project in class on [DATE]. One copy should be professionally bound and represent your best effort. The second copy can be stapled. We retain the second copy so future students can see examples of other students' work.

All written material should be well developed, clear, accurate, and concise. This is your opportunity to demonstrate your ability to apply the concepts and techniques covered in this class to developing a designed experience for a specific population within the context of a given agency. **Each student must submit a Comprehensive Program Plan.**

You will need to develop your program plan from the perspective of some agency that currently exists or that you would create. You are limited only by your imagination regarding the types of activities, formats, experience, age groups, and so forth that you select. There are no constraints except those you impose by the selections you make as you develop the project. You should basically demonstrate your ability to implement the nine steps of the Program Development Cycle on pages 88–89 and prepare a comprehensive program plan.

Your presentation will include but is not limited to the information that follows.

STAGE A: AGENCY CULTURE

The Agency and Its Mission

Include in this section the **name of the agency and its mission** statement including as appropriate its **vision, values, and strategies**. Provide information about the **agency's organizing authority** (i.e., is it a governmental agency, a nonprofit agency, or a commercial operation?). Describe and illustrate **the agency's organizational structure** including an organizational chart showing your position in the organization's hierarchy.

Job Descriptions

Include your **job description, your supervisor's job description, and a job description for an employee below you**. See Exhibits 16.2, 16.3, and 16.4 for information.

Venues

Briefly **describe the venues** (areas and facilities) the agency operates that you will use for your programs. If the agency has none, describe those it will obtain to use in the programs you are proposing and describe how it will acquire the facilities (renting them, getting free use permits, etc.). Photographs, schematic diagrams, and other visuals of the facilities are helpful here.

Strategic Programming Directions

State the **strategic statements** of the agency including three 3- to 5-year short-range planning directions that justify the programs you will stage to implement the agency's mission.

STAGE B: TARGETED PROGRAM DEVELOPMENT

Participant Input

Describe the demographic, economic, social, political, and technological character of the community for whom you are programming. Clearly describe how you would assess your target population's leisure needs, interests, and desires and their willingness to participate. In a paragraph or two, link these findings to the agency's philosophy, organizational structure, and goals. That is, what is your agency's rationale for developing these programs for this population—or how do these programs implement the agency's mission?

Analyze the leisure service competitors for the programs you are developing in your market area—how are your products unique?

Program Goals and Program Design

Develop **five programs**. Collectively these programs and activities must **include at least three program formats (see Figure 3.2), one of which must be a special event**. Also **include at least five activity types** (e.g., sports, drama, mental activity; see Table 4.3). Each of the FIVE programs should contain **the name of the program, a brief statement of the need for the program (link this to your needs assessment), the target population, and program management goals**. Develop **ONE** of these programs more fully by also **providing program design goals (i.e., participant outcomes [Y statements] and programmer interventions [X statements] and an animation plan complete with frames and transitions; see Figure 10.5)**.

INCLUDE	Program 1	Program 2	Program 3	Program 4	Program 5
Name of the program					
Statement of need linked to your needs assessment					
Identify the target population for this program					
Write programming goals including restated strategic planning goal from above.					
Write at least three MBO goals for this program (see Figure 6.1).					
For one of these goals, include a second measurement device in addition to a completion date.					
Across the five programs, include three program formats (see Figure 3.2)					
One format must be a special event.					
Across the five programs, include five activities (see Table 4.3).					

Develop ONE of these five programs further (your choice about which one).	Program 1, 2, 3,4, or 5

Include additional goal and objective development including program design statements
   At least three participant Y outcomes
   At lease three programmer X interventions for each
     of these (see Figures 5.1, 9.1).
	Program 1, 2, 3,4, or 5

Develop a sequenced animation plan with critical framed encounters and transitions (see Figure 10.5).	Program 1, 2, 3,4, or 5

STAGE C: OPERATIONAL STRATEGIES

Program Plan

For the program you have developed further, also prepare an extensive Program Plan (as outlined in Exhibit 13.1, p. 244). Provide sample documents when appropriate (e.g., **the Promotion Plan should include sample brochure copy, news releases, and a promotional flyer** you have prepared). The best papers will include the forms and methods recommended in the book (e.g., see Exhibits 13.2 and 13.4). ***Remember, this is your opportunity to demonstrate you can apply course material to the development of a program***. Some of this may duplicate material already included, and you may note and reference its inclusion elsewhere rather than duplicating it again.

Implementation

This will not be possible to include in this project, but your ability to implement a program will be evaluated when you complete the separate project: Staging a Program.

STAGE D: FOLLOW-UP ANALYSIS

Note: Since the program will not be operated, some of the information in this section will be a fictional account of what should happen rather than a report of what did happen.

Evaluation

Specify **how you will evaluate the program you developed further**. Include three entries. One, **include the evaluation instrument** (form) you will use. Two, **describe how you will collect evaluation information** including instrumentation (survey, interview, observation, etc.) and how you will collect the data. Three, **describe how you will summarize and analyze the information** produced by your evaluation method. Chapters 20 and 21 include information about all of this. Pages 445–448 include an item pool of possible questions you could use. Exhibits 21.2, 21.9, and 21.13 include sample evaluation instruments that you could modify for your program.

REMEMBER the programming trilogy. Grade "A" papers demonstrate the ability to develop measurable program outcomes (Y statements), design interventions (X statements) that fulfill or accomplish these intended outcomes, and collect information in an evaluation that provides evidence of accomplishing the performance outcomes.

Disposition Decision

Based on the data and analysis provided in your evaluation section, make a **justified recommendation about the future of the program evaluated**. To implement this, prepare a memo to your supervisor regarding what should be done with the program. In this memo, provide an evidenced-based rationale (i.e., make certain your recommendation is supported by the data developed in the evaluation). See pp. 407–408 for examples of how to write this memo.

SAMPLE COMPREHENSIVE PROGRAM PLAN GRADING RUBRIC [300 points possible]

Name:

Total Project Points: _____/12=

      Final Course Points_____

Paper Organization and Presentation   **___/30**

Bound appropriately (5)   ____

Table of contents (5)   ____

Overall writing (10)   ____

Formatting (10)   ____

Stage A: Agency Culture   **___/55**

Name of agency (5)   ____

Mission, vision, values statements (10)   ____

Organizing authority (5)   ____

Organizational chart (5)   ____

Venues (10)   ____

Job descriptions: (10)

    You   ____

    Your supervisor   ____

    First line below   ____

Strategic directions (10)   ____

Stage B: Targeted Program Development

                  ___/105

Overall assessment for 5 programs

Participant input (35)

Describe participants (10)   ____

Needs assessment (10)   ____

Relate to mission (5)   ____

Assess competition (10)   ____

Program development for each of the 5 programs (30)

Include 5 programs (5)   ____

Describe target population (5)   ____

Justify need for program (5)   ____

MBO goals (10)   ____

Included 3 program formats

 and a special event (5)   ____

Program design for expanded program: (40)

Planning objectives (10)   ____

Performance

   Objectives (15)   ____

Framing and sequencing (15)   ____

Stage C: Operational Strategies   **___/60**

THE PROGRAM PLAN (60)

To include the following

Program title   ____

Mission, program philosophy   ____

Need   ____

Design goals   ____

Operational details

Venue arrangment	__	Special arrangments	__
Inclusion plan	__	Equipment	__
Program plan	__	Budget/price	__
Registration	__	Staff orientation	__
Management plan	__	Cancellation	__
Setup	__	Risk management	__
Animation	__	Wrap-up	__

A Excellent. Provide a well-organized, cogent program plan. Concise, logically organized, fully developed, and devoid of grammatical errors. Follow directions completely, use correct formatting, and include an informative and engaging style of writing. 60–54 points

B Above Average. Go somewhat beyond the minimum requirements for an assignment. Like "A" papers, they fulfill the stated purpose and follow instructions, yet do not display the kind of engaging and exemplary writing characteristics of an "A" paper. They contain few errors. 53–48 points

C Average. Represent acceptable college-level work and writing ability and are of the minimum quality likely to be accepted by an employer. Overall they fulfill the assignment and follow instructions, yet may contain errors in design, content, or grammar. 47–42 points

D Poor/Below Average. Have missing or inadequately developed parts. Include major errors or numerous minor errors. Fail to adequately develop the plan. 41–36 points

F Failing. "F" papers have one or more of the following problems: failure to follow instructions, failure to adequately demonstrate the student's mastery of the material assigned, major or numerous minor errors in content and/or format, missing or inadequately developed parts, poor or nonstandard written English. 35 or fewer points

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Stage D: Follow-Up Analysis   **___/50**

Evaluation: (30)

Evaluation instrument (10)   ____

Evaluation—describe

   method of data collection (10)   ____

Evaluation analysis—

   Describe method of analysis (10)   ____

Disposition decision (20)

Recommendation (10)   ____

Rationale (10)   ____

Note: A "check" means you made a good point. A "plus" means you needed to develop the topic further.
THE QUALITY OF YOUR PRESENTATION WILL AFFECT POINT AWARDS.
More comments may be on back side.