

FY09 CAMPUS RECREATION: ASSESMENT TO ACTION

| Assessment Name (Type) | CAS Standards | Goal/Objective | Methods | Results/Evidence | Actions |
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| <ul style="list-style-type: none"> ■ Student Leadership (Outcome - Direct) ■ Student Usage (Tracking) (Outcome-Indirect) ■ Community Service (Outcome - Indirect) ■ Target Audience (Demographics) (Outcome - Indirect) ■ End of Year (Needs and Satisfaction) ■ Staff Diversity (Outcome - Direct) | Leadership Development: Articulates leadership philosophy or style; Serves effectively in a leadership position; Demonstrates an understanding of group dynamics; Engages in team work and collaboration; Exhibits democratic principles as a leader | Participants and employees in campus recreation programs demonstrate enhanced leadership skills. | Leadership Matrix used to evaluate student’s leadership at the start of the position and at the end | <ul style="list-style-type: none"> ● 50% of sport club leaders rated in the two highest levels of leadership (organizational veteran and visionary) at the conclusion of the observation period ● 32% showed a two level increase in level ● None showed regression | <ul style="list-style-type: none"> ● Expand observation to all officers ● Create tracking mechanism to correlate leadership growth and attendance ● Investigate emerging leaders program |
| | Healthy Behavior: Chooses behaviors and environments that promote health and reduce risk | Participants in Campus Recreation programs and services will be able to demonstrate healthy habits. | Calculation of total student usage of programs and services including number of participants or unique users and participations or based on hours of use. | <ul style="list-style-type: none"> ● 622 student participants ● 200,587 student participations | <ul style="list-style-type: none"> ● Explore additional tracking mechanisms |
| | Social Responsibility: Participates in service/volunteer activities | Participants in Campus Recreation programs and services demonstrate social responsibility | Sport club participants will self-report volunteer hours and experiences | <ul style="list-style-type: none"> ● Participants totaled 913 hours of service ● 5% growth from FY08 | <ul style="list-style-type: none"> ● Add community service program opportunities ● Create liaison with Student Volunteer Services |
| | Diversity: Understands one’s own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Appropriately challenges the abusive use of stereotypes by others; | Students will be exposed to and appreciate diversity as it relates to target populations | Calculation and analysis of program demographics | <ul style="list-style-type: none"> ● 69% White (non-Hispanic) ● 22% Hispanic ● 3% Black (non-Hispanic) ● 1.8% American Indian/Alaskan ● 1.7% Asian/Pacific ● 0.9% International ● 0.6% Unknown | <ul style="list-style-type: none"> ● Marketing will target diverse populations ● Additional assistance will be given to help new clubs form |
| | Assessment: Evaluation procedures should yield evidence relative to student/staff recruitment and retention, the achievement of program goals, scope of program offerings, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, staff performance, recruitment and retention, and data as a result of benchmarking against other programs. | Campus Recreation administration seek to understand the needs of program participants | Each sport club team is asked to evaluate the program using an end of year annual report. Through open ended questions, the clubs indicate the issues, concerns and improvements that could be made to the Sport Club Administration. Analysis done using qualitative themes | <ul style="list-style-type: none"> ● Paperwork and financial procedures were often noted as time consuming and lengthy. ● Necessity for more field space, deteriorating field conditions, or field availability. ● Officer transition and training were areas that the Sport Clubs would like to see addressed next year. | <ul style="list-style-type: none"> ● Additional formal trainings will be required for new officer who begin in the middle of the year to help with transition. ● Utilize Sport Club Alliance to determine necessary improvements to enhance the monthly officer workshops for FY10. ● Streamline paperwork processes with Student Organizations. |
| | Diversity: Understands one’s own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Appropriately challenges the abusive use of stereotypes by others; | Students will be exposed to and appreciate diversity as it relates to target populations | Staff observations were based on questions and comments communicated regarding policies and procedures, special events and daily operating activities. | <ul style="list-style-type: none"> ● Informal staff was also encouraged to attend events and seminars during the Diversity Month of March, 10 managers later reported what they learned from event to entire Informal staff during meetings. ● Assistant Director and Graduate Assistant learned that 75% of Informal staff was knowledgeable and appreciative of diversity initiatives. | <ul style="list-style-type: none"> ● Informal staff will expand on diversity training during staff training activities and will provide more resources and incentives to encourage student staff to attend on campus diversity events. |

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| <p>● Boot Camp Fitness (Outcome - Direct)</p> | <p>Healthy Behavior: Chooses behaviors and environments that promote health and reduce risk</p> | <p>Participants in Campus Recreation programs and services will be able to demonstrate healthy habits.</p> | <p>Forty students were assessed at the beginning and the end of both the fall and spring Boot Camp programs.</p> | <ul style="list-style-type: none"> ● The results indicate that both Boot Camps were successful in making the participants more fit as shown through their weight loss, body fat percentages, ½ mile run, push-ups, and sit-ups. | <ul style="list-style-type: none"> ● We offered 2 Boot Camps in the spring semester due to the popularity of our fall program. Additionally, we will be offering a Boot Camp over the summer semester as well. |
| <p>■ Fitness Prices (Benchmarking)</p> | <p>Assessment: Evaluation procedures should yield evidence relative to student/staff recruitment and retention, the achievement of program goals, scope of program offerings, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, staff performance, recruitment and retention, and data as a result of benchmarking against other programs.</p> | <p>Campus Recreation administration seek to understand the needs of program participants</p> | <p><i>Group Exercise/Personal Training Rates at Comparable Institutions:</i> compared group exercise pass rates and personal training costs at fourteen comparable institutions.</p> | <ul style="list-style-type: none"> ● The results indicate that Texas State University's group exercise and personal training rates are fairly low compared to many other in-state institutions of similar enrollment. | <ul style="list-style-type: none"> ● None so far, but we would like to increase our group exercise passes to \$60 instead of \$50 due to the additional classes we are now offering with our expanded facility. We would also like to increase our personal training sessions to \$20 instead of \$15 in order to pay our student trainers more per hour. |
| <p>■ Safety Classes (Needs and Satisfaction)</p> | <p>Assessment: Evaluation procedures should yield evidence relative to student/staff recruitment and retention, the achievement of program goals, scope of program offerings, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, staff performance, recruitment and retention, and data as a result of benchmarking against other programs.</p> | <p>Campus Recreation administration seek to understand the needs of program participants</p> | <p>Students complete survey after complete of CPR/First Aid class to evaluate based on satisfaction level and future needs</p> | <ul style="list-style-type: none"> ● 98% of respondents felt they are better prepared to respond to an emergency as a result of the training. ● 97% agreed or strongly agreed that they would recommend this training to others ● 98% agreed or strongly agreed that they were satisfied with the training. ● 14% mentioned videos in the question "Which part of this training was the least effective?" | <ul style="list-style-type: none"> ● Maintain the extensive training of Red Cross Instructors, customer service practices, etc. in order to keep the above first three statistics mentioned above high. ● Despite negative comments about video we must still continue to show the videos per American Red Cross policies. |
| <p>● Employee Leadership (Outcome - Direct)</p> | <p>Leadership Development: Articulates leadership philosophy or style; Serves effectively in a leadership position; Demonstrates an understanding of group dynamics; Engages in team work and collaboration; Exhibits democratic principles as a leader</p> | <p>Participants and employees in campus recreation programs demonstrate enhanced leadership skills.</p> | <p>Leadership Matrix used to evaluate student's leadership at the start of the position and at the end</p> | <ul style="list-style-type: none"> ● 35% of employees observed did not demonstrate employee growth ● 65% of employees observed did demonstrate employee growth ● 0% of employees observed regressed to a lower level of employee leadership | <ul style="list-style-type: none"> ● Employees will be assigned specialized tasks that require the work of multiple employees. They will assume the role of leader and take responsibility for the completion of the task. ● Employee of the month will be awarded to students who take initiative and make improvements without being told. |

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| <p>■ Leave No Trace (Outcome - Direct)</p> <p>■ GOAL (Needs and Satisfaction)</p> <p>■ ATP (Needs and Satisfaction)</p> | <p>Social Responsibility: Participates in service/volunteer activities</p> | <p>Participants in Campus Recreation programs and services demonstrate social responsibility</p> | <p>A pre test/post test instrument was used to measure the growth in knowledge of Leave No Trace principles on a selected adventure trip.</p> | <ul style="list-style-type: none"> Participants demonstrated an increase of 33% in awareness of LNT practices from the measure of awareness at the beginning of the trip to the end of the trip. | <ul style="list-style-type: none"> Leave No Trace principles will be an integral part of future trips. Periodic evaluations will take place to ensure participants are becoming increasingly aware of the Principles and their impact on the settings. |
| | <p>Assessment: Evaluation procedures should yield evidence relative to student/staff recruitment and retention, the achievement of program goals, scope of program offerings, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, staff performance, recruitment and retention, and data as a result of benchmarking against other programs.</p> | <p>Campus Recreation administration seek to understand the needs of program participants</p> | <p>Each participant is asked to evaluate the GOAL experience. Through open ended questions and ratings the students indicate the issues, concerns and improvements</p> | <ul style="list-style-type: none"> 0.7% (vs. 5.2% Sept 07-Mar 08) expressed “no satisfaction” to “little satisfaction” with the program and how they feel about themselves as well as their own group 95.4% (vs. 85.2% Sept 07-Mar 08) expressed “quite a bit” to “a great deal satisfied” with the program and how they feel about themselves as well as their own group (see summary for more details) | <ul style="list-style-type: none"> Because of the many areas that showed significant improvement, we will continue to focus on training and preparing our staff. We will also investigate the feasibility of changing and adding variables to our evaluation that will more completely assess the Challenge Course experience, especially as it relates to the activities and the facilitators. |
| | <p>Assessment: Evaluation procedures should yield evidence relative to student/staff recruitment and retention, the achievement of program goals, scope of program offerings, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, staff performance, recruitment and retention, and data as a result of benchmarking against other programs.</p> | <p>Campus Recreation administration seek to understand the needs of program participants</p> | <p>Each participant is asked to evaluate the trip. Through open ended questions and ratings the students indicate the issues, concerns and improvements</p> | <ul style="list-style-type: none"> 0% expressed “not at all” to “a little” satisfaction with the activities overall 2% expressed “some” satisfaction with the activities overall 98% expressed “Quite a bit” to “A great deal” of satisfaction with the activities overall (see summary for more details) | <ul style="list-style-type: none"> We plan to implement marketing techniques to attract a more diverse group of trip participants. We hope to integrate academic components into this trip including ecology and geography. |

- **Goal 1:** Leadership, involvement, and social responsibility
- **Goal 2:** Health and Wellness
- **Goal 3:** Facilities

- **Goal 4:** Outreach to targeted populations
- **Goal 5:** Knowledge and professional development
- **Goal 6:** Fiscal resources