

Assessment Plan End of Year Report: Department of Recreational Services 2008-2009

Common Learning Goal Addressed	University document to which the Learning Goal is tied	Student Learning, Customer Service/Satisfaction, or Process Objective	Program or Activity targeted to measure stated objective	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics (if available)	Tentative Conclusions, Next Steps to integrate results
<p>1. The Department of Recreational Services will provide opportunities for participation in a variety of activities that satisfy the diverse needs of William Paterson University students, faculty, staff and alumni members, and where appropriate, guests, and public participants can become involved.</p>	<p>University, Student Development, and Recreational Services Mission Statements</p>	<p>A. Increase opportunities for students to develop sports skills, physical fitness and personal holistic health and wellness through participation in recreational programs and activities.</p>	<p>Intramural Sports (IM) Non-Credit Instructional Programs Friday Night at the Rec (FNR)</p>	<p>By participation in recreational activities, students will be able to:</p> <ol style="list-style-type: none"> 1) Pursue life-long fitness and leisure-time opportunities. 2) Continue recreational sport skill development. 3) Take the initiative to form an Intramural Sports team. 4) *Continue to develop holistic health, particularly fitness and wellness. 5) Reduce stress 6) Improve social networking skills 	<p>Intramural Sports Utilization Statistics & Survey Non-Credit Instructional Program Utilization Statistics Non-Credit Instructional Program Evaluations Friday Night at the Rec Utilization Statistics Student Voice: Student Satisfaction Survey on PDA</p>	<p>Over 600 WP students participated in IM Sports each semester: 65% are Residents, 35% are Commuters</p> <p>StudentVoice Survey for FNR was helpful in determining student satisfaction & reasons for participation.</p> <p>Results show that 68% of students participate in the FNR program for fun, & 54% for something to do. 98% would recommend this program to others.</p> <p>55% of students hear about the program through friends.</p>	<p>Continue to offer a wide range of recreational opportunities for students and continue to seek/add new activities as space and budget allows.</p> <p>Continue FNR Program</p> <p>Improve marketing techniques</p>

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<p>2. The Department of Recreational Services will assist William Paterson University students in developing leadership skills through active involvement in employment opportunities, extracurricular education opportunities, and participation in recreational sports and activities.</p>	<p>University, Student Development, and Recreational Services Mission Statements</p>	<p>A. As part of their employment by the Department of Recreational Services, student employees will:</p> <p>1) Develop customer service skills including phone etiquette, interpersonal communication strategies, active listening & conflict resolution.</p> <p>2) Develop leadership skills including organization & planning, communication skills, problem solving & decision making, motivating & working with others</p>	<p>In-service Training Programs</p> <p>On-the-job Training</p>	<p>1) By the end of one semester, with training, the student employee will improve their ability to assist a customer within a reasonable amount of time, without prompting.</p> <p>2) By the end of two semesters, the student employee will gain confidence in performing the duties assigned to his/her job title.</p>	<p>StudentVoice Job Satisfaction Survey designed for Student Employees</p> <p>Student Employee Performance Evaluation</p> <p>Student Employee Self-Evaluation & Exit interviews with Lifeguard Staff.</p>	<p>Results show that over 85% of respondents are satisfied with their employment with the Department of Recreational Services. 95% of student employees improved their customer service skills. Over 90% of student employees improved their ability to interact with co-workers. Other areas of improvement were noted in communication skills, decision making & problem solving. 90% of Lifeguard staff were satisfied w/ in-service training programs</p>	<p>Continue to improve staff in-service training programs by utilizing outside resources. (CARES, Simple Truths, etc.)</p> <p>Continue to conduct Student Employee Performance Evaluations at the end of each semester.</p> <p>Continue to utilize exit interviews & self- evaluations with small groups of staff.</p>

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<p>3. The Department of Recreational Services will cooperate with academic units to provide education opportunities and practical application of skills in a variety of recreational sports activities.</p>	<p>University, Student Development, and Recreational Services Mission Statements</p>	<p>A. Through participation in Fitness Assessment opportunities, students in the Department of Kinesiology (majors) will be able to improve practical assessment skills by utilizing Rec Center participants as potential clients.</p>	<p>Individual Fitness Assessments & interactive games during Women's Health & Fitness Night (3/24/09)</p>	<p>By the conclusion of the event, the student will be able to readily engage a participant in a physical fitness assessment, administer a battery of tests pre-determined by the faculty member and/or the Recreational Services Fitness Coordinator and accurately record the results on the designated form.</p>	<p>Professional Observation Students completed a written report/research paper as part of their class project.</p>	<p>100% of Kinesiology students involved with Women's Health & Fitness Night was fully engaged with participants while administering fitness assessments, surveys and Wii interactive games.</p>	<p>Continue and possibly expand project to include Pioneer Health Challenge with Kinesiology Faculty. Design a student satisfaction survey and/or skills checklist in conjunction with cooperating faculty members</p>

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3. The Department of Recreational Services will cooperate with academic units to provide education opportunities and practical application of skills in a variety of recreational sports activities.	University, Student Development, and Recreational Services Mission Statements	A. Students will be able to apply knowledge and practical skills of environmental science through participation on Hiking Trips.	Hiking Trips	By the conclusion of the hiking trip, the student will be able to identify and discuss at least 5 different natural resources found in the environment at the specified location, with at least 80% accuracy.	Design a student satisfaction survey and a skills checklist in conjunction with cooperating faculty member Utilize Student Voice PDA or Web-based Survey to capture information from past and future hikers.	Attempted, but not assessed this year.	One hike attempted on 11/22/08, but there were extenuating circumstances. Continue working cooperatively on project design with Dr. K. Swanson & other Environmental Science faculty for 2009-2010.

Narrative:

This year, the Department of Recreational Services has been focusing on data collection resources and implementing new strategies to improve student staff training and student programs as a result of our assessment plan. We started to utilize StudentVoice for student satisfaction surveys. This proved to be an extremely useful resource. Recreational Services plans to utilize the NIRSA Benchmark Study for 2009-2010.

Intramural Sports added a PlayStation 2 Madden 2009 Tournament at the students' request. The tournament was successful and will become an annual event.

Hiking trips continue to be popular, especially among students this year. The off-campus theme was "Weird NJ" which may have attracted more students who don't normally hike as an activity. One hike in September 2008 (Stone Living Room) had over 28 participants, which was somewhat unmanageable and posed a safety risk for hiking leaders. Large hiking groups are also contrary to LEAVE NO TRACE Principles. It is difficult to be socially engaged and make connections to students with such a large group. Hiking trips work best with 8-16 participants, but can accommodate up to 20 and still accomplish goals and objectives.

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Students that attended the NIRSA Region I Conference in Fall '08 took the initiative to write a proposal to attend the NIRSA Annual Conference in Spring '09 based upon their experiences. 100% of students concluded that after attending the NIRSA Annual Conference, resources should be allocated yearly to send a diverse group of Rec Center student staff members to the Annual Conference, not only for the experience, but to utilize the Career Opportunity Center (COC). Students and professional staff feel that the NIRSA Region I Conference, although held locally, no longer meets the needs of our students.

Recreational Services Student Employment Outcomes Spring 2009 (StudentVoice Shared Project)

This survey was conducted to assess the learning outcomes of the student employment experience. The survey specifically assessed the following areas: communication skills, analytical skills, relationship skills and job satisfaction.

There were three core communication skills that were assessed. They were verbal, written, and listening. The majority of respondents felt that their verbal communication and listening skills improved considerably as a result of working at the Rec Center. Only 30% felt that their written communication skills improved considerably. 33% of respondents felt that their written communication skills did not change as a result of their position at the Rec Center.

Assessing the analytical skills produced respondents who felt some skills were improved considerably and some skills were not improved. Respondents produced better results in the area of analysis and problem solving. 75% of respondents felt that their decision-making skills had developed and improved considerably due to their position. 61% of respondents felt their problem solving skills improved considerably and 30% felt their problem solving skills improved somewhat as a result of their position. The area of Information Management produced more average results. 44% of respondents felt their skills for accessing information were improved considerably and 8% of respondents felt this skill had not changed as a result of the position. 16% of respondents felt they had considerably improved their ability to develop presentations. 63% of respondents felt this skill had not changed or was not used in this position.

The area of relationship skills produced significantly positive results. Over 90% of respondents felt their position had improved their ability to interact with co-workers effectively. Over 80% felt their position had improved their ability to interact with supervisors effectively. Over 95% felt their position had improved their ability to provide appropriate customer service.

The last area of assessment was job satisfaction. When asked what was learned from the position respondents listed numerous skills. Some skills listed were problem solving, better communication, management skills, leadership skills and responsibility. Over 85% of respondents were moderately or very satisfied with their position of employment. 25% of respondents named work environment as the most important factor affecting their satisfaction.

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Closing the loop summary:

Assessment of recreational activities is necessary and ongoing in order to improve our programs and services. As we continue to offer a wide range of recreational opportunities for students including Intramural Sports, Fitness classes, hiking trips and Friday Night at the Rec, Utilization statistics and program satisfaction surveys assisted the department in adding two new activities including a Zumba fitness class (fall 2009) and Intramural Field Hockey (spring 2010).

We continue to try to improve our marketing techniques. This fall, an Intramural Sports Calendar was designed, printed and distributed to a small sampling with positive feedback. Specific marketing questions have been added to our student satisfaction surveys to try to address this issue.

Information gained through our student employment satisfaction survey and exit interviews with the student lifeguard staff helped the department improve staff in-service training programs by integrating icebreakers and team-building activities as well as motivational DVDs from Simple Truths.

One of our biggest challenges this year is finding resources to ensure student involvement in the NIRSA Annual Conference. Reflection essays from 2008-2009 show that students feel strongly about attending this conference, so they can become better employees as well as improve programs and services offered by Recreational Services. The students have taken the initiative to start fundraising activities to try to offset the costs associated with attending the conference, which will be held in Anaheim, CA, April 2010.

The Department of Recreational Services currently has three student satisfaction survey projects utilizing Student Voice. The information provided by these surveys allows us to make ongoing improvements to our programs and services. We hope to utilize the NIRSA-Student Voice Campus Recreation Benchmark Study this year to provide a better glimpse of the impact of our activities, programs and services on William Paterson University students. (This benchmark study is currently “live” and will be completed the first week in April 2010.)