Program-level “Student Learning Outcomes”
Assessment Plan for Co-Curricular Programs

Program: University Recreation & Sport Facilities
Department: University Recreation & Sport Facilities
Division: Student Affairs
Assessment Coordinator(s): Andy Jepsen & Vicki Reed
Plan Time Frame: 2012-2013 to 2015-2016

1. Program Mission Statement:
   University Recreation & Sport Facilities provides opportunities that bridge academic learning with self-discovery through activities that enhance student leadership, development, wellness, and fun.

Program Vision Statement:
University Recreation & Sport Facilities will work in partnership with university faculty, staff, and community to develop citizenship and well-being for all students by creating comprehensive student-centered opportunities that foster success, connectedness, and social development.

2. Program-level Outcomes.
   University Recreation & Sport Facilities has established seven key areas of student learning, which focus on enhancing the educational mission of the university for participants and employees of the various program areas within the unit:
   - Knowledge of Human Culture & the Natural World
   - Creative & Critical Thinking
   - Effective Communication
   - Individual & Social Responsibility
   - Respect for Diversity Among People
   - Personal Wellness
   - Recruitment and Retention
UR&SF LEARNING OUTCOMES

Knowledge of Human Culture & the Natural World
1. Provide the platform for students to learn about human culture and the natural world through University Recreation & Sport Facilities.
2. UR&SF activities and programs contribute to the quality of life at the institution.
3. Students gain an appreciation for the environment.
4. Students identify their sense of belonging/association.

Creative &Critical Thinking
1. Students integrate concepts and principles from multiple perspectives in order to address problems and make decisions.
2. Students apply information/expectation and concepts from staff training to a new situation or setting.
3. Students develop their concentration skills.
4. Students improve their problem-solving skills.
5. Students develop the ability to multi-task and use time management skills.
6. Involvement in UR&SF will translate into improved academic performance.

Effective Communication
1. Students work collaboratively and seek feedback from others.
2. Students write and speak after reflection.
3. Students listen actively and ask appropriate questions.
4. Students demonstrate increased communication skills.
5. Students develop group cooperation and conflict resolution skills.

Individual & Social Responsibility
1. Students assume responsibility for personal decisions and accept consequences, whether positive or negative.
2. Students participate in the development and maintenance of their communities & affiliations.
3. Students demonstrate the ability to develop leadership skills.
4. Students demonstrate the ability to develop friendships.

Respect for Diversity Among People
1. Students seek to understand viewpoints of others and appreciate the value of other worldviews.
2. Students strive to understand personal development through diverse experiences and interactions with those different from themselves.
3. Students formulate a respect for others.
4. Students create an understanding of multicultural awareness.

Personal Wellness
1. Students maintain a healthy lifestyle including exercise, nutrition, and mental and emotional well-being.
2. Students achieve balance between education, work and leisure time.
3. Students set, articulate, and pursue goals, and overcome obstacles that hamper goal achievement.
4. Students develop and maintain satisfying and mutually rewarding interpersonal relationships.
5. Students maintain feelings of self-worth and manage emotions appropriately.
6. Students distinguish an understanding of the importance of staying fit and of overall health.
7. Students define their fitness level and demonstrate an ability to manage stress.

**Recruitment and Retention**
1. Prospective students compare our program offerings and facilities with other campuses.
2. Students are influenced to stay on campus when participating in UR&SF programs.
3. Students develop a sense of belonging.
4. Transfer students compare our offerings and facilities with other campuses.

3. **Strategies to assess Program-level student learning.** Identify strategies for assessing each outcome identified under #2 above and identify the performance indicator (benchmark or how “good is good enough”). *REMEMBER: Multiple strategies (measures) should be used to provide evidence of student learning; Process should be meaningful, manageable and sustainable. Are we fulfilling our mission and intended learning outcomes?*

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies (Measures)</th>
<th>Performance Indicators (Benchmark)</th>
<th>Collect Evidence: When and Where</th>
</tr>
</thead>
</table>
| **Respect for Diversity** Students strive to expand personal development through diverse experiences and interactions with those different from themselves. | ➢ EAC: Qualtrix survey of staff and trip participants.  
➢ MSPC: Supervisors’ personal reflection on implementation of increased managerial requirements for supervisors.  
➢ **Group Exercise:** Yoga instructors personal reflection of 2-day Yoga Certification Workshop. | ➢ CASA standards  
➢ NIRSA Student Voice benchmark data | ➢ Observations at any time  
➢ End of the academic year survey |
| **Respect for Diversity** Students formulate a respect for others. | ➢ **Facilities:** Building Managers wrote personal reflections after working Hmong New Year.  
➢ **Facilities:** Building Managers will write journal entries following the Native American | | ➢ Observations at any time  
➢ End of academic year survey |
<table>
<thead>
<tr>
<th><strong>Respect for Diversity</strong></th>
<th>Facilities: Building Managers are creating a ‘Diversity Week’ at McPhee to showcase diverse populations utilizing the facility.</th>
<th>End of semester project</th>
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<tbody>
<tr>
<td><strong>Personal Wellness</strong></td>
<td>Students achieve balance between education, work and leisure time.</td>
<td>Observations at any time, End of academic year survey</td>
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<td>Students maintain feelings of self-worth and manage emotions appropriately.</td>
<td>February 2013</td>
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<td>Students define their fitness level and demonstrate an ability to handle stress management.</td>
<td>February 2013</td>
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4. **Using and Sharing the Results.** What, how, to whom and when will the information be shared? *REMINDER: “Close the loop”;

*Findings should lead to providing students with improved learning opportunities and improving teaching and learning.*

<table>
<thead>
<tr>
<th>Information to be Shared</th>
<th>Method for dissemination</th>
<th>Share Results –Stakeholder</th>
<th>Timeline</th>
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</table>
| Submit 7-year plan to identified responsible administrator, Student Affairs Assessment Committee, and the University Assessment Committee. | ➢ Department Website  
➢ Training | ➢ Students  
➢ Department Staff  
➢ Student Affairs  
➢ University Assessment Cmte | ➢ Department: End semester  
➢ Student Affairs: Sept 1  
➢ University Assessment Committee: Sept. 1 |

Planned Assessment Activity:  
**NIRSA Survey**

Planned Assessment Activity:  
**LLC (EAC and Wellness)**

Planned Assessment Activity:  
**Student Leadership/Development**  
➢ EAC Trips, Ropes, Wall, Rentals  
➢ Group Exercise/Wellness  
➢ Crest Fitness Center  
➢ McPhee Strength & Performance Ctr  
➢ Intramurals & Sport Clubs  
➢ Facilities  
➢ Bowling & Billiards Center

**Review Assessment Plan**

**Begin self-study for Program Review**

Approved* _________________  
Pending* _________________  
Returned for revision* _______________

*See Plan Rubric