

Pre-assessment of the Ohio University's Division of Campus Recreation

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EXECUTIVE SUMMARY

This is a pre-assessment of the Division of Campus Recreation, coordinated by the Assistant Dean for Recreation and Wellness, the director of the program. The purpose of the pre-assessment is to establish a baseline to implement the Academic Support Unit Program Review (ASUPR) process. The document includes an organizational profile for the Division, assessment methodology, and a standards-based self assessment using the CAS standards for Recreational Sports as a framework. Each area within the framework includes the standard, finding, and a recommendation for action. The following are the key findings and recommendations for each area and will form the basis for the Division's action plan.

Finding: Mission had the highest mean and percentage of positive responses and the smallest standard deviation of all areas. The highest rated statement in this area was "Mission statement is in place" and the lowest was "CR program formats reflect diversity. High means in both SAT and EHE suggest as well as low SD suggest staff as knowledge of and acknowledges the importance of the Division's mission. There was general satisfaction with the mission and the consensus of the staff was that programs and facilities supported the mission. ***Recommendation:*** No further action was needed at this time.

Finding: Program was only identified in the CAS standards. Program had the second highest mean, a mid-level percentage of positive responses and a standard deviation. ***Recommendation:*** Develop more consistency in application of SLO's to employees and explore ways to tie in SLO's to participants. ***Action Plan:*** Ensure that all CR areas have consistent student learning outcomes; Examine the student evaluation processes for all areas; Identify and recommend a consistent process and/or timeline that would still be useful to all areas but also provide a consistent information-gathering process for CR. Tie consistent student learning outcomes into the employee evaluation process.

Finding: Leadership on both the SAT and EHE were seen as high. Low range and SD and high number of high response to questions suggest general satisfaction with this area of the standards. **Recommendation:** No further action is needed.

Finding: Organization and management appears to be strengths of the Division. Process effectiveness was rated the highest of all EHE components. These data reflect the effort and focus on developing and refining organizational structure. An effective scalar chain provides the division with clear lines of communication. Interdepartmental communication is not yet at an optimal stage. High means and % of positive responses as well as low SD suggest a cohesive organizational culture. Organizational location does not facilitate development of an effective community of practice. **Recommendation:** Request for Campus Recreation to be relocated to Student Affairs will be resubmitted by Assistant Dean.

Finding: Human Resources had the greatest range of responses on both tools. The low scores were related to compensation while the high scores related to work environment. **Recommendation:** A review of professional staff PDQ's to resolve inequities in compensation will be undertaken by the Division's Leadership Team

Finding: Financial Resources were only addressed in the CAS standards. A low mean, large range and low number of positive answers suggest concern with financial resources available for the Division. Potential budget adjustment as part of university wide reductions will impact service levels and financial stability. **Recommendation:** Review resale operation to ensure profitability; cost out services to capture direct and indirect expenses; conduct cost-benefit analysis to include direct and indirect expenses for pay-for-play system; adjust service levels to meet mandated budget reductions.

Finding: Facilities, technology and equipment were only addressed in the CAS standards. Low mean, median and % of positive responses suggest this area needs review. **Recommendations:** Develop a list of equipment and systems, including costs information, maintained by Facilities Management; take a leadership role and become a

“role model” on the campus in the sustainability effort; use of solar energy for facilities (Federal grant money available); store solar generated power for IM fields and tennis courts; Research the University of Florida system to harvest energy from self powered machines (bikes and elliptical).

Finding: The Division has a good relationship with and relies on institution’s office of legal affairs for providing guidance in ensuring compliance with local, state and federal laws applicable to its operations. Exculpatory documents have been reviewed and approved by the office of legal affairs. Decisions requiring legal opinions and input have been cleared through this office. **Recommendations:** Identify participant risk on land adjacent to university; consolidate and establish a process for waivers and identify single liaison with legal affairs.

Finding: The area of **Equity and Access** was only addressed in the CAS standards. Low mean and median as well as low % of positive responses suggests need for improvement. **Recommendations:** Develop a professional development plan for the monthly staff meetings using existing on-campus resources; identify special needs individuals on campus and in the community; and make equity and access data available as public information.

Finding: Data for **Campus and External Relations** are inconclusive. With the exception of the % of positive responses, SAT and EHE findings were similar. Low means and relatively low SD and median suggest need for further investigation. Results might be caused by a feeling of isolation. **Recommendation:** Consolidate information regarding collaboration and community impact and share within the division; focus on identifying campus and external relations, define desired relationships and determine resources.

Findings: **Diversity** was only identified in the CAS Standards. Diversity had the lowest mean score and lowest % of positive responses. Low means, a large variability between high and low responses and a large SD suggest a lack of continuity regarding the perception of diversity within the Division. **Recommendation:** Review the Diversity

Report from the 2007-08 and 2008-09 Diversity Task Force; refine and implement diversity plan

Findings: Ethics was only identified in the CAS standards. Low means, a large variability between high and low responses and a large SD suggest a lack of continuity regarding the perception of ethics within the Division. **Recommendations:** Revise and distribute the Division's Ethic statement; establish a program of Ethics education for all employees.

Findings: Low means, median, and positive response to questions suggest the area of **Assessment and Evaluation** needs improvement. **Recommendations:** Consolidation of assessment and evaluation techniques and establishing a culture of assessment should be a division wide focus.

Finding: Outcomes and achievement are elements in EHE that underscore the purpose of the CAS standards. Analysis of these areas suggests the division tends to focus on process rather than achievement. These results tend to track with the Division's emphasis on developing policy and procedure rather than measuring outcomes and achievement. Reviewing the data from the CAS Assessment and Evaluation and EHE Information and Analysis suggest a lack of focus on the evaluative end of the quality cycle.

Recommendation: Formulate a plan, including the development of universal evaluation tools and processes, for the assessment of outcomes and achievements by staff and participants.

Lessons Learned

Finding: The development of the self assessment survey was arduous and took an excessive amount of time. The survey of 249 questions was too long. Data input and analysis was problematic because of the structure.

Recommendation: The survey should be refined to no more than 150 questions. General standards should be identified and made available for use by all areas utilizing CAS.

Finding: Distribution of the survey was limited.

Recommendation: Future surveys should be distributed to stakeholders through sampling. Representative groups should include user groups, suppliers, and partners.

Finding: Other standards were not used in this assessment.

Recommendation: Specific area standards should be included in the overall assessment.

Phase 2 of the Assessment, for implementation during FY 08-09 and FY 09-10 will focus on implementing selected recommendations and action plans relative to assessing the achievement of student learning outcomes, establishing a sustainability plan for all facilities and programs, refocusing the Division's campus and external relations, and refining and implementing elements of the Division's Diversity plan. These plans, while a priority, will be assessed against the institution's current fiscal environment.

INTRODUCTION

This document is a pre-assessment of the Division of Campus Recreation, coordinated by the Assistant Dean for Recreation and Wellness, the director of the program. The purpose of the pre-assessment is to establish a baseline to implement the Academic Support Unit Program Review (ASUPR) process. Academic Support Unit Program Review is grounded in the quality management process espoused by W. Edwards Deming and refined for higher education by Brent Rubin's Excellence in Higher Education (EHE). The basic concept of quality management is the implementation of a plan-do-study-act cycle.

The characteristics of co-curricular units, such as the Division of campus recreation, suggest the use of the Council for the Advancement of Standards (CAS) in Higher Education-Recreational Sports Standards as framework in which to align the unit with the institution and the profession. In discussing self assessment Upcraft and Schuh (1996. p. 255) suggest eight steps for effective self assessment including "(1) decide on a self study approach, identify guidelines, clarify criterion measures to be used (4) identify and summarize evaluative data, (5) describe discrepancies between criteria and practice, (6) delineate required corrective actions, (7) recommend program enhancement actions, and (8) prepare and action plan"

This assessment will use both the CAS standards and Baldrige Criteria as articulated by Excellence in Higher Education and the EHE Organizational Checklist. Data from peers will be used throughout the document. The document includes an organizational profile for the Division, assessment methodology, and a standards-based self assessment using the CAS standards for Recreational Sports as a framework. Each area within the framework includes the standard, finding, and a recommendation for action.

Organizational Profile

The Division of Campus Recreation is organizationally housed in the College of Health and Human Services and is the result of the consolidation of the Recreation Auxiliary and Recreational Sports departments in 1995. Funded in part by the general fee the Division generates over one million dollars facility rentals and program fees. The Division is guided by a shared vision, mission, core values, and operational philosophy and is grounded by the CAS standards for Recreational Sports and the NIRSA Ethical Code of Conduct.

Stakeholders

The Division of Campus Recreation serves distinct types of clients: students, faculty and staff of Ohio University and the extended community of Athens and Southeast Ohio. Due to the residential nature of the University, the primary target demographic for the Division is Ohio University students. All facilities and programs serve this target by providing academic and co-curricular opportunities for learning in recreational environment. The Divisions' secondary target audiences are University faculty and staff, the community and the profession. These clients are invited to use facilities and participate in programs based on surplus capacity. The Division benefits fiscally by generating revenue from secondary user groups. Specific secondary stakeholders include, but are not limited to, members of Athens Minor Hockey and the Bobcat Swim Club, professional staff with Athens City Parks and Recreation, and the Athens Adult Soccer League.

Key stakeholders in the Division are professional and student staff. Professionals have educational backgrounds and specific skills to provide an efficient and effective recreational sports program. The primary role of professional staff is the operational oversight of the facilities and programs that comprise the division and to mentor student staff in providing recreational services for the University and community. As a well established program the Division serves the professional disciplines of Recreational Sports and Student Affairs. There is an expectation that staff members are active in serving professional associations through participation on committees and task forces, holding office and active scholarship.

As an auxiliary within the University, the Division is required to use specific suppliers within the institution. Primary service suppliers include the offices related to human resources, finance and accounting, budget and analysis facility management, information technology, and marketing and communications.

Leadership and Staff

Answering to the Dean of the College, the Assistant Dean for Recreation and Wellness has line responsibility and authority for the overall fiscal and operational management of the Division of Campus Recreation. The Assistant Dean shares leadership responsibilities with two associate directors. Each department (facility or program) has a director and in the case of the Intramural and Club Sports, the Ping Center and Outdoor Pursuits an assistant director. The

Division has a total of 12 full-time recreation related professional staff, 1 part-time (.25) emeriti recreation professional, 2 full-time support professional staff and 3 classified employees for a total staff of 17.25 FTE. The Division has a total of 14 graduate assistants who serve middle management functions. The Ping Center and Fitness operation has a total of 5, the Intramural and Club Sport programs and the Bird Ice Arena and Hockey Club have 3 each, and the Aquatic Center, Golf and Tennis Center and Outdoor Pursuits program have one each.

Support Services

The Business Office provides for the centralized business functions for the Division and is physically located in the Ping Center. Financial functions include accounting, auditing, purchasing, payroll and membership sales to facilities and programs operated by the division. The office also is involved in planning, implementation and evaluation of revenue functions. Income and bond debt for the Ping Center, Tennis Complex, and Bird Arena is handled on a schedule submitted by university controller through this office. Financial analysis and report data collected is provided to the area directors and assistant dean according to operational reporting schedule. Policies and procedures relative to the business operations are routinely reviewed to increase operational effectiveness. Data including financial, procurement, inventory, and membership records, as well as reports, are maintained. Monthly investment funds in the capital repair and replacement are routinely monitored to track interest earned and auxiliary fund investments. The office provides internal personnel operations to include student database, employee files/records, payroll, wage matrix, position descriptions, etc.

The Marketing and Technology team identifies customer interests to promote services provided by the division. The program aims to increase awareness of facilities, programs, and memberships to university students, faculty/staff, alumni and community. Ongoing and continual priorities include evaluating the existing Marketing Plan, coordination of the printing and copying needs for all areas, coordination of advertisements, promotion of facilities and programs, evaluation and dissemination of information and services to customers through periodic and annual evaluations, and updating and enhancement of the Division's homepage. This area coordinates technology functions including the development and implementation of the technology plan, management of software systems and purchasing hardware and peripherals.

Facilities and Programs

The Division's facility operations include the Aquatic Center, Bird Ice Arena, Golf and Tennis Center, and Charles J. Ping Student Recreation Center. Programs offered by the Division include Fitness and Special Events in the Ping Center, Intramural and Club Sports, Outdoor Pursuits, and a variety of facility based learn-to programs.

Facilities

The Aquatic Center is year round facility consisting of a 50 meter by 25 yard swimming pool containing 730,000 gallons of water. Program activities involve those necessary to balance the athletic, academic and recreational aquatic needs of the University and Athens community as well as southeastern Ohio and western West Virginia.

Bird Arena indoor ice facility features an illuminated 190' by 85' ice surface with fiberglass dasher boards and seamless tempered glass shielding system. The season typically begins in September and ends in April. The program estimates that over 50,000 patrons visit the facility each year. The arena is equipped with a skate shop providing skate rentals, skate sharpening, pro shop, a concession stand, mezzanine area and a lounge. The 1,200 spectator capacity arena serves as home ice for the four-time ACHA national champions, the Club Hockey Team. Bird also houses a wide array of activities including recreational skating, Athens Youth Hockey Association, Recreation and Sport Science classes, intramural sport activities, recreational hockey, figure skating, learn to skate programs, Precision Skating Club, birthday parties, and special events.

The Golf and Tennis Center consists of the golf course, 10 tennis courts and the driving range. Designed by renowned architect Barry Serafin, the Golf Course is a par 35, 9-hole course with a USGA rating of 35.5. Contingent on weather, the course will be open year round for league and tournament play, with the peak season running from April through September. Offering retail and concession items, the golf pro shop is located between the indoor and outdoor tennis courts and adjacent to the Ping Center. The Tennis Center consists of four indoor and six outdoor tennis courts. The indoor courts are enclosed in a 40 foot tent structure, allowing players to compete in state-of-the-art playing conditions. In addition, a Pro Shop with concession and retail items, as well as racquet re-stringing capabilities, is located directly between the indoor and outdoor courts. Driving Range is a 250-yard range that can accommodate up to 40 golfers on the

natural grass tee. An additional bent grass tee is available for use by the Men's and Women's Varsity golf teams. A practice putting green is also available. The operational season for the range is from March 1st to October 30th, contingent on the weather. Concession items are available for sale.

The Charles J. Ping Student Recreation Center is a 168,000 square foot recreational facility. The facility consists of 5 hardwood basketball/volleyball courts; 2 synthetic multi-purpose areas; 8 racquetball courts, 4 of which can be used for wallyball and 2 for squash; a 36 foot high by 13 foot wide, 2 sided climbing wall; 6,000 SF of space for cardio-vascular and resistance equipment; 4,000 SF of space for free weight equipment; a 4 lane walking/jogging track; a 6,000 SF aerobics studio; a 4,000 SF combative/martial arts studio; locker rooms; a 3,000 SF cardio area; an outdoor patio; a lounge area; a catering area; meeting rooms; and offices. The center provides equipment sufficient to meet customer needs for open recreation and structured programs.

The Ping Center serves as a host site for the business office, intramural and club sport activities, fitness programs, open recreation, outdoor pursuits' climbing wall and rental center and Academic classes. The facility rents meeting rooms as well as banquet and recreation to the university community. The staff coordinates all scheduling, rentals, and reservations for the facility, and consists of three professional, 5 graduate assistants and 175 undergraduate student employees. The Center has a staff of students who are certified to train Campus Recreation employees in First Aid, CPR, and OSHA standards. Staff members are evaluated biannually on their performance and hold regular meetings to discuss relevant operational issues

Programs

Club Sports currently consists of thirty-six active student-run organizations. Ohio University Club Sports involves as many as 1,100 student-athletes and numerous spectators participating in as many as 350 intercollegiate athletic contests or demonstrations annually. A student-athlete Club Sports Executive Board, which reviews policy, plans special events and acts as a disciplinary appeal board for the Club Sports program, is elected each year from within the Club Sport leadership.

The focus of the Fitness Program is the management of a 6,000 square foot fitness area equipped with cardiovascular and resistance machines and a 4,000 square foot free weight area. Activities focus on the physical, social, emotional and mental aspects of wellness. A diverse schedule of group classes is offered each week at no charge to students and Ping Center members. The majority of group fitness instructors hold nationally recognized certifications. Workshops include yoga, dance, massage, and self-defense, as well as Personal Fitness Training and Assessments are revenue-generating activities. Fitness plays an active role in the campus Exercise and Eating Disorders Task Force, a multi-disciplinary team helping students with these special needs.

The Intramural Sports program consists of a comprehensive and diverse offering of activities (over 100 in total) in a variety of competitive and recreational leagues and tournament formats. In addition to providing a structured avenue for recreation, this program provides experiential learning opportunities for Ohio University students. This program collaborates with diverse university program areas (Residence Life, Campus Life, etc.) and student groups (Inter Fraternity Council, Women's Pan-Hellenic Association, etc.) to provide innovative and supplemental intramural programming opportunities.

The Outdoor Pursuits program serves its mission through the provision of programs that include adventure trips, instructional clinics and classes, the management of an indoor climbing wall and an outdoor climbing tower, an equipment rental and sales center, and a challenge program.

Ping Center Special Events consist of a variety of activities, which provide students with an alcohol-free alternative to socialize and recreate with peers in a comfortable and friendly environment. More than twelve events are held during the year that includes entertainment, food, games and prizes. Programs are supported through of sponsorships and partnerships with various University entities and the community.

METHODOLOGY

A Division wide retreat was held in December of 2007 to discuss the assessment process. The retreat was open to all staff members including graduate assistants. The outcome of the retreat was the development of a 249 question self assessment tool (SAT) (Appendix A), developed from the 2007 version of the Self Assessment Guide (SAG) developed from the CAS Recreational Sports Standards, which would serve as the framework for the review. These standards were developed and approved by the Council for the Advancement of Standards in Higher Education and by the National Intramural and Recreational Sports Association in the fall of 2007. The CAS Recreational Sports Standards are published on the NIRSA website and will be included in the 2009 *CAS Book of Professional Standards*. The survey was distributed to 13 professional and 3 classified staff as well as 9 graduate students working within the program during the fall quarter of 2008. The professional and graduate student staff also completed the Excellence in Higher Education Organizational Check List. The checklist was distributed to 20 staff members in the fall quarter of 2008. It should be noted that the EHE Organizational Checklist (Appendix B) was used for its ease of application and does not correspond completely with the current NACUBO EHE guidelines.

During this same time period the Division took part in a pilot study developed by the National Research Institute for College Recreational Sports and Wellness. This study (Appendix C) involving Mid American Conference schools involved a proxy pretest to measure growth of student employees in certain student learning outcomes. Except for Bird Arena, which was closed for the season, the proxy pretest was distributed to 226 undergraduate student employees in all areas of campus recreation.

Qualitative review was conducted from multiple sources. In the fall quarter of the 2009 fiscal year the Assistant Dean and the Emeritus Director of the Intramural and Club Sports program were asked to reflect on the program based on their combined 70+ years of experience in the field of recreational sports, their extensive involvement in the National Intramural and Recreational Sports Association (NIRSA), and their knowledge of the campus recreation program at Ohio University. These professionals did not complete either the SAT or EHE Checklist. Students were also asked to provide information for use in the assessment through reflections and guided reflections by interviews. All data was compiled by the Assistant Dean during the fall quarter of fiscal year 2009.

A second Campus Recreation retreat was held on December 10, 2008. One Campus Recreation staff member was unable to attend due to illness (Steve Sammons). In addition, four graduate assistants attended (Amanda Crall, Britany Crall, Chelsie Flannery, and Chad Indorf). Terry Conry, Academic Support Unit Program Review liaison and Mark Kasler, Director Center for Organizational Development and Effectiveness were guests and provided background regarding the review process.

After a welcome and introduction of each staff member, Dr. Franklin began the Division's review of the assessment process and tool. The primary reasons cited for the assessment review included the Division's role as part of Vision Ohio; a renewal of focus; identification of strengths and weaknesses; and the establishment of methods for improvement. All 13 areas of the CAS standards were discussed and staff was provided with an opportunity for further input regarding the findings and recommendations. Retreat recommendations and action plans developed at the retreat are included in each area.

FINDINGS AND RECOMMENDATIONS

Combining CAS SAGs and EHE Organizational Checklist Results

A total of n=17 surveys were returned for a response rate of 68%. In general the overall response to the survey questions was good. The average for the combined areas was 3.11 indicating relative satisfaction with the Division. The instrument utilized a 4 point scale with 4 indicating strong agreement to the statement and 1 indicating strong disagreement. The highest rated areas, indicating the most satisfaction were Mission, Program, and Leadership. The lowest rated areas, indicating suggesting the greatest need for improvement were in Diversity, Assessment and Evaluation, and Campus & External Relations. The majority of the questions (77%) were responded to by 15 or more participants and all respondents (n=17) responded to 64 questions (26%). Seven areas had positive responses of 68% or more including Mission, Organization and Management, Leadership, Ethics, Human Resources, Campus and External Relations, Legal Responsibilities and Program 68%. The lowest positive response rate occurred in the Diversity area. See Table 1 for statistical analysis of the overall response.

Table 1 Statistical Analysis of the Self Assessment Tool (SAT)	Group Mean (M) Average	Total Questions	High	Low	Standard Deviation (SD)	Median	Questions Above 3.0	Percentage of Above 3.0
Mission (EHE SP)	3.33	22	3.65	2.94	0.36	3.30	21	95%
Program (EHE Multiple)	3.23	25	3.69	2.41	0.64	3.05	17	68%
Leadership (EHE L)	3.22	15	3.63	2.85	0.39	3.24	13	87%
Organization and Management	3.19	13	3.69	2.94	0.38	3.32	12	92%
Human Resources (EHE WF)	3.18	36	3.76	1.94	0.91	2.85	26	72%
Financial Resources	3.01	10	3.41	2.47	0.47	2.94	6	60%
Facilities, Equipment and Technology	3.04	28	3.47	2.50	0.49	2.99	17	61%
Legal Responsibilities	3.12	13	3.47	2.67	0.40	3.07	9	69%
Equity and Access	3.05	14	3.64	2.5	0.57	3.07	9	64%
Campus and External Relations (EHE EF)	2.99	10	3.25	2.42	0.42	2.84	8	80%
Diversity	2.68	14	3.13	2.25	0.44	2.69	2	14%
Ethics	3.18	16	3.50	2.47	0.52	2.99	12	75%
Assessment and Evaluation (EHE IA)	2.95	23	3.38	2.63	0.38	3.01	12	52%

Excellence in Higher Education (EHE) Organizational Tool was distributed to 20 professional and graduate assistants at the beginning of the fall quarter of 2008. This was the last survey conducted for this assessment and n=11 were returned for a 55% response rate. The instrument utilized a 5 point scale with 5 always, 4 often, 3 sometimes, 2 rarely and 1 don't know or never. Areas were combined to provide an aggregate average for each area. The highest aggregate averages were Process Effectiveness, Leadership, and Strategic Planning. Lowest aggregate averages were Information and Analysis and External Focus. See Table 2 for a statistical analysis of the EHE Organizational Checklist.

Table 2 Statistical Analysis of the EHE Organizational Checklist	Group Mean (M) Average	Total Questions	High	Low	Standard Deviation (SD)	Median	Mode for area questions	Percentage of Above 4.0
Leadership (CAS Leadership)	4.14	4	4.64	3.91	0.37	4.27	4	84%
Strategic Planning (CAS Mission)	4.11	4	4.20	4.00	0.10	4.18	4	82%
External Focus (CAS Campus and External Relations)	3.66	4	4.18	3.30	0.44	3.82	4	57%
Information and Analysis (CAS Assessment and Evaluation)	3.36	4	3.45	3.27	0.09	3.32	3	36%
Workplace Focus (CAS Human Resources)	3.75	4	4.40	3.20	0.60	3.55	4	66%
Process Effectiveness (Multiple CAS)	4.30	4	4.60	4.00	0.30	4.55	4	91%
Outcomes and Achievement (Multiple CAS)	3.73	4	4.00	3.45	0.28	3.59	4	66%

Combined Quantitative and Qualitative Findings

- 1. Mission:** According to the standards the mission of collegiate recreational sports programs in higher education is holistic student learning and development. The level of emphasis on providing recreational services as a means to an end (growth and development) varies between programs. Some programs tend to focus more on the service end of the spectrum, seeing their primary function as providing avenues for fun, stress reduction and exercise alternatives. Other programs view their mission as providing an avenue for growth and development for student employees as well as participants; Ohio University Campus Recreation falls in the latter. EHE deals with mission in the Strategic Planning (2) criteria.

SAT and EHE Finding: Mission had the highest mean and percentage of positive responses and the smallest standard deviation of all areas. The highest rated statement in this area was “Mission statement is in place” and the lowest was “CR program formats reflect diversity. High means in both SAT and EHE suggest as well as low SD suggest staff as knowledge of and acknowledges the importance of the Division’s mission

Table 3	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Mission (CAS)	3.33	22	3.65	2.94	0.36	3.30	21	95%
Strategic Planning (EHE)	4.11	4	4.20	4.00	0.10	4.18	4	82%

Qualitative Review

Finding: The Division’s mission and vision are strengths of the program. These documents articulate the Division’s commitment to whole student learning and are regularly reviewed and revised. The mission and vision align well with the mission of Ohio University (Appendix D), the College of Health and Human Services and the Division of Student Affairs. The mission and vision (Appendix E) are widely distributed on printed materials, posted in all facilities, and visible on the front page of the website. Department’s within the Division have developed their own missions that align with the divisional mission.

Recommendation: Continue to review and monitor to ensure proper alignment with Vision Ohio and professional standards.

Finding: The Division mission statement identifies student learning and student growth of all students through student opportunities for involvement in the operation (employment) of facilities and programs and through utilization of facilities and participation in program offerings. The statement indicates learning and educational experiences by providing a “learning centered environment”. However, the mission statement fails to directly address holistic development, even though that seems to be a focus for the division. Holistic development is indicated in some of the facility and program mission statements.

Recommendation: The mission should specifically state the division’s emphasis on holistic student development.

Finding: The Division mission explicitly incorporates “providing a learning-centered environment that promotes” Facility and Program mission statements are consistent with the division mission statement. All facilities and programs have developed written mission statements. However, several mission statements do not incorporate (directly address) student

development, student learning, and a holistic approach for all participants and student employees.

Recommendation: Each facility and program mission statement should make reference to student development and learning.

Finding: The mission is reviewed periodically by the professional staff and is in harmony with the mission of Ohio University.

Recommendation: The mission should guide all goal development and implementation, and should be reviewed annually with professional and student staff input.

Finding: The Division mission does not directly address diversity of participant interests, including needs and ability levels.

Recommendation: The mission should specifically state the division's emphasis on diversity

Finding: Although not addressed in the division mission statement, collaboration within the division and other university units is indicated in the stated Core Values. The Division mission statement and the facilities and program mission statements are included on marketing brochures for all areas.

Recommendation: Continue this practice.

Finding: Collaboration is essential in a university setting and is an area identified within the mission component of the CAS Standards. Campus Recreation demonstrates a desire and openness for collaboration and has developed partnerships with some co-curricular units on campus as well as academic units. There is a wide range of collaborative efforts currently taking place in each area. Collaboration is identified as a "Core Value."

Recommendation: Continued efforts to collaborate throughout the university and the Athens community should be maintained and extended by all programs and facilities. The mission should be shared with all stakeholders. Each facility should display the division and facility mission as well as the program mission statements of the programs which occur in the facility in the appropriate locations of the facility.

Retreat Findings: Mission – There was general satisfaction with the mission and the consensus of the staff was that programs and facilities supported the mission.

Action Plan: No further action was needed at this time.

- 2. Program (including Student Learning Outcomes):** This area deals with service provision through structured and unstructured activities. Student learning is the functional measure for this area.

SAT Finding: Program was only identified in the CAS standards. Program had the second highest mean, a mid-level percentage of positive responses and a standard deviation.

Table 4	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Program (EHE Multiple)	3.23	25	3.69	2.41	0.64	3.05	17	68%

Student Learning Outcomes: Findings from SLO Pilot Survey, Reflections and Observations

The following data includes the results of the Student Learning Outcomes Pilot survey conducted by the National Research Institute for College Recreational Sports, as well as profiles of student employees in various areas in Campus Recreation. The full report is in Appendix F.

Student Learning Outcome Survey: A total of 226 surveys were distributed and n=147 were returned for a response rate of 65%. The following report and Table 5 was provided by the National Research Institute for College Recreational Sports and Wellness.

Student Learning Outcomes Proxy Pretest Pilot

Methodology: To meet the purpose of this project, a proxy pretest design was used.

According to Shadish, Cook, and Campbell (2001), the proxy pretest design is a sensible alternative to measure perceived gain. For this study, the CRS student staff gauged their perceived outcomes. Although this design is not an ideal pre-post test it is certainly better

than relying on a posttest design alone. Cost effectiveness and time limitations prevent the use of a true pre-post test design. Therefore, a quasi-experimental approach was used.

Instrument: The questionnaire was developed by a team from the National Research Institute, The Ohio State University Department of Recreational Sports, and a panel of national experts. The questionnaire involves the student reflecting on various outcomes “Before” and “Now.” The “Before” rating is according to the student’s perceived level without employment in CRS. The “Now” rating is based on the student’s level due to their employment in CRS. A 10-point scale was used to rate the perceived level. The survey was administered by personnel from Ohio University Recreation Services.

Analysis: To determine if a significant difference exists between the “Before” and “Now” perceived scores, a paired sample t-test statistic was used. The amount that the mean of the outcome increased from “Before” and “After” was also calculated.

Results: As noted in the table below, there was a significant difference between the “Before” and “Now” scores. It can be concluded that student employment in CRS tremendously affects students’ personal growth. The top ten gains from CRS student employment were: career choices, interview skills, leadership development, managerial courage, delegation, comfort around top management, conflict management, and attention to detail, job application skills, and customer focus.

Table 5: CRS Student Employee Outcomes – Rank Ordered (n= 147)						
	Before		Now			
Variable	Mean	Std. Deviation	Mean	Std. Deviation	Difference	p-value
Career Choices	6.99	2.00	8.40	1.50	1.41	.000
Interview Skills	6.80	2.08	8.15	1.61	1.35	.000
Leadership Development	7.14	1.76	8.38	1.48	1.34	.000
Managerial Courage	7.10	1.79	8.37	1.40	1.27	.000
Delegation	6.60	1.89	7.86	1.39	1.26	.000
Comfort Around Top Management	7.14	2.07	8.37	1.76	1.23	.000
Conflict Management	7.05	1.87	8.25	1.53	1.20	.000
Attention to Detail	7.27	1.82	8.38	1.28	1.11	.000
Job Application Skills	7.28	1.75	8.31	1.32	1.10	.000
Customer Focus	7.50	1.74	8.58	1.30	1.08	.000

Student Observations and Reflections

Methodology: Student comments were solicited from student managers and leaders within all departments in Campus Recreation. In the Spring Quarter of FY 2008 area directors were asked to collect qualitative data from student managers through semi-structured interviews and personal reflections. Data from 9 students were collected for this study. The following is excerpted from the statements located in Appendix G.

Finding: All nine responses were included in the assessment and all cases presented positive employment experiences. All students perceived personal gains in various learning outcomes and in general students found their experience working in Campus Recreation to be rewarding. Common themes included establishing leadership styles, enhanced communication skills, developing time management and organizational tools, and an improved ability to resolve conflicts.

Examples of interview comments from one student include: “student manager did not have an understanding of leadership...The job has lead him to achieve a high level of *self efficacy* from learning to delegate and lead peers older than himself coupled with the empowerment to make facility decisions and put them into practice.” This student has “vastly improved his *communication skills*. He has learned not only to think before he speaks, but that he must also consider his delivery. He has also learned the value of answering employee questions clearly and concisely in a timely fashion.”

Another student “had not given much or any consideration to *leadership* and what her “style” encompasses until holding her position. She (now) considers her style to (be) “open minded and hands-on.” She says “the key to being a strong leader is to “lead by example”. The director indicated that “intellectually, she has learned how to prepare and operate a budget (and to) write policies and procedures” Her supervisor indicates this young lady comes from an affluent family and that “her experiences have yielded a great appreciation for diversity.”

A third student leader “identifies the influence of her employment in Outdoor Pursuits as a significant factor in her development...” “She also recognized the process of applying classroom theory into practice in her Outdoor Pursuits work, which allowed greater development in confidence, professional expertise, and management.” This student’s communication skills resulted in “an increase in self- confidence (reliance), and the realization to seek help if needed.”

The student also revealed “an enhanced ability to resolve conflicts...through her experience dealing with guest service concerns, and simply observing how co-workers dealt with conflicts in their own regard.”

Data excerpted from personal letter to a member of the board of trustees at Ohio University revealed the student’s feelings about the impact “experiential learning on campus can do for our students- particularly in campus recreation.” He stated that “I can say with confidence that if not for my position as (an) Operations Manager I would not (have been offered my current position.)” He reiterated a theme that in Campus Recreation “students ...develop their experience in the field while learning concepts in the classroom.”

Not all student employees work in the field of recreation management or adventure recreation. Students majoring in journalism and public relations work within the Division’s marketing area and reiterate what others have said. “I was able to take the lead on several projects including helping with press for the ACHA (national hockey tournament and redesigning the quarterly newsletter. I was able to work with students and administration in ensuring that we got all the information we needed in a timely manner. I learned how to work and communicate with people of different management levels, received hands-on experience in working with media...I became more confident in my abilities in writing and design throughout the two years because of the variety and different challenges that the work presented. The job gave me a lot of real world experience of working in an office environment while still being in college. It gave me a great basis of projects to use on my resume and portfolio that I could not have gained in the classroom. I learned how to work with and compromise to people with different ideas about how an end product should be presented. It was ... fun getting to work with people of all different backgrounds and see how their own experiences helped shaped who they were and what we could accomplish

A recent graduate from the College of Education, who worked in intramural sports, recently accepted position as recreation assistant at a municipal recreation department where she “will be in charge of scheduling ...programs such as the baseball/softball ...” Her comments reflect upon the positive experience she had working in the intramural sports department. “I ...want to let you ... know that I would not have had the nerve or the confidence to apply to this job... if it weren't for the training and experience I gained at OUIIM and the guidance from you ...

I know that probably sounds cheesy but I can't remember if I ever really thanked either of you. So thank you ...for investing so much into every one of us that went through the program.”

Finally a senior transfer student leader in Outdoor pursuits provided a telling synopsis of his experiences. “CR jobs have provided me with practical experiences to apply those lessons learned in the classroom and to develop those skills that can’t be taught in a classroom setting. I have learned to work with diverse groups of people, to solve problems on the fly, and to develop programs and training to help other students grow and develop as well... Because of the strong student growth and development ethic within CR, I have been given the responsibility of completely running the Trips and Clinics program. When I fail or succeed in my position the trips and clinics program reacts in the same way because there isn’t a professional or graduate student running around resolving issues or sheltering me from these valuable learning experiences. All of the skills and abilities that I have developed during my time with CR are transferrable to nearly any job I take after college, allowing me to start a professional career with a level of readiness that only comes from direct experience in a leadership position.”

Qualitative Review

Finding: Program offerings meet the standards by being “intentional, coherent, and based on theories and knowledge of learning and human development...” The diversity of program offerings exceeds the majority of peer organizations and includes competitive sports, outdoor education and recreation activities, group and individual fitness activities, instructional programs for adults and children and special events. Specific learning outcomes, established for student employees, must be developed for all participants.

Recommendations: Review, refine, and measure progress toward the achievement of learning outcomes for student employees. Establish and measure progress toward the achievement of learning outcomes for program participants.

Finding: The division is addressing the issues of identification of learning outcomes and opportunities that encourage achievement of the identified outcomes for student employees and will do such for participants in the future. All identified learning outcomes are based on theories of learning.

Recommendation: The Division should develop assessment tools to evaluate the achievement of the learning outcomes and its impact on said achievement. In reviewing annual reports of the facilities and programs some of the CAS Standards for Programming are not addressed or are being addressed in varied degrees but are not being reported. Feedback/input assessment from participants may need to be extended, utilized, and acknowledged when consideration of programs/programming occurs.

Finding: Conflict resolution is discussed with student employees in all areas but not being reported.

Recommendation: Include conflict resolution training in reporting activities.

Finding: Opportunities for volunteerism, an important element of student learning and the holistic development, is being provided for students (participants and employees) in a few areas.

Recommendation: More can be done in this area and what is being done should be acknowledged in reporting. Seeking feedback (assessment) from volunteers in reference to the value and learning outcomes is essential to access the ‘activity’ and value of the experience.

Finding: Providing opportunities for those who are physically challenged is being addressed by a few areas of Campus Recreation.

Recommendation: A more consistent and comprehensive approach to providing activities for the physically challenged should be undertaken.

Finding: Customer service practices within Campus Recreation are good but inconsistent.

Recommendation: Customer service should be an area for emphasizing continuous improvement. A more thorough assessment of customer service is essential.

Finding: Programs have utilized feedback/input assessment as a tool to facilitate participant involvement in review of program procedures, etc.

Recommendation: Consideration of the use of Student Advisory committees, focus groups, user advisory/focus groups, etc. to provide additional involvement in reviewing programming and program/facility procedures, etc. may be beneficial.

Retreat Finding: All those in attendance concurred with the recommendations

Retreat Recommendation: Explore ways to tie in student learning outcomes for facility and program participants.

Action Plan: Program / Student Learning Outcomes

- Ensure that all CR areas have consistent student learning outcomes.
- Examine the student evaluation processes for all areas. Identify and recommend a consistent process and/or timeline that would still be useful to all areas but also provide a consistent information-gathering process for CR.
- Tie consistent student learning outcomes into the employee evaluation process. Evaluations would have one section dedicated to student learning outcomes and the rest of the evaluation would remain available for job performance information, etc., at the discretion of the areas.
- Ensure that a consistent exit interview is gathered from all departing student employees from all areas.
- Encourage all areas of CR to submit two student development “case studies” or success stories” annually.
- Identify types of training and align types of training with SLO and 21st Century skills
- Measurement of attainment
 - # and type of collaborations and partnerships
 - # of students in leadership positions on campus
 - # of students attending leadership and student development opportunities;
 - # of participants and employees;
 - # of participants by program and employees;
 - # of participants by ethnicity and employees;
 - # of participants and employees by gender;
 - # of participants and employees by disability;
 - # and type of program activities;
 - Student Learning Outcome (SLO) by program (activity);
 - growth in specific SLO; Evidence=annual reports and op plans

- Ratio of Pro staff to student employees and participants
- Ratio of GA to student employees and participants
- Ratio of support staff to student employees and participants
- Ratio of student managers to student employees and participants
- Regional and national staff salaries averages, peer salaries and staff levels;

Team Members: Cheryl Peckham, Tom Tesar, Melissa Toretch, Dan Vorisek

3. Leadership: CAS indicates effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Recreational Sports Programs (RSP) leaders within the administrative structure to accomplish stated missions. Specific standards related to leadership are located on pages 6 and 7 in Appendix A: CAS Standards for Recreational Sports Programs. Leadership is identified as one of the seven areas in EHE (1).

SAT and EHE Findings: Leadership on both the SAT and EHE were seen as high. Low range and SD and high number of high response to questions suggest general satisfaction with this area of the standards.

Table 6	Mean	Q's	High	Low	SD	Median	Q's +3/4	% Q's +3
Leadership (CAS)	3.22	15	3.63	2.85	0.39	3.24	13	87%
Leadership (EHE)	4.14	4	4.64	3.91	0.37	4.27	4	84%

Qualitative Review

Finding: Following the retirement of the Executive Director in 2006, the Division has been led by the Assistant Dean for Recreation. The Assistant Dean has been in the field of collegiate recreational sports since 1975 and is one of a handful of professionals with a doctorate. Two associate directors provide operational supervision and have a combined 45 years of experience. The Ping Center Director is unique in that he is one of the only recreational sports facilities directors with undergraduate electrical and mechanical engineering degrees. All full-time professional recreation staff members have master’s degrees in relevant fields. Leaders, at all

levels, demonstrate effective and ethical behavior, serve as beneficial mentors, and promote continuous learning throughout the organization.

Student leadership through guided employment experiences is essential to the operation of programs and facilities. This is a major strength of the program. Each facility and program is led by student managers and supervisors that carry out the daily operations. Several undergraduate managers have gained practical experience in their academic disciplines through their student employment. Areas closely aligning with student employment include recreation management, outdoor and adventure recreation, sports management, marketing, human resource management, and engineering.

Graduate Assistants provide mid-level leadership and gain practical experience in their academic disciplines through work. The Division routinely has graduate students in academic disciplines related to recreation, sports administration, college student personnel (CSP), higher education, and exercise physiology.

Recommendation: None made.

Finding: The Assistant Dean of Recreation and Wellness demonstrates leadership, vision, and empowerment. His performance is fairly assessed on a regular basis via an evaluation form completed and submitted anonymously to the Assistant Dean by the professional staff. The Division of Campus Recreation has qualified leaders with excellent expertise based on education, competence, and professional credentials in all areas. All leaders promote, support, and implement student learning and institutional effectiveness. Leaders have professional and student staff evaluation procedures in place. Leaders effectively identify and practice ethical behavior, sound fiscal management, physical resources and human resource management. Professional staff and support staff positions have defined expectation via P.D.Q's and Annual Operating Plan/Goal and Objective Development. Leader collaboration efforts have been successfully undertaken with various agencies/departments within the university and the community.

Recommendation: Collaboration efforts should be expanded and reported upon. Information sharing and awareness by all of what areas are doing, planning, etc. should be addressed. (See Campus and External Relations)

Retreat Finding: All those in attendance concurred with the recommendations.

Action Plan: No further action in this area is needed at this time.

- 4. Organization and Management:** This area is focused on the structure of the organization. Guided by an overarching intent to ensure student learning and development, the program and services must be structured purposefully and managed effectively to achieve stated goals. This area is identified in the Process Effectiveness of EHE.

SAT and EHE Findings: Organization and management appears to be strengths of the Division. Process effectiveness was rated the highest of all EHE components. These data reflect the effort and focus on developing and refining organizational structure. An effective scalar chain provides the division with clear lines of communication. Interdepartmental communication is not yet at an optimal stage. High means and % of positive responses as well as low SD suggest a cohesive organizational culture.

Table 7	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Organization and Management (CAS)	3.19	13	3.69	2.94	0.38	3.32	12	92%
Process Effectiveness (EHE)	4.30	4	4.60	4.00	0.30	4.55	4	91%

Recommendations: None made.

Qualitative Review

Finding: The predominant locations for Campus Recreation programs are student affairs (72%), intercollegiate athletics (19%), academic units (3%), and other 4%. The Division is organizationally located within an academic unit, the College of Health and Human Services. The focus of academic related programs is to provide experiential learning opportunities for majors within the College while units in Student Affairs tend to concentrate on holistic student development. The primary focus on the Division of Campus Recreation at Ohio University aligns with typical Student Affairs based programs. The current organization location limits the Division's ability to participate fully in the community of practice of student development, typically within the purview of Student Affairs. In 2007 a request was made and supported by

the majority of campus recreation staff to be relocated to the Division of Student Affairs. The Dean of the College of Health and Human Services and the Vice President of Student Affairs rejected this request.

The organization has a relatively flat scalar chain and organizational authority rests with a single executive director (assistant dean) and 2 associate directors. The assistant dean reports to the Dean of the College of Health and Human Services. Each program and facility has a director and there are assistant directors for the Ping Center, Outdoor Pursuits, and Intramural/Club Sports. The unit is supported by a marketing and technology manager and a business manager with two account clerks. One administrative associate provides assistance for the assistant dean and the support service managers. Facility and program directors are granted significant autonomy of operation and align program policies and procedures to established Division criteria. Students play an essential role in the day-to-day operations of all facilities and programs. Student employment is organized with entry level program and facility assistants supported by supervisors. Student managers provide operational management for specific areas within each unit.

The scalar chain (Appendix H) for this organization is clear and adequate to accomplish its mission but has limited surplus capacity for developing new initiatives or to assess current operations.

Recommendation: A review of the appropriate organizational location should be undertaken. It may be beneficial to consider development (by each program and facility) of Organizational Charts for the student staff. A few areas have done this.

Finding: The organization and management of the division is good, purposefully structured and managed effectively. All programs and facilities have written policies and procedures and utilize an annual Operating Plans. The Operating Plan (Appendix K), the PDQ (Appendix I) and the evaluation process provides a guide for performance expectations for the staff. Good management practices are utilized including viable communication, channels of authority, accountability and an evaluation system.

Recommendation: Assessment is an area which may want to be reviewed and expanded.

Finding: Communication is extremely important. The Resource Page on the Campus Recreation (<http://www.ohiou.edu/recreation/resources/Index.htm>) web site is a positive step and may be one vehicle for information sharing within the Division. The “Newsletter/s” written by student employees on the Ping Center and the Fitness program are also means of effective communication as well as an outstanding “learning outside the classroom” experience.

Recommendation: Strategies to better share and keep current information between the different areas of Campus Recreation should be enhanced. A commitment by all area directors is essential for any type of effective information sharing to be facilitated. Programs and facilities should consider implementing this experience for student learning as well as a means for effective communication.

Retreat Finding: All those in attendance concurred with the recommendations.

Action Item: Request for Campus Recreation to be relocated to Student Affairs will be resubmitted by Assistant Dean.

5. Human Resources: This area deals with work environment, including compensation, work-load and professional development and was covered in both CAS and EHE.

SAT and EHE Findings: Human Resources had the greatest range of responses on both tools. The low scores were related to compensation while the high scores related to work environment.

Table 8	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Human Resources (CAS)	3.18	36	3.76	1.94	0.91	2.85	26	72%
Workplace Focus (EHE)	3.75	4	4.40	3.20	0.60	3.55	4	66%

Recommendation: Staff positions should be brought into line with regional peers. Staff Position Description Questionnaires’ (PDQ) should be reviewed and submitted to Human Resources for potential reclassification and upgrade.

Qualitative Review

Finding: There are position descriptions (Appendix I) for all positions and professional staff members are adequately educated and skilled to perform their jobs in a professional manner. Staff resumes are provided in Appendix J. Staff members appear to enjoy a positive working environment but question the requirement to teach in the Recreation Studies program in the School of Recreation and Sport Sciences. Peer review reveals that the Division is unique, among its peers in providing uncompensated academic support. The Division is understaffed to meet the needs and challenges of a complex collegiate recreation program. A peer review of staffing levels reveal the Division is understaffed by 4 professional staff members. The Division does not have a single staff member focused on assessment or student development as is the case with a growing number of its peers. A national study of compensation reveals staff members are underpaid when compared to regional and national peers.

Recommendation: Investigate methods to enhance compensation for staff not currently meeting regional or national standards.

Finding: All Campus Recreation hiring practices are in compliance with the policies and practices of Ohio University. Professional staff is qualified with the appropriate degrees, education and related work experience. The staff is accomplishing the Division mission; however, they are placed in a situation of making choices, due to the low staffing in some areas which does not allow them to provide some experiences/opportunities that would further enhance the student experience.

Recommendation: An increase in the number of professional staff in some areas would provide the opportunity to excel.

Finding: Procedures are in place for staff professional development opportunities, however, limited funding in this area does not allow for staff to take advantage of many professional development opportunities. The selection of graduate assistants is integral to the success of the Division. Campus Recreation continues to select outstanding individuals for the graduate assistantship positions and provides opportunities for their professional and student development. Graduate assistants selected demonstrate leadership and communication skills, a sense of

responsibility, and an enthusiastic attitude toward working with students. The directors further nurture these traits.

Recommendation: In the area of graduate assistant's knowledge of the principles, philosophy, and history of recreational sports the division has the opportunity to provide a worthwhile and necessary student development experience. I sense that although most graduate assistants have some knowledge in these areas Campus Recreation could and should enhance their knowledge.

Finding: The Assistant Dean of Recreation and Wellness is very supportive of student development, providing the means to allow both the graduate assistant staff as well as the student staff necessary funding for numerous development experiences (workshops, conferences, etc.) All areas of Campus Recreation provide their students employees with pre-service training and precise job descriptions. Continuous student staff development is maintained throughout the year. Cross training has been successfully implemented between various facilities and programs and it may be worthwhile to consider expanding this where it is identified as feasible, appropriate and beneficial. Cross training collaboration creates a cohesiveness and understanding of student employees as employees of Campus Recreation not an employee of a specific facility/program. Collaborative student development opportunities also provide this experience. These types of opportunities also assist in addressing the "we/they", "territorialism," mind set between student staff which has been on occasion experienced; in addition, it provides the opportunity for empathy between areas.

Recommendation: While each area needs its own student staff training dealing with specifics in their specific area more interaction in staff training between the various facilities and programs should be considered for enhanced student training and student development.

Finding: From the application to the interview process, and to the actual selection and employment all areas have good procedures for the selection of student staff employees. Many areas include current student staff as well as graduate assistants within this selection process of new student staff employees. This has created an outstanding learning experience. The technology staff (one-half time) is overloaded due to having the responsibility of marketing for the division.

Recommendation: Consideration should be given to increasing the technology staff to better serve the professional and student staff, and the students, faculty and staff of Ohio University. Ideally, this would be a full time technology position and an assistant who has other responsibilities within the division. The addition of a graduate assistant with technology responsibilities should also be investigated.

Finding: The current marketing director (one-half time) has done a good job while assuming the responsibility of technology. However, “marketing” a Division of Campus Recreation the size of Ohio University’s is a full time task and should have a full time director with no other responsibilities. The current director has put together a good student staff. The opportunity to provide an excellent learning experience for those students exists; however, circumstances prevent that from happening. Student learning outcomes in the Marketing area need to be developed and implemented. The current situation is having an impact on this being accomplished.

Recommendation: A full time marketing position with no other responsibilities would be very beneficial. Student learning outcomes for undergraduate marketing students should be developed.

Finding: The Business area, which is responsible for the division’s student receptionist staff, has not developed student learning outcomes for the student staff positions.

Recommendation: The development of learning outcomes should be placed as a priority.

Finding: Salaries of the staff are very much below that of comparable positions at other universities with comparable Campus Recreation programs and are very low in relationship to other administrative positions with similar responsibilities on the Ohio University campus.

Recommendation: The area of staff compensation needs to be addressed.

Finding: An area of concern is that of diversity. The Division “falls very short” when considering the diversity of the Campus Recreation professional staff. Although attempts have been made and compliance with equal opportunity (Institutional Equity) requirements has been met the staff is by no means diverse.

Recommendation: Develop a proactive strategy including an “outreach component” to attract more individuals of underrepresented populations to submit applications when staff vacancies occur. The same is true with the makeup of the graduate assistant staff and the student staff.

Retreat Finding: All concurred with recommendations,

Action Plan: The primary recommendation for action is a review of professional staff PDQ’s and to resolve inequities in compensation. Primary responsibility is assumed by the Division’s Leadership Team

6. Financial Resources: This area consists of resources and expenses relative to the Division’s operation. A comprehensive review of this area is conducted each year as part of the General Fee reallocation process and the annual budget cycle.

SAT Findings- Financial resources were only addressed in the CAS standards. A low mean, large range and low number of positive answers suggest concern with financial resources available for the Division.

Table 9	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Financial Resources	3.01	10	3.41	2.47	0.47	2.94	6	60%

Finding: The Division operates on a budget of over \$7M, the majority, 79%, of which comes from the student general fee. Students are given access to facilities and group based programs, including intramural sports and fitness classes as part of their general fee. Individual activities such as personal training, massage therapy and adventure trips are provided on a pay-to-play basis. While Campus Recreation receives significant funds to operate (Appendix L), institutional administrative cost recovery (ACR), including charges for space and administrative functions, is significant and exceeds that of the unit’s peers. A recent analysis revealed the division returns \$1.8M in space costs and \$960K in mitigation to the University’s general fund in addition to the \$1.88M returned for bond debt on the Ping and Golf and Tennis centers. The Division generates approximately \$1.2M (21%) in external revenue and internal transfers. The Golf and Tennis Center and Driving Range are the only facilities that generate revenue to cover 100% of their

expenses. There is no institutional compensation for the academic use of facilities or for teaching provided by Campus Recreation staff.

A reserve account, of approximately \$1.2M provides funds for the repair and replacement of capital equipment, facility improvements and renovations, and systems repair and replacement for facilities valued at over \$50M. There are insufficient funds available to meet a growing need for the renovation of degrading outdoor facilities. Analysis of peer institutions reveals a general trend to charge for intramural sports and fitness activities to provide necessary funds for program and facility enhancements.

Recommendation: A rolling five year analysis should be developed prior to preparing the budget. Financial data should be analyzed to identify potential areas for cost containment. Analysis of the impact of pay-for-play to cover potential budget cuts and to offset expenses related to the purchase of an artificial turf facility should be undertaken.

Finding: Policies and procedures are difficult to find or nonexistent. Information on the business office folder on the shared directory is good but very difficult to find. Navigation of the directory is painstakingly slow.

Recommendation: With the exception of privacy and security information all operational policies and procedures as well as data should be easily accessible and manageable. Relevant data should be placed on the resource site on the WWW for accessibility and transparency.

Finding: Retail operations, including inventory controls has been an issue for a number of years. There is a lack of outcome data regarding return on investment. Inventories in some areas are excessive.

Recommendation: A review of the retail operations, including critical analysis of customer purchase patterns, cost of goods sold, and inventory management should be conducted.

Finding: The Division has sufficient funding to fulfill its mission. The Division demonstrates good fiscal responsibility, management and cost effectiveness. Dedicated student funds to Campus Recreation directly benefit the students. Students have priority when dealing with the use of facilities, equipment and program scheduling.

Recommendation: Investigate additional funding sources to facilitate the Division’s ability to meet the needs of the staff and the students of Ohio University.

Finding: Limited funding for some programs force limitations on offerings and the number of participants in programs. Limited funding may result in imposing a “pay to play” (participate) fee which may impact participation.

Recommendation: Investigate the development and impact of initiating a “pay-to-play” program.

Finding: A division capitol plan is in place and repair/replacement issues are identified, reviewed, and prioritized on a regular basis.

Recommendation: Maintain an appropriate balance in the repair and replacement account to meet stated needs.

Retreat Finding: Discussion of this area focused on potential budget adjustment as part of university wide reductions.

Action Plan:

- Review resale operation to ensure profitability
- Cost out services to capture direct and indirect expenses
- Conduct cost-benefit analysis to include direct and indirect expenses for pay-for-play system, adjusted usage data, projected revenue, and impact on SL&D; mandated budget adjustments include student labor, benefits, and 3-9's;
- Develop a digital information system and eliminate paper advertisements
- Conduct five year analysis to include revenue, expense, reserve withdrawal;
- Refine system of financial transparency to include General fee allocation, % of GF, revenue generated from community, revenue generated from students

Team: Doug Franklin, Cheryl Peckham, Steve Sammons, Hamedh Benhadj, Lori Walter, Claire Carson, Libby Gunther, Brad Whittaker, Rita Lavalley

- 7. Facilities, Technology and Equipment** Facilities, adequate technology, and equipment are essential to meet the mission and goals efficiently and effectively. This area focuses on compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

SAT Findings- Facilities, technology and equipment were only addressed in the CAS standards. Low mean, median and % of positive responses suggest this area needs review.

Table 10	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Facilities, Equipment and Technology	3.04	28	3.47	2.50	0.49	2.99	17	61%

Qualitative Review

Finding: Campus Recreation has a greater diversity of facilities than does its peers. The Division operates a 168,000 square foot student recreation center (Ping Center), a free standing aquatics center, ice arena, golf course, indoor tennis facility, driving range, challenge course, and two field complexes. With the exception of the fields, the facilities are adequate to meet programmatic needs.

The newest facility is the Golf and Tennis Center. Built at a cost of nearly \$2.0 M, the GTC is the only golf course within the city limits of Athens and provides the only indoor tennis facility in Southeast Ohio. This facility generates revenue to cover 100% of its operational expenses and returns \$75,000 to the institution's Office of Facility Management for care and upkeep of the course. The Ping Center is the largest and newest of the "brick and mortar" buildings. Built in 1996, at a cost of \$26M, the center provides exercise and sport opportunities and used by over 75% of the student population. The facility experiences nearly 600,000 uses each year. The Ping Center returns \$960,000 in administrative cost recover (ACR) or overhead to the university. The Aquatic Center, a shared facility operated by the Division, was built in 1983. This facility consists of a 50 meter pool and is home to the Ohio University Swim Team, academic classes; learn to swim programs and recreational activities. The facility does not have a separate diving well nor a workable heating, ventilation and air conditioning (HVAC) system, a situation that makes it very difficult to control the learning and activity environment. The facility is aging and will require renovation in the near future. Bird Arena, a renovated field

house, is a shared facility and the only ice arena in Southeast Ohio. Bird provides a venue for ice skating related academic and recreation instructional courses (learn-to-skate), serves as the home ice for the Ohio University Club Hockey Team, provides a space for structured and unstructured recreational activities and serves the home to community based hockey programs.

Equipment in Campus Recreation facilities is the responsibility of the division. No other university funds have been used to purchase, maintain or replace recreation equipment since 1994. Campus Recreation equipment is valued at over \$2 M and includes everything from exercise machines in the Ping Center to the ice resurfacing machine in Bird Arena to the vans and buses in the motor pool operated by Outdoor Pursuits. Funding for the repair and replacement of all equipment is accomplished through annual operating funds or the division's repair and replacement account.

Recommendation: None made.

Finding: The division has adequate facilities to support its mission, as is true with equipment.

Recommendation: Fulfillment of the mission would be enhanced with improved facilities and additional equipment.

Finding: The intramural sports fields are in such a state of disrepair as to be close to "borderline" in reference to risk management issues. Investigating the funding necessary to crown, install irrigation, implement a seeding aeration schedule, comprehensive schedule for upkeep and maintenance of the area has been undertaken as has the cost of an artificial surface.

Recommendation: Allocation of resources for field repair or replacement should be considered. Facility usage control by outside groups (band camps, etc.) should be considered when determining the best resolution of the fields. A decision should be made as soon as possible and move forward with this project if feasible.

Finding: The Ping Center's original carpet has been in place since the facility opened in January 1996, and is worn from continuous use.

Recommendation: The Ping Recreation Center carpet should be replaced.

Finding: The Division has adequate technology to support its mission.

Recommendation: Technology is constantly changing and the division should allocated funding to keep up with those changes to be more efficient and effective.

Finding: Evaluation of Campus Recreation facilities, equipment and technology is an ongoing process. A review of the resource section of the Campus Recreation web site indicates that some areas have an evaluation process for equipment, facilities, equipment repair forms, etc. in place, while I did not find said addressed in other areas.

Recommendation: Evaluation of Campus Recreation facilities, equipment and technology should be consistently applied and related information should be easily located on the resource page. Confidential and sensitive information should be excluded from the resource section.

Finding: Campus Recreation facilities are compliant with the requirements that ensure access and comply with health and safety codes.

Recommendation: Maintain compliance with health and safety codes.

Finding: Many, but not all, Campus Recreation facilities make an effort to consider sustainability in their operation.

Recommendation: Campus Recreation should take a leadership role and become a “role model” on the campus in the sustainability effort. The Division should develop a plan to implement proactive sustainability practices that will impact on the division’s student employees, facility and program users and participant’s attitudes and actions. Consideration of the development of a Sustainability Task Force in Campus Recreation composed of profession staff, student staff, and participants to develop strategies and practices may be a consideration.

Finding: All programs and facilities have emergency action plans in place and are included in their staff training. Campus Recreation successfully incorporates the use of the campus community (students) in the administration of their facilities and some facilities/programs incorporate local community (students and adults) in the administration of their facility/program. There is little evidence of the campus community being involved in the governance of the Campus Recreation facilities and programs. Facility directors periodically review facility scheduling and have established guidelines for scheduling priorities. In addition, blocks of time

to accommodate the needs and interest of various groups in the campus community have been developed by facility directors. I was unable to find facility scheduling priorities for all areas.

Recommendation: The effective and efficient utilization of facilities must continue to be a priority. Facility directors should continue to recognize the importance of this and strive for effectiveness and efficiency in their facility scheduling and operation. Scheduling priority guidelines for facilities are important and should be documented and available. A discussion and rationale for commonalities and differences in scheduling priorities between the various facilities would be beneficial to share and be accessible to the staff so all are knowledgeable of those priorities. Rationale for scheduling priorities for each facility should be assessed periodically and be available to users to avoid conflicts. Assessment of usage patterns and facility needs should be conducted periodically and /or ongoing to most effectively meet the needs of the users.

Finding: Ohio University Computer Services and Campus Recreation technology have protocols to ensure confidentiality of sensitive information.

Recommendation: This is of utmost importance and care should always be taken to know and to adhere to the protocols. Guest speakers and workshops may be advisable for professional staff and student employees.

Retreat Findings: Attendees concur with findings.

Retreat Recommendations: Develop a list of equipment and systems, including costs information, maintained by Facilities Management. Consensus by the group was to adopt the recommendation that Campus Recreation take a leadership role and become a “role model” on the campus in the sustainability effort.

Action Plan:

Goals for attainment of this recommendation included:

- Use of solar energy for facilities (Federal grant money available).
- Eventually store solar generated power for IM fields and tennis courts.
- Research the University of Florida system to harvest energy from self powered machines (bikes and elliptical).

- Sending a “green” message to students through awareness and being green ourselves. This would include educating those that use our facilities and our student staff.
- Develop and implement Campus Recreation guidelines relative to sustainability.
- Identify requirements and attain LEED or Star certifications.
- Undertake water conservation efforts.
 - This is already finished in Ping, however check to see if Bird, Grover, Golf and Tennis, etc. have made the necessary changes.
- Look into purchasing new electric/eco-friendly vehicles that can be used around campus.
- Investigate the compressors used in Bird. Can they be fixed or do they need replaced? What is the most energy efficient and best way to fix the problem?
- Less printing department wide. Getting people to use the S: drive more efficiently.
- Look at the way we travel to conferences and outings.
- Purchase equipment that requires minimal electrical power when possible.

Potential measures include:

- Energy used? KWh?
- The recognition of receiving a LEED or Star certification?

Team: Hafedh, Nick, Libby, Andy (Ping GA), Lori, and Chad (IM GA)

8. Legal Responsibilities: Knowledge of and responsiveness to laws and regulations as that relate to their recreational sport programming is essential. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

SAT Findings - The area of Legal Responsibilities was only addressed in the CAS standards. Data are inconclusive and suggest more study. Qualitative data might provide more clarity.

Table 11	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
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Legal Responsibilities	3.12	13	3.47	2.67	0.40	3.07	9	69%
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Recommendations: None made.

Qualitative Review

Finding: The Division has a good relationship with and relies on institution’s office of legal affairs for providing guidance in ensuring compliance with local, state and federal laws applicable to its operations. All exculpatory (waivers and releases) documents have been reviewed and approved by the office of legal affairs. Decisions requiring legal opinions and input have been cleared through this office.

Recommendation: None made.

Finding: The division’s professional staff is aware of their professional responsibilities regarding legal liability and responsibility. The professional and student staff appears to be cognizant of the importance of providing a safe environment and proper use of equipment.

Recommendation: Workshops/guest speakers, etc. should be considered to allow the staff to stay abreast of changing legal obligations and limitations which include constitutional, statutory, regulatory, and case law; mandatory laws and orders from federal, state, and local government as well as the institution’s policies. Appropriate information should be provided to the student staff and the facility/program participants/users

Finding: Areas within Campus Recreation conduct systematic equipment and facility inspection on a scheduled basis. Inspections are well documented.

Recommendation: All areas within Campus Recreation should conduct and document systematic equipment and facility inspection on a scheduled basis. The frequency of these inspections should be determined by the professional staff responsible and should be established following guidelines and practices (“standards in the industry”).

Finding: The copy of the Division’s Risk Management Manual I reviewed appears to have been prepared in the late 1990’s. Some programs and facilities have risk management manuals but I could not find evidence a manual for each area.

Recommendation: The Division of Campus Recreation Risk Management Manual should be reviewed and revise. Areas without a Risk Management Manual specific to their area should develop a comprehensive manual which includes specific risk management issues. All program and facility risk management manuals should be in harmony with the Division of Campus Recreation Risk Management Manual.

Retreat Recommendation: There was consensus that all areas where Campus Recreation property overlaps with city/county are identified and participant risk be evaluated. There was also consensus that Campus Recreation liability waivers be reviewed and consolidated and a process established to include a liaison with legal affairs.

Action Plan:

- Identify standards related to risk management (ACSM etc.);
- Review existing documentation and establish a schedule for review
- Consolidate risk management plans
- Develop unified waiver
- Gain approval of plans and waivers with legal affairs.

Team: Joe and Tom

9. Equity and Access: Services and programs must be accessible, provided on a fair and equitable basis, and be responsive to the needs of all students and other constituents. Services provision must adhere to both the spirit and intent of equal opportunity laws.

SAT Findings- The area of Equity and Access was only addressed in the CAS standards. Low mean and median as well as low % of positive responses suggests need for improvement.

Table 12	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Equity and Access	3.05	14	3.64	2.5	0.57	3.07	9	64%

Recommendations: Division should review this area for improvement. Plans should include liaison with office of institutional equity.

Qualitative Review

Finding: The Division works well with the office of institutional equity in identifying potential issues. Facilities meet ADA requirements and have access to the main activity areas. Accessible equipment was purchased for the Ping Center when it opened in 1996. No specific programs are offered for students with physical impairments. The lift in the Aquatic Center limits access to the pool and should be replaced. An equity and access audit should be undertaken.

Recommendation: None made

Finding: The division adheres to all non-discrimination laws and policies and adheres to the spirit and intent of equal opportunity laws. The division provides facilities and programs on a fair and equitable basis that are accessible to all prospective users. There may be instances, as a result of established priorities for scheduling and programming which may have an impact on accessibility.

Recommendation: Equity and accessibility issues and policies should be reviewed periodically utilizing assessment information.

Finding: Institutional equity and non-discrimination laws are followed with all staff employment as well as all student employment. The eligible user population has been identified by the division. There is a lack of student participation by under-represented populations is apparent in numerous programs and facilities. The staff is likely unaware of this imbalance. Imbalances are also present in staffing at the professional level. Following affirmative action and institutional equity guidelines has not resolved this issue due to lack of applicants with the qualifications necessary for the position/s.

Recommendations: Strategies to address the issue of representation by under-represented populations should be developed and implemented in each area (outreach programs... student to student, staff to student, etc. --- active recruitment of under-representative populations.) Strategies by the professional staff should be developed to more actively recruit potential, qualified individuals from under-represented populations. (examples: contact colleagues at

HBCU for recommendations for perspective applicants, colleagues at institutions with significant enrollment of under-represented populations... west coast –Asian students; southwest U.S.- Hispanics students, etc. and/or colleagues who may know of or recommend potential professionals is one such strategy which may be beneficial.)

Finding: Campus Recreation has sought council in reference to distance learners’ usage and participation.

Recommendation: Ohio University distance learners have access to facilities and programs at the same level as “non- Ohio University community” and not the same access that students, faculty and staff is provided.

Retreat Recommendation: Develop a professional development plan for the monthly staff meetings using existing on-campus resources; identify special needs individuals on campus and in the community; and make equity and access data available as public information.

Action Plan: None identified

Team: Dan, Amada (Ping GA), Hafedh, and Claire

10. Campus and External Relations: This area deals with the establishment, maintenance, and promotion of effective relations with relevant individuals, campus offices, and external agencies

SAT and EHE Findings: Data are inconclusive. With the exception of the % of positive responses, SAT and EHE findings were similar. Low means and relatively low SD and median suggest need for further investigation. Results might be caused by a feeling of isolation.

Table 13	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Campus and External Relations (CAS)	2.99	10	3.25	2.42	0.42	2.84	8	80%
External Focus (EHE)	3.66	4	4.18	3.30	0.44	3.82	4	57%

Recommendation: Division should investigate and develop a plan for a consistent approach to campus and external relations.

Qualitative Review

Finding: The Division has established strong campus relationships with academic and co-curricular units. Professional staff members teach or supervise practicum or internships within their area of expertise. The Division operates facilities used for academic programs and often assists in the identification of instructors for PED and REC related courses. Staff members have served on search committees and the Division is represented at faculty meetings for Recreation Studies. Staff has served on several Student Affairs committees including Leadershape, the Leadership Steering Committee, Assessment Committee, and the Coalition Advocating Responsible Drinking Decisions (CARDD) Disordered Eating Task Force. Ping Center staff have partnered with University Program Council (UPC), Health Education and Wellness and Residence Life on various special events. Intramural Sports, the Golf and Tennis Center, Aquatic Center and Bird Arena have partnered with Inter-fraternity Council (IFC) and Women's Pan-Hellenic Association (WPA) in providing a variety of competitive and non-competitive activities for fraternities and sororities. Outdoor Pursuits has worked with Student Affairs to develop the I-lead program and provide team-building activities at the ropes course for Residence Life, IFC officers and Student Leadership organizations. Administratively Division staff members serve on a variety of committees including the Business Unit Managers (BUM) Group, Communications and Marketing Group, internal and facilities fees, and the Crisis Incident Response Team (CIRT).

The Division has established excellent relationships with the community. With the exception of the Ping Center Campus Recreation facilities are open to the Athens community. The Aquatic Center is the only indoor 50 meter aquatic facility in the region. In addition to its role in supporting institutional mission related to teaching, intercollegiate athletics and

recreation, the Aquatic Center provides rental opportunities for individuals and groups and programming for youth and adult swimmers from learn-to-swim and the Bobcat Swim Club. The only indoor ice facility in the region is Bird Arena. In addition to its role in supporting institutional mission related to teaching, club sport athletics and recreation, the arena provides rental opportunities for individuals and groups, and offers youth and adult ice-related programming including learn-to-skate, and Athens Minor Hockey. The Golf and Tennis Center operates the only indoor tennis facility in the region. In addition to its role in supporting institutional mission related to teaching and recreation, the center provides rental opportunities for individuals and groups and programming for youth and adult tennis players through private and group lessons. Tennis courts are open to the community. The golf course is the only course within the city limits and provides access to community members and is available for various tournaments and events. The Golf Course is open to the community and occasionally used for tournaments. The Driving Range is open to the community for practice and lessons. The Intramural and Club Sports Department operates fields that are often used by the community on a rental basis. This department also provides officials for youth and adult programming and currently manages the adult soccer league for the community. Outdoor Pursuits offers programs and the rental center to the community. The climbing wall is open to community groups on reservation basis. The Challenge Course is open, under supervision, to community groups. Of particular note is the impact Campus Recreation has on youth development for the Athens community. The Division learn-to-play programs in swimming, skating, golf, and tennis. Youth sport programs include the Bobcat Swim Club, Athens Minor Hockey and include club programs for Athens and Alexander High School Students. The Athens Chamber of Commerce stated Minor Hockey is the 2nd largest draw of out-of-towners spending money in Athens. Campus Recreation has had and continues to develop partnerships with governmental agencies within the City of Athens. The Aquatic Center and Bird Arena partner with Athens City School to provide facilities used in interscholastic sports programs including the swim and hockey teams. The Division worked with Athens Parks and Recreation by providing funding for the construction of the Athens Skate Park. Most recently Campus Recreation provided \$15,000 toward Skatepark lighting. Division leadership provided consultation services that facilitated the development of the Athens Parks and Recreation Community Center and its Strategic Plan. At

the request of the Mayor Divisional leadership served on the Stroud's Run Feasibility committee and conducted a study to investigate the transfer of the state park to the city.

The Division is dedicated to the development of both the professional and student staff. Professional members are actively engaged in their professional associations. The primary professional association for collegiate recreational sports is the National Intramural and Recreational Sports Association (NIRSA). Ohio University and the Division are fortunate to have had a past President and regional Vice President of the NIRSA. Mr. William "Bill" Sells has served Ohio University for nearly 40 years and remains active in the NIRSA as a member of the professional registry and chair of the curriculum task force. The Assistant Dean currently serves as the chair of the standards work team, NIRSA representative to the Council for the Advancement of Standards in Higher Education (CAS) and member of the professional registry. Brad Whitaker, Director of Intramural and Club Sports and Nick Brigati, Assistant Director serves on various rules and officiating committees. Hafedh Benhadj, Director of the Ping Center and Associate Director for Campus Recreation serves on the national Soccer Tournament committee. Melissa Toretch, Assistant Director for Ping Center, serves on the planning committee for the annual golf tournament. Staff members routinely present at National and Regional conferences. Other staff members, active in their professional associations, include Joe Wakeley, Director of the Aquatic Center, who presented at the National Association of Parks and Recreation (NRPA) and Libby Gunther. In addition to my involvement in NIRSA, I also have attended the Association of College Personnel Administrators-International (ACPA) and will present at the association's 2009 conference.

Campus Recreation has had a impact on the national collegiate recreational sports scene. Since its inception the Division has hosted national club championships in hockey, and water polo as well as a national championship in extramural basketball. Over the past 10 years the Division's Intramural Sports program has developed more All American officials than any other program in the United States. The Division's club sports have been successful nationally winning national championships in hockey and equestrian.

Recommendation: Continue to collaborate with the Division of Student Affairs on the development of an institutional interdisciplinary leadership program. Collaborate with the Division of Student Affairs on the development of a co-curricular transcript.

Finding: The various facilities and programs in campus recreation have developed effective relationships with relevant campus agencies resulting in successful collaboration and synergy, as well as with external agencies and individuals outside the university. Positive outcomes result from these relationships providing services and benefits to the students, faculty, staff and community.

Recommendation: These relationships should be continued with new relationships pursued.

Finding: Campus recreation staff follows institutional policies and procedures in their program planning and implementation. Campus Recreation plays a significant role in the University's public relations, recruitment, and retention efforts. During the annual Pre-college orientation for freshman I am often told by the incoming freshman that Campus Recreation and/or the "Ping Center" played a role in their decision to enroll at Ohio University. The Ping Recreation Center is included in the Admission's Office walking tour for perspective students. In a recent study sixty-one percent of the respondents indicated the Ping Student Recreation Center played an import role in their decision to attend Ohio University. Over forty percent indicated Campus Recreation programs and facilities were important in their decision to enroll at Ohio University. In a recent study of student participants in Campus Recreation were asked, "In deciding to continue at this institution, how important Campus Recreation programs are?" Fifty-one percent indicated the Campus Recreation programs were an important factor in their decision to continue their enrollment at Ohio University and fifty-three percent the same for the Ping Center.

Recommendation: More data needs to be collected to validate the belief that Campus Recreation plays a role in student retention. Assessment needs to be undertaken in both the recruitment and retention area in relationship to the role Campus Recreation plays and in an effort to identify what additional relevant relationships may be nurtured within the university community and outside the university.

Finding: Historically, advisory councils have been minimally used in Campus Recreation. Special Committees/Task Forces in Campus Recreation have been composed of relevant representation from the university community; however, an advisory council to facilitate and/or provide input in such areas as communication and collaboration, program development , facility usage, and scheduling issues to name a few have rarely been utilized.

Recommendation: The use of Advisory councils to align the Division with nationally prominent recreation programs and to provide valuable input by user groups should be discussed and researched.

Retreat Recommendation: Consolidate information regarding collaboration and community impact and share within the division.

Action Plan: The focus of this discussion was to identify existing campus and external relations, define desired relationships and determine resources.

- Develop a plan to consolidate information regarding campus and external relations
 - Identify institutional departments to build relationships
 - Identify service area (Athens, County, Southeast Ohio, Western WV etc.)
 - Target specific age groups
 - Review Division's procedures for communication and information distribution
 - Enhance relationship with Student Affairs and work to create a co-curricular transcript.
 - Establish success measures
- Conduct research regarding campus and external relations
 - Research other university programs related to campus and external relations
 - Develop an assessment survey
 - Utilize institutional research data
 - Review impact of Division on recruitment and retention

Team: Joe, Rita, Marcus, Chelsie, and Claire

11. Diversity: Diversity enriches the community and enhances the collegiate experience for all. Providing nurturing environments where commonalities and differences among people are recognized and honored. This includes promoting educational experiences characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others facilitates and promotes respect about commonalities and differences in their historical and cultural contexts.

SAT Findings- Diversity was only identified in the CAS Standards. Diversity had the lowest mean score and lowest % of positive responses. Low means, a large variability between high and low responses and a large SD suggest a lack of continuity regarding the perception of diversity within the Division.

Table 14	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Diversity	2.68	14	3.13	2.25	0.88	2.69	2	14%

Recommendation: A program of Diversity education and a plan to enhance the Division's view of the need for Diversity should be developed.

Qualitative Review

Finding: Diversity is not an area of strength for the Division. Intramural and Club Sports have conducted awareness sessions as part of their leadership series. Hiring of members of under-represented populations appears to be sporadic. The professional staff currently consists of nine males and seven females, two of which are in interim positions. Graduate student staff consist six males and five females. There is only Hispanic and one international member of the professional staff. There are no people of color on the graduate student staff. While each opening has created an opportunity to bring some ethnic and cultural diversity to the staff failure to lure people from underrepresented populations has proven to be elusive. A rudimentary diversity plan, based on the framework from Intercollegiate Athletics has been developed.

Recommendation: The diversity plan for the Division should be fully developed and implemented.

Finding: Campus Recreation needs to direct its attention toward diversity issues. The display of the international flags in the Ping Center acknowledges and projects a welcome environment for the international, multi-cultural Ohio University community. The Campus Recreation Diversity Task Force has done an outstanding job of collecting valuable data and has identified one of the most significant factors effecting diversity in Campus Recreation. This issue is the lack of support/buy-in from the staff in their willingness to pro-actively address the issues and to actively develop and implement strategies in order to be successful in truly becoming a diverse and inclusive program at all levels (participants, student employees, graduate assistants and staff,

etc.) The staff appears to view diversity as important but many have not taken action which addresses and demonstrates that view. In the past, much discussion about the need to address diversity has taken place with, the “assumption” that each facility and program would begin to actively tackle the issue. While some made attempts, it appears that this has not occurred throughout the division. A diversity committee was formed in 2006 and began to look at the issues. That committee was changed to a Task force in 2007-2008. The Task Force has made attempts to provide diversity programs for student employees. These programs have not met with success by what has been perceived as a “lack of support” of some of the division’s staff (see Diversity Task Force Summary-October 2008). The development of a Campus Recreation Diversity Action Plan, which is based on the framework developed by Ohio University’s Intercollegiate Athletics department, provides a frame work and starting point to get things moving.

Recommendation: Campus Recreation must commit to develop and implement effective means to address each area identified in the diversity component of the CAS Standards Recreational Sports Programs. The Campus Recreation Diversity Action Plan should be developed and implemented immediately. The plan should include such components as diversity/multi-cultural training/education programs provided for student employees and campus recreation staff, recruitment strategies to increase diversity of Campus participants and staff (student employees and professional staff, etc.) and identification of programming to meet the needs of various diverse populations and examples. Diversity would be an excellent topic for a staff retreat which could include diversity workshop/s and/or training for the professional staff. This would provide the staff with an opportunity to “lead” in the diversity area.

Retreat Findings: All concur with recommendations

Retreat Recommendations: Additional recommendations include reviewing existing actions to identify ways to attract underrepresented populations to CR facilities and programs.

Action Plan:

- Review the Diversity Report from the 2007-08 and 2008-09 Diversity Task Force
- Refine and implement diversity plan
- Measures of attainment

- Presentations made to diversity focused events (ERSL etc.);
- # of underrepresented students employed and participating
- # and type of special presentations made/received regarding diversity

Team: Libby, Hafedh, Brad and student TBA

12. Ethics All persons involved in the delivery of programs and services must adhere to the highest principles of ethical behavior, develop or adopt and implement appropriate statements of ethical practice and publish these statements and ensure their periodic review by relevant constituencies. Privacy and confidentiality are to be maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice.

SAT Findings- Ethics was only identified in the CAS standards. Low means, a large variability between high and low responses and a large SD suggest a lack of continuity regarding the perception of ethics within the Division.

Table 15	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Ethics	3.18	16	3.50	2.47	1.03	2.99	12	75%

Recommendation: The Division's Ethic statement should be revised and widely distributed. A program of Ethics education for all employees should be established.

Qualitative Review

Finding: The behavior of the professional and graduate staff suggests a healthy work environment brought about by ethical behavior. The Division ascribes to the Ethical Code for Recreational Sports Professionals established by the National Intramural and Recreational Sports Association (NIRSA). This document is posted in all facilities. There is no evidence to suggest that staff members have been anything but forthcoming in their responsibilities and there have been no known incidents involving a conflict of interest.

Recommendation: Ethic statement should be refined and widely distributed.

Finding: Campus Recreation is to be commended for having a written Code of Ethics in place. The Division appears to meet the components in the ethics section of the CAS Standards; however, some of those components do not appear to be fully understood by the staff.

Recommendation: The Code of Ethics document should be reviewed periodically along with the review of the mission, vision, and core values statements. In the Campus Recreation Code of Ethics section, referencing employers and employees, the division may want to consider including a reference to the CAS Standards for Recreational Sports Ethics component. Such areas as ethical use of technology, responsibility to address unethical behavior by others in a meaningful but tactful manner, etc. may be appropriate discussion topics and or topics for invited speakers. The entire Ethics Section of the CAS Standards, area by area, should be discussed thoroughly to provide a precise knowledge and understanding for successful compliance by all. Ethics should be considered for inclusion in “learning outcomes/learning outside the classroom” for all student employees.

Retreat Recommendations: All concurred with recommendations,

Action Plan:

- No action needed at this time.
- Measures of attainment
 - # and type of presentations made regarding ethics;
 - # and location of posted ethical statements;

Team: Staff

13. Assessment and Evaluation: Regular assessment and evaluations must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process employs sufficient and sound assessment measures to ensure comprehensiveness. Data collected includes responses from students and other affected constituencies.

SAT and EHE Findings: Low means, median, and positive response to questions suggest this area needs improvement.

Table 16	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Assessment and Evaluation	2.95	23	3.38	2.63	0.38	3.01	12	52%
Information and Analysis (CAS Assessment and Evaluation)	3.36	4	3.45	3.27	0.09	3.32	3	36%

Recommendation: Consolidation of assessment and evaluation techniques and establishing a culture of assessment should be a division wide focus.

Qualitative Review

Finding: The two primary purposes for an assessment program for the division have been fiscal responsibility, and facility and/or program integrity. Directors conduct monthly reviews of departmental budgets and reconcile current encumbrances and expenditures as well as projected revenue to established budgets. Annual reports include year-end closing data, resource generation and final balance. The Division's Budget Unit Manager (BUM) reviews fiscal data on a five-year rolling average. These data identify market trends and anomalies and are used when developing budget review packets for departmental directors. Facility and program usage data is compiled and a daily or event basis. An annual report is produced that includes compilation of these data, a final fiscal analysis, status of the completion of goals and objectives, and a summary statement of accomplishments and areas for improvement.

Most departments have conducted some type of program or facility evaluations, which are usually focused on participant satisfaction or dissatisfaction. During this past fiscal year, as in previous years, when equipment was to be purchased, the Ping Center conducted a survey to assess student opinions regarding new and replacement equipment. Program participants are routinely asked for feedback or suggestions on new program options.

The division has a limited history of external review. An external consultant conducted an assessment of the division in 1997 and a review was consulted by the Executive Director Emeritus in 2006. The use of Student Voice has been costly and moderately successful.

Recommendation: The assessment and evaluation process should be refined to reflect the impact of campus recreation. A cost benefit analysis of Student Voice should be conducted.

Finding: For several years the Division has collected data on customer satisfaction, usage figures and patterns, etc. Some preliminary data has been collected on retention as it relates to participation and the impact of Campus Recreation's on institutional recruitment and retention.

Recommendation: More extensive and detailed assessment in these areas and other may be the next step. Identification of why, what specific areas of Campus Recreation have more/less impact on retention/recruitment, how may Campus Recreation increase their impact, etc. are all considerations to be discussed.

Finding: The division has developed an assessment tool based on the CAS Standards Self Assessment Guide. The self assessment tool was first implemented in the spring of 2008 and is used as part of the Academic Support Unit Program Review (ASUPR).

Recommendation: Refinement of the self assessment tool should be undertaken and the new survey implemented each spring to provide an ongoing assessment.

Finding: Another significant step was with the identification of "learning outcomes" for campus recreation student employees.

Recommendation: Learning outcomes should be developed for each specific student employment position with a progression from entry level to the highest position attainable in campus recreation student employment by program and facility. Effective assessment tools should be developed and administered periodically to evaluate the achievement of the identified learning outcomes for each student employment position. Recruitment and retention of student employees and professional staff is should be assessed.

Finding: The professional staff currently establishes Goals and Objectives by means of the Operating Plan and reviews achievement of program goals annually for each specific area.

Recommendation: The development and administration of assessment tools periodically to assess the achievement of division mission and vision as well as division goals and objectives may want to be considered.

Finding: Programs and facilities have implemented assessment methods to identify student, participant, and user interests and needs, as well as their satisfaction.

Recommendation: The division should assess and evaluate the means to determine where it is in relationship to its stated Mission, Vision, Core Values, etc. and establish methods to bridge shortfalls. A commitment by staff to utilize the data/information, to develop and implement collaborative/team strategies in order to be successful is important.

Retreat Recommendations: All concurred with recommendations.

Action Plan: Continue the work of the Assessment Task Force.

- Identify and unify all satisfaction surveys into a single multi-purpose instrument.
 - Identify SLO's in all evaluations;
 - Develop and implement an annual exit evaluation
 - Use consistent demographics for use in all tools
 - Establish a consistent methodology
 - Implement a consistent timeline
- Measure of attainment
 - # of participants and employees;
 - # of participants by program and employees;
 - # of participants by ethnicity and employees;
 - # of participants and employees by gender;
 - # of participants and employees by disability;
 - # and type of program activities;
 - Specific Student Learning Outcome (SLO) by program (activity);
 - growth in specific SLO;

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14. Other Findings

EHE findings aligned to multiple areas within the CAS standards.

EHE Finding: Outcomes and achievement are elements that underscore the purpose of the CAS standards. Analysis of these areas suggests the division tends to focus on process rather than achievement. These results tend to track with the Division's emphasis on developing policy and

procedure rather than measuring outcomes and achievement. Reviewing the data from the CAS Assessment and Evaluation and EHE Information and Analysis suggest a lack of focus on the evaluative end of the quality cycle.

Table 17	Mean	Q's	High	Low	SD	Median	Q's +3	% Q's +3
Outcomes and Achievement (EHE)	3.73	4	4.00	3.45	0.28	3.59	4	66%

Recommendation: Formulate a plan, including the development of universal evaluation tools and processes, for the assessment of outcomes and achievements by staff and participants.

15. Lessons Learned

The focus of the assessment was to see where the division was in relationship to the CAS Standards for Recreational Sports and EHE process related to quality improvement. While the assessment provides a comprehensive view of the Division there were several changes in the process that would have provided valuable information. This section deals with those findings and recommendations for future implementation.

Finding: The development of the self assessment survey was arduous and took an excessive amount of time. The standards are written in such a way that they produce double-barreled questions that had to be disaggregated to form single questions. This resulted in having a survey of 249 questions, which was entirely too long. This problem was exacerbated by the duplicate questions created from standards that were located in two or more areas. Data input and analysis was also problematic because of the structure.

Recommendation: The survey should be refined to no more than 150 questions. Removal of questions related to duplicate standards and guidelines should solve the problem. General standards should be identified and made available for use by all areas utilizing CAS. OCR or scan-tron answer sheets should be used for data input. On-line surveys should be made available to some stakeholders.

Finding: Distribution of the survey was limited to professional staff, classified employees and graduate assistants. This provided a limited view of the Division.

Recommendation: Future surveys should be distributed to stakeholders through sampling. Representative groups should include user groups, suppliers, and partners.

Finding: Similar problems occurred with the proxy pre-test for student learning outcomes. Data from questions at the end of the survey was possibly skewed based on the length of the instrument.

Recommendation: Identification of 50 selected student learning outcomes should form the basis of the instrument. Distribution of this instrument should take place earlier in the year.

Finding: Other standards including but not limited to ACSM Health and Fitness Facility Standards and Guidelines and the NIRSA Specialty Standards for Aquatics, Extramural Sports, Fitness, Informal Recreation, Instructional Programs, Intramural Sports, Outdoor Recreation, Special Events, Sport Clubs and Wellness were not used in this assessment.

Recommendation: Where applicable and feasible elements of specific area standards should be included in the overall assessment for the Division on a periodic basis.

Finding: There is a great deal of information that can be gleaned from existing documentation as well as ongoing program evaluation. Much of this data was difficult to find and cumbersome to work with.

Recommendation: Existing evaluation and assessment data should be centrally located and accessible to the assessment team for ongoing analysis and use.

CONCLUSION

The Academic Support Unit Program Review (ASUPR) process as conducted by the Division of Campus Recreation was exhaustive and provides a comprehensive view of a complex operation. The assessment process was greatly enhanced by using the self assessment guide (SAG) from the Council for the Advancement of Standards (CAS) in Higher Education relative to recreational sports. The use of the organizational checklist for Excellence in Higher Education (EHE) aligned well with CAS and provided validation for many of the standard areas.

There was consensus that the Division's focus on creating a positive learning environment that enhances the development of students is sound. Staff members enjoy working with and mentoring students and there is general agreement that significant gains in learning outcomes are made at the higher levels of student employment. With the exception of organizational location, the staff appears satisfied with the Division's leadership and organization and management, facilities, technology and equipment, legal responsibility and ethics. Except for compensation, the overall perception of the Division's compliance with human resource standards was high. The area of financial resources was an area of concern which was exacerbated by discussion of potential recent budget cuts. Staff feel there is little acknowledgement by the institutional administration as to the positive and cost effective impact made by the Division. Standards areas garnering the lowest scores and most discussion were in campus and external relations, diversity, and assessment and evaluation. In general the Division is significantly involved in campus and external relations at the departmental level but there is no mechanism in place to assess the Division's impact. Standards related to assessment and evaluation suffered similarly. There is a lot going on in this area but nothing is coordinated. Diversity creates the greatest challenge within the unit. There is no consensus of what Diversity is or how to synergize the organization to focus on this area.

Phase 2 of the Assessment, for implementation during FY 08-09 and FY 09-10 will focus on implementing selected recommendations and action plans relative to assessing the achievement of student learning outcomes, establishing a sustainability plan for all facilities and programs, refocusing the Division's campus and external relations, and refining and implementing elements of the Division's Diversity plan. These plans, while a priority, will be assessed against the institution's current fiscal environment.

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