## Mission:
The Campus Recreation Department at the University of North Carolina at Asheville provides community members with opportunities to enhance overall physical and mental wellness through various supervised and/or self-directed programs, activities, and services.

### Chair/Director:
Jill Moffitt

### Assessment Liaison:
Student Voice

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<th>Outcomes</th>
<th>Means of Assessment &amp; Criteria / Tasks</th>
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<tr>
<td>SA- Campus Recreation - Outdoors belaying competence - As a result of participating in Campus Recreation Outdoors programs, students will demonstrate an increase in practical competence in belaying as a result of participating in a climbing trip.</td>
<td><strong>Assessment Method:</strong> Using a skill competency proxy pre/post survey, students will report increased competence in belaying after being trained and evaluated by the campus recreation staff on each climbing trip. <strong>Assessment Method Category:</strong> Survey <strong>Criterion:</strong> 60% of the participants will report an increase in belaying competence as a result of their participation in a climbing trip/training.</td>
<td><strong>Results:</strong> 05/02/2011 - 50% of the participants reported an increase in belaying competency. 50% of the participants reported no change in belaying competency. <strong>Result Type:</strong> Criterion Not Met <strong>Action Status:</strong> Action In Progress</td>
<td><strong>Action Status:</strong> 05/02/2011 - Based on the results, we need to incorporate a checklist for participants in the same way we incorporate a competency checklist for staff. This will allow students to see a pre-evaluation of skills and a post-evaluation of skills so that they can visually see how their skills improved. These scores come from the student actually demonstrating the skill and being evaluated by the staff on that skill. Having a skill assessment too that shows demonstrated change is a more valuable indicator of competency than asking them if they feel more competent. The result of a question like that, may be indicative of confidence levels, not competence levels.</td>
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### Outcome Types:
Learning

### Start Date:
06/01/2009

### End Date:
05/31/2011

### Outcome Status:
Active

### Strategy:
1. Outdoor Staff will complete participant competency checklists on participants. 
2. Outdoor Staff will be trained consistently on outdoor skills to help increase the skill development of participants.

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<td>SA- Campus Recreation - Intramural Sports Sportmanship - As a result of participating in intramural sports, students will demonstrate respect towards opponents and referees while on the playing field as tracked by the sportmanship rating system of the intramural sports department.</td>
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<td><strong>Outcome Types:</strong> Learning</td>
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<td><strong>Start Date:</strong> 06/01/2009</td>
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<td><strong>End Date:</strong> 05/31/2011</td>
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<tr>
<td><strong>Outcome Status:</strong> Active</td>
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<tr>
<td><strong>Strategy:</strong> 1. Student Supervisors are trained effectively to consistently implement the sportsmanship rating system in each game they supervise.</td>
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## Outcomes

- **goals and interests of the people they lead.**

### Outcome Types:
- Learning

### Start Date:
- 06/01/2009

### End Date:
- 05/31/2011

### Outcome Status:
- Active

### Strategy:
- Leadership skills test distributed with the help of studentvoice to assess these outcomes. The department hopes that 65% of the officers will report effective decision making in each of these areas.

### Means of Assessment & Criteria / Tasks:

**Survey**

**Criterion:**
- 65% of the leaders will report effective decision making in managing resources
- 65% of the leaders will report effective decision making in resolving conflicts
- 65% of the leaders will report effective decision making regarding the goals and interests of the people they lead.

### Results:

- Leadership skills allowed them to effectively manage resources
- 54% of the sport club leaders reported that their leadership skills allowed them to effectively resolve conflicts

**Result Type:**
- Criterion Not Met

**Action Status:**
- Action In Progress

**Related Documents:**
- [Sport-Club-Officer-2011-Leadership-Survey.pdf](#)

### Action & Follow-Up:

- development as part of their development training so we can be more purposeful and intentional in giving them these skills to be successful as club leaders.

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### SA- Campus Recreation - Fitness Competency - Fitness students will report a moderate to significant change in fitness level, ability to exercise more consistently, time management, and stress management.

### Outcome Types:
- Learning

### Start Date:
- 06/01/2009

### End Date:
- 05/31/2011

### Outcome Status:
- Active

### Strategy:
- 1. Meet with Community Directors to talk about the Campus Recreation program and what's available to residents.
- 2. Meet with RAs to do special fitness events in their halls.
- 3. Meet with Student Organizations to talk about Campus Recreation and offer to do orientations just for their groups.
- 4. Incorporate a traveling fitness program to departments.

### Assessment Method:

**Questions around healthy habits for a healthy lifestyle will be asked of fitness participants in a larger campus recreation survey created by student voice. Feelings, competencies, and interest levels of participants as they directly relate to fitness programs will be extracted from the larger survey to isolate the results and assess fitness competency among participants.**

**Assessment Method Category:**
- Survey

**Criterion:**
- 70% of the participants will report a moderate to significant change in their personal fitness level, ability to exercise more consistently, time management, and stress management.

### Results:

- 05/02/2011 - 80.44% indicated moderate to significant change in managing stress as a result of participating in fitness programs
- 58.7% indicated moderate to significant change in managing time as a result of participating in fitness programs
- 78.26% indicated moderate to significant change in their ability to exercise regularly as a result of participating in fitness programs
- 79.34% indicated a moderate to significant change in their fitness levels as a result of participating in fitness programs

**Result Type:**
- Criterion Met

**Action Status:**
- No Action Required

**Related Documents:**
- [Fitness_Assessment.pdf](#)

### Action & Follow-Up:

- 05/10/2011 - In three of the four competencies, we met the criteria. We will not be officially monitoring or assessing these four criteria in our next assessment cycle. These items may come back around in our cycle three assessment plan.

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### SA- Campus Recreation - Campus Recreation Program Satisfaction - Students

### Assessment Method:

**StudentVoice survey that was created with**

### Results:

- 05/02/2011 - 91.31% indicated that campus recreation expanded their interest in staying fit
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<td>participating in Campus Recreation Programs demonstrate a high satisfaction rate with campus recreation by self reporting 1.) an increased interest in staying fit; 2). recreational activities enhances their quality of life; and 3.) enjoyment from participate in campus recreation activities and offerings.</td>
<td>us will go out which asks students to identify how participating in campus recreation made them feel across the dimensions of wellness, their overall student experience on campus, and their overall satisfaction with their collegiate experience. We will extract questions with data related to the outcome identified.</td>
<td>and healthy 91.58% indicated that campus recreation activities and offerings added to the quality of life at UNC Asheville 93.48% indicated that participation in campus recreation activities and offerings was enjoyable</td>
<td>05/10/2011 - Based on these results, no actions are planned at this time. We will continue to monitor these rates as part of our annual reports and raw participation data, but formal assessment of this in the upcoming assessment cycle is not planned.</td>
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Outcome Types: Operational
Start Date: 06/01/2009
End Date: 05/31/2011
Outcome Status: Active

Strategy:
Continue to offer a wide array of programs and activities to the campus community and continue to assess those efforts.
Meet with community directors, RAs, and student organizations to promote the benefits of participation in campus recreation and to build relationships with the community.

Assessment Method Category: Survey
Criterion: 85% indicate an interest in staying fit 85% indicate that recreational activities enhance their quality of life 85% indicate that they enjoy participating in campus recreation activities and offerings

| SA- Campus Recreation - Outdoor Leave No Trace - As a result of participating in outdoor trips students will report an understanding of the concepts at a moderately high or very high level. | Assessment Method: Students will be asked to report their level of understanding prior to the trip, after the trip, and will be asked to identify a concept that they will take with them as a result of their learning. | 05/02/2011 - 75% of participants indicated understanding LNT concepts at a moderately high or very high level 75% indicated they would practice the concept of "leave what you find: 75% indicated they would practice the concept of "be considerate of other visitors" 75% indicated they would practice the concept of "plan ahead and prepare" 100% indicated they would practice the concept of "disposing of waste properly" | 05/10/2011 - Based on these results we will not officially assess these outcomes in the future. We will monitor student comprehension of LNT concepts through their participation in outdoor programs, though these observations will not be part of our assessment plan in the next cycle. |

Outcome Types: Learning
Start Date: 06/01/2009
End Date: 05/31/2011
Outcome Status: Active

Strategy:
Staff will teach LNT concepts on every trip and participants will be asked to...

Assessment Method Category: Performance Evaluation
Criterion: 65% of the participants will indicate an understanding of Leave no trace concepts as a result of participating in the outdoor trips (after the trip responses) 75% of the participants will indicate expected use of 3 of the 5 concepts

05/02/2011 - 75% indicated understanding LNT concepts at a moderately high or very high level 75% indicated they would practice the concept of "leave what you find: 75% indicated they would practice the concept of "be considerate of other visitors" 87.5% indicated they would practice the concept of "plan ahead and prepare" 100% indicated they would practice the concept of "disposing of waste properly"
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<td>SA- Campus Recreation - ALANA &amp; GLBTQ Participation - Increase participation by ALANA and GLBTQ students in Campus Recreation Programs to reflect the diversity of the UNC Asheville student body. <strong>Outcome Types:</strong> Operational</td>
<td><strong>Assessment Method:</strong> One card reports that break out individual participants by age, classification, race, and gender will be run each semester and final numbers will be compared to the previous academic year to determine if we met the criteria below. <strong>Assessment Method Category:</strong> Participation Data  <strong>Criterion:</strong> Participation by ALANA and GLBTQ students will increase by 1.3% to meet the strategic goal of 10% representation which meets the diversity of the UNC Asheville</td>
<td>05/02/2011 - Increase in participation by ALANA and GLBTQ students increased for the department by 2.4% for the year. <strong>Result Type:</strong> Criterion Met  <strong>Action Status:</strong> No Action Required</td>
<td>05/10/2011 - We will not formally assess this outcome in the next cycle of assessment. We will monitor this participation through raw participation data as part of our annual reports rather than incorporating into our formal assessment plan.</td>
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<p>| SA- Campus Recreation - Campus Recreation Participation - Increase the percentage of the student population that participates in Campus Recreation | <strong>Assessment Method:</strong> The department will track the number of unique participations among the student body to determine what percent of students are currently being served by Campus Recreation across programs, services, and access to facilities. <strong>Assessment Method Category:</strong> Participation Data  <strong>Criterion:</strong> 47% | 05/02/2011 - 38%  <strong>Result Type:</strong> Criterion Not Met  <strong>Action Status:</strong> Action In Progress  <strong>Related Documents:</strong> Barriers_to_Campus_Rec_Participation.pdf | 05/02/2011 - We distributed a survey to a random sample of UNC Asheville students to determine what barriers and constraints existed for them as reasons to not participate in campus recreation activities and offerings. |</p>
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<td>include non-traditional sports and activities.</td>
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<td>Implement Sport Club marketing initiatives to help clubs brand their teams and increase their membership.</td>
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<td>Develop an online video for equipment orientation in the fitness center.</td>
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<td>Offer specialized instruction for using equipment and/or specialized programming to groups on campus who request it.</td>
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