Department of Campus Recreation
Assessment and Planning | Executive Summary Report
Spring 2013

Individuals Completing Report: Melanee Wood, mhanbury@central.uh.edu, and Kim Clark, kdclark@uh.edu

Student Employment – Emergency Preparedness/Red Manikin Drills (RMD)

Outcome: Student employees will demonstrate proper techniques of CPR, Standard First Aid, and AED according to American Red Cross standards and proper protocol and decision making through the implementation of the Department of Campus Recreation Emergency Action Plan. Skills and knowledge for this outcome are gained during the employee’s CPR/First Aid certification course, All-Staff Orientation, and monthly in-service trainings.

Purpose: To ensure staff have the knowledge and skills to implement the Emergency Action Plan and provide appropriate care for participants. Staff members who do not pass are drilled again within the next two weeks. A second failure will result in the staff member being removed from the work schedule and attendance at an emergency response refresher course (with successful demonstration of skills at the end) before returning to work.

Time Frame, Frequency, and Methodology:

- The assessment plan stated that RMDs would run for 12 months due to the length of time that each drill takes to conduct and the large number of students who need to be assessed. The creation of the RMD rubrics, acquisition and training of staff to run the RMDs, and number of test drills required to work out the kinks in the process took much longer than expected. RMDs for assessment purposes began in March.
- During the fall semester, rubrics for each of the 6 Red Manikin Drills were created and uploaded to Campus Labs. The first members of the Red Manikin Drill team were also recruited and began training.
- The beginning of the spring semester saw the first few ‘test drills’ to work out the kinks in the drill process. Additional members of the drill team were recruited and trained.
- RMDs are a direct assessment of learning and skill acquisition. The procedure for a RMD is to randomly drill a Campus Recreation staff member on emergency preparedness and first response skills. A RMD evaluator sets up a CPR manikin in a public space and waits for a staff member to arrive as the first responder. The staff member is then expected to respond as if the drill were a real emergency. The evaluator gives cues to the staff member when appropriate to guide them to the completion of the drill.
- Each component of the response is individually assessed on a pass/fail scale. 80% of individual components must be passed for a staff member to successfully pass the drill. Components of the drill are dictated by American Red Cross standards for CPR and other emergency situations.
Results:

- Due to the length of time it took to develop and implement the RMDs, we did not reach our goal of assessing every Campus Recreation staff member. 33 of the approximately 250 students on our staff completed the RMD and were included in this assessment.
  - Several other students were drilled but unable to finish the RMD because the drill did not go according to plan.
  - Only the RMDs for CPR with and without AED were used this year. Several other RMDs were created but unable to be implemented due to the truncated timeline.
- 94% of students who were drilled the first time passed the RMD achieving American Red Cross standards and following CRWC operating procedures.
- Specific skills that were most often failed during the RMD include: checking the victim for consciousness (15% failure), calling over radio for front desk to call 911 (27% failure), and putting protective gloves on (27% failure).

Discussion:

- All Campus Recreation staff are certified in CPR and AED through the American Red Cross (ARC), and most student employees obtain their certifications through ARC classes taught through the Department. With the information we gathered from this first round of RMDs, CPR instructors will be instructed to call more attention to the preliminary steps in emergency response that were commonly missed during the RMDs.
- Because so few of the staff were drilled this year, Campus Recreation is going to include a full cycle of RMDs in its assessment plan for FY 14. Many things were learned by the Safety Committee, RMD team, and Assessment Committee to ensure a smoother, more efficient assessment process next year.
- The data collection tool on Campus Labs will be modified for next year to address some of the issues we had with it this year. An item will be added to determine if the drill is a first drill, second drill, or drill after the refresher course. A 'not-applicable' option will also be added to specific skills in the event that the drill does not go according to plan.
- The data collection tool gives us the ability to identify weaknesses in individual staff positions. The goal is to provide more targeted training to students in work groups that are under-performing relative to the department. While no such discrepancies were identified this year, the ability to cross reference pass/fail rates with position title will be retained.
Student Employment – Performance Evaluations

Outcome: Student employees will demonstrate essential performance characteristics (customer service, professionalism, interacting with others, communication, and leadership). Employees are exposed to performance expectations and job-related trainings during the All-Staff Orientation held in late August, the All-Staff Training held in early January, and monthly area-specific in-service meetings.

Purpose: To verify that employees are meeting employment expectations, to provide feedback regarding relative strengths and areas for growth, and to provide a platform to launch a discussion about the employee’s future goals and plans.

Time Frame, Frequency, and Methodology:

- The assessment plan stated that evaluations would begin in September but as we reviewed the evaluation form, the decision was made to overhaul and re-create the form which took additional time. Rubric development took place during the fall semester and evaluations using the form began in the spring semester.
- Student employees are evaluated at least once per academic year. The 5 component area directors determined the evaluation timeline for the positions they supervise. All evaluations were compiled using Campus Labs at the end of the semester.
- Of the approximately 250 students employed by Campus Recreation, 113 were evaluated with the new rubric in the spring semester and included in this assessment.
- The rubric identifies 5 overarching performance indicators that applied to all student employment positions in the department. The performance indicators assessed are customer service, professionalism, interacting with others, communication, and leadership. Each of the 5 areas was also split into 3-4 specific skills that were individually assessed.
  - The rubric uses a 4-tier, learning-centered approach. Students were classified as advanced, accomplished, developing, or beginner for each of the 20 skills that are assessed.

Results:

- Across all 4 of the 5 performance categories, the proportion of students rated developing and beginner decreased in correlation with the length of employment.
  - This indicates that overall we are achieving our goal of moving students along the developmental continuum during their employment here and helping to prepare them to be successful young professionals upon their graduation.
  - The only performance category where lower levels of performance increased with time was ‘professionalism.’ In this category, ‘timeliness’ was the specific skill that most employees struggled with.
- Of the 113 students evaluated, 66% have been employed with the department 2 semesters or less. This statistic confirms what the department has suspected anecdotally: we have a problem with retaining student staff.
- We frequently saw an increase in the ‘advanced’ levels of performance between the first and second semesters and then a subsequent decrease in this level between the second semester and second year of employment. This supports another anecdotal observation: our veteran staff members often become complacent in their positions and are out performed by their newly-hired predecessors.
The indicators that saw the biggest loss in ‘advanced’ performance over length of employment were Customer Service, Professionalism, and Interacting with Others.

- Overall, Campus Recreation is satisfied with the current performance of its student employees. 86% of data points collected for all specific skills were categorized as ‘accomplished’ or ‘advanced.’ This indicates that, for the most part, the clearly identified expectations of the department are being met.

Discussion:

- Poor staff retention has a negative impact on the service offered to our patrons and also on the departmental budget through excessive training of new staff members. The insight gleaned from this assessment emphasizes the importance of continuing to grow our Rec Bucks student staff incentive program.
  - Rec Bucks is a program that recognizes the positive contributions to and involvement in the department by student staff members. The goal of the program is to create a sense of community, positivity, and involvement among the student staff so that they will be more invested in their position here and be retained for longer.
  - Moving into FY 14, the Rec Bucks program will be allocated a larger budget to continue to build its stock of incentive items. Additionally, the committee that manages the Rec Bucks program will critically examine the current program and make changes that make it easy for students to be involved.
- The complacency that student staff experience in their second semester of employment is likely feeding into the poor retention of student employees. Combating this complacency is another way that we can try to increase retention.
  - At the onset of employment, a new job is challenging and exciting. The challenge for Campus Recreation is to keep this challenge and excitement after the thrill of a new job and a paycheck has worn off.
  - To address this issue, Campus Recreation is going to modify its all-staff trainings. The fall semester staff training will be split into ‘tracks’ to specifically identify trainings for new employees, veteran employees, and employees in leadership positions rather than the ‘one size fits all’ approach that has been used for all-staff trainings in the past.
  - By presenting new information that is congruent with the acquired skills and experience, we hope to keep the trainings relevant and the employees engaged. Advanced training will focus on the Customer Service, Professionalism, and Interacting with Others.
  - The effectiveness of the ‘track’ trainings will be evaluated and assessed in FY 14.
- Campus Recreation has seen an immense amount of change in the past year and a half. Many of our full-time staff positions have turned over and the students who work for the department have undoubtedly been impacted by these changes. We hope that the implementation of the Rec Bucks program as well as ‘track’ trainings will help in our efforts at staff retention so that we will have a stronger work-force to provide programs, services, and a great experience with the department.
Student Employment – Exit Interview Survey

Outcome: Student employees will learn transferable professional skills including leadership, decision making, problem solving, time management, and communication.

Purpose: To identify strengths and opportunities for improvement related to staff training and overall student employment, as well as to show the impact of student employment within Campus Recreation including measures of overall student success.

Time Frame, Frequency, and Methodology:

- The Exit Interview was created as a survey administered through e-mail via Campus Labs.
- The survey link and instructions were e-mailed to student employees once they had been terminated for any reason.
- Each area Director was responsible for e-mailing the link to their student staff members.
- Responses to items were rated on a Likert-scale (Strongly agree, agree, disagree, strongly disagree), ‘check all that apply,’ and open-ended questions.

Results:

- At the time this report was written, 9 responses to the Exit Interview have been collected. This is the same response rate that was reported on the mid-year report.
- Of the 9 responses, 56% were terminated in their third semester of employment. Only 1 of these 5 students left due to graduation. Three moved on to other work opportunities and 1 was terminated.
- Likert-scale items that garnered a 33% or higher response of disagree or strongly disagree included:
  - The all-staff trainings (August/January) were useful to me
  - Employees’ wages were appropriate for the responsibilities of the position
- When asked about skill development in a ‘check all that apply’ question, 66% or more of respondent identified that their employment at Campus Recreation has helped them identify the following skills:
  - Leadership Skills
  - Self-Confidence
  - Respect for Others
  - Problem Solving
  - Decision Making
  - Communication
  - Time Management
- 100% of respondents identified that they would recommend employment at Campus Recreation to a friend.
- Unfortunately our response rate was not high enough to separate responses by work area within the department.

Discussion:

- The response rate on the Exit Interview is extremely disappointing. At this point it is unclear where the breakdown in response was. It may have been from the Assessment Committee relaying the need to send the link to area Directors, from the Directors sending
the link to their terminated staff members, or the terminated staff member making a
decision to not complete the evaluation.
  o The Assessment Committee will work to identify where this assessment went wrong
  in terms of response rate and find a solution to address the issue for future
  renditions of this assessment.

- The proportion of students who were terminated in their 3rd semester reinforces some of
  the information gleaned from the student staff evaluation about the sense of complacency
  that is felt by staff members after their first year of employment.
- The higher degree of dissatisfaction with All-Staff Trainings relative to other items lends
  support to the idea of making the trainings more specific through 'tracks' as discussed in the
  Student Employee Evaluation report.
- The identification of several skills that were developed suggests that we are achieving
  several of the intended learning outcomes through employment with Campus Recreation.
NASPA Consortium – Campus Recreation Impact Study

Outcome: To assess the level and impact of participation in Campus Recreation services and the recreation needs and interests of student and CRWC members.

Purpose: To gather benchmark data that can be used to justify and inform decisions related to recreation facilities, programs, and services; identify areas for program enhancement; and show the impact of Campus Recreation on student learning.

Time Frame, Frequency, and Methodology:

- The NASPA Consortium for Campus Recreation is a pre-developed instrument that we participated in to gather information about our program and compare it to other institutions. Only minor edits were made to the NASPA survey. Survey administration was done through Campus Labs.
- The survey was distributed to a random sample of 6,000 students as well as 5,065 faculty/staff.
- The survey was launched in late-March and remained open for several weeks. An initial and two reminders were sent to participants.
- The NASPA survey is designed to be administered once every three years.

Results:

- 813 Student, 296 Faculty members, and 868 Staff members completed the survey.
- 73% of students identified that they participate in CR facilities, programs, or services.
  - The following groups have higher than average participation in CR: student living on-campus (91%), Greek life students (77%), student athletes (100%), international students (85%), students who identify as gay/bisexual/queer (81%)
  - The following groups have lower than average participation in CR: first-generation students (67%), students who identify themselves as white (55%)
  - Students who participate in at least one student club or organization are more likely to participate in CR activities.
  - Transfer students are less likely to participate in CR activities than students who began their academic career at UH.
  - Students who spend more than 20 hours per week studying are more likely to participate in CR activities than those who study 20 hours per week or less. (78% vs. 66%)
- CR facilities were identified as being more important than CR programs in influencing students to begin attending UH and continue attending UH.
  - CR facilities and programs play a more significant role in student retention than student acquisition.
- The top reasons that impede students’ use of CR are: Lack of time, difficulty parking, facilities are too crowded, and lack of awareness of CR offerings.
  - Outside of CR, 51% of students exercise outdoors. 20% of all students use another health club/fitness facility.
- The satisfaction data for individual program components and services is skewed to the ‘very satisfied’ side.
  - CR activities with the highest levels of participation are:
    - open-recreation in the cardio area – 80% used at least once per semester
open-recreation in the weight room – 73% used at least once per semester
open-recreation on the courts – 46% used at least once per semester
group fitness – 45% used at least once per semester

CR activities with the lowest levels of participation are:

- Fitness Assessments or testing – 84% never used
- Classes (safety, for credit-recreation) – 82% never used
- Sport Clubs – 80% never used
- Personal Training – 79% never used

In open ended responses about operations, facilities, and equipment, the most referenced areas for desired change/improvement were fixing the equipment and lockers, overcrowding of facilities, and expanding facility hours.

32% of students indicate that they are not interested in utilizing CR facilities on the weekends, regardless of time of day.

- Transferable Skills: Students report that participation in CR has ‘definitely’ improved their:
  - Stress management (44%),
  - Self-confidence (41%),
  - Respect for others (34%),
  - Concentration (34%),
  - Multicultural awareness (33%),
  - Time management skills (32%)

- Students identified that recreation/sports/fitness and a healthy lifestyle will be more important to them upon leaving college than it was upon enrolling.

- 30% of faculty/staff identified that they participate in CR programs, activities, or services.

CR activities with the highest levels of faculty/staff participation are:

- Open recreation in the cardio area – 70% used at least once per semester
- Open recreation in the weight room – 61% used at least once per semester
- Open recreation in the pool – 50% used at least once per semester

Faculty/Staff identified lack of time, cost of membership, and lack of parking as major barriers to participation in CR.

Discussion:

- All data will be reviewed and utilized to guide goals and action items including the review and modification of weekend facility hours.
- It is clear that students are benefiting from participation in CR, supporting our student learning outcomes.
- Participation data supports our recent push to replace a large quantity of fitness equipment and invest in a variety of facility project including locker replacement.
- Several faculty/staff members and students referenced overcrowding as a major issue. This supports data from our hourly patron counts that we are becoming dangerously overcrowded during peak hours without an effective mechanism to control participation. As more students move onto campus, this issue is expected to intensify.

- CR recognizes the need to explore options for facility renovation, expansion, or satellite facility construction to meet student needs. This assessment and the patron counts support that need.
Aquatic Program Assessment

Outcome: To determine the current and future needs of the Aquatic program at UH, what programmatic elements are required to meet the needs, and to identify the financial elements necessary for an operational plan to support the Aquatic program.

Purpose: To gather information to be used to guide decisions related to the Aquatic program, facilities, and services, and formulate an operations plan to guide program enhancement and growth to meet the needs of the UH community.

Time Frame, Frequency, and Methodology:

- Counselman-Hunsaker (CH), an aquatic consulting firm, was selected to work with UH to conduct an Aquatic Program Assessment during the Spring 2013 semester.
- The assessment included CH reviewing institutional demographic information, a list of benchmark institutions, and aquatic program information prior to their first of two site visits.
  - Kevin Post from CH, made his first of two site visits January 29-31, to tour all UH aquatic facilities, meet with the Project Steering Committee, and to conduct focus groups with staff, UH students, and other key stakeholders to gather information and identify program needs.
    - Over a 3-day period interviews were conducted with 30 individuals representing 10 different groups. Discussions involved their perceptions of UH’s aquatics and how those needs are being met through programs, facilities, and staff.
    - A second site visit occurred April 5, that included follow-up meetings with the Project Steering Committee and a workshop with Campus Recreation staff to brainstorm additional program opportunities for both the natatorium and leisure pool.

Results:

- CH recommended closing Melcher Pool as the need for classroom space is significant and Campus Recreation is able to accommodate academic classes in the natatorium during earlier parts of the day.
- The pools need better marketing and signage. Students do not know the pool hours, days, or that the pool is even theirs to use. Students perceive the natatorium is for competitive swimming for varsity athletes only and most students that know it is available for general student use are intimidated unless they are a former competitive swimmer. In general students are uncomfortable using the pool.
- Students do not know how to access the natatorium and are largely unaware that the leisure pool exists. For those that know the leisure pool exists, they do not know the hours of the pool, how to access it, or what equipment is available.
- Student groups and organizations are interested in renting pool time for social activities, as well as see more non-swimming competitions and events in the pool.
  - Students seem to come to the pool for large events such as the Dive-In Movie that was co-sponsored by the Student Program Board and Campus Recreation.
  - Students would also like more opportunities for activities such as basketball, volleyball, or football.
• Students would like to see additional amenities to support events such as a functional concession area, additional outlets, wireless internet access, a shade structure, additional lounge chairs, music, and a variety of equipment to support additional use such as a “jungle gym”, climbing wall, or a lazy river. Groups also indicated an interest in more competitive activities such as football, volleyball and basketball.

• Athletics would like an additional pool with unlimited access year round, increased dry land training space, coaches offices, improved locker rooms, and a dedicated event entry for the current natatorium.

• A number of maintenance issues have impacted fluctuating water temperatures, as well as the indoor and outdoor spas consistently functioning. A number of mechanical issues exist in the pump room relative to pipes, chemical controllers, and the filtration system.

Discussion:

• The assessment confirmed that students are not aware of aquatic opportunities or that the natatorium is even for general student use. Significant improvements are needed in marketing, promotions and signage not only within the Campus Recreation and Wellness Center, but around campus and to all stakeholders.
  o Campus Recreation has recently filled multiple positions which will now allow marketing staff to focus solely on marketing and promoting programs and facilities. In addition, marketing processes are being centralized within the Department to enable marketing staff to work closely with program staff, streamline processes to promote programs and facilities, as well as improve both internal and external communications with intentional outreach and communication efforts directed toward students including student organizations, sororities and fraternities, and resident halls.
  o With the addition of an Assistant Director, Operations, all reservation and rental policies and procedures will be reviewed over the Fall 2013 semester and modified as necessary to simplify the process for student organizations to rent space.
  o Intentional efforts to collaborate with campus partners and student groups such as the Student Program Board must be pursued to explore possibilities for larger scale events to attract students, especially those who are not swimmers and may be intimidated by the water.

• A Request for Qualifications is currently posted to solicit teams to provide an assessment/validation and gap analysis to establish an engineered design for natatorium improvements and facility HVAC/Electrical upgrades. With proposals due in June, the Department hopes to start design in July and construction in January. These improvements will enhance the natatorium and leisure pool operations including air and water temperature issues, fully functioning pools, spas and amenities including the slide, improved water quality, and address existing leaks and filtration issues in the pump room.

• Based on the feedback regarding amenities and equipment such as shade structures, WI-FI, outlets, climbing wall, and “jungle gym” the Department will explore possibilities and associated costs to be prioritized and incorporated into the budget and capital planning plans as feasible.

• Recommendations from the final report will be closely reviewed and priorities within the short term, intermediate and long term categories will be incorporated into the Department’s Strategic Plan as appropriate.