Identity and Purpose

Statement of Mission: Each of department/unit has a mission, what is yours?

Eastern Michigan University’s Recreation/Intramural Sports Department strives to provide the campus and surrounding community with quality recreational facilities and activities, which promote a healthy lifestyle through participation in exercise, individual and team sports, educational programs and recreational events.

Statement of Vision: What is the vision of your department?

We will be recognized by the University for providing opportunities that promote fitness/well-being via effective programs in up-to-date and safe facilities as well as building relationships on campus and within the greater Ypsilanti/Ann Arbor community.

Retention & Degree Completion: How does your unit support retention and degree completion for EMU students? You may want to reference and reflect on the EMU strategic themes: Student Engagement and Success, High Performing Academic Programs and Quality Research, Institutional Effectiveness, Service and Engagement

1. According to Michigan State University research, students who were members of recreational sports and fitness centers during freshman and
sophomore years had higher GPA’s than those who were not. The research also indicated that students with memberships stayed in school longer.

- Participation in physical activity enhances the students’ personal and social development, health related fitness and their use of leisure. They can learn valuable recreational, wellness and fitness skills. Students will realize that physical activity will provide benefits far beyond physical wellness including many other dimensions of wellness. Students gain realistic understanding of how taking responsibility for their personal health will impact their ability to be successful.

2. Creating a positive learning environment for student employees motivates retention in the following ways:
   - Through physical activity, students learn transferrable skills such as time management, goal achievement and organization, which help with not only academic success but also success in a variety of careers including health, fitness, sports, business, marketing, human resources and education.
   - Student employees who are invested in their work are positioned for promotional opportunities with increased responsibility and leadership, which generates a loyalty and commitment to the organization.
   - Mitigate employee financial burden by providing employment opportunities, free group fitness programs.
   - Rec/IM student employees have an opportunity to join the Rec/IM Advisory Committee (RAC). This student organization is engaged in social and community service projects.

**Student Learning Outcomes:** What student learning outcomes did you assess in 2016-2017?

- Fun Camp counselors employed during 2016 learned strategies to improve leadership skills with children, parents and co-workers.

- Students employed during the 2016-17 academic year demonstrated proficiency in at least 3 service delivery standards.

- Participants in the group fitness class during the winter 2016/17 semesters learned about health and fitness from instructors.

**Operational Outcomes:** What operational outcomes did you assess in 2016-2017?

- Competitive Edge Pro Shop customers, who provide feedback either in person or on paper (suggestion box), had a voice in determining future product selection.

- Participants in the group fitness program reported that they are satisfied with the variety of health and fitness classes offered.
## Part Two

### A. Assessment Inventory 2016-2017

Here is a great opportunity for you to showcase the many assessments that your department completes. These will likely be repeat assessments that your department does year to year, but you may have tried something new! If so, add it to the form below. Note: If you indicate student learning outcome in the “Type of Assessment” box, you should complete the next box titled “Student Learning Outcomes Domain”.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Service/ Event</th>
<th>Target Population</th>
<th>Type of Assessment/ Method of Gathering</th>
<th>Student Learning Outcomes Domain</th>
<th>LBC Credit</th>
<th>How often/ Time of Year</th>
<th>Information Collected</th>
<th>How was data used? Action since survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun Camp</td>
<td>Student Employee Development</td>
<td>Counselors</td>
<td>Climate/Culture Self-evaluation survey was distributed and information was discussed during individual meetings</td>
<td>(Practical Competence) Counselors learned strategies to improve leadership skills with children, parents and co-workers</td>
<td>(July 2016) Midway through summer program</td>
<td></td>
<td></td>
<td>Counselors provided feedback on individual strengths &amp; weaknesses; and also provided ideas to improve camp culture</td>
</tr>
<tr>
<td>Student Personnel</td>
<td>Student Employee Development</td>
<td>Rec/IM student employees</td>
<td>Climate/Culture Student supervisors completed an evaluation tool after observing student employees in a variety of workstations</td>
<td>(Practical Competence) Student employees demonstrated proficiency in at least 3 service delivery standards</td>
<td>(Fall 2016/ Winter 2017) Midway through each semester</td>
<td></td>
<td></td>
<td>Student supervisors evaluated student employees on their proficiency in seven service delivery standards</td>
</tr>
<tr>
<td>Competitive Edge Pro Shop</td>
<td>Competitive Edge Pro Shop Suggestion Box</td>
<td>Competitive Edge Pro Shop customers</td>
<td>Customer Needs Suggestions are collected from a box and customers are interviewed to help determine what products to purchase</td>
<td>(2016/17) Suggestions are collected and discussions occur daily</td>
<td></td>
<td></td>
<td>Customer suggestions for apparel, food, convenience items, etc. are reviewed weekly</td>
<td>Product is ordered weekly based on customer feedback to improve service.</td>
</tr>
</tbody>
</table>
| Fitness Programs | Group Fitness program | Group Fitness participants | Program Effectiveness Survey sent to group fitness participants via email | (Practical Competence) Participants reported that they learned about health and fitness from instructors | LBC1 | Fall and Winter 2016/17 | Level of satisfaction and effectiveness of all aspects of the group fitness program | Data was used to improve/design group fitness programs.

| Fitness Programs | Group Fitness program | Group Fitness participants | Program Effectiveness Survey sent to group fitness participants via email | Fall and Winter 2016/17 | Level of satisfaction and effectiveness with all aspects of the group fitness program | Data is used to improve/design group fitness programs.

| Competitive Edge Pro Shop | Pro shop service delivery | Competitive Edge Pro Shop customers | Customer Needs Survey completed by customers in the store | February 2017 | Level of satisfaction with pro shop operations | Data was used to improve services in the Pro shop.

| Wellness Program | “Get on Your Feet” wellness program | EMU faculty and staff | Program Effectiveness Campus Labs survey to determine sitting/movement behaviors sent via email | April 2017 | Data was collected and program was presented to the HR department | Data was used to develop a program for faculty and staff to combat the negative effects of sitting for prolonged periods.

| Rec/IM facility | Rec/IM facility operations | Rec/IM facility users | Program Effectiveness Survey completed by Rec/IM facility users | April 2017 | Level of satisfaction with Rec/IM facility operations | Data was requested by administrators to support a plan for facility improvements.

*Continue to Part B*
B. **Assessment Highlights 2016-2017**

Select up to 3 assessments from the inventory table completed in part A that you would like to showcase. *Note: One must be focused on the support of student learning, unless no assessment of student learning occurred this year.* If you are highlighting a Student Learning Outcome Assessment, indicate which of the six domains the SLO is related to, using the “Council for the Advancement of Standards’ Learning and Development document that is included. Additionally, indicate whether the program/activity/service was LBC-approved, and if so, identify the LBC group associated with the credit, i.e. LB1, LB3, LB3A, etc.

For each assessment chosen, indicate the assessment and describe how data was used to: (1) improve a service or program, (2) confirm the existence of a quality service or program, or (3) enhance student learning.

**Group Fitness Programs**

**Learning Domain: Practical Competence**

**Data was used to enhance student learning**

**Program was approved for LBC credit (LBC1)**

The Rec/IM Department provides free group fitness classes to the university community from September - June. There are class options to meet the health and fitness needs of a diverse group of people. During the 2017 winter semester 365 people registered and participated in the following classes:

- Kickboxing
- H2O Fitness
- Fitness Walking
- Power Yoga
- Relaxation Yoga
- Pop Pilates
- Spinning
- Wisdom and Weights
- Hard Core
- Butts & Gutts
- Strength Training
- Total Body Conditioning

A Google survey was sent to all registrants via email. Sixty two percent (62%) of the respondents were undergraduate students and twenty six
percent (26%) were graduate students. Eighty five percent (85%) participated in a class between 1 and 5 days each week.

Remarkably, in the post program survey ninety one percent (91%) indicated that they learned about health and fitness from the instructor.

2016 Fun Camp Counselor Evaluation

Learning Domain: Practical Competence

Data was used to enhance student learning

The EMU Fun Camp is a nine week multi-dimensional day camp open to children between the ages of 7(or entering 2nd grade) through 12. Fun Camp is located on EMU’s campus at the Rec/IM Complex.

Midway through the summer, ten counselors completed a self-evaluation tool reporting on personal strengths, weaknesses and providing feedback on the head counselor’s performance. The head counselor also completed an assessment for each counselor. The co-directors and head counselor met individually with each counselor to discuss the assessments and determine what learning outcomes there were. The meeting was schedule midway through the summer so that we could educate and guide as the student continued their experience.