Student Learning Outcomes [SLO]  
Institutional Effectiveness Plans [IEP]

Georgia State University  
Division of Student Affairs  
Academic Year 2011/2012  
Year-End Report (Submitted 4/20/2012)

**Department:** Recreational Services

**Department Mission Statement:**
The Department of Recreational Services strives to promote a healthy lifestyle through recreational sports and fitness activities (*purpose*) offered to the University community, delivering programs, services and facilities that meet or exceed customer needs (*functional responsibilities*).

**Department Functional Areas:**
Note: at least one IEP or IEP/SLO required for each functional area.

1. Promote healthy lifestyles through recreational sports and fitness activities.
2. Deliver programs/services that meet/exceed customer needs.
3. Deliver facilities that meet/exceed customer needs.

**SLO, IEP, or IEP/SLOs (*Intended/Expected Outcome Statements)*:**
Note: include your IEP for the Division’s student engagement initiative, but do not include your “SLO” for intercultural relations – that is an effectiveness indicator, to be listed in the next section.

IEP #1. The Department of Recreational Services delivers programs/services that meet or exceed customer needs.

IEP #2. The Department of Recreational Services delivers facilities that meet or exceed customer needs.

IEP/SLO #3. Students who complete the NAUI SCUBA Diver course will be able to perform required skills for certification.

SLO #4. Students who complete 13 of the 15 Hapkido instructional clinic classes will be able to identify and describe the cultural aspects of the Korean art form.
SLO #5. Student Intramural officials who complete basketball officials’ training will demonstrate competency by passing a practical skills demonstration and written test.

SLO #6. Students discover similarities and strengthen relationships among different people through the integration of engaging activities that allow individuals from various cultures to intentionally interact.

**SLO, IEP, or IEP/SLO Effectiveness Indicators (Measures):**
List here the indicators [measures] you will use in your assessment of this SLO or IEP. What are the things you will measure to determine whether your intended SLO or IEP was achieved? Note: include in this list the effectiveness indicator you will use for the Divisional intercultural relations SLO.

IEP #1. A) Number of participants in instructional clinics. B) Demographic data from card swipe information.

IEP #2. A) Average daily (Monday through Friday) utilization data from ID swipes and hand counts at turnstiles and entry gate. B) The average APPA* score for each level of the building. (*Association of Physical Plant Administrators)

IEP/SLO #3. Students enrolled in Scuba class will successfully demonstrate skills needed to complete the NAUI Scuba Diver course as defined by national organization standards.

SLO #4. Students enrolled in the Hapkido instructional clinic will complete 13 of the 15 scheduled classes and be able to identify and describe the cultural aspects of Hapkido in a post-clinic survey.

SLO #5. Student officials will complete 4 out of 4 nights of basketball officials’ training and will pass a practical and written post-training test.

SLO #6. Percent of challenge program (Ropes Course) participants who minimally “agree” with an average of 4 or more that they interact with, discover similarities among, and strengthen their relationships with people from different cultures.

**SLO, IEP, or IEP/SLO Evaluation Criteria (Success Criteria):**
List here the evaluation criteria you will use for this SLO, IEP, or SLO/IEP. What level of accomplishment defines success? What indicates a need for improvement?

IEP #1. A) Number of participants in instructional clinics will maintain levels documented in the past 3 academic years. B) Demographic data from card swipe information will maintain levels documented in the past 3 academic years.

- The number of participants in Instructional Clinics for the past 3 years are as follows:
  
  Fall 2009 – Spring 2010: 1809  
  Fall 2010 – Spring 2011: 1428* / 1749** (3.3% decrease from FY 10)  
  Fall 2011 – Spring 2012: 1459 (16.5% decrease from FY 11, based on estimates from Spring 2011)  

  *Data based on actual numbers collected  
  **Data based on estimate for Spring 2011 numbers
- We have seen an overall decrease in participation over the past three years, yet feel that we continue to offer outstanding programs and services that meet the needs of our student population.

- Demographic information and trends for participation are detailed in the graph below:

### Comparison of demographic information for fall semesters

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Students</th>
<th>Staff</th>
<th>Faculty</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2009</strong></td>
<td>915</td>
<td>636</td>
<td>257</td>
<td>22</td>
<td>256</td>
<td>658</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>950</td>
<td>664</td>
<td>253</td>
<td>30</td>
<td>231</td>
<td>719</td>
</tr>
<tr>
<td><strong>Fall 2011</strong></td>
<td>773</td>
<td>514</td>
<td>233</td>
<td>26</td>
<td>251</td>
<td>521</td>
</tr>
</tbody>
</table>

### Comparison of demographic information for spring semesters

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Students</th>
<th>Staff</th>
<th>Faculty</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2010</strong></td>
<td>894</td>
<td>652</td>
<td>215</td>
<td>27</td>
<td>244</td>
<td>646</td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td>405</td>
<td>268</td>
<td>118</td>
<td>19</td>
<td>100</td>
<td>305</td>
</tr>
</tbody>
</table>
Other demographic information includes a breakdown by ethnicity. The data collected for the past three years is broken down in the following table:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 09-Spring 10</th>
<th>Fall 10-Spring 11</th>
<th>Fall 11-Spring 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>5</td>
<td>4*</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>232</td>
<td>197*</td>
<td>157</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>1</td>
<td>6*</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>340</td>
<td>250*</td>
<td>267</td>
</tr>
<tr>
<td>White</td>
<td>759</td>
<td>492*</td>
<td>491</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16</td>
<td>8*</td>
<td>10</td>
</tr>
<tr>
<td>Not Reported</td>
<td>366</td>
<td>431*</td>
<td>493</td>
</tr>
<tr>
<td>Multi</td>
<td>90</td>
<td>40*</td>
<td>72</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1809</strong></td>
<td><strong>1428</strong></td>
<td><strong>1499</strong></td>
</tr>
</tbody>
</table>

*Data based on reports. During Spring 2011, demographic information was lost due to software malfunction. 1428 reflects only the information collected, not the actual numbers of participates.

IEP #2. A) Average daily usage will maintain levels documented in the past 3 academic years. B) All 4 levels of the SRC will meet the criteria for an APPA score of 2 or less*. (*less is better)

The average daily usage is based on numbers collected from card swipes Monday-Friday at the Student Recreation Center. The past 3 years are listed in the following table:

<table>
<thead>
<tr>
<th>July 1- Mar 31</th>
<th>Total Usage</th>
<th>SRC # Days open</th>
<th>Daily Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>336,698</td>
<td>173</td>
<td>1,946</td>
</tr>
<tr>
<td>FY11</td>
<td>319,615</td>
<td>171</td>
<td>1,869</td>
</tr>
<tr>
<td>FY12</td>
<td>348,185</td>
<td>175</td>
<td>1,990</td>
</tr>
</tbody>
</table>

The following graphs show the trends for total usage and daily averages over the past 3 years:
- The average Association of Physical Plant Administrators (APPA) score for each level of the building compared in the table below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Level</td>
<td>1.67</td>
<td>1.76</td>
</tr>
<tr>
<td>First Level</td>
<td>1.70</td>
<td>1.59</td>
</tr>
<tr>
<td>Second Level</td>
<td>1.64</td>
<td>1.62</td>
</tr>
<tr>
<td>Third Level</td>
<td>1.62</td>
<td>1.64</td>
</tr>
</tbody>
</table>

- This total score was calculated based on the following groups. The average score for each area is given:

<table>
<thead>
<tr>
<th>Floors &amp; Base Moldings</th>
<th>Fall 2011</th>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Level</td>
<td>2.00</td>
<td>1.98</td>
<td>1.82</td>
<td>1.93</td>
</tr>
</tbody>
</table>
IEP/SLO #3. Students will perform the required written and practical skills as listed on course standards criteria sheet with 80% success on each skill. Less than 80% will require individual one-on-one retraining and reassessment with course instructor.

- Fall 2011: Out of 10 possible spots, 7 participants took the GSU SCUBA clinic. 5 went on the certifying trip in December to perform the required skills for certification.
  - All 5 students (100%) passed the written and practical portions with 80% or better.
- Spring 2012: Out of 10 possible spots, 8 participants took the GSU SCUBA clinic. 5 will go on the certifying trip in May to perform the required skills for certification.
  - At the time this report was completed, the trip had not taken place. We will submit the final report of this trip after the results are in.

SLO #4. Students will complete a post-clinic evaluation survey that will demonstrate their ability to identify and describe the significance and history of Hapkido in the Korean culture.

- We were able to survey 14 of the 20 registered participants for the Spring Hapkido Instructional Clinic. Among other questions about the course, we asked about their understanding of Hapkido and the Korean culture and its significance:
  - Q: Because I had the opportunity to interact with other participants, I learned something about a different culture.
    - A: 50% Strongly Agreed; 14% Somewhat Agreed; 36% Agreed
  - Q: I developed a deeper understanding for this instructional clinic’s origins and its significance to the culture it represents.
    - A. 64% Strongly Agreed; 29% Somewhat Agreed; 7% Agreed
- Participants were also asked to describe 2 significant cultural aspects as it relates to Korean culture and society. Below are the responses we received:
  - Discipline (8 participants said this)
  - Harmony
  - Balance
  - Respect (7 participants said this)
SLO #5. Student officials will successfully pass a practical skills test administered by the Intramural staff at the completion of training. Student officials will also pass a written test with 80% success rate, demonstrating their knowledge of officiating basketball games. Less than 80% written or a failure of the practical test will require individual one-on-one retraining and reassessment with the course instructor. Less than 80% written and a failure of the practical test will result in a retraining and reassessment one years’ time from the training.

- Basketball officials’ training occurred in late January 2012. Results from the training are as follows:
  - 29 students took the 4-night course, practical test, and written test.
    - 15 students (51.7%) passed both the practical and written tests.
    - 13 students (44.8%) passed either the practical or written exam.
    - 1 student (3.45%) did not pass either practical or written exam.
- Students who did not pass 1 or more test will be given one-on-one retraining with the instructor. They will be able to take the course (and tests) in 1 years’ time.

SLO #6. At least 50% of the students who participate in the challenge program (Ropes Course) will respond with an average of 4 for ratings students give to the three separate indicators – interact, discover similarities, and strengthen relationships with various cultures. Less than 50% response rate will result in revisions of the program and/or individual one-on-one training with challenge program facilitators.

- We have collected 80 evaluations from various challenge course programs since Fall 2011. To sum up, the responses to the questions that correlate with our SLO include:
  - 63 people (79%) agree with: I had the opportunity to interact with people from different cultures.
  - 56 people (70%) agree with: I discovered similarities between myself and someone from another culture while involved with this activity.
  - 65 people (81%) agree with: I strengthened a relationship with someone from another culture as a result of our interaction during this activity.
- All three categories meet our requirement for 50% or more agreeing with each topic.

Submitted by: Caroline Cox, Scott Levin
Date: September 1, 2011; September 20, 2011; September 28, 2011; October 3, 2011; Feb 18, 2012; April 20, 2012