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

Georgia State University
Division of Student Affairs
Academic Year 2012/2013
Year-End Report (Submitted 7/31/13)

Department: Recreational Services

Department Mission Statement:
The Department of Recreational Services promotes healthy life-styles (purpose) through exceptional recreational programs, services and facilities (functional responsibilities).

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

1. Promote healthy life-styles through exceptional recreational programs and services.
2. Promote healthy life-styles through exceptional recreational facilities.

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 promotes healthy life-styles through exceptional programs and services.

IEP #2. The Department of Recreational Services promotes healthy life-styles through exceptional recreational facilities.

IEP #3. The Department of Recreational Services will implement sustainability practices throughout the Student Recreation Center that strengthen and support patrons’ engagement with sustainability.

SLO #4. Students who complete the Recreation Center nutrition programs will demonstrate knowledge of nutritional strategies to reduce their risk of chronic disease and illness.

SLO #5. Student Intramural officials who complete basketball officials’ training and officiating season will develop at least three (3) important transferrable life skills.
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) Average daily utilization data from ID swipes and hand counts at turnstiles and entry gate.

IEP #2. The average APPA* score for each level of the building. (*Association of Physical Plant Administrators)


SLO #4. Students who participate in the Lipids Don’t Lie and/or Smart Summer Sundaes program/s will demonstrate knowledge of nutritional needs and recommended daily allowances in a post-program survey.

SLO #5. Student officials will complete both officials training and the officiating season for basketball will demonstrate their grasp of three (3) transferrable life skills: conflict resolution, effective communication, and teamwork through a post-season survey.

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) Average daily usage 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 2012 – Spring 2013: 1,308 (10% decrease from FY12)
  - Fall 2011 – Spring 2012: 1,459 (16.5% decrease from FY 11, based on estimated numbers from FY11)
  - Fall 2010 – Spring 2011: 1,428* / 1,749** (3.3% decrease from FY 10)
  *Data based on actual numbers collected
  **Data based on estimate for Spring 2011 numbers
The decrease of participation in our clinics, we believe, is contributed to the increased amount of other program offerings in our facility and around campus as well as a rise in our free group fitness class participation. Less students are willing to pay for instructional clinics, and would rather take our free classes instead.

- 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>Fiscal Year</th>
<th>Total Usage</th>
<th>SRC # Days open Monday-Friday</th>
<th>Daily Average Monday-Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>432,879</td>
<td>237</td>
<td>1,826</td>
</tr>
<tr>
<td>FY12</td>
<td>420,542</td>
<td>239</td>
<td>1,760</td>
</tr>
<tr>
<td>FY11</td>
<td>394,809</td>
<td>235</td>
<td>1,680</td>
</tr>
</tbody>
</table>

Our daily usage continues to increase and we consistently have record-breaking months for overall usage! FY13 has been the largest year for us yet! The following graphs show the trends for the total usage and daily averages over the past 3 years:
IEP #2. All (4) levels of the SRC will meet the criteria for an APPA score of (2) or less*. (*less is better)

- The average Association of Physical Plant Administrators (APPA) score for each level of the building compared in the table below. Semesters are compared to the previous year's scores, with the lower score being the better score:

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Spring 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Level</td>
<td>1.67</td>
<td>1.85</td>
<td>1.76</td>
<td>1.68</td>
</tr>
<tr>
<td>First Level</td>
<td>1.70</td>
<td>1.72</td>
<td>1.59</td>
<td>1.65</td>
</tr>
<tr>
<td>Second Level</td>
<td>1.64</td>
<td>1.75</td>
<td>1.62</td>
<td>1.53</td>
</tr>
<tr>
<td>Third Level</td>
<td>1.62</td>
<td>1.74</td>
<td>1.64</td>
<td>1.62</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>Area</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floors &amp; Base Moldings</td>
<td>2.11</td>
<td>2.07</td>
</tr>
<tr>
<td>Vertical Surfaces</td>
<td>1.99</td>
<td>1.95</td>
</tr>
<tr>
<td>Horizontal Surfaces</td>
<td>2.10</td>
<td>1.91</td>
</tr>
<tr>
<td>Trash Containers</td>
<td>1.70</td>
<td>1.50</td>
</tr>
<tr>
<td>Lighting</td>
<td>1.35</td>
<td>1.28</td>
</tr>
</tbody>
</table>
IEP #3.  A) Comparison of product usage (annually) from previous years.  
B) Comparison of utility usage (annually) from previous years. C) Establish base numbers for comparison in future years for recyclable materials (waste diversion rate).

A) The graph below compares our product usage data from the past five (5) years. Our product usage data includes costs incurred from the following areas: Contract services, repairs, and supplies; Building services; Pool equipment and supplies at both downtown and ICRA locations; and Industrial and mechanical supplies. Operational costs are up this year due to several projects that required significant resources. Some of the larger projects included refinishing our main gymnasium flooring, resurfacing the leisure pool, and building a brand new deck at Panthersville. After 12 years of operation, these costs were necessary for general upkeep and allow us to keep in line with our mission statement.

<table>
<thead>
<tr>
<th></th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trash Containers</td>
<td>1.77</td>
<td>1.67</td>
<td>1.39</td>
<td>1.54</td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td>1.06</td>
<td>1.09</td>
<td>1.05</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

B) The graph below shows our annual utility costs from the past five (5) years. Our usage has gone up less than 1% (.92), with a monthly average of $34,591.
C) This year, we have designated FY13 to be our base year for sustainability efforts as determined by our facility recycling numbers. Our FY13 numbers are as follows, per university guidelines:

<table>
<thead>
<tr>
<th>Recyclable Material</th>
<th>Amount Recycled (in tons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Corrugated Containers (Cardboard)</td>
<td>11.6 tons</td>
</tr>
<tr>
<td>Paper (mix and white)</td>
<td>4.2 tons</td>
</tr>
<tr>
<td>Plastic Bottles</td>
<td>3 tons</td>
</tr>
<tr>
<td>Aluminum Cans</td>
<td>.905 tons</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>19.705 tons</strong></td>
</tr>
</tbody>
</table>

Our total solid waste was 49.3 tons, giving the SRC a solid waste diversion rate of 39.6% for FY13. This means we are preventing and reducing generated waste through source reduction, recycling, reuse, and/or composting, according the EPA website, www.epa.gov. The EPA has set a target for a 45% waste diversion rate for its own facilities. We hope to meet or exceed that rate with next year’s waste diversion rate for our facility.

- To further support our sustainability efforts we have:
  - Installed a new waterbottle-filling station to cut down on plastic water bottles (112,152 to date!)
  - Installed new hand towel dispensers to cut down on waste/paper towels
  - Implemented new cleaning system with Gen Eon water cleaning solution (no chemicals)
  - Touch the Earth employees have implemented a ZERO LANDFILL ink and toner cartridge recycling program in conjunction with Rhinotek.

SLO #4. Students will complete a post-program survey on which they will demonstrate their ability to identify their nutritional daily values, their recommended daily allowances for calories, and knowledge of how nutritional strategies based on those numbers can improve their life and health.
• Between our two summer programs, Smart Summer Sundaes and Lipids Don’t Lie, we collected 98 surveys that asked participants about their knowledge concerning their nutrition. Below are the individual results:
  o Smart Summer Sundaes: 53 surveys collected
    ▪ 51 people (96%) agreed with a four (4) or more that, after completing the program, they could explain the difference between a calorie, fat, and sugar.
    ▪ 52 people (98%) agreed they could estimate how many calories they needed on a daily basis.
    ▪ 53 people (100%) agreed that, because of this program, they could correctly identify healthy options for ice cream and toppings.
    ▪ 52 people (98%) developed a deeper understanding for recommended serving sizes and portion control.
  o Lipids Don’t Lie: 45 surveys collected
    ▪ 40 people (89%) agreed they could explain the difference between HDL’s, LDL’s and Triglycerides.
    ▪ 40 people (89%) agreed they could understand and recite healthy levels for HDL’s, LDL’s, and Triglycerides.
    ▪ 44 people (98%) agreed that, because of this program, they could correctly identify healthy options for keeping their arteries clean and functioning properly.
    ▪ 44 people (98%) agreed they developed a deeper understanding for their own lipid levels and have a plan for keeping their arteries clean and living a healthy lifestyle.

SLO #5. Student officials who successfully complete basketball officiating training and a complete season of officiating games will take a post-season survey on which they will demonstrate their development of three (3) transferrable life skills: conflict resolution, effective communication, and teamwork. At least 50% of the officials who participate in the survey will respond with an average of (4) out of a possible 6 on the post-season survey. Less than 50% of a (4) or more on the survey will result in revisions for training techniques.

  ▪ We had 20 intramural officials complete evaluations at the end of the basketball season. The responses to the questions that correlate with our SLO include the following:
    o 19 people (95%) agree with: Because of this experience, I feel that I have gained practice with handling conflict resolution scenarios.
    o 19 people (95%) agree with: I feel that I can effectively communicate with my peers, coworkers, and supervisors.
    o 19 people (95%) agree with: Because of this experience, I am a team player and can get along with my coworkers, even during stressful events.
    o 19 people (95%) agree with: As an official, I feel that this experience has taught me three valuable life skills – conflict resolution, effective communication, and team work – that I can transfer to any future employment setting.
  ▪ All 4 questions meet our requirement for 50% or more agreeing with each topic.
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 (3) separate indicators – interact, discover similarities, and strengthen relationships with various cultures. At least 50% of the students who participate in the survey will respond with an average of (4) out of a possible 6 on the post-program survey. Less than 50% of a (4) or more on the survey will result in revisions of the program and/or individual re-training with the challenge program facilitators.

- We collected 125 evaluations from various challenge course programs since Fall 2012. The responses to the questions that correlate with our SLO include the following:
  - 120 people (96%) agree with: I had the opportunity to interact with people from different cultures.
  - 117 people (93%) agree with: I discovered similarities between myself and someone from another culture while involved with this activity.
  - 113 people (90%) 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 Dotts, Scott Levin
Date: September 6, 2012; October 3, 2012; November 28, 2012; July 23, 2013; July 31, 2013