



UNIVERSITY OF
NORTHERN
COLORADO

Campus Recreation Annual Report 2022-23



Division of Student Affairs and Enrollment Services

University of Northern Colorado



Section 1 – Mission, Vision, Goals

Mission

Campus Recreation is a student fee-funded department that provides an inclusive environment for students to develop healthy behaviors and personal skills. We provide various active experiential learning opportunities within the department programs of competitive sports, fitness and wellness, aquatics, Outdoor Pursuits and informal recreation. Through these programs and employment, students will experience the following:

- Personal growth through critical thought and ethical principles
- Teamwork and civil engagement
- Diverse cultural perspectives
- Development of transferable skills
- Cultivation of healthy practices

Our values of inclusivity, collaboration, equity, diversity, well-being and personal growth are at the core of our programming and staff development. We proudly strive to build a community and culture that is centered on these values.

Vision

Engage and include students at every level of experience, ability and interest in campus recreation wellness, outdoor, team, programs and facilities.

Goals

1. Further Develop Department Assessment Plan

- a. Further develop assessment plan to better understand the student learning outcomes, satisfaction, experience and development of students.
- b. Use this information to understand where we should make improvements to facilities and programs.
- c. More importantly, we will use this information to continue to supplement the narrative that helps us tell our story, and to communicate our purpose, contribution, and benefit to the UNC community.

2. Bolster Commitment to Inclusive Recreation

- a. Outcome Partner with Special Olympics and Unified Sports for collaborative programming that supports a primary department value, inclusivity. Partner with DRC to put on an Adaptable Recreation Event.
- b. Invest in adaptable equipment that can be utilized through programming in each Campus Recreation area. Increase Adaptive Programming throughout the year.
- c. Support programming by increasing adaptive recreation equipment inventory.

3. Plan and Implement New Online Registration Software

- a. Research and select software that will optimize customer experience through online registration, purchasing and program exploration.
- b. Train staff regarding how to implement software and utilize effectively in each program area.
- c. Integrate software into existing business practices and website presence.



Section 2 – Points of Pride

- 1. Adaptive Rec Night.** Campus Recreation was awarded Student Senate funds to co-host and Adaptive Recreation Night with the Disability Resource Center. We highlighted the programming and equipment that Campus Recreation offers and sought more input from students as to what further programming and equipment is needed to better suit students; needs. We were able to use this information to expand our programming, as well as purchase new equipment requested by students
- 2. New Outdoor Basketball Facility.** Campus Recreation was able to expand program offerings by expanding our footprint. We were able to convert an old tennis court into a new basketball facility, complete with two courts, new basketball hoops and benches for ample seating. This project was made possible by stimulus funding.
- 3. Club Sport Success.** Club Sports experience much success this year, including having six Club Sports teams qualify for national tournaments: disc golf, quad-ball, women's soccer, swimming, men's volleyball and women's volleyball. Club Hockey attended its regional tournament in Utah. Finally, Club Sports was host for the Mountain West Volleyball Conference where 38 men's and women's volleyball teams from across the region competed.



Section 3 – Assessment/Learning Outcomes, July 1, 2022 – May 31, 2023

Outcome #1: Students will improve their knowledge of leadership and team development skills through participation in Campus Recreation programs.

How is it connected to the SAES Guiding Principles? Principle One. Because we seek to develop student leaders through our programs and student employment opportunities, we can help the division recruit and retain talented students in our extracurricular activities by achieving this outcome.

Principle Two. Because many Campus Recreation programs have a common theme of teamwork, team building and team bonding, we will help the division promote a sense of community and co-curricular development by achieving this outcome.

Principle Three. Because we prioritize diversity, equity and inclusion in the training of our student leaders, as well as promote teamwork as a crucial component of many programs, including student employment, we can help the division foster a climate of acceptance and accountability and prepare our students to thrive in an intercultural society by achieving this outcome.

What are you measuring? We conducted participant satisfaction surveys across all program areas for the first time since we have been fully staffed since the pandemic. In these surveys about program satisfaction, a range of topics included participant experience, staff performance and the facility and/or equipment associated with the program or activity.

What is the evidence? This is the first time our team has been able to conduct these satisfaction surveys in this manner. They will serve as a foundation for future participant feedback and program assessment. We will evaluate and adjust the surveys to seek the means to gain larger participation.

What is the result? As a result of the initial year of participant satisfaction surveys, we found that students selected Student Learning Outcome #1 at least seven times in each of the surveys. Student Learning Outcome #1 also was the most selected outcome overall, having been chosen in 64% of the total respondents' answers. Therefore, through the selection on their survey, students seem to suggest they felt they improved their knowledge, leadership and teamwork through our activities.

In what ways can we improve the validity of our measurement methods? There is an obvious gap in our distribution targets for the survey question pertaining to student learning outcomes which is the area of student employment. We will seek to develop more uniformity in our effort to gain feedback from our student staff that will allow us to include this data in our annual reporting. Additionally, we will seek to establish an effective timeline for all surveys to avoid over-surveying students at the end of a semester while still obtaining timely feedback. We will evaluate the effectiveness and participant understanding of the question to enhance the validity of responses.



Outcome #2: Students will increase their global perspective by engaging with people from diverse abilities, skills and/or backgrounds through Campus Recreation programs.

How is it connected to the SAES Guiding Principles? Principle Two. Because we seek to prioritize inclusion in all of our policies while still closely evaluating risk and participant safety, as well as, offering activities that are for any skill-level, any ability, and any experience-level, we will help the division promote a sense of community and co-curricular development by achieving this outcome.

Principle Three. Because we seek to include students from across the spectrum of our student body through our marketing and notification efforts, as well as educate students through our policies, programming and staff training, we can help the division prepare students to thrive in an intercultural society through participation in Campus Recreation programs and employment by achieving this outcome.

What are you measuring? We conducted participant satisfaction surveys across all program areas for the first time since we have been fully staffed since the pandemic. In these surveys about program satisfaction, a range of topics included participant experience, staff performance and the facility and/or equipment associated with the program or activity.

What is the evidence? This is the first time our team has been able to conduct these satisfaction surveys in this manner. They will serve as a foundation for future participant feedback and program assessment. We will evaluate and adjust the surveys to seek the means to gain larger participation.

What is the result? As a result of this initial year of participant satisfaction surveys, we found that students selected Student Learning Outcome #2 at least three times in each of the surveys. Student Learning Outcome #2 was the fourth most selected outcome overall having been chosen in 46% of the total respondents' answers. It was also tied with Outcome #5 as the most popular selection within our outdoor pursuits trips satisfaction surveys with it being chosen in 54% of the respondents' answers. Therefore, through the selection on their surveys, students seem to suggest that they felt they increased their global perspective through these activities. They also increased their sense of community through engagement in our activities in a climate of acceptance and accountability. Responses seem to suggest that there can be more of an emphasis on promoting a global perspective in our fitness and intramural programs as this outcome was selected less on these satisfaction surveys.

In what ways can we improve the validity of our measurement methods? We will seek to include student employment feedback in future survey data. We will develop more uniformity in the way we obtain student learning outcome data and improve the organization of our assessment methods through a more effective timeline and methodology.



Outcome #3: Students will experience a sense of belonging within the campus community through Campus Recreation programs.

How is it connected to the SAES Guiding Principles? Principle Two. Because the Campus Recreation Center and its programs provides a space and opportunity for social engagement centered on healthy forms of activity through shared interests and experiences, we can help the division promote a sense of community and co-curricular development by achieving this outcome.

What are you measuring? We conducted participant satisfaction surveys across all program areas for the first time since we have been fully staffed since the pandemic. In these surveys about program satisfaction, a range of topics included participant experience, staff performance and the facility and/or equipment associated with the program or activity.

What is the evidence? This is the first time our team has been able to conduct these satisfaction surveys in this manner. They will serve as a foundation for future participant feedback and program assessment. We will evaluate and adjust the surveys to seek the means to gain larger participation.

What is the result? As a result of this initial year of participant satisfaction surveys, we found that students selected Student Learning Outcome #3 at least seven times in each of the surveys. Student Learning Outcome #3 was the third most selected outcome overall having been chosen in 48% of the total respondents' answers. Therefore, through the selection on their surveys, students seem to suggest that they experienced a sense of belonging within the campus community at some level in all programs. This was most evident in competitive sports and Outdoor Pursuits trips, however, not as much in the fitness programs, which will be an area of growth in the future.

In what ways can we improve the validity of our measurement methods? We will seek to include student employment feedback in future survey data. We will develop more uniformity in the way we obtain student learning outcome data and improve the organization of our assessment methods through a more effective timeline and methodology.



Outcome #3: Students will learn transferable skills that will be instrumental in their post-graduate success through Campus Recreation programs.

How is it connected to the SAES Guiding Principles? Principle One. Because we seek to promote skill development through our programs and student employment opportunities that will prepare them for their post-graduate lives, we can help the division recruit and retain talented students through our extracurricular activities by achieving this outcome.

What are you measuring? We conducted participant satisfaction surveys across all program areas for the first time since we have been fully staffed since the pandemic. In these surveys about program satisfaction, a range of topics included participant experience, staff performance and the facility and/or equipment associated with the program or activity.

What is the evidence? This is the first time our team has been able to conduct these satisfaction surveys in this manner. They will serve as a foundation for future participant feedback and program assessment. We will evaluate and adjust the surveys to seek the means to gain larger participation.

What is the result? As a result of this initial year of participant satisfaction surveys, we found that students selected Student Learning Outcome #4 at least four times in each of the surveys. Student Learning Outcome #4 was the fifth most selected outcome overall having been chosen in 41% of the total respondents' answers. Therefore, through the selection on their surveys, students seem to suggest they learned some transferable skills through participation in our programs that can help them in their post-graduate lives. The strongest responses for this outcome came from club sport officers and personal training clients, where there is more of a direct educational aspect to their experience. It may also suggest that we can promote the educational aspects of our programs more clearly in our marketing.

In what ways can we improve the validity of our measurement methods? As mentioned, we will seek to include student employment feedback in future survey data, as well as develop more uniformity in the way we obtain student learning outcome data. The methodology of this outcome may be improved with some form of pre- and post-test method to show skill development more clearly.



Outcome #5: Students will improve their understanding of personal well-being and develop healthy behaviors through Campus Recreation programs.

How is it connected to the SAES Guiding Principles? Principle Two. Because the Campus Recreation Center and its programs provides space and programs for healthy forms of activity, engagement, and learning, we can help the division support personal health, safety, and wellness by achieving this outcome.

What are you measuring? We conducted participant satisfaction surveys across all program areas for the first time since we have been fully staffed since the pandemic. In these surveys about program satisfaction, a range of topics included participant experience, staff performance and the facility and/or equipment associated with the program or activity.

What is the evidence? This is the first time our team has been able to conduct these satisfaction surveys in this manner. They will serve as a foundation for future participant feedback and program assessment. We will evaluate and adjust the surveys to seek the means to gain larger participation.

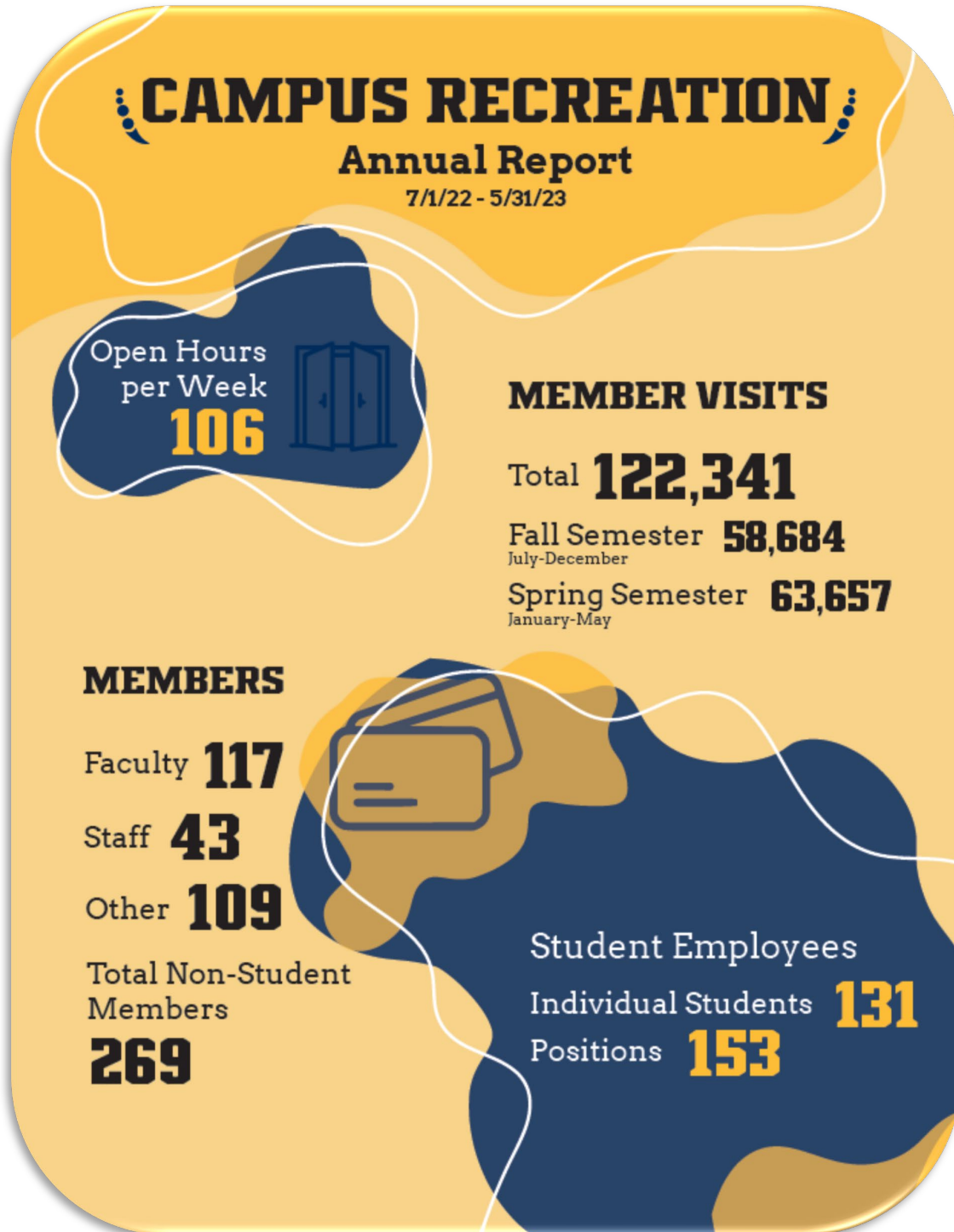
What is the result? As a result of this initial year of participant satisfaction surveys, we found that students selected Student Learning Outcome #5 at least six times in each of the surveys. Student Learning Outcome #5 was the second most selected outcome overall having been chosen in 51% of the total respondents' answers. Therefore, through the selection on their surveys, students seem to suggest that they improved their understanding of their personal well-being and developed some healthy behaviors through participation in our programs. This selection was well-represented throughout the program satisfaction surveys, with it being most evident among personal training clients.

In what ways can we improve the validity of our measurement methods? As mentioned, we will seek to include student employment feedback in future survey data, as well as develop more uniformity in the way we obtain student learning outcome data. The methodology of this outcome may be improved with some form of pre- and post-test method to show skill development more clearly.



Section 4 – Unit Metrics

Members and Students





Outdoor Pursuits and Fitness and Wellness

OUTDOOR PURSUITS

OP Trips

24

OP Trip
Participants

211

Ropes Course
Participants **546**

Groups **24**

Gear Items **3,649**

Bike Rentals **217**

FITNESS & WELLNESS

Personal Training

Clients **43**

Sessions **878**

Group Fitness

Total Attendance **2,457**

Classes **661**

Passes **197**



Competitive Sports

