

Recreational Sports

Bearkat Camp

Goal Description:

Sam Houston State University Bearkat Camp. RELATED ITEMS/

ELEMENTS

RELATED ITEM LEVEL 1

Developing Interpersonal Relationships

Performance Objective Description:

Students who participate in spirit camps for freshman or transfer students will develop interpersonal relationships and a sense of community with other students before the start of the academic year.

RELATED ITEM LEVEL 2

Survey Results - Interpersonal Relationships

KPI Description:

Outcome will be measured through a survey with the following questions:

- How comfortable were you establishing relationships? Not at all comfortable to Extremely Comfortable.
- Please indicate your level of agreement with the following statements: - I fostered interpersonal relationships while at Bearkat Camp.

Results Description:

The survey results show that participants of Bearkat Camp were able to establish some relationship with other participants before attending their first semester at SHSU. While interaction is sometimes forced at camp due to the activities designed to have participants interact, most felt comfortable doing so.

97% felt some degree of comfort establishing relationships and 89% agreed that they fostered interpersonal relationships.

How comfortable were you establishing relationships?

36% Extremely Comfortable

40% Very Comfortable

21% Moderately Comfortable

2% Not Very Comfortable

1% Not at all Comfortable

I fostered interpersonal relationships while at Bearkat Camp

67% Strongly Agree

21% Moderately Agree

8% Neither Agree or Disagree

2% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

This is lower than last year's feedback however we believe that weather played a big factor. There were many times during camp that we had to shelter in place and that took away from a lot of the activities that are designed for these outcomes. We have been looking at plans for activities that would help foster these outcomes even when we have to shelter in place due to inclement weather.

2014 Bearkat Camp Results

How comfortable were you establishing relationships?

37% Extremely Comfortable

46% Very Comfortable

15% Moderately Comfortable

1% Not Very Comfortable

1% Not at all Comfortable

I fostered interpersonal relationships while at Bearkat Camp

74% Strongly Agree

22% Moderately Agree

2% Neither Agree or Disagree

1% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

Attached Files

 [BKC 2015](#)

RELATED ITEM LEVEL 3

Bearkat Camp improvement

Action Description:

Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

RELATED ITEM LEVEL 1

Feeling Connected To Sam Houston State University

Performance Objective Description:

Students who participate in spirit camps for freshman or transfer students will be able to recognize a connection to the university.

RELATED ITEM LEVEL 2

Survey Results - Connection To SHSU

KPI Description:

Outcome will be measured through a survey with the following questions:

- Please indicate your level of agreement with the following statements: - This program generated a sense of pride in attending SHSU.
- Please indicate your level of agreement with the following statements: - I know more about SHSU as a result of this program.
- Please indicate your level of agreement with the following statements: - I feel better prepared to be a student at SHSU.

Results Description:

This program generated a sense of pride in attending SHSU.

87% Strongly Agree

9% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

I know more about SHSU as a result of this program.

77% Strongly Agree

20% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

I feel better prepared to be a student at SHSU.

76% Strongly Agree

18% Moderately Agree

5% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

There was a decrease in strongly agree from last year's feedback however we believe that weather played a big factor. There were many times during camp that we had to shelter in place and that took away from a lot of the activities that are designed for these outcomes. We have been looking at plans for activities that would help foster these outcomes even when we have to shelter in place due to inclement weather.

2014 Bearkat Camp Results

This program generated a sense of pride in attending SHSU.

92% Strongly Agree

6% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

I know more about SHSU as a result of this program.

84% Strongly Agree

13% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

I feel better prepared to be a student at SHSU.

85% Strongly Agree

12% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

Attached Files

 [BKC 2015](#)

RELATED ITEM LEVEL 3

Bearkat Camp improvement

Action Description:

Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

RELATED ITEM LEVEL 1

Higher Graduation Rates

Performance Objective Description:

Students who participate in spirit camps for freshman or transfer students will graduate at a higher rate than students who do not attend.

RELATED ITEM LEVEL 2

Graduation Rates Of Bearkat Camp Participants

KPI Description:

Outcome will be measured through comparing graduation rates of participants’ vs non participants. In October of every year the participants will be compared. This allows for an accurate account of which students matriculate or graduate.

Results Description:

We have compiled Graduation Rates since 2009 for participants’ vs non participants of Bearkat Camp and for the 2012 Bearkat Transfer Camp. The Transfer Camp participant Graduation Rates are similar after 2 years to non-participants however year 3 is a better indicator as more participants and non-participants would expect to graduate. The comparisons for First-Time Freshman graduation are most representative for the participants’ vs non participants from 2009, 2010 and 2011.

Bearkat Camp Graduation Rates from 2013-2015

2009 4 year Graduation Rate

Bearkat Camp Graduation Rate: 35%

Non-Bearkat Camp Graduation Rate: 21%

Difference of +14%

2009 5 year Graduation Rate

Bearkat Camp Graduation Rate: 57%

Non-Bearkat Camp Graduation Rate: 43%

Difference of +14%

2010 4 year Graduation Rate

Bearkat Camp Graduation Rate: 36%

Non-Bearkat Camp Graduation Rate: 24%

Difference of +12%

2010 5 year Graduation Rate

Bearkat Camp Graduation Rate: 55%

Non-Bearkat Camp Graduation Rate: 44%

Difference of +11%

2011 4 year Graduation Rate

Bearkat Camp Graduation Rate: 31%

Non-Bearkat Camp Graduation Rate: 28%

Difference of +3%

Bearkat Transfer Camp Graduation Rate from 2015

2012 3 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 55%

Non Transfer Bearkat Camp Graduation Rate: 43%

Difference of +12%

Attached Files

 [Bearkat Camp Report_Update Fall 2015](#)

RELATED ITEM LEVEL 3

Bearkat Camp Retention and Graduation Rates

Action Description:

Continue to compare graduation and retention rates of Bearkat Camp and Transfer Camp participant to non participants to see if these programs are making a difference in student success.

RELATED ITEM LEVEL 2

Rec Sports GPA and Retention comparison

Action Description:

Look at other areas in Recreational Sports to compare users and non users of recreational programs or facilities to see if participation in those programs or facilities have an impact student success through GPA and retention.

RELATED ITEM LEVEL 1

Higher Retention

Performance Objective Description:

Students who participate in spirit camps for freshman or transfer students will be retained at a higher rate than students who do not attend.

RELATED ITEM LEVEL 2

Retention Of Bearkat Camp Participants

KPI Description:

Outcome will be measured through comparing retention rates of participants’ vs non participants. In October of every year the participants will be compared. This allows for an accurate account of which students matriculate or graduate.

Results Description:

Attached Files

 [Bearkat Camp Report_Update Fall 2015](#)

RELATED ITEM LEVEL 3

Bearkat Camp Retention and Graduation Rates

Action Description:

Continue to compare graduation and retention rates of Bearkat Camp and Transfer Camp participant to non participants to see if these programs are making a difference in student success.

RELATED ITEM LEVEL 2

Rec Sports GPA and Retention comparison

Action Description:

Look at other areas in Recreational Sports to compare users and non users of recreational programs or facilities to see if participation in those programs or facilities have an impact student success through GPA and retention.

RELATED ITEM LEVEL 1

Spirit And Traditions Knowledge

Performance Objective Description:

Students who participate in spirit camps for freshman or transfer students will be able to recall spirit and traditions of Sam Houston State.

RELATED ITEM LEVEL 2

Skit Observation For Traditions Knowledge.

KPI Description:

Direct observation through skits performed as part of Bearkat Camp that display participants’ knowledge of SHSU traditions.

Results Description:

After campers go through a scavenger hunt that gives them information about the history and traditions of SHSU they do skits that express those concepts in a competition between camp "tribes". The skits were graded on content and play a factor in determining a winner of the competitions. This helps us to see whether or not they were able to retain the information received during the days events. The 3 lead staff and the Camp Director evaluated and graded each skit.

4 different skits covering 4 traditions were evaluated on a scale of 0-10 with 10 being the highest that portrayed everything that was discussed during the day.

Rivalries - 9 out of 10

Day in the life of Sam 8-10

Tripod - 8-10

Benefits of attending Bearkat Camp 10-10

In 2014 the results were

Rivalries - 8 out of 10

Day in the life of Sam 9-10

Tripod - 7-10

Benefits of attending Bearkat Camp 10-10

We were able to raise Tripod up however saw a slight decrease in the Day in the life of Sam. Despite small variations from last year the results indicate that participants were able to demonstrate their knowledge of SHSU traditions.

RELATED ITEM LEVEL 3

Bearkat Camp improvement

Action Description:

Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

RELATED ITEM LEVEL 2

Survey Result - Traditions Knowledge

KPI Description:

Outcome 3 will be measured through a survey with the following question:

- Please indicate your level of agreement with the following statements: - Bearkat Camp enhanced my appreciation of University traditions.

Results Description:

Survey results indicate that participants in Bearkat Camp believe that they have a better understanding of the traditions of SHSU and thus hopefully feel more connected to the university as well as more involved in those traditions.

Bearkat Camp enhanced my appreciation of University traditions.

78% Strongly Agree

19% Moderately Agree

1% Neither Agree or Disagree

1% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

This is lower in strongly agree than last year's feedback however we believe that weather played a big factor. There were many times during camp that we had to shelter in place and that took away from a lot of the activities that are designed for these outcomes. We have been looking at plans for activities that would help foster these outcomes even when we have to shelter in place due to inclement weather.

2014 Bearkat Camp Results

Bearkat Camp enhanced my appreciation of University traditions.

88% Strongly Agree

9% Modertly Agree

2% Neither Agree or Disagree

0% Modertly Disagree

0% Strongly Disagree

1% Not Applicable

Attached Files

 [BKC 2015](#)

RELATED ITEM LEVEL 3

Bearkat Camp improvement
Action Description:

Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

Challenge Course

Goal Description:

Short term benefits of challenge course participation

Attached Files

 [.post test challenge course](#)

 [.pre test challenge course](#)

 [.pre test results](#)

 [.post test results](#)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Communication - Challenge Course
Learning Objective Description:

By participating in Challenge Course activities, participants will score significantly higher with perceived communications on the post-test compared to the pre-test. The challenges provided by low element activities cannot be overcome without participants speaking to one another. Groups are able to solve fun, unique, and challenging problems as a team. During the debrief performed after each activity, groups are given time to reflect on their successes and failures. A majority of the time, their level of success derives directly from the health of their transmission

of information. The debrief draws attention to each individual’s communication style, the group can agree on how to improve their correspondence in the next activity. Participants' awareness of how they communicate increases during their time on the course.

RELATED ITEM LEVEL 2

Pre & Post Test - Communication

Indicator Description:

The first questionnaire (Pre) will be given before the challenge course program. The second questionnaire (Post) will be given immediately following the completion of the challenge course program. Low element programming is between 2 to 3 hours, which include icebreakers, portable initiatives, low course elements, and debriefing. The survey has three questions related to Communication as a low order concept (LOC) that supports a higher order concept (HOC). 1. I accepted help, support, and encouragement from others. LOC - Communication, HOC - Collaboration 2. I understood how groups function. LOC - Communication, HOC - Collaboration 3. I effectively encouraged others toward positive action for themselves or others. LOC - Communication, HOC - Collaboration

Criterion Description:

25% increase in strongly agree from pre-test to post-test.

10% increase in overall agree (agree and strongly agree) from pre-test to post-test.

Findings Description:

Q4 Pre Test - I accept help, support, and encouragement from others.

Strongly Agree - 30.17%

Agree - 40.52%

Q4 Post Test - I accepted help, support, and encouragement from others.

Strongly Agree - 73.08%

Agree - 21.15%

Q4 Difference - Increase of 42.91% in Strongly Agree and 23.54% net increase in overall agree. Both met the 25% and 10% goals.

Q7 - Pre Test - I understand how groups function.

Strongly Agree - 30.17%

Agree - 47.41%

Q7 - Pre Test - I understood how groups function.

Strongly Agree - 60.58%

Agree - 33.65%

Q7 Difference - Increase of 30.41% in Strongly Agree and 16.41% net increase in overall agree. Both met the 25% and 10% goals.

Q9 - Pre Test - I effectively encourage others toward positive action for themselves or others.

Strongly Agree - 43.10%

Agree - 34.48%

Q9 - Pre Test - I effectively encouraged others toward positive action for themselves or others.

Strongly Agree - 67.31%

Agree - 26.92%

Q9 Difference - Increase of 24.21% in Strongly Agree and 16.65% net increase in overall agree. Strongly Agree did not meet the goal of a 25% increase but was close. The net increase did meet its goal of a 10% increase.

RELATED ITEM LEVEL 3

Challenge course outcomes

Action Description:

Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.

RELATED ITEM LEVEL 1

Problem Solving - Challenge Course

Learning Objective Description:

By participating in Challenge Course activities, participants will score significantly higher with perceived problem solving skills on the post-test compared to the pre-test. The main activities during low ropes programming are challenges that require critical thinking and methodical problem solving. Part of the curriculum during these challenges is to introduce the concept of the Problem Solving ABCs. Groups naturally move through this process. Pointing it out opens the opportunity to consciously work on it and apply it to situations outside the challenge course. The ABCs of problem solving are: • Assess: Look at the problem, and make sure the parameters are understood. • Brainstorm: Think of different ways to solve the problem. • Choose: Pick a solution. • Do: Execute the solution. • Evaluate: The group discusses whether it worked or not. They may return to B or C if they failed. Many times in the event of success, a group will forget to evaluate.

RELATED ITEM LEVEL 2

Pre & Post Tests - Problem Solving

Indicator Description:

The first questionnaire (Pre) will be given before the challenge course program. The second questionnaire (Post) will be given immediately following the completion of the challenge course program.

Low element programming is between 2 to 3 hours, which include icebreakers, portable initiatives, low course elements, and debriefing.

The survey has three questions related to Problem Solving as a low order concept (LOC) that supports a higher order concept (HOC).

- 1. I achieved things that I think are beyond my personal limits LOC - Problem Solving, HOC - Self-Awareness
- 2. I considered more than one solution to problems. LOC - Problem Solving, HOC - Critical Thinking
- 3. I listened to others and understand their perspectives. LOC - Problem Solving, HOC - Pluralism

Criterion Description:

25% increase in strongly agree from pre-test to post-test.

10% increase in overall agree (agree and strongly agree) from pre-test to post-test.

Findings Description:

Q3 Pre Test - I achieve things that I think are beyond my personal limits.

Strongly Agree - 26.72%

Agree - 34.48%

Q3 Post Test - I achieved things that I think are beyond my personal limits.

Strongly Agree - 51.92%

Agree - 29.81%

Q3 Difference - Increase of 25.20% in Strongly Agree and 20.53% net increase in overall agree. Both met the 25% and 10% goals.

Q5 - Pre Test - I consider more than one solution to problems.

Strongly Agree - 30.17%

Agree - 37.07%

Q5 - Pre Test - I considered more than one solution to problems.

Strongly Agree - 60.58%

Agree - 33.65%

Q5 Difference - Increase of 30.41% in Strongly Agree and 26.99% net increase in overall agree. Both met the 25% and 10% goals.

Q6 - Pre Test - I listen to others and understand their perspectives.

Strongly Agree - 29.31%

Agree - 40.52%

Q6 - Pre Test - I listened to others and understand their perspectives.

Strongly Agree - 71.15%

Agree - 22.12%

Q6 Difference - Increase of 41.84% in Strongly Agree and 7.72% net increase in overall agree. Strongly Agree met the goal of a 25% increase. The net increase did not meet its goal of a 10% increase.

RELATED ITEM LEVEL 3

Challenge course outcomes

Action Description:

Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.

Outdoor Adventure Trips

Goal Description:

Participants on Outdoor Adventure trips learn skills to apply in life and to make them feel comfortable taking trips on their own.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Confidence to recreate independently

Performance Objective Description:

By participating in Outdoor Adventure trips, participants will gain skills that will make them more confident to recreate outdoors independently.

RELATED ITEM LEVEL 2

Build confidence to recreate outdoors independently

KPI Description:

Participants who go on adventure trips will gain skills and confidence to recreate outdoors independently. A post event survey will include the following questions.

- 1. How likely are you to engage in this activity independently?
- 2. This trip better prepared me to participate in this activity independently.
- 3. Were any barriers removed by participating in this trip that will allow you to participate independently?
- 4. Do you still have any barriers to your independent participation?

>50% will be likely to engage in this activity independently.

>75% will be better prepared.

>50% will have at least 1 barrier to independent participation removed as a result of the trip.

Results Description:

Participants who went on adventure trips gained skills and confidence to recreate outdoors independently. A post event survey yielded the following results in support.

Q19: How likely are you to engage in this activity independently?

65% Very Likely, 25% Likely, Total Likely 90%

Goal: >50% will be likely to engage in this activity independently. This goal was met.

Q14: This trip better prepared me to participate in this activity independently.

90% Very Likely, 5% Likely, Total Likely 95%

Goal: >75% will be better prepared. This goal was met.

Q20: Were any barriers removed by participating in this trip that will allow you to participate independently?

65% responded yes

Goal: >50% will have at least 1 barrier to independent participation removed as a result of the trip.

This goal was met.

Q21: Do you still have any barriers to your independent participation?

35% responded yes. This was not a goal but was useful information for future goal setting and comparison.

We also saw a 35% increase in participants' likelihood that they would engage in the trip independently after participating in the trip. We saw a 40% increase in very likely. We believe this indicates that participants feel more comfortable with independent participation as a result of participating in our program.

Q18: How likely were you to engage in this activity independently before this trip?

25% Very Likely, 30% Moderately Likely, 55% Total Likely

Q19: How likely are you to engage in this activity independently?

65% Very Likely, 25% Moderately Likely, 90% Total Likely

Attached Files

 [Outdoor-Adventure-Trips-2016](#)

RELATED ITEM LEVEL 3

Trip leader training enhancement

Action Description:

Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

RELATED ITEM LEVEL 1

Leave No Trace principles

Performance Objective Description:

By participating in Outdoor Adventure trips, where they learn about Leave No Trace principles, participants will increase environmental responsibility and minimize environmental impact.

RELATED ITEM LEVEL 2

Minimizing environmental impact

KPI Description:

Participants will demonstrate an example of something they can do to minimize their impact on the environment. This will be observed by the trip leader and provided on the post trip report for all participants. 75% of participants will successfully demonstrate an example of LNT.

This will also be asked on the post event survey.

Question: Provide an example of something you can do to minimize your impact on the environment that you learned on this trip.

>80% will be able to provide an example of how they can minimize their impact on the environment.

Results Description:

90% of participants was observed demonstrating an example of LNT. This was observed by the trip leader and recorded on the post trip event form.

Goal: >75% of participants will successfully demonstrate an example of LNT. This goal was met.

Q16: Provide an example of something you can do to minimize your impact on the environment that you learned on this trip.

100% of participants were able to come up with at least one thing on the survey.
Goal: >80% will be able to provide an example of how they can minimize their impact on the environment. This goal was met.

Attached Files
[Outdoor-Adventure-Trips-2016](#)

RELATED ITEM LEVEL 3

Trip leader training enhancement
Action Description:

Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

RELATED ITEM LEVEL 2

Recognize potential impact on environment
KPI Description:

Participants will be able to recognize that they have a potential impact on the environment through a post event survey.

Question: I have a greater understanding of my potential impact on the environment.

>90% agree with at least 75% strongly agreeing.

Results Description:
Participants were able to recognize that they have a potential impact on the environment as found in the post event survey.

Q15: I have a greater understanding of my potential impact on the environment.

70% Strongly Agree, 25% Agree, 95% Total Agree

Goal: >90% agree with at least 75% strongly agreeing. The first goal was met but the second was not. We were 5% short on Strongly Agree. We will continue to focus on LNT practices during Adventure Trips. In the future we will compare participants who were first time participants to those that had gone on an adventure trip before. Those that have participated before would not be learning something new on this trip since they might have gotten the information on the previous trip.

Attached Files
[Outdoor-Adventure-Trips-2016](#)

RELATED ITEM LEVEL 3

Trip leader training enhancement
Action Description:

Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

Skill Development of Student Staff

Goal Description:
Student staff should gain valuable knowledge and experience through employment in Recreational Sports that give the skills necessary to be successful during their employment and after college.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Multiyear employment leads to higher skill development
Learning Objective Description:

Students who have worked for Recreational Sports for 5 or more semesters will score better than those with less experience on the NACE 2015 survey of skills employers are looking for.

RELATED ITEM LEVEL 2

Longer employment results in higher perceived skill development
Indicator Description:

All student employees of Recreational Sports will participate in a survey that asks participants to rate whether or not they believe their employment in Rec Sports resulted in having grown or improved in various skills including the top 5 skills listed in NACE 2015 survey of skills employers are looking.

This survey will be administered at the end of the Spring 2016 semester to all employees who have completed more than 1 semester of work for Recreational Sports.

Criterion Description:

Recreational Sports student employees who have been employed by the department for 6+ semesters will score above 90% agree that they have grown or improved in the top 5 skills listed in NACE 2015 survey of skills employers are looking for as a result of their employment and over 60% will indicate they strongly agree.

A comparison will be done of those employees who have worked for Rec Sports for 2, 4 or 6 semesters to see if longer employment results in higher perceived skill development. A 2.5% increase is expected between each length of employment in perceived level of agreement with employees having grown or improved in those skills as a result of their employment.

Findings Description:

As you can see in the results below students who were employed for 6 or more semesters scored above 90% in all 5 NACE skills employers are looking for. We met the goal of over 60% Strongly Agree on all questions except number 14. As you will also see the longer the employment the better the student employees scored.

Ability to work in a team structure -

Q20:

2 semesters: 57% Strongly Agree, 39% Agree, Total Agree 96%

4 semesters: 89% Strongly Agree, 0% Agree, Total Agree 89%

6+ semesters: 60% Strongly Agree, 40% Agree, Total Agree 100%

Ability to make decisions and solve problems -

Q24

2 semesters: 65% Strongly Agree, 26% Agree, Total Agree 91%

4 semesters: 89% Strongly Agree, 11% Agree, Total Agree 100%

6+ semesters: 100% Strongly Agree, 0% Agree, Total Agree 100%

Ability to plan, organize and prioritize work -

Q13:

2 semesters: 52% Strongly Agree, 38% Agree, Total Agree 90%

4 semesters: 64% Strongly Agree, 18% Agree, Total Agree 82%

6+ semesters: 67% Strongly Agree, 33% Agree, Total Agree 100%

Q19:

2 semesters: 61% Strongly Agree, 35% Agree, Total Agree 96%

4 semesters: 67% Strongly Agree, 33% Agree, Total Agree 100%

6+ semesters: 60% Strongly Agree, 40% Agree, Total Agree 100%

Ability to verbally communicate with persons inside and outside the organization –

Q14:

2 semesters: 52% Strongly Agree, 43% Agree, Total Agree 95%

4 semesters: 78% Strongly Agree, 22% Agree, Total Agree 100%

6+ semesters: 40% Strongly Agree, 60% Agree, Total Agree 100%

Ability to obtain and process information –

Q28:

2 semesters: 65% Strongly Agree, 30% Agree, Total Agree 95%

4 semesters: 89% Strongly Agree, 11% Agree, Total Agree 100%

6+ semesters: 100% Strongly Agree, 0% Agree, Total Agree 100%

Attached Files

 [semester employment](#)

RELATED ITEM LEVEL 3

Student Staff Retention

Action Description:

Implement and enhance incentive programs for student staff that will help with retention of student employees and decrease turnover in order to increase enhanced skill development we saw from students who were employed longer with recreational sports.

RELATED ITEM LEVEL 1

Develop transferable skills through student employment.

Performance Objective Description:

Through employment in Recreational Sports students gain valuable knowledge and skills that can be applied during their employment in and after college.

RELATED ITEM LEVEL 2

Survey Results - Skills employers look for from graduates

KPI Description:

Results of a Campus Labs Survey administered to student staff after being employed for at least 1 semester will demonstrate:

At least 90% of students will report growth or improvement on the top 5 skills listed in NACE 2015 survey of skills employers are looking for as a result of their employment in Recreational Sports.

Ability to work in a team structure - Q20:

Ability to make decisions and solve problems - Q24:

Ability to plan, organize and prioritize work - Q13 + Q19

Ability to verbally communicate with persons inside and outside the organization – Q14

Ability to obtain and process information – Q28

At least 90% of students will report that they received the proper training and resources to effectively perform their job responsibilities. At least 60% will report that they strongly agree if they have worked for Recreational Sports for more than 5 semesters.

Results Description:

Ability to work in a team structure -

Q20: 67% Strongly Agree, 24% Agree, Total Agree 91%

Ability to make decisions and solve problems -

Q24: 68% Strongly Agree, 22% Agree, Total Agree 90%

Ability to plan, organize and prioritize work -

Q13: 42% Strongly Agree, 47% Agree, Total Agree 89%

Q19: 59% Strongly Agree, 32% Agree, Total Agree 91%

Ability to verbally communicate with persons inside and outside the organization –

Q14: 60% Strongly Agree, 35% Agree, Total Agree 95%

Ability to obtain and process information –

Q28: 59% Strongly Agree, 32% Agree, Total Agree 91%

We mostly achieved our goals in these areas. Question 13 on time management did not meet the goal of 60% agree or the 90%. While we have done some training for all staff on time management we focus on prioritizing tasks during our trainings and that did meet the desired outcome in question 19.

Question 19 and 28 just missed the 60% strongly agree. Both scored 59%.

In comparing this survey to the 2013-2014 employee survey we noticed a dip in total agree however a increase in most strongly agrees.

	2013-2014	2015-2016
Q13	91%	89%
Q14	98%	95%
Q19	93%	91%
Q20	96%	91%
Q24	91%	90%
Q28	93%	91%

We are not sure why this has decreased. In a subsequent study of length of employment we found that the percentage went up longer employed when looking at 2, 4 and 6 semesters of employment.

Attached Files

 [2015-2016-Student-Employee-Survey.](#)

RELATED ITEM LEVEL 3

Student Staff Retention

Action Description:

Implement and enhance incentive programs for student staff that will help with retention of student employees and decrease turnover in order to increase enhanced skill development we saw from students who were employed longer with recreational sports.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

1. We will increase training in communication and problem solving for our supervisors and student staff.
2. We will host "Code Red" drills and mock court cases to develop skills and show the consequences of not following procedures.
3. We will continue to evaluate Bearkat Camp effectiveness on relationship building, sense of community/belonging and spirit and traditions knowledge on a yearly basis to see if changes to the program make an impact on these results. There will be a number of format changes for next year’s Bearkat Camp that should allow for more opportunities for team building and should enhance the student's experience. These include an additional team building exercise separate from ropes course activities, changes to the scavenger hunt to reduce travel time between activities and allow for more time at individual stations that touch on traditions of SHSU and the addition of free time activities to enhance the experience of the students.
4. We will repeat the GPA and Retention objectives for 2015-2016 with the implementation of Fusion management software.

Update of Progress to the Previous Cycle's PCI:

1. We incorporated specific training sessions on Communication and Problem Solving as our part of our Fall 2015 All Staff Training.
2. We incorporated mock court cases into our Fall All Staff Training and did something similar to Code Red drills with emergency response and patron interaction during an injury/emergency workshop held as part of the Spring All Staff Training.
3. We compared statistics from last year to this year and saw a dip in results. We believe that this was due to weather during camp. We saw below previous results when weather was poor during camp compared to nice weather. We are working on strategies for compensating for bad weather and activities during shelter in place.
4. While we have implemented Fusion we are still learning the program and are working on collecting relevant information. The statistics we are able to collect are from this past year and a GPA and Retention comparison will need to be requested in the fall. We do now have the ability for certain program areas to collect unique participation information however due to the ability of many participants of the facility to circumvent the check in process through classes or multiple entry points we are having a hard time getting an accurate number of participants vs. non-participants.

Rec Sport Continuous Improvement Plan

Closing Summary:

1. Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.

2. Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.
3. Implement and enhance incentive programs for student staff that will help with retention of student employees and decrease turnover in order to increase enhanced skill development we saw from students who were employed longer with recreational sports.
4. Continue to compare graduation and retention rates of Bearkat Camp and Transfer Camp participant to non participants to see if these programs are making a difference in student success.
5. Look at other areas in Recreational Sports to compare users and non users of recreational programs or facilities to see if participation in those programs or facilities have an impact student success through GPA and retention.
6. Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.