

Bearkat Camp

Sam Houston State University Bearkat Camp.

RELATED ITEM LEVEL 1

Performance Objective Description:

RELATED ITEM LEVEL 2

KPI Description:

- 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.

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.

2016 Bearkat Camp: 99% felt some degree of comfort establishing relationships and 93% agreed that they fostered interpersonal relationships.

How comfortable were you establishing relationships?

36% Extremely Comfortable

39% Very Comfortable

23% Moderately Comfortable

1% Not Very Comfortable

0% Not at all Comfortable

I fostered interpersonal relationships while at Bearkat Camp

67% Strongly Agree

26% Moderately Agree

5% Neither Agree or Disagree

1% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

We believe weather played a factor in lowering our results in 2015 and a plan was put in place for when the participants have to shelter in place in order to have a better experience and attain our goals in interpersonal relationships, connections to SHSU and knowledge of traditions. 2016 scores were more in line with previous years than last years lower ratings. The shelter in place plan did help improve our numbers but the sessions that had more shelter in place occurrences saw lower ratings than those that didn't. Weather plays a major factor in the effectiveness of Bearkat Camp and our efforts need to continue to be purposeful to combat those instances.

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

2015 Bearkat Camp Results

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

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](#)

RELATED ITEM LEVEL 3

Bearkat Camp
Action Description:

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

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.

90% Strongly Agree

9% Moderately Agree

1% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

0% Not Applicable

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

83% Strongly Agree

15% Moderately Agree

5% Neither Agree or Disagree

1% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

I feel better prepared to be a student at SHSU.

81% Strongly Agree

17% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

0% Not Applicable

We believe weather played a factor in lowering our results in 2015 and a plan was put in place for when the participants have to shelter in place in order to have a better experience and attain our goals in interpersonal relationships, connections to SHSU and knowledge of traditions. 2016 scores were more in line with previous years than last years lower ratings. The shelter in place plan did help improve our numbers but the sessions that had more shelter in place occurrences saw lower ratings than those that didn't. Weather plays a major factor in the effectiveness of Bearkat Camp and our efforts need to continue to be purposeful to combat those instances.

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

2015 Bearkat Camp Results

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

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](#)

RELATED ITEM LEVEL 3

Bearkat Camp

Action Description:

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We also changed our morning rotation competition

schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

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 continue to see increased graduation rates for participants in both Freshman Bearkat Camp and Transfer Bearkat Camp vs non participants. We have compiled Graduation Rates since 2009 for participants’ vs non participants of Bearkat Camp and since 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 through 2012.

Bearkat Camp Graduation Rates from 2013-2016

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%

2011 5 year Graduation Rate

Bearkat Camp Graduation Rate: 52%

Non-Bearkat Camp Graduation Rate: 46%

Difference of +6%

2012 4 year Graduation Rate

Bearkat Camp Graduation Rate: 39%

Non-Bearkat Camp Graduation Rate: 28%

Difference of +11%

Bearkat Transfer Camp Graduation Rate from 2016

2012 3 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 55%

Non Transfer Bearkat Camp Graduation Rate: 43%

Difference of +12%

2012 4 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 68%

Non Transfer Bearkat Camp Graduation Rate: 58%

Difference of +10%

2013 3 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 50%

Non Transfer Bearkat Camp Graduation Rate: 43%

Difference of +7%

In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first generation students who attend Bearkat Camp vs first generation students who don't. We will ask IRB to run a report on Graduation and Retention comparisons in 2017-2018.

Attached Files

 [Bearkat Camp Report_Update Fall 2016](#)

RELATED ITEM LEVEL 3

Bearkat Camp Retention and Graduation Rates

Action Description:

In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first

generation students who attend Bearkat Camp vs first generation students who don't.
We will ask IRB to run a report on Graduation and Retention comparisons in 2017/2018

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:

We have compiled retention rates since 2009 for participants vs non participants of Bearkat Camp and Transfer Camp.
First year retention rates of Undergraduate Bearkat Camp participants was an average 7.7% higher than non participants since 2009.
Transfer Camp was 8.8% higher for participants than non participants since 2012.

Second year retention rates of Undergraduate Bearkat Camp participants was an average 8.5% higher than non participants since 2009.
Transfer Camp was 10.3% higher for participants than non participants since 2012.

Third year retention rates of Undergraduate Bearkat Camp participants was an average 10.4% higher than non participants since 2009.
Transfer Camp was 2% higher for participants than non participants since 2012.

The attached document shows each year retention rates for all first time freshman, Bearkat Camp or Transfer Camp participants and Non Bearkat Camp or Transfer Camp students.

2009 1st year Retention Rate

Bearkat Camp Retention Rate: 82%
Non-Bearkat Camp Retention Rate: 70%
Difference of +12%

2009 2nd year Retention Rate

Bearkat Camp Retention Rate: 70%
Non-Bearkat Camp Retention Rate: 60%
Difference of +10%

2009 3rd year Retention Rate

Bearkat Camp Retention Rate: 66%
Non-Bearkat Camp Retention Rate: 55%
Difference of +11%

2010 1st year Retention Rate

Bearkat Camp Retention Rate: 82%
Non-Bearkat Camp Retention Rate: 71%
Difference of +11%

2010 2nd year Retention Rate

Bearkat Camp Retention Rate: 70%

Non-Bearkat Camp Retention Rate: 61%

Difference of +9%

2010 3rd year Retention Rate

Bearkat Camp Retention Rate: 64%

Non-Bearkat Camp Retention Rate: 55%

Difference of +9%

2011 1st year Retention Rate

Bearkat Camp Retention Rate: 79%

Non-Bearkat Camp Retention Rate: 74%

Difference of +5%

2011 2nd year Retention Rate

Bearkat Camp Retention Rate: 71%

Non-Bearkat Camp Retention Rate: 64%

Difference of +7%

2011 3rd year Retention Rate

Bearkat Camp Retention Rate: 64%

Non-Bearkat Camp Retention Rate: 57%

Difference of +7%

2012 1st year Retention Rate

Bearkat Camp Retention Rate: 80%

Non-Bearkat Camp Retention Rate: 77%

Difference of +3%

2012 2nd year Retention Rate

Bearkat Camp Retention Rate: 71%

Non-Bearkat Camp Retention Rate: 65%

Difference of +6%

2012 3rd year Retention Rate

Bearkat Camp Retention Rate: 68%

Non-Bearkat Camp Retention Rate: 57%

Difference of +11%

2013 1st year Retention Rate

Bearkat Camp Retention Rate: 85%

Non-Bearkat Camp Retention Rate: 77%

Difference of +8%

2013 2nd year Retention Rate

Bearkat Camp Retention Rate: 75%

Non-Bearkat Camp Retention Rate: 65%

Difference of +10%

2013 3rd year Retention Rate

Bearkat Camp Retention Rate: 69%

Non-Bearkat Camp Retention Rate: 55%

Difference of +14%

2014 1st year Retention Rate

Bearkat Camp Retention Rate: 86%

Non-Bearkat Camp Retention Rate: 79%

Difference of +7%

2014 2nd year Retention Rate

Bearkat Camp Retention Rate: 77%

Non-Bearkat Camp Retention Rate: 68%

Difference of +9%

2015 1st year Retention Rate

Bearkat Camp Retention Rate: 84%

Non-Bearkat Camp Retention Rate: 76%

Difference of +8%

In the future we would like to take a closer look at demographic differences in retention rates. In particular we would like to explore retention rates of first generation students who attend Bearkat Camp vs first generation students who don't. We will ask IRB to run a report on Graduation and Retention comparisons in 2017-2018.

Attached Files

[!\[\]\(b9742ff0bb3da904abeeee81c2bcb456_img.jpg\) Bearkat Camp Report_Update Fall 2016](#)

RELATED ITEM LEVEL 3

Bearkat Camp Retention and Graduation Rates

Action Description:

In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first

generation students who attend Bearkat Camp vs first generation students who don't.
We will ask IRB to run a report on Graduation and Retention comparisons in 2017/2018

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.

Saw a slight increase this year. This combined with the post camp survey results indicate that the scavenger hunt has been a good way to introduce participants to some of the traditions of the university.

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 9 -10

Tripod - 8 -10

Benefits of attending Bearkat Camp 10-10

In 2015 the results were

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

RELATED ITEM LEVEL 3

Bearkat Camp
Action Description:

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initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

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.

83% Strongly Agree

15% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

0% Not Applicable

We believe weather played a factor in lowering our results in 2015 and a plan was put in place for when the participants have to shelter in place in order to have a better experience and attain our goals in interpersonal relationships, connections to SHSU and knowledge of traditions. 2016 scores were more in line with previous years than last years lower ratings. The shelter in place plan did help improve our numbers but the sessions that had more shelter in place occurrences saw lower ratings than those that didn't. Weather plays a major factor in the effectiveness of Bearkat Camp and our efforts need to continue to be purposeful to combat those instances.

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2015 Bearkat Camp Results

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

2014 Bearkat Camp Results

Bearkat Camp enhanced my appreciation of University traditions.

88% Strongly Agree

9% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

Attached Files

 [BKC](#)

RELATED ITEM LEVEL 3

Bearkat Camp

Action Description:

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Club Sports Travel Knowledge

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Club Sports Travel Knowledge Retention

Learning Objective Description:

Club Sports officers will be able to demonstrate knowledge of travel policies learned during the October Club Sports Officer workshop 2 months after the conclusion of the training.

RELATED ITEM LEVEL 2

Travel Policy Survey - Retention

Indicator Description:

Club Sports Officers will be given a 16 question survey on university and Recreational Sports travel policies 2 months after completing the training.

The survey was developed to included the most important information that club officers should know about when operating their club sports. Each question will be multiple choice.

The survey will be identical to the one given directly after the training.

Criterion Description:

All Club Sports officers will score at least 10 out of 16 (60%) on the quiz 2 months after training.

At least 50% of Club Sport Officers will score at least 12 out of 16 (75%)

Findings Description:

We did not reach out first goal as we had 4 officers (15%) score lower than 10 out of 16. Of the questions that those officers missed, all 4 incorrectly answered question 5, 3 out of 4 (75%) incorrectly answered questions 4, 6, 8, and 9. The only question that they all answered correctly was question 11.

Only 9 out of 27 (33%) officers correctly answered question 4 and 10 out of 27 (37%) correctly answered question 5 the second time they took the assessment.

Questions 4 had 23 more officers (67% difference) incorrectly answer that question the second time around. Questions 5 and 6 had 14 more officers (38% and 34% difference respectively) incorrectly answer those questions the second time around. Question 9 had 13 more officers (31% difference) incorrectly answer that question, and questions 8 and 10 both had 10 more officers (19% and 21% difference respectively) incorrectly answer those questions.

We did reach our second goal as we had 63% of Club Sports Officers did score at least 12 out of 16.

One of the factors that likely influenced the results the second time Club Sport Officers took the assessment was that not all officers took it 2 months after the first time. The period for some was longer than that because they did not attend meetings or ignored the reminder emails and deadlines until we told them that their internal allocation for the following school year may be affected and CC'd the new club sport officers on those emails.

We will adjust our future training and emphasize the information that was most commonly missed.

RELATED ITEM LEVEL 3

Club Sports Travel Policies

Action Description:

We will adjust our future training and emphasize the information that was most commonly missed.

RELATED ITEM LEVEL 1

Club Sports Travel Knowledge post training

Learning Objective Description:

Club Sports officers will be able to demonstrate knowledge of travel policies after completing October Club Sports officer workshop on university and Recreational Sports Travel Policies.

RELATED ITEM LEVEL 2

Travel Policy Survey - After Training

Indicator Description:

Club Sports Officers will be given a 16 question survey on university and Recreational Sports travel policies.

The survey was developed to included the most important information that club officers should know about when operating their club sports. Each question will be multiple choice.

Criterion Description:

All Club Sports officers will score at least 14 out of 16 (87%) on the quiz immediately after training.

At least 60% of Club Sport Officers will score at least 15 out of 16 (93%)

Findings Description:

We did not reach out first goal as we had 8 officers (25%) score lower than 14 out of 16 (87%). Of the questions that those officers missed, 5 out of the 8 (63%) answered incorrectly on questions 7, 10, and 12. 4 out of the 8 (50%) answered incorrectly on question 5.

The 5 officers who incorrectly answered questions 7 and 10 were the only ones to incorrectly answer those questions, meaning no officer who scored a 14 out of 16 missed those questions.

22 out of 32 officers (69%) correctly answered question 12, and 24 out of 32 (75%) correctly answered questions 5 and 13.

We did reach our second goal as we had 65% of Club Sports Officers scored at least 15 out of 16 (93%).

We need to emphasize the procedures for rental vehicles (specifically how long you can drive if you leave after 4 pm, and what the minimum age someone must be to drive a 15 passenger van), what expenses can be refunded, and the Division of Student services (specifically that can help with out-of-state travel funds, and how many business days in advance they need a request).

We will adjust our future training and emphasize the information that was most commonly missed.

RELATED ITEM LEVEL 3

Club Sports Travel Policies

Action Description:

We will adjust our future training and emphasize the information that was most commonly missed.

Conflict Resolution Knowledge of IM Supervisors

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Conflict Resolution Retention

Learning Objective Description:

IM supervisors will be able to demonstrate knowledge of conflict resolution skills learned during training in Verbal Judo 2 months after the conclusion of the training.

Verbal Judo can help to defuse confrontations and generate cooperation. Verbal Judo shows how to listen and speak more effectively, engage others through empathy, avoid the most common conversational disasters, and use proven strategies to successfully express your point of view.

RELATED ITEM LEVEL 2

Conflict Resolution Scenario Survey - Retention

Indicator Description:

IM Supervisors will be given another scenario involving a conflict situation at least 2 months after training and must demonstrate through a written response how they would handle the situation.

A rubric was designed to score the response based on the principles of Verbal Judo.

The concepts include:

1. Do not use any of the Five Things Never to Say to Anyone in their answer.
2. Gave name and got their name.
3. Separated person away from everyone else and talked to them one on one.
4. Offered options rather than threats.
5. Used alternative sayings to resolve the situation rather than using the Five Things Never to Say to Anyone.
6. Explained why the person had to leave and "what is in it for them".
7. When explaining "what is in it for them", mentioned future consequences and continued participation could be at risk.
8. Responded instead of reacted.
9. Listened to the problem/issue and paraphrase their concern back to them.
10. Used the term "I understand" during paraphrasing.
11. When responding, mentioned being aware of the situation before it escalates and heading it off at the pass.

Each response is scored a point for doing these things (listed) or 0 points not doing them (not listed). In order to score above unacceptable they must not use any of the five things never to say to anyone in their answer.

- **None:** Uses less than 2 Verbal Judo Concepts - **0%**
- **Unacceptable:** Uses only 2 of 10 Verbal Judo concepts - **20%**
- **Needs Improvement:** Uses 4 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **40%**
- **Average:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **60%**
- **Slightly Above Standard:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **80%**
- **Exceeds Standard:** Uses 10 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **100%**

Criterion Description:

Expect 40% or better at least 2 months after training on the rubric

Findings Description:

We did not reach our second goal as we had 5 out of 10 supervisors (50%) score 40%. All supervisors missed concepts 6, 8, and 11 the second time around.

The only drastic difference the second time around was that 3 more supervisors (30% difference) did not mention using the term “I understand” in the scenario.

Clearly it needs to be emphasized the importance of explaining why the person has to leave and “what is in it for them” and being aware of the situation before it escalates and heading it off at the pass. More emphasis should also be put into giving your name and asking for the participants, responding instead of reacting, and mentioning future consequences.

RELATED ITEM LEVEL 3

Intramural Supervisor Conflict Management

Action Description:

Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

RELATED ITEM LEVEL 1

Conflict Resolution post training.

Learning Objective Description:

IM supervisors will be able to demonstrate knowledge of conflict resolution skills after receiving training in Verbal Judo.

Verbal Judo can help to defuse confrontations and generate cooperation. Verbal Judo shows how to listen and speak more effectively, engage others through empathy, avoid the most common conversational disasters, and use proven strategies to successfully express your point of view.

RELATED ITEM LEVEL 2

Conflict Resolution Scenario Survey - Post Training

Indicator Description:

IM Supervisors will be given a scenario involving a conflict situation and must demonstrate through a written response how they would handle the situation.

A rubric was designed to score the response based on the principles of Verbal Judo.

The concepts include:

1. Do not use any of the Five Things Never to Say to Anyone in their answer.
2. Gave name and got their name.
3. Separated person away from everyone else and talked to them one on one.
4. Offered options rather than threats.
5. Used alternative sayings to resolve the situation rather than using the Five Things Never to Say to Anyone.
6. Explained why the person had to leave and "what is in it for them".
7. When explaining "what is in it for them", mentioned future consequences and continued participation could be at risk.
8. Responded instead of reacted.
9. Listened to the problem/issue and paraphrase their concern back to them.
10. Used the term "I understand" during paraphrasing.
11. When responding, mentioned being aware of the situation before it escalates and heading it off at the pass.

Each response is scored a point for doing these things (listed) or 0 points not doing them (not listed). In order to score above unacceptable they must not use any of the five things never to say to anyone in their answer.

- **None:** Uses less than 2 Verbal Judo Concepts - **0%**
- **Unacceptable:** Uses only 2 of 10 Verbal Judo concepts - **20%**
- **Needs Improvement:** Uses 4 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **40%**
- **Average:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **60%**
- **Slightly Above Standard:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **80%**
- **Exceeds Standard:** Uses 10 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **100%**

Criterion Description:

Expect 60% or better directly after training on the rubric.

Findings Description:

We did not reach our first goal as only 2 out of 12 supervisors (17%) score 60%. All supervisors missed concepts 6 and 11.

9 out of 12 supervisors (75%) failed to mention that they would give their name and get the participants' in the scenario and to mention future consequences. 11 of 12 supervisors (92%) failed to mention that they would respond instead of react in the scenario.

The material was presented using PowerPoint and questions were asked throughout. While this is a standard teaching method it might be more beneficial to make it more interactive, similar to a CPR training where supervisors are put through a scenario so that they can walk through it step by step followed by a practical test situation. When there is no real life scenario and you're left to just imagine it, that's where many of the supervisors may have forgotten something that they would do in this situation or the written scenario did not elicit further action needed that otherwise would come out.

Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

RELATED ITEM LEVEL 3

Intramural Supervisor Conflict Management

Action Description:

Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

Personal Training Fitness Assessment

Goal Description:

Recreational Sports Personal Training Program

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Improvement in Categories of Health and Fitness

Performance Objective Description:

Participants in the personal training program will be given a fitness assessment prior to their training sessions and after they have completed 15 total sessions with a personal trainer.

Participants who complete 15 personal training sessions will show improvement in the 6 categories of health and fitness (Estimated Body Age, Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Body Composition, and Flexibility).

RELATED ITEM LEVEL 2

Increases in the 6 categories of health and fitness of the fitness on the assessment test.

KPI Description:

Participants who complete 15 personal training sessions will be given another fitness assessment to compare to their initial fitness assessment. Fitness Assessment results will be compared to see if increases occurred in the he 6 categories of health and fitness. The 6 categories are Estimated Body Age, Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Body Composition, and Flexibility.

75% of participants who complete 15 training sessions show improvement in 5 of the 6 categories of health and fitness.
100% of participants who complete 15 training sessions show improvement in 3 of the 6 categories of health and fitness.

Results Description:

50% participants who completed 15 training sessions showed improvement in 5 of the 6 categories of health and fitness.

We were unsuccessful in meeting our goal. Some of the reasons for this could be the following:

1. There was such a drastic difference in the amount of time 15 sessions were completed. Some clients finished 15 sessions in a month, while others only trained 1-2 times per week for 2-3 months. The assessments completed greater than 1 month apart saw improvements in more categories.
2. Cardiovascular Fitness, Body Composition, and Body Age require more work outside of just working out with a trainer. For instance, a client can exercise with a trainer but not eat healthy. This will result in body composition and cardiovascular health not improving. Not eating healthy or living an active lifestyle can result in a higher body age.
3. The human body also reacts differently as to exercise. Some people will see results after a few weeks, while others could take months and well over 15 sessions to see improvements in cardiovascular fitness or body composition. The age of a client also plays a role in that a younger client should see results quicker than a client that is older.
4. A more reliable assessment would be to include a timeframe or asking clients to rate their effort outside of working with a personal trainer. Someone that works with a trainer and puts forth effort to eat healthy and live a healthier lifestyle will see greater results than someone training equally as hard with a trainer but not putting forth effort outside of exercising.

100% of participants who completed 15 training sessions showed improvement in 3 of the 6 categories of health and fitness.

Not seeing improvements in at least 3 categories would fall back on the personal trainer. The easiest things to see improvement include muscular strength, muscular endurance, and flexibility. Nearly all participants saw improvements in these 3 categories. This is due to having a personal trainer there to spot a client and allow them to lift more weight, adopting a weight lifting program, and correctly performing exercises under the supervision of a personal trainer.

Attached Files
[PT Assessment](#)

RELATED ITEM LEVEL 3

Fitness Assessments

Action Description:

Work on ways to address the following issue:

Cardiovascular Fitness, Body Composition, and Body Age require more work outside of just working out with a trainer. For instance, a client can exercise with a trainer but not eat healthy. This will result in body composition and cardiovascular health not improving. Not eating healthy or living an active lifestyle can result in a higher body age.

Some suggestions for improved understanding of results include:

- 1. A more reliable assessment would be to include a timeframe or asking clients to rate their effort outside of working with a personal trainer. Someone that works with a trainer and puts forth effort to eat healthy and live a healthier lifestyle will see greater results than someone training equally as hard with a trainer but not putting forth effort outside of exercising.
- 2. Work with Nutrition program to offer nutrition counseling for Personal Training Clients.

Women on Weights

Goal Description:

Recreational Sports Fitness Program - Women on Weights

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Confidence to lift weights independently.

Performance Objective Description:

By participating in Women on Weights, participants will gain skills that will make them more confident to recreate independently.

RELATED ITEM LEVEL 2

Build Confidence to Lift Weights Independently

KPI Description:

Participants who complete the women on weights program will gain skills and confidence to lift weights independently. A post event survey will include the following questions.

- 1. How likely are you to continue lifting independently or engage in this activity independently?
- 2. This class better better prepared me to participate in this activity independently.
- 3. Were any barriers removed by participating in this activity 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:

77.8% will be likely to engage in this activity independently

Some of the comments in the survey said that they enjoy working out with other people or in a group. While participants may have said they didn’t want to engage in this activity independently, they commented by saying they preferred working out with a group

100% feel better prepared to participate in this activity independently

Participants were taught how to lift weights and format a program to workout independently. All participants were challenged to perform exercises alone, taught how to spot during lifts, and how to successfully increase weights to reduce the risk of injury.

57% have removed at least 1 barrier to participate

Most comments against not removing a barrier were time related. Most participants listed that they still had an issue with time management and the ability to schedule exercise into their day. We plan on teaching how to do quick, efficient workouts in order to reach those that believe they need long, extended workouts in order to get results. Most people thinks you need a full hour of exercise to see results, when that is far from true.

Q4. How likely are you to engage in weight lifting independently?

Pre-Test			Post-Test		
Count	Percent		Count	Percent	
3	17.65%	Very likely	3	33.33%	Very likely
8	47.06%	Moderately likely	4	44.44%	Moderately likely
3	17.65%	Neither likely nor unlikely	1	11.11%	Neither likely nor unlikely
2	11.76%	Moderately unlikely	0	0.00%	Moderately unlikely
1	5.88%	Very unlikely	1	11.11%	Very unlikely
17 Respondents			9 Respondents		

Attached Files

[📄 WOW_Comparison_Excel](#)

RELATED ITEM LEVEL 3

Women on Weights

Action Description:

Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

RELATED ITEM LEVEL 1

Knowledge of Exercises, Movements, and Muscle Groups

Performance Objective Description:

By participating in Women on Weights participants will gain knowledge of different types of exercises, movements, and muscle groups; as well as be able to perform exercise at adequate or proficient level.

RELATED ITEM LEVEL 2

Participant has knowledge of movements.

KPI Description:

By participating in women on weights participants are able to identify weight lifting movements they were not able to do on the pre-test.

Movements include:

Flexion

Extension

Isometric

Circumduction

Abduction

Adduction

Results Description:

Most participants came in not knowing what the basic movements were, so teaching these and reinforcing them when teaching lifts were a big reason there was improvement in the post test.

Movements Pre- Test Post Test
KnowledgeKnowledge

Flexion	76.5%	100.0%
Extension	100.0%	100.0%
Isometric	29.4%	66.7%
Circumduction	64.7%	100.0%
Abduction	47.1%	100.0%
Adduction	58.8%	100.0%

Attached Files

 [WOW_Comparison_Excel](#)

RELATED ITEM LEVEL 3

Women on Weights

Action Description:

Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

RELATED ITEM LEVEL 2

Participant has knowledge of muscles.

KPI Description:

By participating in women on weights participants are able to identify muscle groups they were not able to identify on the pre-test.

Biceps

Triceps

Forearms

Quadriceps

Hamstrings

Gastrocnemius

Soleus

Shins

Pectoralis

Rectus Abdominis

Obliques

Gluteus Maximus

Amount of Gluteal Muscles

Results Description:

Most people came in not knowing where muscles were located. We taught them where the muscles were and reinforced this by showing them what muscles were being worked while performing each lift.

Muscles	Pre Test - Incorrectly Answered	Post Test - Incorrectly Answered
Biceps	0	0
Triceps	3	1
Forearms	1	0
Quadriceps	4	1
Hamstrings	3	2
Gastrocnemius	16	3
Soleus	15	3
Shins	1	0
Pectoralis	3	0
Rectus Abdominis	3	2
Obliques	5	0
Gluteus Maximus	0	0
# of Gluteal Muscles	8	0

Attached Files

 [WOW_Comparison_Excel](#)

RELATED ITEM LEVEL 3

Women on Weights

Action Description:

Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

RELATED ITEM LEVEL 2

Participant has the ability perform exercises

KPI Description:

By participating in women on weights participants will go up at least one level from their pre-test (Poor to Adequate or Adequate to Proficient) in Squat, Lunge, Pushup, and Sit Up.

Results Description:

After looking at the results of performing specific exercises, it looks like we did really well however we compared the entire group of information on pre test to post test. It would have been more reliable if we compared pre and post tests to each person, rather than as a whole. Since so many less people took the post test than the pre test it is possible that those that were at poor or adequate did not take the post test giving us a much higher percentage that were in the proficient range. It was not possible to see if someone went from poor to adequate, or adequate to proficient doing the assessment the way that it was done. We reminded people to make sure and attend the last session so we could perform this assessment, but it is possible that some participants were not interested in going through a post workshop assessment. Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

Pre-Test			
Skill Level	Poor	Adequate	Proficient
Squat	1	7	9
Lunge	0	6	11
Push Up	1	7	9
Sit Up	4	6	7

Post Test			
Skill Level	Poor	Adequate	Proficient
Squat	0	0	9
Lunge	0	0	9
Push Up	0	1	8
Sit Up	0	0	9

Some participants did not attend the final session or didn't want to take part in the survey

Attached Files

[📄_WOW_Comparison_Excel](#)

RELATED ITEM LEVEL 3

Women on Weights

Action Description:

Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

Update to Previous Cycle's Plan for Continuous Improvement

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

- Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.
- 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.
- 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.
- 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.
- 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.
- Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

Update of Progress to the Previous Cycle's PCI:

- We have updated our debriefing and are focusing on topics of communication and problem solving.
- Trip Leader Training: This year we made a greater focus on enhancing the planning and soft skill implementation of trip leader training. Students were paired together and assigned two days of trip leader training where they had to create the itinerary, gear list, menu, shopping list, prepare teaching topics, and then implemented those plans on their day. Students were able to implement different leadership styles and experientially learn how to plan and implement a plan. Every day was ended with leader and group feedback. We saw a remarkable change between the 1st day of leading and the 2nd day of leading. They seemed more prepared for what was going to happen and what needed to happen. The Guadalupe paddling trip in April was the first trip lead by a trip leader that attended the training and it was the best implemented student lead trip we have witnessed so far.
- Each program area now has an incentive program for their student staff.
- We 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. We will be looking at future demographics to see if there are any significant factors within those sub groups such as 1st generation students.

5. When trying to compile user vs non user data we found that it was almost impossible to get accurate data information. Each program area has restrictions on how participation is tracked. The facility has multiple entrances and times that no data is being collected. This prevents us from getting a true representation of all of our users. Intramurals only tracks those that play in a game however we have multiple people who come to watch as is the case with club sports. Large events do not check in participants and only a head count is taken. Data collected from user vs non user comparison would just be inaccurate. We are still exploring ways to improve our data collections.

6. Shelter in place activities were created and implemented and our survey data was better than last year. However weather still plays a significant role in the satisfaction of participants. Shelter in place is still very limiting and even though we improved our results there are still significant differences in camp sessions that had good weather compared to when shelter in place happens during a camp.

Rec Sports PCI's

Closing Summary:

1. Bearkat Camp -

A. In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first generation students who attend Bearkat Camp vs first generation students who don't. We will ask IRB to run a report on Graduation and Retention comparisons in 2017/2018

B. Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social will change from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We will also change our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

2. Club Sport Travel Policies Training - We will adjust our future training and emphasize the information that was most commonly missed.

3. Fitness Assessments - Work on ways to address the following issue:

Cardiovascular Fitness, Body Composition, and Body Age require more work outside of just working out with a trainer. For instance, a client can exercise with a trainer but not eat healthy. This will result in body composition and cardiovascular health not improving. Not eating healthy or living an active lifestyle can result in a higher body age.

Some suggestions for improved understanding of results include:

A. A more reliable assessment would be to include a timeframe or asking clients to rate their effort outside of working with a personal trainer. Someone that works with a trainer and puts forth effort to eat healthy and live a healthier lifestyle will see greater results than someone training equally as hard with a trainer but not putting forth effort outside of exercising.

B. Work with Nutrition program to offer nutrition counseling for Personal Training Clients.

4. IM Supervisor conflict management training - Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

5. Women on Weights program -

Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.