

**Bowling Green State University**  
**Division of Student Affairs**  
**Recreational Sports Student Development Program**  
**Student Learning Outcomes Assessment Report**

**Student Affairs Department or Unit:** Recreational Sports

**Academic Year in Which Assessment Was Completed:** 2007-2008

**Director/Report Author(s):** Dr. Steve Kampf, Dr. Bryan Cavins and Lona Leck

**Description of Program:** To enhance personal and professional development, required co-curricular opportunities are provided for all student employees within Recreational Sports.

**History:**

During the 2006-2007 academic year the Department of Recreational Sports began to place additional emphasis on the professional and personal development of student employees. For several years, the philosophy in Recreational Sports on student employee development has been that student employees will develop naturally through job task training, work experience, and advancement from entry level to student management positions. Our new student development philosophy has shifted from a passive to an active role in the personal and professional development of departmental student employees.

**Program Description:**

The goal of this initiative is to plan, coordinate, and host 4 one-hour student development workshops each academic year. During the 2006-2007 academic year, four student development workshops were conducted that highlighted the following topics: leadership development, customer service, diversity, and new hire transitioning. With additional resources and efforts allocated to student employee development, the need for assessment and measurement of our efforts is imperative. During the 2007-2008 academic year, four development sessions were offered; diversity, conflict management, emotional intelligence, and healthy lifestyles. Each workshop is discussed separately below.

**Student Learning Outcomes of Development Program**

The learning outcomes of the 2007-2008 Recreational Sports Student Employee Development Program are broad and include both elements of personal and professional development. More specifically, our workshops promote the development of (1) intrapersonal skills (2) interpersonal skills, (3) how to maintain a healthy lifestyle, and (4) effective methods for managing stress and multiple tasks. The following information highlights aspects of each of the four areas:

- \* Intrapersonal development- i.e. self-confidence, self-regard, sense of accomplishment, self-reliance and independence, emotional self-awareness, etc.
- \* Interpersonal development- i.e., ability to express thoughts and opinions through written and verbal communication, group cooperation, social interaction and relationship building, conflict management, leadership and management skills, community responsibility, etc..
- \* Maintain a Healthy Lifestyle- i.e., sport skills, weight control and fitness levels, feeling of physical well-being, maintaining a positive attitude, etc.
- \* Stress Management- i.e., stress tolerance, problem-solving, calculate risk, study habits, time-management, task management, etc.

**Event 1 Name:** DIVERSITY – HUMANITIES TROUPE “THE OTHELLO PROBLEM”  
AUGUST 19, 2007

**Program Description:** As part of the Recreational Sport Student Development Program the back to school orientation for all staff included a presentation to all staff members regarding diversity. The HUMANITIES TROUPE PRESENTED “THE OTHELLO PROBLEM” This program offered our student employees an opportunity to view a vignette designed to springboard the introduction of sensitive issues. Students were exposed to a wide variety of ethnic, religious and socio-economic populations and the challenges these groups face at BGSU. After the presentation, professional staff coordinated small group discussions exploring the topics of diversity brought out by the vignettes and specifically related the scenarios to student employee jobs in Recreational Sports.

**Student Learning Outcomes:**

Upon completion of the Humanities Troup presentation and follow-up debriefing session, Recreational Sports Student Employees achieved the following learning outcomes:

1. 95% of all Recreational Sports student employees will experience a Humanities Troupe presentation.
2. 80% of all Recreational Sports student employees will say that the Humanities Troupe presentation helped them think about how they relate to customers.
3. 80% of Recreational Sports student employees who complete the post presentation survey will say that the Humanities Troupe presentation helped them to consider assumptions that they make in daily life.
4. To identify ways that the difficulties regarding differences and diversity, brought out by the actors of the presentation, relate to difficulties experienced by Recreational Sports student employees in their jobs.

**Assessments Administered:**

Detailed minutes were taken during each debriefing session and responses to questions were recorded and documented. Student employee responses were then analyzed to determine the extent that we achieved each learning outcome. Additionally, students completed a half-sheet workshop assessment.

**Analysis and Interpretation of Data Collected:**

**Introduction:** After the Humanities Troupe presentation, the small group discussion minutes and workshop assessment sheets were tabulated to assess the extent that our “learning objectives” were met.

**Learning Outcome Assessments**

The following information will demonstrate the extent that our learning objectives were met as a result of the Humanities Troupe presentation.

**Learning Objective #1:**

95% of all Recreational Sports student employees will experience a Humanities Troupe presentation.

Results of Observations: All Recreational Sports student employees were required to attend the Humanities Troupe presentation. It was observed by Recreational Sports administrators that over 95% of our student employees attended the presentation.

**Learning Objective #2:**

80% of all Recreational Sports student employees will say that the Humanities Troupe presentation helped them think about how they relate to customers.

**Results of Observations:** Of the 164 post presentation surveys, 131/80% of respondents said that “Yes” the Humanities Troupe presentation “helped them think about how they relate to customers,” 22/13% of the respondents said that the Humanities Troupe presentation did not help them think about how they related to customers, and 11/7% said that they were unsure.

### **Learning Objective #3:**

80% of Recreational Sports student employees who complete the post presentation survey will say that the Humanities Troupe presentation helped them to consider assumptions that they make in daily life.

**Results of Observations:** Of the 164 post presentation surveys, 135/82% of respondents said that “Yes” the Humanities Troupe presentation “helped them to consider assumptions that they make in daily life,” 19/13% of the respondents said that the Humanities Troupe presentation did not help them assumptions that they make in daily life, and 10/7% said that they were unsure.

### **Learning Objective #4:**

To identify ways that the difficulties regarding differences and diversity, brought out by the actors of the presentation, relate to difficulties experienced by Recreational Sports student employees in their jobs.

**Results of Observations:** After a post-presentation debriefing session, the following similarities were identified between issues brought out by the actors or the presentation and issues or difficulties experienced by student employees (Listed in order of frequency):

- Communication issues regarding language differences. Students expressed being challenged by the speaking with customers who have difficulties speaking English.
- Ageism was another difficulty expressed by student employees. Found it difficult to “gain respect from older patrons because they are younger.”
- Challenged by making assumptions about people based on stereotypes, their appearance, language, etc. Some suggestions were made in this regard, “Don’t judge others too quickly, be flexible, and accepting differences.”

**Event 2 Name:** CONFLICT MANAGEMENT WORKSHOP  
SEPTEMBER 17 – 23, 2007 – 5 SCHEDULING OPTIONS OFFERED

**Program Description:** As part of the Recreational Sport Student Development Program, the, in collaboration with Dr. Craig Vickio and Michelle Pavlic of the BGSU Counseling Center, was designed to provide students a tool with which to assess their own conflict management style and offer techniques for managing conflictive situations in their jobs in Recreational Sports. Michelle Pavlic served as the facilitator leader for three of the sessions, while Dr. Cavins and Lona Leck lead two of the sessions.

### **Student Learning Outcomes:**

1. Students will expand their intrapersonal skills by identifying their own conflict management style.
2. Students will acquire interpersonal skills by learning about different conflict management styles and will gain the ability to recognize these styles in others and apply styles other than their own preferred style to diverse situations which may occur in their jobs within Recreational Sports.

### **Assessments Administered:**

The following assessment techniques were employed during and after the Conflict Management workshop to measure the extent that learning objectives were met:

1. Students completed a conflict management style assessment tool to identify their own style.
2. Facilitators observed each breakout table to insure that the students managed role- playing scenarios and exercised their newly acquired knowledge regarding conflict management styles.
3. At the end of the workshop, post-workshop surveys were distributed that measured student-perceived confidence level regarding the identification of conflict management styles, the application of conflict management styles, and confidence in leadership ability as a result of the hour-long session.

#### **Analysis and Interpretation of Data Collected:**

- 93% of the 158 students in attendance agreed or strongly agreed that they successfully identified their own conflict management style in the workshop. Qualitative feedback regarding the tool included the following; “I enjoyed the worksheet” and “Liked the handout to identify my conflict style”.
- 92% of the students agreed or strongly agreed that the workshop developed understanding of and comfort with application of other conflict management styles as they relate to work situations in Recreational Sports.
- 82% of students agreed or strongly agreed that they gained confidence in their leadership ability as a result of the session.
- 88 % of the students agreed or strongly agreed that the instructor was effective.
- Break-out sessions during the training observed by the facilitators remained on task and applied the information gained through the conflict management assessment tool. Students indicated that they, “liked the actual examples from the SRC and Field House, like the group discussion, and liked the scenarios and the stories we told”.

#### **Action Plan Based on Assessment Results:**

Although student feedback regarding the Conflict Management training sessions was very positive and the learning outcomes were met, the qualitative feedback provided also indicated a need to provide a more interactive learning session and to consider breaking down the sessions based on work location (ie, having all Ice Arena employees attend the same session for more relevance and direct practical application of material to real work scenarios). Additionally, many students indicated that some of what was taught was very intuitive and there was a desire to go more in depth with theory and content regarding conflict management.

**Event 3 Name:** ASSERTIVENESS: A KEY TO PERSONAL AND PROFESSIONAL SUCCESS USING EMOTINOAL INTELLIGENCE  
 JANUARY 22-27, 2008 – 5 SCHEDULING OPTIONS OFFERED

**Program Description:** Facilitated by Dr. Bryan Cavins and Lona Leck, during this workshop, students gained a general definition of Social-Emotional Intelligence. More specifically, this workshop highlighted the importance of assertiveness in both personal and professional success.

#### **Student Learning Outcomes of Event(s)/Program(s)/Project(s):**

Upon completion of the assertiveness workshop, Recreational Sports Student Employees achieved the following learning outcomes:

1. Students developed a working definition and knowledge of Social-Emotional Intelligence.
2. Students will understand and feel comfortable applying the concepts taught during the session to diverse situations in Recreational Sports.

3. Students will better understand how emotions impact daily life.
4. Students will understand how emotional intelligence impacts leadership ability.

**Assessments Administered:**

A post-workshop survey that gauged student employee understanding of emotional intelligence and their level of comfort with applying assertiveness tools in future personal and work related situations was completed by all students in attendance. 140 students completed and returned the survey.

**Analysis and Interpretation of Data Collected:**

1. 91% of students agree or strongly agree that they understand the basic concepts of emotional intelligence.
  2. 92% of students who completed the workshop agree or strongly agree that they can apply the concepts taught during the session to diverse situations encountered during work in Recreational Sports.
  3. 84 % of students agree or strongly agree that they understand how emotions impact their daily lives as a result of attending the session.
  4. 90% of students agree or strongly agree that they understand how emotional intelligence impacts leadership ability as a result of attending the session.
- Additionally, 95% of the students agree or strong agree that the facilitators were effective.

**Event 4 Name: HEALTHY LIFESTYLE ALTERNATIVES**  
**FEBRUARY 18-24, 2008 – 5 SCHEDULING OPTIONS OFFERED**

**Program Description:** Facilitated by Dr. Cathy Swick, this program features new ideas on expanding a traditional fitness approach to a healthy lifestyle approach. Details about "Healthy Campus 2010" were shared with new ideas on how to live a healthy life in the fast food, instant messaging, and technology-filled world.

**Student Learning Outcomes of Event(s)/Program(s)/Project(s):**

Upon completion of the Healthy Lifestyles Alternatives workshop, Recreational Sports Student Employees will achieve the following learning outcomes:

1. Students will achieve competence regarding the practices of a healthy lifestyle.
2. Students will be able to apply the concepts taught during the session.
3. Students will better understand how health impacts daily life.

**Assessments Administered:**

96 students completed a post-session assessment to evaluate their knowledge of student health gained through the workshop.

1. 89% of students agree or strongly agree that they identified their personal level of competence regarding the practices of a healthy lifestyle.
  2. 91% of students agree or strongly agree that they can apply the concepts taught during the session.
  3. 87% of students agree or strongly agree that they better understand how health impacts daily life.
- In addition to specific knowledge regarding health and application of concepts to their lives, 91% of students felt the instructor was effective.

**Annual Assessment Process:** New student employee hires completed an assessment survey that measured the extent that they believe their employment in Recreational Sports helped them improve in the areas of social and emotional development, sport skill, and interpersonal skills. The results from this survey are included as an appendix to this report.

**Analysis and Interpretation of Data Collected:**

Overall, the responses from the exit-surveys given to student upon completion of each session indicate a strong relationship between the learning objectives of the sessions and student learning.

***Action Plan Based on Assessment Results:***

**Additional Assessment Project(s):**