FY 2014 Campus Recreation Operational Plan

Introduction to Campus Recreation

The Department of Campus Recreation at Baylor University is charged with intentionally engaging the campus community in experiential learning activities focused on developing the whole person and equipping individuals with the skills necessary for balanced and healthy living and lifelong learning and leisure.

Campus Recreation Structure

Campus Recreation Mission:

Campus Recreation engages students and the Baylor community in experiential learning, recreational and leisure activities that equip individuals to live balanced, holistic, and healthy lifestyles.

Campus Recreation Vision:

The Department of Campus Recreation at Baylor University is committed to being the very best at programming with distinctive purpose. We will reach beyond the traditional industry standards to enhance the total development of students through each aspect of the recreational programming. We envision a dynamic array of programs that positively engage students and develop community between students as well as a long-term commitment to Baylor University.

Campus Recreation Goals

To fulfill our mission, the Department of Campus Recreation guides students to live in balance with self, others and God by nurturing the physical, social, emotional and spiritual wellness of students. We help students:

- Create patterns of physical activity that are congruent with healthy lifestyles.
- Develop social relationships built on trust and accountability.
- Discover emotional balance through physical activity and experiences.
- Relate physical activity and experiences to spiritual development.
**Campus Recreation Learning Outcomes**

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<tr>
<th>Goals</th>
<th>Physical</th>
<th>Social</th>
<th>Emotional</th>
<th>Spiritual</th>
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<tr>
<td><strong>Community</strong></td>
<td>Categorize factors that support or impede their physical fitness.</td>
<td>Determine behaviors that develop trust in interpersonal relationships formed in the context of sport and recreation.</td>
<td>Analyze factors that contribute to communities of support physical activity.</td>
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<td><strong>FIT</strong></td>
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<td><strong>Calling</strong></td>
<td>Organize their schedules to accommodate regular physical activity.</td>
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<td>Relate physical exercise to their personal development.</td>
<td>Evaluate how their faith shapes the integrity of their interactions with others during group activities.</td>
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<td><strong>IM – SC - FIT</strong></td>
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<td><strong>FIT</strong></td>
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<td><strong>Wholeness</strong></td>
<td>Explain the importance of physical activity in stress management.</td>
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<td>Discuss the relationship between physical activity and emotional balance.</td>
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<td><strong>OA – FIT - AQ</strong></td>
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<td><strong>Citizenship</strong></td>
<td>Illustrate principles of respect in the context of competitive activity.</td>
<td>Give examples of relationships based on accountability in team activities.</td>
<td>Interpret factors that lead to welcoming/non-welcoming environments for others based upon physical capabilities.</td>
<td>Identify strategies for care and conversation of available natural resources.</td>
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Campus Recreation Programs

Programs offered through Campus Recreation are organized into five categories:

1. **Intramurals** - Program includes both team and individual sports offering both competitive and recreational levels among Baylor students
2. **Club Sports** – Program includes both team and individual sports which are student-lead competitions among other colleges and universities
3. **Outdoor Adventure** – Program includes experiential educational opportunities and services including both land and water-based skills and activities comprised of Rock Climbing, Challenge Course activities, adventure trips (kayaking, biking, backpacking, hiking, climbing, rappelling, etc.) and skill clinics (sailing, biking, kayaking, canoeing, belaying, etc.).
4. **Fitness** – Program includes group exercise opportunities as well as individual workout programs and assessments.
5. **Student Staff and Leadership** – Program includes training and supervising both undergraduate students (200+) and graduate supervisors in facility and game management, teaching and educational sessions, and program execution and evaluation, and risk management administration.

Campus Recreation Facilities

Facilities supervised, maintained, and staffed for Campus Recreation programming as well as HHPR class usage, Golden Wave Band Practice, and occasional Athletic Department sport training:

1. **McLane Student Life Center** (four basketball/volleyball courts, 7 racquetball courts, 1 squash court, one outdoor basketball court, two sand volleyball courts, one leisure pool – 3 lap lanes, one 52’ climbing rock, one bouldering area, one running track, one weight training and cardiovascular training area, two conference rooms)
2. **Russell Gym** (two basketball/volleyball courts, one weight training area)
3. **Marrs McLean Gym** (one basketball/volleyball court)
4. **Parker Brothers Sports Fields** (four multipurpose fields with lights)
5. **Edgefield** (one multipurpose field: soccer classes, marching band, informal recreation)
6. **Bear Park** (one sand volleyball, one half-sized multipurpose field)
7. **Marrs McLean Tennis Courts** (10 regulation-sized courts)
8. **Marina Recreational Center** (canoes, kayaks, sailboats, paddleboards, slack line, fire ring)
9. **Eastland Lakes Ropes Course** (low elements, high elements, two ziplines)
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<tr>
<th>Program</th>
<th>Initiative</th>
<th>Act of Determination</th>
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</table>
| **Intramural Sports**    | Create a new Coordinator for Intramural Sports position  
Develop and Implement a comprehensive marketing and communication plan for Intramural Sports  
Identify locations & resources for expanded sports fields and courts  
Develop and Implement a comprehensive assessment plan  
Design & Offer Course in Leadership Development for Sports Officials and Game Managers  
Actively market in culturally diverse locations/organizations and develop a free agent network  
Enhance Game Manager and Safety Officer training with the addition of risk management seminars and scenarios. |
|                          | Health & Wellness  
Synergistic Spaces  
Leadership  
Cultural Competency         |
| **Club Sports**          | Design specific leadership training seminars for Sport Club Officers and Senior Game Managers  
Develop and Implement a comprehensive assessment plan  
Identify Locations & Resources for Expanded Sports Fields – dedicated sport club fields separate from Intramural Sports.  
Enhance Fitness student staff training with the addition of individual training techniques and risk management seminars. |
|                          | Leadership  
Synergistic Spaces         |
| **Fitness**              | Develop and Implement a comprehensive assessment plan  
Create “Passport to Fitness” - Provide pedometers, fitness/nutrition journals, and water bottles to incoming students  
Increase square footage of group exercise/multipurpose facilities to provide larger scope of classes and training sessions |
|                          | Leadership  
Health & Wellness         |
| **Aquatics**             | Explore possible locations/resources for addition of outdoor pool with lap lanes |
|                          | Synergistic Spaces         |
| **Student Staff**        | Include a “Dialogue of Differences” in customer service training for all student staff – Rec Retreat – include gender, age, race, religion, and able-bodiness |
|                          | Synergistic Spaces         |
| **Outdoor Adventure**    | Secure Eastland Lakes Property for Leadership Initiatives and Outdoor Adventure Training Facility  
Enhance the Marina facility to include a classroom for instruction for safety and HHPR classes and a community place for boats heading to the new stadium (dock rentals, etc)  
Enhance Outdoor Adventure staff leader training with the specification of land and water risk management training  
Add a position for Marina & Ropes facilities - increased demand  
Enhance student trip leader training to include a Leadership Training Course for trip leaders  
Develop and Implement a comprehensive assessment plan  
Increase the scope of OA participation to diverse populations |
|                          | Cultural Competency  
Synergistic Spaces  
Leadership         |
Campus Recreation Approach to Assessment:

Campus Recreation understands that assessment is an iterative feedback process for **continual program improvement**, based on the model shown below. The assessment cycle is an integral part of transformative education. It provides an ongoing mechanism for challenging tacit assumptions about program effectiveness, identifying conflicting program elements, and assuring that student learning outcomes are met.

*As shown in the graphic below, our approach to assessment involves four steps:*

1. **Define intended learning outcomes**
2. **Measure selected learning outcomes**
3. **Compare outcomes with intended outcomes**
4. **Revise program to improve learning**

*Step one* is to define intended learning outcomes: more specifically, what do we want our students to know, do or value as a result of participating in campus recreation programs?

*Step two* is to measure the extent to which participants achieve the learning outcomes.

*Step three* is to interpret the results to identify areas for improvement.

*Step four* is to use the identified areas for improvement to revise programing in order to increase student learning.

Campus Recreation Assessment Plan for Continuous Improvement

Campus Recreation will adopt a three-year assessment cycle to comprehensively assess each program it offers. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes.

**Year 1: Club Sports and Intramurals**

**Year 2: Student Leaders & Outdoor Adventure**

**Year 3: Fitness**

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<tr>
<th>Assessment Plan by Year and Program</th>
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<td>Club Sports</td>
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<td>Intramurals</td>
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<td>Student Staff</td>
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<tr>
<td>Outdoor Adventure</td>
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<td>Fitness</td>
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*Assessment Plan (to be written summer of 2013) for Intramurals & Club Sports*