July 2017

Dear Colleagues and Friends:

It gives me great pleasure to share the annual Campus Recreation student development report with you. One of the department’s primary focuses is student learning and development; and we use high-impact practices in programming, services, and facility management to foster the development of participants and student employees.

Through experiential learning opportunities, excellence in service, and high-quality recreational programs, we have shaped true learning environments that enhance the physical, social, spiritual and academic wellbeing of students.

We’ve accomplished quite a few learning impacts throughout the past year, including:

- Fostering academic achievement in participants and student employees;
- Providing environments rich for learning career-readiness and employability skills;
- Providing programs that involve students in order to retain their attention and persistence at the institution;
- And reaching out to our former Campus Recreation student staff alumni to engage with them and discover their successes.

With so many successes this past year, we look forward to what the new academic year brings. We will be:

- Focusing on contributing to research within the field of student affairs and collegiate recreation;
- Growing our alumni network globally;
- And striving to wholly understand the participant experience through targeted programming and assessments.

This annual report gives all of us a time to pause as we advance student learning and support the environment we all contribute to foster student development. On behalf of the students and staff of Campus Recreation- thank you for your support.

Sincerely,

Christopher J. Morris, Director of Campus Recreation
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director Opening Letter</td>
<td>1</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>CR Mission, Vision, Values</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guiding Theory &amp; Best Practices</strong></td>
<td>4</td>
</tr>
<tr>
<td>High-Impact Practices</td>
<td>4</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>5</td>
</tr>
<tr>
<td>Guiding Student Learning Outcome Domains</td>
<td>6</td>
</tr>
<tr>
<td>Division of Student Affairs Priorities</td>
<td>7</td>
</tr>
<tr>
<td><strong>Participant Learning Outcomes</strong></td>
<td>8</td>
</tr>
<tr>
<td>Participation &amp; Academic Achievements</td>
<td>9</td>
</tr>
<tr>
<td>Participation &amp; Retention</td>
<td>10</td>
</tr>
<tr>
<td>Participation &amp; Career-Readiness Skills</td>
<td>11</td>
</tr>
<tr>
<td><strong>Student Employee Learning Outcomes</strong></td>
<td>12</td>
</tr>
<tr>
<td>Employment &amp; Academic Achievement</td>
<td>12</td>
</tr>
<tr>
<td>Employment &amp; Community Building</td>
<td>13</td>
</tr>
<tr>
<td>Employment &amp; Career-Readiness Skills</td>
<td>14</td>
</tr>
<tr>
<td><strong>Alumni Successes &amp; Impacts</strong></td>
<td>15-22</td>
</tr>
</tbody>
</table>

FSU Campus Rec Lifeguards bond during training, 2017
OUR VISION, MISSION, & VALUES

VISION

To move people to total wellness

MISSION

We are Florida State University Campus Recreation.
We engage our community in lifelong wellness.
We build character and encourage discovery.
We align our actions with our values.
We provide high-quality recreation programs and services.
We are teammates, coaches, and mentors.
We are committed.
We are driven.
Our mission is to move people.

VALUES

INTEGRITY
We uphold a culture of honesty, respect, trust, fairness, responsibility and accountability.

EXPERIENTIAL LEARNING
We challenge and support students to learn through experiences that enhance their personal, academic and career development.

WELLNESS
We model and inspire lifestyles that encourage lifelong health and wellbeing.

EXCELLENCE
We operate our programs and facilities at the highest levels of safety, quality, and customer service.

INNOVATION
We integrate our cherished traditions with new and original opportunities for fun and learning.

COMMUNITY
We enrich relationships through collaboration, diversity, and sustainable practices.

STRATEGIC PRIORITIES

Our success is rooted in re-defining the standard of collegiate recreation through these 6 principles:

→ RECRUITING & RETAINING PARTICIPANTS
→ INSPIRING HEALTHY DECISIONS
→ CULTIVATING AN INCLUSIVE EXPERIENCE
→ INVESTING IN INDIVIDUAL GROWTH
→ IMPROVING PRODUCTIVITY THROUGH TECHNOLOGY
→ GROWING SUSTAINABLE RESOURCES
GUIDING THEORIES & BEST PRACTICES

HIGH-IMPACT PRACTICES

“FSU Campus Recreation has taught me how to prioritize my health through exercise and how to organize and manage my time.

FSU Campus Recreation has 100% built my confidence level in myself and my abilities.

Through FSU Campus Recreation programs, I was motivated to get out of my comfort zone and gained confidence after seeing the results of “you get out of it what you put into it”. I have since applied this same principle to other areas of my life like school work and social settings.

FSU Campus Recreation allowed me to surround myself with a lot of influential people that motivate me on a daily basis.

FSU Personal Trainers put clients through core work.

FSU Outdoor Pursuits staff, 2017

FSU Powerlift Competition
The emphasis of learning in institutions of higher education is now often seen as the development of the whole person rather than his or her intellectual training alone (CAS Guidelines, 2015). This modern concept requires an increased focus on the whole student experience, including co-curricular activities like participation in recreation programming and student employment to help develop life and career readiness skills.

Student involvement theory is utilized in a variety of studies related to the development of career and leadership skills as a result of collegiate recreation participation (e.g. Forrester, 2015; Haines & Fortman, 2008) and employment (e.g. Toperzer et al., 2011). Astin (1984) theorizes that student learning outcomes are proportional to the quantity and quality of student involvement. Student affairs practitioners join faculty in providing experiential learning, practical application of academic concepts to the real-world, and supportive environments for students to learn and thrive in.

FSU Campus Recreation delivers high-impact programs that complement academic endeavors and provide opportunities for community-based experiential learning (Kuh, 2008), integrative and collaborative services, and programs that prepare students for success in life and in their careers. The department is committed to identifying and assessing relevant and desirable learning outcomes; providing the evidence of impact on outcomes; and using evidence gathered to create strategies for improvement in programs/services (CAS Guidelines, 2015).


OUR GUIDING STUDENT LEARNING DOMAINS

CAS Competencies
- Knowledge Acquisition, Construction, Integration, & Application
- Cognitive Complexity
- Intrapersonal Development
- Interpersonal Development
- Humanitarianism & Civic Engagement
- Practical Competence

AAC&U Competencies
- Information Literacy & Integrative Learning
- Creative Thinking, Critical Thinking, and Problem Solving
- Ethical Reasoning
- Teamwork
- Civic Engagement & Intercultural Knowledge/Competence
- Foundations and Skills for Lifelong Learning

AAC&U LEAP Competencies
- Striving for Excellence
- Cultivating Personal and Academic Integrity
- Developing Competence in Ethical and Moral Reasoning
- Taking Seriously the Perspective of Others
- Contributing to a Larger Community

NACE New College Graduate Competencies
- Critical Thinking/Problem Solving
- Professionalism and Work Ethic
- Teamwork and Collaboration
- Oral and Written Communication
DIVISION OF STUDENT AFFAIRS PRIORITIES

BUILD COMMUNITY
Facilitate a student-centered campus through fostering greater interaction, integration, understanding, and appreciation of all cultures in our community and beyond.

EDUCATE LEADERS TO MAKE A DIFFERENCE
Prepare ethical leaders for a global society

INTEGRATE LEARNING
Educate students and collaborate with academic affairs to provide a comprehensive culture of learning

ENSURE OPERATIONAL EXCELLENCE
Maximize resources to create safe, healthy, and supportive learning environments

Top: international students enjoy a day on FSU’s high ropes course; Middle: students practice communication & teamwork skills through giant Jenga; Bottom: FSU Sports Club Recruitment night
Participants who participate in FSU Campus Recreation programs & services will demonstrate higher academic achievements than their non-participant peers.

FSU Strategic Plan IV.1.: ENSURING STUDENT SUCCESS ON CAMPUS & BEYOND
FSU Division of Student Affairs Priority: INTEGRATIVE LEARNING
FSU Campus Recreation Values: EXCELLENCE

PARTICIPANT VS NON-PARTICIPANT GPA

Out of 28,951 undergraduate students taking at least 3 letter-graded credit hours, 20,624 actively participated in at least 1 Campus Rec program.

Source Data: 15-16 Year Compliance Assist Outcomes Reporting
**FRESHMEN**
Freshmen that were active participants in Campus Recreation had higher GPA's than freshmen who did not participate\(^1\):

\[
\text{0.228 GPA}
\]

**FIRST TIME IN COLLEGE (FTIC)**
First Time in College (FTIC) students that were active participants in Campus Recreation had higher GPA's than FTIC students who did not participate\(^1\):

\[
\text{0.117 GPA}
\]

**HIGHER PARTICIPATION = HIGHER GPA**
Undergraduates who participated in all 3 areas of Campus Rec (Fitness, Sports, Outdoors) had higher GPA's than those who participated in 0, 1, and 2 areas\(^1\):

<table>
<thead>
<tr>
<th>No Campus Rec</th>
<th>1 Rec Area</th>
<th>2 Rec Areas</th>
<th>All 3 Rec Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.010</td>
<td>3.113</td>
<td>3.127</td>
<td>3.218</td>
</tr>
</tbody>
</table>

\(^1\text{Source Data: 15-16 Year Compliance Assist Outcomes Reporting}\)
Students who have higher levels of engagement with FSU Campus Recreation programs will indicate a higher value to their overall college experience.

FSU Strategic Plan IV.1: **ENSURING STUDENT SUCCESS ON CAMPUS & BEYOND**

**FSU Division of Student Affairs Priority:** **BUILD COMMUNITY**

**FSU Campus Recreation Values:** **COMMUNITY**

**OVERALL COLLEGE EXPERIENCE**
Participants that indicate heavier usage of Campus Recreation programs and services also indicate that Campus Recreation is “very valuable” or “extremely valuable” to their overall college experience.

<table>
<thead>
<tr>
<th>Usage Level</th>
<th>Value of Campus Rec Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>6.39</td>
</tr>
<tr>
<td>Light-Medium</td>
<td>7.14</td>
</tr>
<tr>
<td>Medium-Heavy</td>
<td>7.42</td>
</tr>
<tr>
<td>Heavy</td>
<td>8.26</td>
</tr>
</tbody>
</table>

Source Data: IM Fall 16 Participant Survey Report
Students who participate in FSU Campus Recreation programs will develop career-readiness and leadership skills within the context of CAS, AAC&U, LEAP, and NACE learning domains.

FSU Strategic Plan V.1: PREPARING OUR GRADUATES FOR 21ST CENTURY CAREERS
FSU Division of Student Affairs Priority: EDUCATE LEADERS TO MAKE A DIFFERENCE
FSU Campus Recreation Values: EXPERIENTIAL LEARNING

OVERALL LEADERSHIP SKILLS

FSU Campus Rec Participants that Report Being Involved in IM Sports has "Improved" or "Greatly Improved" their Overall Leadership Skills

<table>
<thead>
<tr>
<th>Level</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>65%</td>
</tr>
<tr>
<td>Light-Med</td>
<td>45%</td>
</tr>
<tr>
<td>Med-Heavy</td>
<td>57%</td>
</tr>
<tr>
<td>Heavy</td>
<td>67%</td>
</tr>
</tbody>
</table>

*Campus Rec identified IM participants as either: light users (1-2 check-in’s per semester), light-medium users (3-5 check-in’s per semester), medium-heavy users (6-10 check-in’s per semester), or heavy users (11 or more check-in’s). They then asked them to rank on a scale of 1-10 how valuable their participation in Campus Recreation programs was to their overall college experience.

2Source Data: IM Fall 16 Participant Survey Report

FSU Students during open rec hours at the Main Campus Fields
LEARNING CIVILITY & RESPECT
After participating in a FSU Campus Recreation Challenge Course, participants will be able to determine ways in which to promote civility and respect within a team.

percentage of participants that learned to use these strategies to promote future team civility & respect

- Listen to Group Ideas and Discuss Options: 36.24%
- Make a Plan: 29.53%
- Foster a Culture of Physical and Emotional Safety: 28.19%

COMMUNITY-BUILDING SKILLS
Through participating in a FSU Campus Recreation Challenge Course, individuals will develop community-building skills by demonstrating to fellow team members support techniques during the course.

Participants indicate the types of group support techniques they learned during a challenge course:

- Physical Support: 45.97%
- Emotional Support: 47.09%
- Other Support: 2.44%

Source Data: 16-17 Challenge Participant Surveys
Students who are employed by FSU Campus Recreation will demonstrate high levels of academic achievement as demonstrated by GPA and self-reported academic achievement skills.

FSU Strategic Plan IV.1: ENSURING STUDENT SUCCESS ON CAMPUS & BEYOND
FSU Division of Student Affairs Priority: INTEGRATIVE LEARNING
FSU Campus Recreation Values: EXCELLENCE

EMPLOYMENT & GPA

Campus Recreation student employees have higher GPA’s than both non-participants and participants⁴.

EMPLOYMENT INFLUENCE ON ACADEMICS

Campus Rec student employees were asked if employment in the department positively influenced their academic achievements⁴.

⁴Source Data: Moore, A., et al (2017). Exploring Employability Skills Students Develop...as Collegiate Recreation Employees... unpublished study
FSU Campus Recreation student employees will develop a sense of community throughout their tenure working in the department.

FSU Strategic Plan IV.1: ENSURING STUDENT SUCCESS ON CAMPUS & BEYOND
FSU Division of Student Affairs Priority: BUILD COMMUNITY
FSU Campus Recreation Values: COMMUNITY

OVERALL COLLEGE EXPERIENCE

100% of Campus Rec student employees indicated that working in Campus Recreation gave them both a sense of family and contributed positively to their overall college experience.

“I love everyone! I’ve made a lot of really close friends that I’m going to stay in touch with for the rest of my life. Everyone in Campus Rec is family. Every job says that, but it’s ACTUALLY true here. Everyone wants to help you succeed in this job and with your future.”

“During my time at FSU working for Campus Rec I made some of the best friends I will ever have that I know for fact I will keep forever. Everyone was always so supportive and the outside-of-work atmosphere was cultivated quickly. Especially when my mom died sophomore year, I knew that these people were always going to be there for me when I needed it.”

Source Data: Moore, A., et al (2017). Exploring Employability Skills Students Develop...as Collegiate Recreation Employees... unpublished study
Of Campus Rec student employees indicated they agreed or strongly agreed that they felt comfortable **promoting inclusivity** at work, regardless of a person’s gender identity after mini-SafeZone Training sessions⁵.

⁵Source Data: Post-training surveys from mini Safe-Zone Training sessions, fall 16/spring 17
Students who are employed with FSU Campus Recreation will develop career-readiness and leadership skills within the context of CAS, AAC&U, LEAP, and NACE learning domains.

FSU Strategic Plan V.1: PREPARING OUR GRADUATES FOR 21ST CENTURY CAREERS
FSU Division of Student Affairs Priority: EDUCATE LEADERS TO MAKE A DIFFERENCE
FSU Campus Recreation Values: EXPERIENTIAL LEARNING

STRIVING FOR EXCELLENCE
Campus Recreation supervisors evaluated student staff on their development & performance of the following employability skills: responsibility, dependability, accountability, initiative, persistence & resilience, and social intelligence. The following % of students were ranked by their supervisor as having “good” or “excellent” performance for each category.

<table>
<thead>
<tr>
<th>Skill</th>
<th>% Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Intelligence</td>
<td>97.62%</td>
</tr>
<tr>
<td>Persistence &amp; Resilience</td>
<td>95.23%</td>
</tr>
<tr>
<td>Initiative</td>
<td>86.50%</td>
</tr>
<tr>
<td>Accountability</td>
<td>92.06%</td>
</tr>
<tr>
<td>Dependability</td>
<td>94.45%</td>
</tr>
<tr>
<td>Responsibility</td>
<td>97.62%</td>
</tr>
</tbody>
</table>

62017 Campus Recreation Student Staff Evaluation Data

Left: Students play beach volleyball at the Rez; right: students kayaking on the lake
PROBLEM SOLVING

Campus Recreation supervisors evaluated student staff on their development & performance of Problem Solving skills: defining a problem or issue, identifying strategies, and implementing potential solutions. The following % of students were ranked by their supervisor as having “good” or “excellent” performance for each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define A Problem/Issue</td>
<td>94.44%</td>
</tr>
<tr>
<td>Identifying Strategies</td>
<td>94.44%</td>
</tr>
<tr>
<td>Implementing Potential Solutions</td>
<td>91.27%</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

96% Of Campus Recreation student employees could think through a complex issue, provide one resolution to that issue, and identify pros and cons of the resolution during critical thinking training.

TOP SKILLS LEARNED THROUGH EMPLOYMENT

Student employees self-identified the top skills they were learning from working in Campus Recreation. Leadership, communication, and teamwork/people skills ranked highest.

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62017 Campus Recreation Student Staff Evaluation Data

7Source Data: Critical Thinking Case Study Evaluations, Fall 16- Spring 17 Student Leader Training

ALUMNI SUCCESSES

Nearly 300 former Campus Recreation student employees filled out our *Campus Recreation Alumni Survey*.

WHERE ARE THEY NOW?

FSU Campus Recreation Alumni reside & work across the United States and even in the heart of Africa.
EMPLOYMENT

Over 90% of Campus Recreation former student employees are employed full-time or part-time.

- 81.29% Yes, Full-Time
- 10.07% Yes, Part-Time
- 3.24% Yes, but currently on leave (sabbatical, maternity, etc)
- 5.04% No, but I am searching for employment
- 0.36% No, and I am not looking for employment at this time

FSU Campus Rec Alumni meet for dinner at the NIRSA Annual Conference in Washington, D.C., 2017
JOB RELATION TO ACADEMIC MAJOR

Nearly 70% of former Campus Recreation student employees indicate their current job relates to their academic major while in college.

INDUSTRY

Campus Recreation student employee alumni indicated the following as their industries of employment:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0%</td>
</tr>
<tr>
<td>Biotech/Pharmaceutical</td>
<td>0.40%</td>
</tr>
<tr>
<td>Business Services</td>
<td>4.44%</td>
</tr>
<tr>
<td>Communication/Marketing/PR</td>
<td>2.82%</td>
</tr>
<tr>
<td>Computer Science/Technology</td>
<td>4.44%</td>
</tr>
<tr>
<td>Education: Elementary or Secondary</td>
<td>8.87%</td>
</tr>
<tr>
<td>Education: Higher Education (public or private)</td>
<td>12.90%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.21%</td>
</tr>
<tr>
<td>Environment</td>
<td>2.42%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>4.44%</td>
</tr>
<tr>
<td>Fine/Performing Arts</td>
<td>0.40%</td>
</tr>
<tr>
<td>Hospitality, Tourism, Travel</td>
<td>4.03%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2.02%</td>
</tr>
<tr>
<td>Law/Legal Services</td>
<td>2.42%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>0.40%</td>
</tr>
<tr>
<td>Media/Journalism/Publishing</td>
<td>11.69%</td>
</tr>
<tr>
<td>Medicine</td>
<td>3.23%</td>
</tr>
<tr>
<td>Military/Defense</td>
<td>0.40%</td>
</tr>
<tr>
<td>Other</td>
<td>17.74%</td>
</tr>
<tr>
<td>Politics, Public Policy, Advocacy</td>
<td>0.40%</td>
</tr>
<tr>
<td>Retail</td>
<td>3.63%</td>
</tr>
<tr>
<td>Science</td>
<td>1.21%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0.81%</td>
</tr>
</tbody>
</table>
Campus Recreation student employee alumni who are currently employed indicated the following as their monthly salaries:

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000+</td>
<td>16.00%</td>
</tr>
<tr>
<td>$4500-$4999</td>
<td>12.00%</td>
</tr>
<tr>
<td>$4000-$4499</td>
<td>10.00%</td>
</tr>
<tr>
<td>$3500-$3999</td>
<td>10.00%</td>
</tr>
<tr>
<td>$3000-$3499</td>
<td>10.00%</td>
</tr>
<tr>
<td>$2500-$2999</td>
<td>10.00%</td>
</tr>
<tr>
<td>$2000-$2499</td>
<td>8.00%</td>
</tr>
<tr>
<td>$1500-$1999</td>
<td>8.00%</td>
</tr>
<tr>
<td>$1000-$1499</td>
<td>8.00%</td>
</tr>
<tr>
<td>$500-$999</td>
<td>6.00%</td>
</tr>
<tr>
<td>Under $500</td>
<td>2.00%</td>
</tr>
</tbody>
</table>

Former Campus Rec staff member works as a Paramedic/Firefighter in Jacksonville Beach, FL.
IMPACT OF CAMPUS RECREATION

CAREER READINESS

Over 80% of student employee alumni indicated that their time working for Campus Recreation at FSU prepared them for their current job role.

Definitely Yes: 58.87%
Probably Yes: 22.98%
Neutral: 10.48%
Not Really: 7.26%

Left: Cesar Gomez, a first generation American and FTIC student, serves our country in the military today. Middle & right: CR alumni engage in physical activity to explore their world.