DEFINING YOUR IM PROGRAM’S IMPACT ON CAMPUS

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LEARNING OUTCOMES

1. Participants will identify the key impacts of their program that they are currently promoting to campus partners and administrators.
2. Participants will analyze the story of their program to determine how it aligns with common higher education goals or priorities.
3. Participants will formulate strategies to obtain information and enhance their messaging to better demonstrate the high value of IM programming for the University community and student development experience.

YOUR ELEVATOR SPEECH

You jump in an elevator for a quick ride with your University President. She says, “Tell me what you do here”. How do you answer that in 15 seconds or less?

I am the Coordinator for Intramural Sports. In our program...

We engage students outside of the classroom as participants and staff in competitive sports leagues and events which help them build skills that will lead them to be more successful graduates of our University.

WHY DO WE ASSESS?

To provide the proof that we do more than just “roll out the balls and let people play”.

Demonstrate Impact
To more clearly demonstrate our positive impact on the development of relevant skills in the students that actively participate in our program.

Money Matters
To justify the continued financial investment (or an increased investment) in our program.

Ensure Quality
To best meet the wants and needs of our participants.

THE MEASURING STICKS

High-quality, fiscally-efficient program that contributes to the University’s mission to develop students.

Establishing standards of quality is a function of the numerous IM programs in our field. It is influenced by campus based factors.

Good fiscal management can often be traced back to the financial balance sheet and participation statistics.

The desired characteristics for student development are highly specific to individual campuses with influence from higher education nationwide.

TELLING OUR STORY

We all take pride in our programs. What we want to brag about may not have value with those you brag to. High-level administrators rarely compare your IM program against IM programs on other campuses.

- Number of kickball teams
- Number of All-American officials

Honestly, neither do our student participants.

Communicating why those numbers matter, what they demonstrate, is significantly more important.
FIND OUT WHAT MATTERS

Facts and figures matter. Participation numbers can be an easy and powerful statistic. When they are strong or increasing, they can dominate other measures. Participation numbers do not communicate information about student learning or development. We must speak on the measurements that matter on our campus in the language that best reaches our audience. You need an assessment plan to better define your program’s impact on student development.

WE CAN DO THIS

We are numbers people:
- Scores, standings, sportsmanship ratings
We are data managers:
- Player (student) tracking – Who Plays
- Participation statistics – How Often
We provide memorable experiences:
- Participants are actively involved in our programs

PROGRAM & LEARNING OUTCOMES

Ensuring the quality of your program is most often assessed with program outcomes. Program outcomes are operational indicators or metrics that examine what a program or process is to do, achieve, or accomplish for its own improvement. Program outcomes are generally needs or satisfaction driven.
- Rainouts rescheduled by 12 Noon of next day
- 95% of all games scheduled actually played
- Targeted number of teams / participants in a sport

PROGRAM OUTCOMES

Program outcomes assess our programs, our operations. It is always easier to assess ourselves. Program outcomes have high value to IM programmers as they help identify areas for program improvement.
Program outcomes have more limited value to higher-level administrators, but do help to demonstrate the quality / standards of your program.
Program outcomes have high value to your participants as they most closely relate to the satisfaction of their experience.

LEARNING OUTCOMES

Assessing the changes that occur in students as a direct result of their interaction or involvement with your program is accomplished through learning outcomes. Learning outcomes assess skills development and should be measurable and observable.
Learning outcomes should align with campus missions, values, and strategic goals.
- Your University
- Your Division / Unit / School / College
- Your Department
# UNIVERSITY MISSION & VALUES

**Mission**
Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

**Values**
Transformative Daring, Inspired Excellence, Dynamic Inclusiveness, Responsible Stewardship, Engaged Community

**Six Strategic Goals**

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# DIVISION MISSION & VALUES

**Mission**
The Florida State University Division of Student Affairs empowers and supports all students to achieve their full potential.

**Vision**
We believe in the power of the student experience to develop graduates who positively impact the world.

**Values**
Community, Development, Inclusivity, Well-Being

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# DEPARTMENT MISSION & VALUES

**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, Experiential Learning, Wellness, Excellence, Innovation, Community

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# PROGRAM MISSION & VALUES

**Mission**
Intramural Sports strives to provide ample and equitable opportunities for fair, fun, and respectful participation in an organized sports setting to the FSU community.

**Principles**
Involvement, Participation, Fair Play, Sportsmanship, Organization, Facilities, Safety

**Staff Goals**
To listen effectively to patrons and participants To respond to patron and participant inquiries completely and accurately To engage in teamwork and collaboration for the achievement of a common goal To establish mutually rewarding relationships with colleagues, patrons, and participants

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# THE ABCDs OF LEARNING OUTCOMES

**Audience**
Who to assess
- General Participants
- Team Captains
- Student Staff

**TIP:** Recognize the differing values of assessing student staff versus student participants to your overall learning outcome assessment goals. Find the right balance.
ABCDs OF LEARNING OUTCOMES

Behavior
What is the observable and measurable behavior the learner is expected to attain.
- Knowledge: IM Trainings & Meetings
- Skills: Teamwork, Leadership, Time Management
- Personal Wellness

TIP: Selection of the behavior is often the variable that is most closely tied to other University, Division, or Department missions, values, or strategic goals.

Condition
Activity, process, or situation in which the learning will occur.
- Participation in a game, league, or sport
- Work as a team captain
- Attendance at a meeting or training

TIP: Utilize a condition that offers a generally consistent experience for the audience and behavior.

Degree
Extent or level of efficiency / effectiveness / performance.
- Quantifiable change, by objective numbers
- Qualitative change, by subjective terms
- Tangible: Academic achievement, direct measurement
- Intangible: Self-efficacy, sensed but not directly measured

TIP: Recognize the differing values of objective versus subjective assessment to your overall learning outcome assessment goals. Find the right balance.

LEARNING OUTCOME FORMULA
Condition + Audience + Behavior + Degree
As a result of participating in officials training, student officials will articulate three methods of effective communication with game participants.
As a result of proactively addressing problematic behavior during IM activities, student supervisors will facilitate a game atmosphere that averts conflicts and confrontations among participants, teams, and staff as evidenced by a reduction in formal and informal incident reports.

TIP: Review Bloom’s (Revised) Taxonomy of Thinking Skills for the six categories (creating, evaluating, analyzing, applying, understanding, remembering) and lists of performance verbs.

LEARNING OUTCOME PRACTICE
Take these statements and develop a related learning outcome.
IM sports participants will make new friends.
IM team captains will learn the rules.
IM officials will have better communication skills.
LEARNING OUTCOME PRACTICE
Possible learning outcomes.
As a result of participating in Intramural Sports, IM participants will be able to recognize at least one new connection / relationship they made during the season.
As a result of captaining an IM team, IM team captains will demonstrate their knowledge of sport rules by scoring at least 90% on the preseason captains exam.
As a result of their employment with Intramural Sports, student officials will be able to identify at least one situation in which they used their communication skills to resolve a conflict between participants.

COLLECTING THE DATA
Use the Numbers You Already Have
Dissect your participant data.
- Connect with key University demographics
- Partner with Institutional Research Office

Be strategic with the data you already collect.
- Officials or Staff Exam Scores
- Sportmanship Ratings
- Performance Evaluations
- Injury or Incident Forms / Numbers

INTENTIONAL LEARNING
Communicate learning outcomes as staff goals.
Examples
Develop positive working relationships with officials and other IM personnel by retaining 66% of staff from the fall to spring semester.
Promote positive sportmanship among game participants as demonstrated by an increase in the cumulative sportmanship rating average for teams participating in rated fall and spring sports.
Provide participants with the safest environment to play, as demonstrated by reducing the injury per game ratio when compared to the previous year.
Avert conflicts and confrontations among participants, teams, and staff by proactively addressing potentially problematic behaviors as adjudged by an overall reduction in formal and informal incident reports.

DESIGNING A SURVEY
Combine Program & Learning Outcomes in 1 Survey
Respondents Often Eager to Share Opinion on Satisfaction, Use the Opportunity to See What They Learned
The Questions
Not Too Many! Max Out at 20, But Shorter is Better.
Combine Questions When Possible
The Responses
Likert Scale: Even Number of Choices Forces Lean
Improved a Lot / Improved / No Change / Got Worse
Open Ended Questions Can Provide Rich Responses

Who to Ask
Consider the Experience Levels for Your Survey Participants
Team Captains are Easier to Survey but Have a Very Different Experience in the Program than General Participants
Be Careful Not to Over-Ask
Track Who You Ask in Each Survey
Be Aware of Other Institutional Guidelines for Survey Administration

Expectations for Responses
Anticipate No More than 20% of Requested Participants Will Actually Take the Survey
Ask the Right Number to Get the Number of Responses You Need

How to Ask
Use a Carefully Worded Subject Line
Indicate Time Commitment, Deadline, & Value of Respondent’s Response in Survey Request

When to Ask: Reactions vs. Reflections
With Memorable Experiences, Participants Can Respond Days or Weeks After Their Experiences
PUTTING THE DATA TO USE

Analyze and Present

Reserve time and resources to analyze the data and present results in a user-friendly format.

- Charts and Graphs
- Infographics
- Solicit Assistance from Colleagues

TIP: Find ways to share and utilize data with multiple stakeholders. Other colleagues, student staff, & student participants may each have an interest in your data.

SURVEY RESULTS SAMPLES

How did your team address sportsmanship during the season?

- Nothing Special
- Extra Focus
- Could Do More
- Aware of Rating

Nothing Special: We didn’t really do anything special. Our team naturally tends to show good sportsmanship.
Extra Focus: Our team actively worked to keep our sportsmanship high during the season. The captain often talked about it with teammates before a game or players helped calm down other intense players during game play.
Could Do More: My team could have made a better effort to demonstrate good sportsmanship during the season. We had a few troubles during the season.
Aware of Rating: My team was aware of the IM Sportsmanship Rating Scale and the requirement to maintain a 3.0 average to continue playing in the league.

SURVEY RESULTS SAMPLES

How does sportsmanship affect your playing experience in IM Sports?

- Improves
- No Factor
- Hurts

Improves: Good sportsmanship by both teams during games improves my playing experience.
No Factor: How my team and our opponents act does not really factor into my playing experience. It’s just part of the game.
Hurts: The focus on sportsmanship is too much. Come on, just let us play the game how we want.

SURVEY RESULTS SAMPLES

What have you learned about yourself as a leader during your time as an IM team captain?

- I have learned how to combine organization with effective decision making.
  (Male, Junior, Biology, 3rd Year in IM)
- I have learned to be more patient with those on my team and those on other teams. I also learned how to keep up the spirits of my team and to help them to just have fun and to not worry so much about the score or losing.
  (Female, Senior, Education, 4th Year in IM)
- I have learned that communication is key. I learned to plan in advance. I recruited some of my close friends for back-ups if some of the team members could not go at the last minute.
  (Female, Junior, Marketing, 3rd Year in IM)
- I have learned that I can take responsibility for a large number of people and represent my team well. I am confident that I can become a leader in other things besides IM sports as well now.
  (Male, Sophomore, Economics, 2nd Year in IM)

THE ASSESSMENT CYCLE

1. Develop Outcomes
2. Determine Assessment Methods
3. Provide Programming
4. Administer Assessment
5. Review the Results
6. Use Results to Inform Decisions & Practices and Provide the Evidence You Need to Better Define Your Program’s Impact on Campus

THE FOLLOW-UP MEETING

Your University President was impressed with your elevator answer and invites you to have coffee and learn more about your IM program. What are key talking points of your extended story?
THE LAST WORD

Program Structure Affects Assessment Opportunities

Be aware that operational decisions and program structure can impact your ability to have optimal opportunities to measure participant learning.

- Captains Meetings / Captains Exams

Positioning ourselves as higher education professionals and educators necessitates operating a program that offers students an attractive competitive sports experience balanced with opportunities for measurable learning and student development.

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