

CAS

Self-Assessment Guide Recreational Sports Programs

January 2008

Is this updated from NRESA?

Part 1: MISSION

The mission of Recreational Sports Programs (RSP) must be to enhance the mind, body, and spirit of students and other eligible individuals by providing programs, services, and facilities that are responsive to the physical, social, recreational, and lifelong educational needs of the campus community as they relate to health, fitness, and learning.

To accomplish this mission, RSP should:

- provide programs and services for participants that are conducive to the development of holistic health, particularly fitness and wellness
- provide comprehensive programs and services in a variety of program formats that reflect and promote the diversity of participant interests, needs, and ability levels
- provide participation, employment, and leadership opportunities designed to enhance learning, growth, and development
- provide participation, employment, and leadership opportunities designed to increase interaction and understanding among individuals from various backgrounds
- contribute to the public relations efforts of the institution, including the recruitment and retention of students, faculty, and staff members
- facilitate service-learning opportunities for students
- work in collaboration with academic units to facilitate professional preparation opportunities for students
- provide programs, facilities, and equipment that are delivered in a safe, healthy, clean, accessible, and enjoyable environment
- ensure the effective administration, operation and stewardship of all aspects of the RSP, working in collaboration with other services, programs, campus affiliates (faculty, staff, alumni, guests, families, general public), and academic units where appropriate

RSP must incorporate student learning and student development in its mission. In addition RSP must enhance overall educational experiences. RSP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. RSP must operate as an integral part of the institution's overall mission.

	ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
PART 1. MISSION (Criterion Measures)	Rating Scale					
1.1 A program mission and goals statement is in place and is reviewed regularly.	ND	1	2	3	4	NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND	1	2	3	4	NR
1.3 The mission addresses health, fitness, and learning needs through providing programs, services, and facilities to enhance individuals holistically.	ND	1	2	3	4	NR
1.4 The mission is consistent with that of the host institution and the CAS standards.	ND	1	2	3	4	NR
1.5 The program functions as an integral part of the host institution's overall mission.	ND	1	2	3	4	NR

Part 1: Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

Part 2: PROGRAM

Recreational Sports Programs (RSP) must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals, special populations, and communities.

RSP must reflect the needs and interests of students and other eligible users.

Valid indicators include needs assessment surveys, research findings, and documented best practices.

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The RSP must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: leadership development, effective communication, healthy behavior, enhanced self-esteem, collaboration, appreciating diversity, meaningful interpersonal relationships, satisfying and productive lifestyles, intellectual growth, social responsibility, personal and educational goals, realistic self-appraisal, clarified values, independence, career choices, and spiritual awareness.

RSP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

Relevant and Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual growth <i>• Student Staff</i> <i>• Area Specific Training</i> <i>• PT / GFIT</i>	Employs critical thinking in problem solving and decision making; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Applies previously understood information and concepts to a new situation or setting; Demonstrates an increased capacity for new knowledge; Demonstrates an inquisitive and enquiring mind; Accepts and carries out increasingly complex responsibilities
Effective communication <i>• Student Staff</i> <i>• Membership Office</i> <i>• Supervisors</i>	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking, or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Demonstrates organized approach to development of written communication or oral presentation; Adapts style and content for variety of audiences and settings; Demonstrates empathetic listening skills

Enhanced self-esteem <i>Staff</i>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others; Chooses to engage in reflection and self-assessment; Persists through setbacks or constructive criticism
Realistic self-appraisal <i>• Self Conduct Code - Expected</i> <i>JPA</i>	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Makes decisions or changes in behavior based on learning gained from past experiences and external feedback
Clarified values ?	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies source(s) of personal values; Identifies personal, work, and lifestyle values and explains how they influence decision-making
Career choices <i>Student Staff</i>	Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments; Articulates the characteristics of a preferred work environment; Identifies personal skills related to chosen career field; Takes steps to initiate a job search or seek advanced education
Leadership development <i>Supervisors</i> <i>Club Sports</i>	Articulates leadership philosophy or style; Serves effectively in a leadership position; Demonstrates an understanding of group dynamics; Manages groups effectively; Engages in team work and collaboration; Exhibits democratic principles as a leader; Employs the abilities of others; Exhibits ability to identify a group purpose and desired outcomes
Healthy behavior <i>• Users (surveys, assessment)</i> <i>• Students</i>	Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life-long goals; Exhibits behaviors that advance a healthy community; Demonstrates positive self-care, including healthy diet, regular exercise, personal hygiene, positive body image, and sufficient sleep routines; Demonstrates emotional well-being and care-taking in relation to self and others; Articulates the essential connections between personal health and the quality of the natural, campus, and human environments; Can articulate how the health of individuals is linked to the health of the natural environment and of the community
Meaningful interpersonal relationships <i>Im Sports</i> <i>Student Staff</i> <i>Clubs</i>	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect; Balances self-reliant behaviors with healthy forms of dependency; Exhibits the ability to function interdependently
Independence <i>Supervisors</i> <i>clubs</i> <i>Staff</i>	Exhibits self-reliant behaviors; Functions autonomously; Accepts supervision as needed; Manages time and responsibilities effectively; Makes and implements decisions congruent with personal values; Sets and pursues personal goals
Collaboration <i>Supervisor</i> <i>Student Staff</i>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills; Exhibits willingness to implement ideas of others; Works with people different from oneself; Exhibits civility and respect for others
Social responsibility	Understands and participates in relevant governance systems;

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Student development goals	Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities; Articulates the connection between individuals and communities; Demonstrates an understanding of the principle of social justice; Engages in principled dissent
Satisfying and productive lifestyle users, participants (sponsors)	Balances education, work, and leisure; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
Appreciating diversity staff users participants clubs	Understands one's own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Appropriately challenges the abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual awareness Group Fitness participants	Develops and articulates personal belief system; Identifies the roles of spirituality in personal and group values and behaviors; Demonstrates an understanding of the connection between individuals and communities; Demonstrates respect for different beliefs and faith traditions
Personal and educational goals Student staff	Sets, articulates, and pursues individual goals; Uses available resources to explore and determine personal and educational goals and articulates these goals; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others; Identifies obstacles to achieving goals as well as methods for overcoming them; Establishes appropriate and measurable objectives for achieving goals

RSP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

RSP, in collaboration with other campus units and community providers when appropriate, should design programs and services through participation, employment, volunteerism, and leadership opportunities to encourage, enhance, and highlight the value of learning outcomes.

RSP should utilize various program delivery formats including:

- informal - to provide for self-directed, individualized approach to participation. Specific times and facility locations should be reserved to provide a variety of self-directed individual or small group participation opportunities.
- intramural - to provide structured contests, challenges, meets, tournaments, and leagues for participants within the institution
- club - to provide opportunities for individuals to organize around a common interest. Opportunities should be available to students for a variety of interests within or beyond the institution.
- instructional - to provide individualized or group learning opportunities, knowledge, and skills through activity sessions, lessons, clinics, workshops, and various media

- extramural - to provide structured tournaments, contests, and meets between campus participants and other institutions

In addition to these program formats, the RSP may utilize specialized designations to describe programs or service delivery, including aquatics, fitness, wellness, outdoor, special events, special populations, and facilities.

Program planning and implementation process must include:

- equitable participation for men and women, with opportunities to participate at various levels of ability and disability
- participant safety through the use of rules, regulations, and facilities management
- effective risk management policies, procedures, and practices
- supervision of recreational sports activities and facilities
- interpretation of institutional policies and procedures
- a variety of opportunities that reflect and address cultural diversity

Program planning and implementation process must include:

- facility coordination and scheduling
- co-recreational activity with opportunities to participate at various levels of ability and disability
- consultation with groups and organizations for sport and fitness programming
- training of office and field staff
- conflict resolution management protocols
- procedures for the inventory, maintenance, and use and security of equipment
- participant involvement in shaping program content and procedures
- recognition for participants, employees, and volunteers
- publicity, promotion, and media relations
- volunteerism in service delivery and leadership
- customer service practices
- promotion of socially responsible behaviors

ND Not Done 1 Not Met 2 Minimally Met 3 Well Met 4 Fully Met NR Not Rated					
PART 2. PROGRAM (Criterion Measures)					Rating Scale
2.1 Offerings are intentional, coherent, and based on theories of learning and human development.					ND 1 2 <u>3</u> 4 NR
2.2 Offerings are designed to meet the developmental needs of relevant student populations and communities.					ND 1 2 <u>3</u> 4 NR
2.3 The program reflects the needs and interests of students and other eligible users.					ND 1 2 <u>3</u> 4 NR
2.4 The program promotes student learning and development that is purposeful and holistic.					ND 1 2 <u>3</u> 4 NR
2.5 The program has identified student learning and development outcomes that are relevant to its purpose.					ND 1 2 3 <u>4</u> NR
2.6 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked					ND 1 2 3 <u>4</u> NR
<u>List student learning and/or developmental outcomes in spaces provided</u>					

SA →	2.6.1 <input checked="" type="checkbox"/> Intellectual Growth	Learn & apply new information to solve problems thru classroom & practical instruction	ND 1 2 3 4 NR
	2.6.2 <input type="checkbox"/> Effective Communication		ND 1 2 3 4 NR
	2.6.3 <input type="checkbox"/> Enhanced Self-Esteem		ND 1 2 3 4 NR
SA →	2.6.4 <input checked="" type="checkbox"/> Realistic Self-Appraisal	Will develop a realistic sense of self thru self-reflection & Job Performance Evaluations	ND 1 2 3 4 NR
	2.6.5 <input type="checkbox"/> Clarified Values	Not on current CA's	ND 1 2 3 4 NR
	2.6.6 <input type="checkbox"/> Career Choices		ND 1 2 3 4 NR
SA →	2.6.7 <input checked="" type="checkbox"/> Leadership Development	Participation in Student Employment & Leadership opportunities will enhance leadership skills	ND 1 2 3 4 NR
SA →	2.6.8 <input checked="" type="checkbox"/> Healthy Behavior	Participants will identify increase in ① fitness level ② physical strength ③ feelings of wellbeing ④ improved health	ND 1 2 3 4 NR
	2.6.9 <input type="checkbox"/> Meaningful Interpersonal Relationships		ND 1 2 3 4 NR
	2.6.10 <input type="checkbox"/> Independence		ND 1 2 3 4 NR
	2.6.11 <input type="checkbox"/> Collaboration		ND 1 2 3 4 NR
	2.6.12 <input type="checkbox"/> Social Responsibility		ND 1 2 3 4 NR
	2.6.13 <input type="checkbox"/> Satisfying and Productive Lifestyle		ND 1 2 3 4 NR

2.6.14	<input type="checkbox"/>	Appreciating Diversity	ND	1	2	3	4	NR
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2.6.15	<input type="checkbox"/>	Spiritual Awareness	ND	1	2	3	4	NR
<hr/>								
2.6.16	<input type="checkbox"/>	Personal and educational goals	ND	1	2	3	4	NR
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2.7 The program planning and implementation process:			ND	1	2	3	4	NR
2.7a provides equitable participation for men and women with opportunities to participate at various levels of ability and disability			ND	1	2	3	4	NR
2.7b ensures participant safety through the use of rules, regulations, and facilities management			ND	1	2	3	4	NR
2.7c creates effective risk management policies, procedures, and practices			ND	1	2	3	4	NR
2.7d provides supervision of recreational sports activities and facilities			ND	1	2	3	4	NR
2.7e interprets institutional policies and procedures			ND	1	2	3	4	NR
- 2.7f provides a variety of opportunities that reflect and address cultural diversity			ND	1	2	3	4	NR
2.8 The program planning and implementation process includes:			ND	1	2	3	4	NR
2.8a facility coordination and staffing			ND	1	2	3	4	NR
2.8b co-recreational activity with opportunities to participate at various levels of ability and disability			ND	1	2	3	4	NR
2.8c consultation with groups and organizations for sport and fitness programs			ND	1	2	3	4	NR
- 2.8d training of office and field staff			ND	1	2	3	4	NR
2.8e conflict resolution management protocols			ND	1	2	3	4	NR
2.8f procedures for the inventory, maintenance, and use and security of equipment			ND	1	2	3	4	NR
2.8g participant involvement in shaping program content and procedures			ND	1	2	3	4	NR
2.8h recognition for participants, employees, and volunteers			ND	1	2	3	4	NR
2.8i publicity, promotion, and media relations			ND	1	2	3	4	NR
2.8j volunteerism in service delivery and leadership			ND	1	2	3	4	NR
2.8k customer service practices			ND	1	2	3	4	NR
2.8l promotion of socially responsible behaviors			ND	1	2	3	4	NR

Employment

- EAP
- CPR
- Cards

- purposeful diversity

- Need more

- need more

Part 2: Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the program contributes to student learning and development?

C. What evidence is available to confirm program goals' achievement?

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Recreational Sports Programs (RSP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, and relevant professional credentials. RSP leaders must promote learning and development in students, apply effective practices to educational processes, and enhance institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

RSP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

RSP leaders must...

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interest in the functional area**

RSP leaders also must...

- **empower student staff and participants to build their own leadership skills**
- **value diversity through effective recruitment and retention of professional and student staff**
- **identify organization values and innovative opportunities**
- **establish risk management, technology, and marketing plans**
- **establish strategic, operational, and resource utilization plans**
- **manage facility resources**
- **advocate for financial and physical resources**