

# Campus Recreation



# Strategic Plan 2017-2020

# WESTERN OREGON UNIVERSITY CAMPUS RECREATION DIVISION OF STUDENT AFFAIRS

This plan shall present an action-oriented and energetic roadmap for decisions to foster the Campus Recreation Mission and Vision.

## OUR MISSION:

Campus Recreation provides active opportunities to enhance the student experience and create connections.

## OUR VISION:

- ▷ Most universally utilized department on campus
- ▷ Aid in recruitment and retention of the university
- ▷ Maximize participation in programs
- ▷ Develop leaders

# I. INCREASE PARTICIPATION

## PROVIDING ACTIVE OPPORTUNITIES THROUGHOUT PROGRAMS.

1. Increase annual swim lesson participation.  
(WOU I.I.I)
  - 1.1. Targeted marketing campaign for aquatics.
2. Increase annual aquatic exercise participation.  
(WOU I.I.I)
  - 2.1. Create tracking system for aquatic exercise classes.
3. Increase annual land group fitness participation.  
(WOU I.I.I)
  - 3.1. Targeted marketing campaign for land group fitness.
4. Increase annual outdoor program participation.  
(WOU I.I.I)
  - 4.1. Find flexible ways to allow more participants to join outdoor programs while keeping costs affordable.
5. Increase unique Intramural participation.  
(WOU I.I.I)
  - 5.1. Implement marketing campaign designed to boost awareness of Intramural Sports.
  - 5.2. Implement programming to increase participation among new and returning students.
6. Increase unique Club Sport participation.  
(WOU I.I.I)
  - 6.1. Implement marketing campaign designed to boost awareness of Club Sports.
  - 6.2. Utilizing various marketing mediums to increase campus pride in its Club Sports teams.

# II. IMPROVE EFFICIENCY

## INSTILLING CONCEPTS OF CONSERVATION THROUGHOUT DEPARTMENT.

1. Reduce paper usage for Club Sports.  
(WOU V 4.1, 5.1 & 5.3)
  - 1.1. Utilize IMLeagues.com to manage capability processes in an online format.

2. Identify and implement a credit card and online payment process for Intramural and Club Sports fees/dues.  
(WOU V 4.1, 5.1 & 5.3)
  - 2.1. Partner with Business Office to identify and implement a payment solution that satisfies both parties.
3. Implement a credit card process for student Club Sport travel.  
(WOU V 4.1, 5.1 & 5.3)
  - 3.1. Partner with Business Office to expand credit card procedures to encompass student Club Sports travel.
4. Establish an online sales portal for programs and memberships.  
(WOU V 4.1, 5.1 & 5.3)
  - 4.1. Develop software's full capacity or find another system to match user's demands.
5. Establish an electronic facility schedule portal for programs to reduce paper usage.  
(WOU V 4.1, 5.1 & 5.3)
  - 5.1. Develop online or computer alternatives to paper processes.

### III. SKILL DEVELOPMENT

#### COMMITMENT TO THE DEVELOPMENT OF TRANSFERABLE SKILLS FOR PROFESSIONAL AND STUDENT STAFF.

1. Create a measurable way to quantify the learning outcome of development of transferable skills.  
(WOU I.I.I)
  - 1.1. Establish a transferable pre-skills test prior to hire and a post-skills on departure.
2. Maintain measurable student evaluation data regarding their skill development.  
(WOU I.I.I)
  - 2.1. Articulate, publish and market to student staff the Campus Recreation - Student Employment rubric.
3. Ensure development of the High Impact Practice (HIP) Student Employment practices for the University.  
(WOU I.I.I)
  - 3.1. Maintain a compliance with HIP Committee to continually increase the level of commitment to a High Impact Practices for student employment.

4. Establish goals and development opportunities for professional and student staff. (WOU I.I.I & V, 6.1)
  - 4.1. Development of trackable Human Resource management growth processes.
5. Establish transparent hiring processes for students.  
(WOU I.I.I)
  - 5.1. Develop online application process with hiring steps and processes.
  - 5.2. Develop a hiring process for the Facility Supervisor position.

## IV. FISCAL RESPONSIBILITY

### DEVELOP REVENUE GENERATING OPPORTUNITIES.

1. Increase revenue generated through Turf Field rentals.  
(WOU III.3.1, V.3.1 & V.4.1)
  - 1.1. Promote turf field to collegiate, high school and recreational governing bodies as a quality, affordable option.
  - 1.2. Expand upon current relationship to pursue long-term agreements as annual hosts.
2. Increase revenue generated through Aquatic Center rentals.  
(WOU III.3.1, V.3.1 & V.4.1)
  - 2.1. Promote aquatics to community users and groups .
  - 2.2. Create unique, seasonal or monthly "events" .
3. Increase revenue generating through Health and Wellness Center (HWC) facility rentals.  
(WOU III.3.1, V.3.1 & V.4.1)
  - 3.1. Promote HWC rentals to high schools and conference groups.

# BENEFITS OF CAMPUS RECREATION

## Healthy Behaviors

Research concludes that regular physical activity alleviates stress, reduces feelings of depression and anxiety, improves quality of sleep and promotes psychological wellbeing.

Buckworth, J., Dishman, R. K., O' Connor, P. J., & Tomporowski, P. D. (2013). *Exercise psychology* (2nd ed.). Champaign, IL: Human Kinetics.

## Campus Connection

Club sports, intramural sports, informal recreation and group fitness participation impact a student's social wellbeing leading to increased student retention.

Danbert, S. J., Pivarnik, J. M., McNeil, R. N., & Washington, I. J. (2014). Academic success and retention: The role of recreational sports fitness facilities. *Recreational Sports Journal*, 38(1), 14-22.



## Social Engagement

Campus recreation facilities are important not just for offering a continuum of physical activity opportunities, but also for providing a safe place to engage with other students.

Huesman, R.L., Jr., Brown, A.K., Lee, G., Kellogg, J.P., & Radcliffe, P.M. (2009). Gym bags and mortarboards: Is use of campus recreation facilities related to student success? *NASPA Journal*, 46(1), 50-71

## Professional Development

Work experiences that occur outside the classroom offer opportunities to develop skills in conjunction with the academic experience as employers are looking for these skills in new graduates.

Jackson, D. (2014). Employability skill development in work-integrated learning: Barriers and best practice. *Studies in Higher Education*, 40(2), 350-367.