

CAMPUS RECREATION

PROGRAM REVIEW REPORT
2015-2016



PEPPERDINE UNIVERSITY
STUDENT AFFAIRS

PROGRAM REVIEW REPORT

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Campus Recreation

Program Review Report 2015 – 2016

I. INTRODUCTION

Campus Recreation is an office within the Student Affairs division of Seaver College which reports to the associate vice president for student life. Campus Recreation provides a wide range of facilities and community-building programs that equip the Pepperdine community to excel in academics, care for the body, and carry out acts of service. What follows is an internal report as a part of the regular five year program review cycle of assessment to strengthen and improve the University's programs.

In this report the reader will see the work of dedicated professionals who are committed to contributing to healthy behaviors which complement and enhance the curricular experience. Staff does this while adhering to the University mission, focusing on strengthening lives for purpose, service and leadership.

A. Internal Context

The current Campus Recreation office consists of the following positions: part time director, associate director, intramural and club sport club coordinator and part time administrative coordinator. Due to budget reprioritizations, the director of Student Activities is additionally the director of Campus Recreation, and the administrative coordinator serves the Student Activities and Intercultural Affairs Offices. The director is in his sixth year in a dual leadership role. The offices are located in the Howard A. White Center.

Campus Recreation personnel oversee five program areas: 1) Fitness (group fitness classes held in the Harilela International Tennis Stadium and "The Cage" outdoor facility as well as personal individual training, a "traveling trainer" for a University office group or student organization, in addition to Crossfit certified instruction.); 2) Weight Centers (located in the Firestone Fieldhouse, Towers residence hall, Drescher Campus, and); 3) Intramurals (basketball, flag football, ping-pong, golf, volleyball, and soccer); 4) Club Sports (Clubs that have existed on and off over the last several years include: Golf, Men's and Women's Lacrosse, Tae-Kwon Do, Equestrian, Men's Soccer, Rugby, Surfing, Triathlon, Tennis, Women's Water Polo, and Ultimate Frisbee); and 5) Outdoor (day excursions such as hiking, kayaking, camping trips, retreats, and Spring Break trips as well as outdoor equipment rental).

Despite changes in leadership, a short period without a director (for approximately one year, the associate dean of students served as an interim director), and the current "dual director" situation, several important initiatives since the last program review were accomplished, including:

1. Revise and strengthen departmental mission statement and strategic goals;
2. Review department and program titles;
3. Develop a comprehensive repair and replacement plan fir Fieldhouse Weight Center equipment;
4. Engage in the process of strategic planning for the new recreation center;
5. Generate revenue source from existing funding relationships for equipment repair and replacement fund.

Some initiatives were not accomplished or partially accomplished, including:

1. Hire a full-time director;
2. Review inadequate staffing levels in preparation for the new recreation center;
3. Address inadequacy of indoor/outdoor recreational space;
4. Strengthen internal/external campus relations (partially accomplished).

B. External Context

Recreation centers and program offerings are becoming an increasingly important part of student life and the decision making process when high school graduates consider which university to attend. Evidence is likewise mounting that regular recreation center visits are associated with higher GPAs. Campus Recreation attempts to stay abreast of popular trends and offer a wide range of both individual and group activities to attract students and enhance their college experience both academically and socially. We have recently recognized a trend in each of our three main areas (fitness, sports, and outdoors) and have expanded our programs accordingly as explained below.

The current generation of students has a great desire to explore the world and participate in a variety of diverse life experiences. Pepperdine students are no exception, as many of them cite our strong International Programs as a major factor in choosing Pepperdine. Furthermore, some evidence suggests that spending time outdoors, especially in a wilderness area, can lead to significant improvements in health, immunity, and stress management, whether or not someone is an “outdoorsy person.” Our location in California puts us within a short drive of many world famous scenic locations such as Yosemite National Park, Joshua Tree National Park, the world’s largest tree in Sequoia National Park, and Death Valley, which many students, both native and non-native Californians have heard of and are eager to visit. In response, Campus Recreation has committed considerable resources to organizing and subsidizing day, weekend, and spring break “God in the Wilderness” trips. An example of this is an annual Labor Day weekend camping trip in Yosemite, which we started sponsoring in 2014.

Olympic lifting and high intensity functional fitness have surged in popularity in recent years, largely as a result of the growth of CrossFit, a blend of strength and cardio training. In response, Campus Recreation has developed an outdoor functional fitness area called The Cage that attracts students who are looking for something different than the traditional fitness center. We have set up a CrossFit affiliate on campus that is available to only Pepperdine students, employees, or dependents. The Cage is available for open power lifting, TRX and circuit training classes, and is the location for CrossFit classes.

Campus Recreation seeks to create competitive intramural leagues that appeal to former high school athletes as well as those who are looking for a more social experience or to try a new sport with less emphasis on performance and winning. A sport that has become popular recently, and that is more likely to invoke laughter than to stoke competitive fire, is bubble ball soccer. We recently purchased 10 bubbles and will hold an intramural bubble ball soccer tournament in the spring of 2016, as well as use them for special one-time events.

C. Mission, Purposes, Goals, and Outcomes

Much scientific evidence claims that our brains work best when our bodies work hard. A growing body of research is accumulating which shows that exercise habits positively affect the academic performance of college students. Campus Recreation creates numerous opportunities for students to engage in physical activities that are known to relieve stress, improve mood, increase the connections between brain cells, boost creativity, and improve memory and executive functioning. In an attempt to appeal to many campus constituents, we offer a wide variety of physically challenging activities including competitive sports, outdoor adventures, private and group fitness instruction, and fitness facilities for individual exercise. These activities give students the chance to obtain the brain building power of exercise, which ultimately helps them thrive in the academically rigorous coursework at Pepperdine.

One of the *Learning Environment Outcomes* of the institution is to “Promote strong and meaningful ties with our religious heritage and maintain fidelity to the Christian mission.” A way that Campus Recreation has an impact on the community is summed up in our motto “fit to serve.” Ephesians 2:10 says “For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Similarly, Pepperdine’s mission is to strengthen students for lives of purpose, service, and leadership. Every good work and every act of service we do in life will be carried out using our physical bodies. Our programs offer students the chance to build healthy habits that will lead to their physical bodies having greater strength,

energy, and resilience, which will ultimately help them be more effective at the good works and service to which they are called.

Another University *Learning Environment Outcome* is to focus on the students and their whole development, educating the heart, soul, and mind. Campus Recreation ties into this outcome by giving students the opportunity to meet people who have common interests and develop deep friendships through shared activities. Holding each other accountable to attend a cardio kickboxing class regularly together after Wednesday Convo, battling side by side in intramural volleyball playoffs, riding the slopes together at our annual *God in the Wilderness* spring break ski trip, and the many other community activities we offer help students bond over shared experiences and create lasting memories of the institution. Some research has shown that participants tend to persist in their exercise programs because of a certain amount of group cohesion. Even visiting the Firestone Fieldhouse Weight Room or The Cage to work out on their own can be a community building experience for students as they meet their friends and share a workout together. Fitting in socially is one of a college student's greatest concerns, and through the many programs we offer we are helping create communities of people with similar interests, whether it be sports, fitness, or outdoor adventures.

The Campus Recreation office seeks to bolster and strengthen the University's academic and Christian mission. We do this by challenging students to move their bodies, achieve their fitness goals, and create community through participating in our programs with their peers. A scholarly and active mind as well as an active lifestyle are some of the outcomes of students' involvement with our program areas.

University Mission Statement

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Student Affairs Mission Statement

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

Campus Recreation Mission Statement

Campus Recreation provides a wide range of facilities and community-building programs that equip the Pepperdine community to excel in academics, care for the body, and to carry out acts of service.

Campus Recreation Motto

“Fit to Serve.”

Goals

To provide opportunities for leadership and sportsmanship development, skills in various forms of recreation, experience in co-operative achievement, and a lifestyle which promotes general physical well-being.

Student Learning Outcomes

A student who participates in Campus Recreation programs should be able to:

1. Practice healthy behavior in community with a diverse group of people and realize exercise benefits as they contribute to cognitive, physical, social and spiritual development.

2. Understand the importance of team play and interaction in sports competition.
3. Engage in God’s creation through the practice of outdoor exploration and learn to adapt to new surroundings.
4. Show an appreciation of the body and nature as God’s creation.

II. ANALYSIS OF EVIDENCE

A. Service Usage and Evaluation

Services

Campus Recreation engages the Pepperdine community with a variety of physical activity options that strengthen academic pursuits and allow participants to get fit to serve God. Students have a wide variety of programs from which to choose based on their individual exercise preferences. These programs help students achieve their physical health goals, form meaningful and satisfying relationships, relieve stress, and compete in an enjoyable environment. All of these outcomes support the academic and Christian mission of the University. Club sports, intramurals, fitness classes, outdoor recreation, and the weight centers all have unique contributions for students seeking an active and healthy college experience. Detailed explanations of each of these program areas, along with student usage are discussed below.

Club Sports

Club sports offer a competitive opportunity for talented athletes to compete outside of Division I level sports. Teams practice regularly, pay club dues to support and run their club activities, and travel throughout California and neighboring states to compete against other universities’ sports clubs. A Club team needs strong leadership and participation as well as financial buy-in from students to keep it running successfully. As a result, some clubs may be inactive for a time and then students become interested in reviving it, as reflected in the charts below.

Club Sport Participants

Year	Golf	Equestrian	Men’s Lacrosse	Men’s Rugby	Men’s Soccer	Surfing	Tae Kwon Do	Tennis	Ultimate Frisbee	Women’s Water Polo	Total
2014-15	10	N/A	7	36	22	17	6	33	24	N/A	155
2013-14	N/A	8	16	45	20	8	N/A	24	N/A	8	129
2012-13	N/A	16	14	20	22	8	18	32	N/A	10	140
2011-12	N/A	18	21	40	17	6	9	25	14	12	162
2010-11	N/A	N/A	17	45	19	6	N/A	38	17	14	156

The following is an example from the most recent year of the breakdown of classifications in each club:

Club Sports Participants Breakdown 2014-15									
	Men's Lacrosse	Men's Rugby	Men's Soccer	Surfing	Tae Kwon Do	Tennis	Ultimate Frisbee	Golf	Total
Freshmen	4	10	6	8	1	16	10	3	58
Sophomores	1	6	4	2	1	4	3	2	23
Juniors	0	8	7	1	2	8	10	3	39
Seniors	1	12	2	4	2	2	1	2	26
Grad Students	1	0	3	2	0	2	0	0	8
Faculty/Staff	0	0	0	0	0	1	0	0	1
Men	7	36	22	11	4	16	23	8	127
Women	0	0	0	6	2	17	1	2	28
TOTAL	7	36	22	17	6	33	24	10	155

Intramurals

In contrast to club sports, intramural teams are more recreational in nature, typically less competitive, do not travel, and require no financial commitment (this year we started a pilot deposit program where students pay an upfront deposit, but can receive a the full amount back if they do not forfeit any games) from participants. Intramural sports are an excellent avenue for students to engage in community-building team sports, learn how to collaborate with people different from them, and gain the benefits of exercise through friendly and structured competition. Despite scheduling and space-use restrictions, intramurals continues to have strong participation. We believe that with better field conditions and greater space availability, this program has great potential to engage the University as both an important community-building and exercise outlet.

Number of Intramural Teams				
Year	Flag Football	Indoor Volleyball	Basketball	Soccer
2014-15	12	13	44	14
2013-14	12	13	38	10
2012-13	0	16	38	9
2011-12	15	14	43	12
2010-11	16	14	44	14

Intramural Participants							
Year	Undergrad	Graduate	Faculty/Staff	Alumni	Male	Female	Total
2014-15	571	129	13	8	537	184	721
2013-14	543	122	28	0	562	131	693
2012-13	523	97	9	0	501	128	629
2011-12	573	174	8	6	669	94	763
2010-11	655	126	25	7	673	140	813

The following is an example from the most recent year of the breakdown of classifications in each sport:

Intramural Participant Breakdown 2014-15				
	Flag Football	Indoor Volleyball	Basketball	Soccer
Freshmen	32	41	65	44
Sophomores	9	9	43	31
Juniors	28	14	83	45
Seniors	26	28	56	17
Grads	19	11	60	39
Faculty / Staff	0	2	8	3
Alumni	0	0	5	3
Men	114	49	252	122
Women	0	56	68	60
TOTAL	114	105	320	182

Fitness Instruction

Group fitness classes are a vital part of many students' plan to develop a healthy body and mind. Campus Recreation has multiple offerings each semester for this important aspect of student life. The group fitness program is comprised of exercise classes that are taught by certified instructors, including independent fitness professionals, Campus Recreation staff, and qualified students, who lead participants (students, faculty/staff, and Crest Associates) in a series of cardio and/or strength and conditioning movements. These classes take place in the Fitness Studio located in the Harilela International Tennis Stadium, The Cage, and occasionally the Campus Recreation field adjacent to that facility. To be able to take any class in a given semester, participants pay \$60/semester, \$25/month, or \$5/class. Full-time faculty and staff can receive a reimbursement for half of their fitness from HR's wellness program if they attend a certain number of classes. The first and final weeks of each semester are free to all participants. Group fitness offerings include: Power Sculpt, Sunrise Shred, Pilates, Indoor Cycling, Cardio Kickboxing, Boxing, Pilates, and several different types of Yoga, Zumba, Kettle Bells, Caveman Training, and TRX. Additionally, within the last year, we have added personal training and a CrossFit affiliate. Campus Recreation believes that with greater facility enhancements this program will continue to gain in popularity with the entire Pepperdine community. An example of our class schedule is included in appendix A.

Group Fitness Attendance							
Year	Undergrad	Grad	Faculty/Staff	Crest	Male	Female	Total
2014-15	590	91	186	25	109	756	865
2013-14	694	78	177	27	186	790	976
2012-13	612	63	192	43	126	784	910
2011-12	454	25	154	24	62	592	654
2010-11	271	61	119	20	82	414	496

Outdoor Recreation

Each year at New Student Orientation, Campus Recreation offers a hiking trip, and a stand up paddle boarding outing for incoming students. During Labor Day weekend we host a trip to Yosemite National Park for approximately 20 students. These efforts allow students to gain an awareness of programs early in the semester and build momentum for other trips. These include ocean kayaking, stand up paddle boarding, day and night hikes, backpacking, and camping. Special trips we’ve hosted are yoga and lunch at the beach, and camping trips to famous California locations such as Big Sur, Joshua Tree, and Sequoia National Forest. Students sometimes find that outdoor excursions are a great way to interact with other students, relieve stress, be physically active, and encounter God in a new way as they experience new aspects of his creation.

We host two signature outdoor trips we call “God in the Wilderness.” Students receive four convocation credits for engaging with faculty/staff speakers during a devotional period and then interacting with them throughout the weekend or week. The fall location is Rancho Oso in Santa Barbara and during Spring Break, Mammoth Mountain. Both trips provide great opportunities for students to build community and interact with Pepperdine people on a more personal level than they would in an office setting. Students hike, ride horses, swim, and enjoy other student-led activities such as a skit competition and s’mores by the fire. A popular feature of the trip each year is a star gazing presentation through high-powered telescopes led by Natural Science faculty member Dr. David Green. In the spring, participants stay in rented homes and enjoy snow sports on Mammoth Mountain. At night we host group dinners, devotionals, and games by the fireplace.

Outdoor Recreation Excursions Attendance			
Year	God in the Wilderness Fall	God in the Wilderness Spring	All Excursions
2014-15	40	25	383
2013-14	39	21	459
2012-13	33	33	470
2011-12	35	32	279
2010-11	N/A	N/A	207

Another creative and collaborative program, which was started two years ago, is surf convocation. This program is a partnership with the Convocation office and Business professor Rob Shearer. Student staff bring a trailer full of surf boards and stand up paddleboards. Professor Shearer leads a devotional which is then discussed by the students in small groups. After that, students surf, paddleboard and kayak. Last year, there were approximately 90 students average in attendance each week. This popular program was featured two years ago by local news outlets. Below are the links to the articles: [“Pepperdine University’s ‘Church and Surf’ Offers Students Faith and Fitness”](#) and [“At Pepperdine’s Surf Chapel, Prayers Come in Waves”](#)

Besides offering the great opportunities detailed above, we operate an “Equipment Shack” where students can rent basic camping equipment for their own self-guided trips and adventures. Affordable prices are offered on tents, sleeping bags/pads, kayaks, stand up paddle boards, backpacks, hammocks, etc.

Outdoor Recreation Rentals	
Year	# of Rentals
2014-15	494
2013-14	436
2012-13	548
2011-12	874
2010-11	207

Weight Centers

Campus Recreation manages a weight center in the basement of the Firestone Fieldhouse which houses free weights, circuit machines, and cardio equipment such as treadmills and elliptical machines. There is an open area for stretching and core work. Despite its small size and remote location, this weight center continues to be an important part of participant's physical well-being. The Cage is a recent addition to our offerings, having been in use for two years. This facility is outdoors and houses Olympic weight lifting equipment and a large "rig" structure which includes monkey/pullup bars, squat racks, and various attachments such as a dip bar, a landmine, and a boxing bag. Numerous TRX straps can be attached to the rig for a TRX class.

The data below shows engagement in weight and cardio training by our community through visits to these weight centers. Males use the facility in greater numbers. Most women who visit the facility use the cardio machines, while men participate in strength training exercises.

The chart below illustrates the individuals who are using the FFH weight center or The Cage for their exercise program. Despite increasing numbers, only around 25% of the undergraduate student body chooses to workout in these spaces.

FFH Weight Center & The Cage Total Participants Breakdown									
Year	Undergraduate		Graduate		Faculty/Staff		Crest		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
2014-15	573	525	164	62	96	76	78	50	1,624
2013-14	484	401	152	69	88	50	45	37	1,326
2012-13	504	464	85	42	35	18	28	19	1,195
2011-12	446	191	18	8	20	10	N/A	N/A	693
2010-11	388	379	165	78	64	57	N/A	N/A	1,131

In addition, we oversee four self-directed fitness rooms in the Towers residence hall as well as on the Drescher graduate campus. These are small rooms that are open only to residents of those areas. Usage data is not currently tracked.

Making Students Aware of Services

Below are various ways Campus Recreation reaches out to students over the years to make them aware of our program offerings:

- Collaborations with the Health and Counseling Centers and the Residence Halls for educational/recreational programming such as "Health Happy Hour" events and the "Waves of Change" program
- On-campus recreation awareness days
- Monthly e-blast highlighting programs to interested faculty/staff and students.
- Facebook page and Instagram accounts updated regularly
- Publish and distribute paper fitness schedules which are placed in all student mailboxes at the beginning of both the fall and spring semesters and on campus-wide bulletin boards.
- Pepperdine channels of advertising and communication such as the "Community" site as well as digital signs, convocation slides, and posting on bulletin boards.
- Contact student *Graphic* writers to feature our programs in the school newspaper.
- Campus Recreation Club Convo
- Tabling events where we station student workers in prominent high traffic locations on campus

Campus Recreation Articles in the Student Newspaper, *The Graphic* (see Appendix B for a complete listing of Graphic Articles)

Some years we have a student worker who writes for the student newspaper, and we regularly suggest articles for them to write which highlight our programs and services to the student body. If we do not have a student worker that particular year in this situation, we will still contact the Graphic office and inquire about them writing an article. We feel this is a great way to reach out to the general student population.

Obtaining Student Feedback

Campus Recreation regularly engages the student body in inquiries about the quality of our programs and services. We ask about unmet needs as well as seek input on their creative ideas. Below are some examples of the types of data collection we engage in and some representative samples of the results.

2011 - 12

- Group fitness program survey (example included below)
- Feedback from town hall meeting with faculty/staff and students on the West Los Angeles campus
- Survey for God in the Wilderness trip

Group Fitness Program Survey: 79 respondents, 71 female, 8 male, 45 faculty/staff, 25 undergraduate students, 7 graduate students, and 2 Crest members.

1. Participating in group fitness classes is good for my spiritual well-being.

% of those who Agree or Strongly Agree

- 78.7% of all respondents
- 87.5% of males
- 78.9% of females
- 68% of undergraduate students
- 85.7% of graduate students
- 85.1% of faculty/staff/Crest

2. Regular participation in group fitness classes positively impacts my overall health and well-being.

100% of all respondents Agree or Strongly Agree

3. Participating in group fitness classes helps me cognitively (e.g., helps me concentrate, pay attention in class, etc.).

% of those who Agree or Strongly Agree

- 89.9% of all respondents
- 100% of males
- 88.7% of females
- 96% of undergraduate students
- 85.7% of graduate students
- 87.2% of faculty/staff/Crest

2012 - 13

- Electronic survey of Firestone Fieldhouse Weight Center Patrons (example included below)
- Group Fitness Program Assessment
- Intramural Participant survey
- God in the Wilderness Assessment and Reflective Essay

Electronic survey of Firestone Fieldhouse Weight Center Patrons: 87 total respondents, 58 male, 29 female, 68 undergraduate students, 9 graduate students, 10 faculty/staff

1. Regular use of the weight center positively impacts my overall health and well-being.

% of those who Agree or Strongly Agree

- 94.3% of all respondents
- 96.6% of males
- 89.7% of females
- 92.6% of undergraduate students
- 100% of graduate students
- 100% of faculty/staff/Crest

2. Using the weight center helps me cognitively (e.g., helps me concentrate, pay attention in class, etc.)

% of those who Agree or Strongly Agree

- 72.4% of all respondents
- 78.9% of males
- 62% of females
- 69.1% of undergraduate students
- 88.9% of graduate students
- 80% of faculty/staff

3. Using the weight center is good for my spiritual well-being.

% of those who Agree or Strongly Agree

- 52.9% of all respondents
- 60.3% of males
- 37.9% of females
- 48.5% of undergraduate students
- 44.4% of graduate students
- 90% of faculty/staff

2013 - 2014

- God in the Wilderness survey assessment (example included below)
- Weight Center Survey
- Reflective Essays
- Focus Groups

God in the Wilderness Student Evaluation Feedback: Twenty-five students who attended the Spring Break trip to Mammoth Mountain.

Why did you decide to attend God in the Wilderness?

Reason	% that ranked reason number one
Skiing/snowboarding	64%
Heard it was great from other students	20%
Convocation credit	8%
Financial value	4%

Please comment on the trip as it relates to lodging, meals, trip organization, staff presence, etc.

- “Lodging was awesome! The staff was great, they took care of everything really well, it was so nice for me to be able to go and know that everything would be taken care of. I really needed a break as well as time and place to relax and this trip was perfect for that.”
- “The trip was very well organized and well planned out. I felt very welcome and taken care of. Picking out rooms and living accommodations were a little hectic though. Overall the trip was one of the highlights of my freshman year.”
- “Good job on the planning. Getting accommodations, food, and lift tickets for such a reasonable price was awesome.”

In what ways did you experience community and make new friends?

- “I grew closer to the couple of people I knew before the trip, but the free time during the day made it easy to spend time with new people playing cards or just talking.”
- “Just skiing together and hanging out at the house led to a few new friendships that I'm really thankful for.”
- “I really enjoyed getting to know the staff that went on the trip, I loved that there was no drama, everyone was super chill. I hung out with friends I already had and met a couple of really cool people.”

2014 - 2015

- Student Government Association Focus Group (included below)
- God in the Wilderness survey (fall, spring)
- Reflective Essays after camping trips
- Focus group assessment

Student Government Association Focus Group Feedback: Twenty Students, four Executive Board members and 16 Senators.

Are there adequate “free play” accommodations/facilities? If not, what kinds of spaces do we need?

No, there are not adequate “free play” accommodations/facilities on campus. We need another indoor gym for these reasons:

- Basketball courts – We need another place where students can safely play basketball when athletics or the Pom Squad use FFH. Students want “nicer” courts than the ones outdoors.
- Event Space – Other organizations may want to use this gym space for events (e.g. Greek life, concerts, Pom Squad)

Pepperdine would benefit from the following spaces/activities:

1. Indoor soccer field (or multi use)
2. Turf field (for field hockey, lacrosse, etc.)
3. Indoor wall climbing/free climbing area
4. Archery
5. Picking up surfboards and other rentals at the beach rather than on campus
6. Rentable racks for cars or rentable vans to transport large water equipment

Are our weight centers large enough and spaced around campus adequately?

No. They are too small/crowded, and don't have enough equipment. One student referred to the weight room as "embarrassing." It's stuffy. It's difficult for girls to lift because the guys take over the machines and weights, and there are no legitimate lines. If you go to the gym during a weight lifting class, it's very crowded. There is no ice or a water fountain in the gym itself.

Suggestions:

- A new weight center which makes use of the ocean view, has windows
- Be generally more spacious/several stories
- For students only (currently share with Crest)
- Additional treadmills

Is our fitness facility in the Tennis Stadium large enough for group fitness training?

No. Need additional rooms for general student use (e.g. students/clubs could reserve it). Multiple rooms that are different sizes with different type of resources and structure for specific activities (e.g. spin room, yoga/mediation room, dance room). A dance room should be available for students to reserve. Ice and water refill stands should be available.

Is the outdoor experience meeting your needs?

Here are some additional activities/additions that one or more SGA members would like to see:

1. Deep sea fishing
2. Whale watching excursion
3. Horseback riding
4. Sailing excursion
5. Scuba Diving
6. Roller skating
7. 4 Wheelers/Segways
8. Outdoor quad/hangout spot/patios
9. Indoor pool
10. Bike lane/Bike stands

Demand for Different Services

There is a greater demand for services from Campus Recreation than the office can provide. The Pepperdine community (students, faculty/staff, and community members) has demonstrated it wants more opportunities to engage in recreational activities, but we have limited offerings due to facilities and space challenges. There are two areas where the department is not meeting the demand from the community: facilities and some programs. Often, each impacts the other.

Restricted use of facilities as well as decentralized program locations are a central issue. The Firestone Fieldhouse hosts the Weight Center, which is supervised and scheduled by Campus Recreation. However, the courts in the gym and all other areas in the Fieldhouse are supervised by Athletics. Campus Recreation

operates the Weight Center according to the needs of the general Pepperdine community, but must attain permission from Athletics when scheduling the courts. Intramural volleyball and basketball are examples of not having enough facility time and space to meet student demand. We have the courts for very limited hours, and therefore must cap the number of intramural teams that can participate because there is not enough time in the Fieldhouse to allow for more games. This is the reason why we do not advertise for upcoming intramural seasons in the gym. The cap on the number of teams that can sign up to play exists only due to the time given for the courts.

Another example of shared facility use includes the Fitness Studio. We operate the room primarily for fitness classes. Classes usually begin at 6 AM and end by 8 PM. There are, however, several instances where the room is used by other departments for outside use. These other uses limit what our office can offer to participants. Another limitation is the number of participants enrolled in the program since the size of the room is fairly small. Spin bikes, which should remain in the room, must be moved outside during the day to accommodate all class participants. Even so, many times our fitness monitors have had to turn away participants due to maximum capacity of the room being reached. Athletics staff offices are located right next to the studio and the spin bikes being stored outside as well as loud music continue to be a challenge.

Finally, outdoor field space is incredibly limiting for intramurals, club sports, and informal recreation. There are two field spaces open for club team practices and intramural games, only one of which can be used for club games and is still not regulation size or quality for home games. One field is scheduled by Campus Recreation for intramural programming and club team practices. It is not playable for any games due to its size. Informal pick-up games happen there daily, as it is one of the only fields that the community is allowed to recreate on at any time. This creates a problem with field maintenance as it gets overused throughout the day. The same is true for the larger field on Alumni Park, except Campus Recreation does not schedule that field. Priority for scheduling and for field maintenance for sports and recreation programming is not as high. Graduation, New Student Orientation, concerts, film shoots, and more are all programmed on that field. Men's Soccer, Men's Rugby, Men's Lacrosse, and Women's Lacrosse all hold practices and play their games in that location. Overuse of Alumni Field has left its condition in such terrible condition that one of the leagues (Men's Lacrosse) banned all home games during that year due to the number of complaints of dangerous field conditions from visiting teams and referees. Such overuse of the field has caused club sport staff to limit new programs that could exist if there were adequate field space. For example, there are numerous female athletes who want to form a Women's Soccer Club, but without the opportunity to play on a satisfactory surface, the team won't be able to start this club.

Benchmarking Data

Benchmarking with other schools is a regular part of ensuring program quality. The following is an example of a recent facilities benchmark project.

Facilities Benchmarking

Pepperdine (Malibu student enrollment 4,750. Does not include faculty/staff and Crest Associates)

Weight room: 2,500 sq. ft.

Fitness Studio: 1,300 sq. ft.

Abilene Christian University (enrollment 4,400)



Recreation Center:

- 8,000 sq. ft. weight room; two group fitness studios totaling 5,000 sq. ft.; four multipurpose courts; jogging track; lap pool, leisure pool; bouldering wall; meeting rooms; juice/snack bar; medical clinic; Counseling clinic

Fields:

- Recreation football and soccer fields

California Lutheran University (enrollment 4,200)



Recreation Center:

- 4,000 sq. ft. weight room; dance studio; two multipurpose courts; lap pool, Olympic pool

Fields:

- One turf field; two general use fields

Loyola Marymount University (enrollment 9,300)



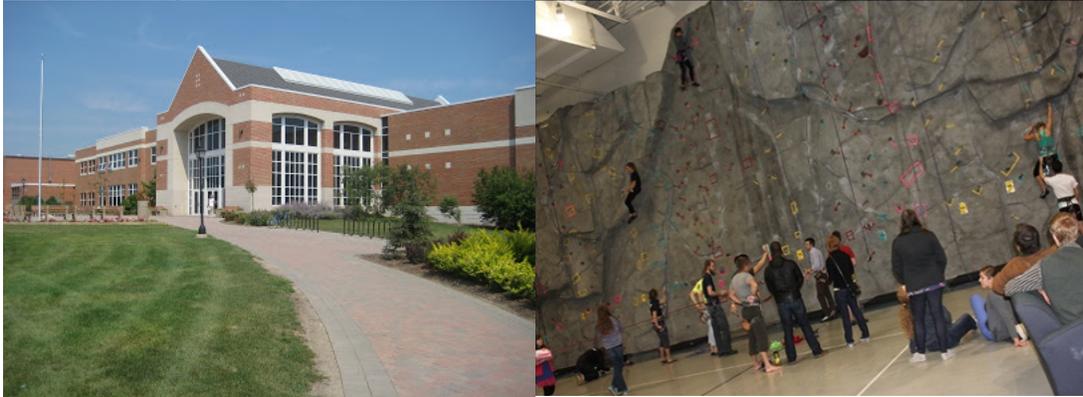
Recreation Center:

- Weight Center; two group fitness studios; three multipurpose courts; juice bar; equipment rental; Olympic pool

Fields:

- Two general use fields

Wheaton College (enrollment 3,000)



Recreation Center:

- 8,000 sq. ft. weight room; dance studio; wrestling room; jogging track; climbing/bouldering wall; pool; conference rooms; physiology lab

Fields:

- Two turf fields; three grass fields; volleyball courts

Belmont University (enrollment 7,200)



Recreation Center:

- 4,100 sq. ft. weight room; one multipurpose court; 2,200 sq. ft. fitness studio; climbing/bouldering wall; racquetball courts; multipurpose meeting rooms

Fields:

- One turf field; one baseball field; one softball field

Lipscomb University (enrollment 4,000)



Recreation Center:

- Weight room; two multipurpose courts; fitness studio

Fields:

- One multipurpose field

Reflective Discussion

One of the strengths of the current office staff is creative programming and the willingness to attempt new programs and offerings. Without a typical recreation center found on most campuses, and with programs being offered in various hard to reach locations across campus, we have been challenged to be innovative at identifying spaces where students can play and exercise. The Towers residence hall workout spaces, the Cage outdoor fitness area, and new and creative group exercise classes such as kettlebell, boxing, and CrossFit are examples of this collaboration and creativity. Also, the outdoor program has been strengthened over the years to leverage our location in Southern California with its moderate climate and stunning locations to explore. The office received base funding for the “God in the Wilderness” program, and the fall and spring trip are now staples of campus life. The last two years, staff has taken students to Yosemite over the Labor Day weekend which falls just after the start of school. Similarly, the number of kayak, rock climbing, and weekend camping trips has grown in the last several years as a result of this increased outdoor focus.

Another strength is our outreach to the campus. We regularly produce high-quality, student-created posters about our programs which are posted around campus. We place group fitness schedules in student mailboxes, and our student teams “table” regularly in the cafeteria to make the student body aware of an upcoming special event or camping trip. One week each semester we hold a “BYOB (bring your own buddy)” week to our fitness classes because we know that word of mouth referrals from a friend are one of the most effective ways to advertise. We have increased our social media use significantly, and regularly post information and engaging pictures to all the popular social media sites. Social media icons are included with all our marketing materials and on our websites. As detailed above, we are regularly featured in the student newspaper, and in the fall of 2015 we were highlighted in the *Currents* magazine, a publication published by the Graphic once a semester.

Campus Recreation is doing a good job of garnering student feedback as well as engaging in ongoing assessment of programs and services. Each year, as shown above, we examine one of our student learning outcomes and attempt to learn in what ways we are engaging students around that issue and what students are learning through participation in our programs. We have more work to do concerning learning which student populations we need more outreach to through collecting data that can be disaggregated more fully. Currently, much of our attendance tracking, and information gathering is paper-based which makes learning who is attending our offerings more challenging than if we had a card reader system that would automatically collect much-needed information for us. We need more work in gathering direct evidence where we definitively illustrate that regular participation in our programs allows students to function at a higher cognitive level and lead a healthier, lower stress life than students who don’t exercise regularly.

We have done extensive benchmarking with sister schools, WCC schools, and schools in Southern California as the above section details. In the summer of 2015, the director was asked to present data on the current state of Campus Recreation to a subcommittee of the University’s Board of Regents. This presentation included some of the benchmarking data above. Since the summer of 2015 we have been engaged with various University administrators, Design and Construction, and architects to envision and design a new recreation center. Through this process, Campus Recreation staff have reached out to many colleagues across the country to learn about what facilities and services they offer students. What has become clear with all this information gathering is Pepperdine’s facilities (weight rooms, fitness areas, field spaces, and courts) are inadequate compared to just about every other college or university we wish to compare ourselves to. We are excited that the University recognizes this underdeveloped area of the student experience, and we look forward to partnering with various University constituents to envision a new future for an on-campus recreation facility.

Through all of this important work, the Campus Recreation team continues to fulfill our mission to support and encourage healthy behaviors and general physical well-being in the community through quality co-curricular programming. Through our offerings, we connect to Pepperdine’s broader Christian mission of preparing students for lives of service with a healthy lifestyle allowing students to be “fit to serve.”

B. Student Learning

Campus Recreation Student Learning Outcomes

A student who participates in Campus Recreation programs should be able to:

1. Practice healthy behavior in community with a diverse group of people and realize exercise benefits as they contribute to cognitive, physical, social and spiritual development.
2. Understand the importance of team play and interaction in sports competition.
3. Engage in God’s creation through the practice of outdoor exploration and learn how to adapt to new surroundings.
4. Show an appreciation of the body and nature as God’s creation.

Programs	SLO 1	SLO 2	SLO 3	SLO 4
Club Sports	X	X		
Intramural Sports	X	X		
Fitness Programs	X			X
Outdoor Recreation	X		X	X

Detailed Outdoor & Fitness Map	SLO 1	SLO 2	SLO 3	SLO 4
Outdoor				
Day Excursions / Camping Trips	X		X	X
God in the Wilderness	X		X	X
Fitness Programs				
Group Exercise Programs	X			X

Assessment Plan

Year	SLO	Program			
		Club Sports	Intramural Sports	Fitness Programs	Outdoor
1	SLO 1	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement. Collaborate with Natural Science Division on a study they're conducting on exercise benefits.	Short surveys directly after day trips. Reflective essay after weekend camping trips and God in the Wilderness scored by a rubric.
2	SLO 2	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	N/A	N/A
3	SLO 3		N/A	N/A	Conduct a survey of all trip attendees to appraise prescribed learning and explain perceived benefits obtained through program involvement.
4	SLO 4	N/A	N/A	Survey participants at the end of some semesters. Occasional focus group of a cross section of participants. Occasional observation of participants by staff.	Survey participants. Some trips, short index card type survey with one or two main ideas about the trip. Occasional focus group of a cross section of participants. Occasional reflective essay scored with a rubric (GITW)

Student Learning Outcome #1 (2011-12)

1. Practice healthy behavior in community with a diverse group of people and realize exercise benefits as they contribute to cognitive, physical, social and spiritual development.

Firestone Fieldhouse Weight Center Assessment Strategy and Results

Almost all of our program areas fall under this learning outcome. What follows are the areas where assessment occurred which contribute to student learning. It is very clear that the Fieldhouse weight center contributes to individual health as well as strengthens existing student relationships; however, the weight center is not an area that users go to meet new people. Staff members tried to explore ways of creating community in the weight center this year including holding “monthly fitness challenges” (e.g., plank hold, push up contest, box jumps, etc.) and awarding prizes. Participation was mediocre and this contest was not continued in the spring semester. Most people are in the gym to work out and thus, are not concerned with meeting new people or making friends. However, many of the other learning outcomes were recognized by weight center users (cognitive, physical and spiritual benefits).

The assessment strategy was to submit an electronic survey to weight center users in the spring semester targeting the year’s student learning outcome. Survey results are listed in the table below. SA/A= strongly agree/agree; N = neutral; D/SD = disagree/strongly disagree.

Fieldhouse Weight Center Statement	Level of Agreement (%)		
	SA/A	N	D/SD
Regular use of the weight center positively impacts my overall health and well-being.	98	2	
Using the weight center allows me to meet new people.	32	46	21
Using the weight center helps me cognitively (e.g., helps me concentrate, pay attention in class, etc.).	75	23	2
Using the weight center is good for my physical health.	100		
Using the weight center helps me socially (e.g., meet new people, time with friends, etc.).	43	42	15
Using the weight center is good for my spiritual well-being.	55	37	8

Quotes from the survey revealed the level of impact of our strategies towards this particular Student Learning Outcome:

- “Better physical health allows me to focus and be better in all aspects of life.”
- “Exercise allows me to clear my mind and helps me focus.”
- “The weight center allows me to keep up my strength, which would not be possible using only body weight exercise in other locations such as the track or pool.”
- “I enjoy working out with friends. Working towards goals together builds our relationship.”
- “It helps me connect my spirit with my body.”

The FFH weight center physical space is small, and sometimes crowded. Often there is a wait to use cardio machines. This often-repeated critique was reflected in survey comments. A few representative comments from the survey included:

- “The weight center for students and faculty/staff is totally insufficient, in the present and even more so in the future as the physical fitness trend continues to grow year after year.”
- “The weight center becomes extremely overcrowded many times of the day. It would be nice if there was another gym facility that both students and faculty/staff had access to.”

- “The weight room is obviously helpful spiritually, mentally and physically, and I am glad that we even have the small one that we do. However, I think that the size and quality of the gym is unbecoming of a university such as Pepperdine. With tuition prices as high as they are, Pepperdine could afford to treat its student’s right and offer a decent gym.”

This assessment will lead staff to continue to partner with Crest Associates to keep the weight center up-to-date and refurbished. Because it is a small space, the equipment needs to be of the highest quality and well maintained. We will once again explore ideas such as the “fitness challenges” to contribute to campus community.

Group Fitness

Students reported that their individual health and well-being as well as cognitive functions, which are crucial to excelling in the classroom, were strengthened through participation in the group fitness program. The group fitness benefits that were ranked the highest by participants were the physical, cognitive, and spiritual components of the learning outcome. The assessment strategy was to submit an electronic survey to group fitness participants in the spring semester targeting the year’s Student Learning Outcome. Survey results are listed in the table below:

Group Fitness Statement	Level of Agreement (%)		
	SA/A	N	D/SD
Regular participation in group fitness classes positively impacts my overall health and well-being.	100		
Participating in group fitness classes allows me to meet new people.	67	32	1
Participating in group fitness classes helps me cognitively (e.g., helps me concentrate, pay attention in class, etc.).	90	9	1
Participating in group fitness classes is good for my physical health.	100		
Participating in group fitness classes helps me socially (e.g., meet new people, time with friends, etc.).	54	33	4
Participating in group fitness classes is good for my spiritual well-being.	80	19	1

Quotes from the survey revealed the level of impact of our strategies towards the year’s student learning outcome. Some students reported feeling revitalized and connecting with their classmates.

- “I’ve lost 15 pounds this semester from attending at least three times a week.”
- “I get to catch up with people on the way to and from fitness classes.”
- “Regular exercise allows me to treat my body as the temple that the Bible reminds us that it is!”

The survey revealed areas for improvement. A few representative comments from the survey included:

- “Please offer more classes at more times throughout the day, especially Friday afternoons and Saturday mornings!”
- “It seems inconvenient to have to sign the paperwork every time we attend a class. Having the ability to use our Pepperdine ID cards to swipe in for class would be a much easier process.”
- “Sometimes the room is too crowded to have an effective workout.”

One component of the learning outcome that has room for improvement was meeting new people or the social benefits of group fitness classes. Some instructors already make an effort toward this by having participants introduce themselves to their neighbor or to find someone they don’t know and share an interesting fact about themselves at the beginning of class. This is a practical way to encourage class

participants to meet new people. Staff will encourage all instructors to regularly employ this tactic. Some instructors will create circuit or partner-based workouts where individuals end up in groups with people they don't know. Correspondingly, this is an effective way for participants to meet new people through the class. Other avenues the team could explore to assist with this outcome include creating a boot camp, a small group training environment, or having a campus-wide fitness challenge (a call to action) where communities are created as individuals in the group develop camaraderie as they work towards shared goals (weight loss, improved fitness, etc.).

Intramural Sports

Surveys were distributed to approximately 100 participants during the basketball season as a sample population of the intramural population. Once again, as was seen in other Campus Recreation programs, intramurals contributes greatly to student health as well as campus community. Players from all three leagues were given the survey and the results are listed in the table below:

Intramural Sports Statement	Level of Agreement (%)		
	SA/A	N	D/SD
Participation in intramurals contributes significantly to my overall health and well-being.	88	8	4
Participating in intramurals allows me to meet new people.	79	21	
Participating in intramural sports helps me cognitively (e.g., helps me concentrate, pay attention in class, etc.).	57	37	6
Participating in intramural sports is good for my physical health.	98	2	
Participating in intramural sports helps me socially (e.g., meet new people, time with friends, etc.).	80	16	4
Participating in intramural sports is good for my spiritual well-being.	51	35	14

The survey revealed several negative comments about the referees:

- “Refs need more training. Can be very biased. Makes games less fun.”
- “Refs are very inconsistent.”
- “Need better refs.”

Participants clearly would like to see changes in the referee program. Comments were clear that referees needed more training before being allowed to call games. This has been an ongoing issue for Campus Recreation. Without adequate training, referees in high stress situations aren't always well equipped and able to respond adequately to the players.

In order to best prepare referees, we will be looking into ways to bring in an officiating expert to lead training sessions for all referees of every sport so they will feel prepared, educated, and trained to handle situations on and off the field of play.

Club Sports

There are several Sport Club Council meetings that occur throughout the academic year where the leadership from each club represents their players in an official capacity. At the end of the academic year, each member of the Sport Club Council completed a reflective essay that revolved around each perceived benefit of participating in their sport. Out of 8 points possible, the average score of the survey was 3.06.

Acknowledged Benefits	Average Score (out of 2)
Cognitive/Mental	0.824
Physical	0.882
Social	0.941
Spiritual	0.412

The highest score for benefits was for the social component of playing in Club Sport, not the physical gains. Below are sample quotes from the leaders of the clubs all regarding their social experiences while participating in each of their own sports:

- “Club sports are a great way to tap into the often hard to find social life at Pepperdine.”
- “This experience has given me a new group to plug into and together we’ve created strong friendships and memories that are a large part of my college experience here at Pepperdine.”
- “We have a unique bond between all of us that consists of a relaxed atmosphere, but we know when to pump each other up and put in work.”
- “Many of our team members this year were Freshmen, and I don’t know if I would have interacted with them otherwise.”

Clearly, community is being built during participation in the club sports program. The spiritual benefit was not a very strong component for participants in club sports. Some students reported praying before their games was a spiritual benefit, but other than those clubs, there was very little demonstration of spiritual growth in the lives of the participants. This aspect of sport competition will be a reoccurring agenda item for the Sports Club Council this next year to see how staff and student leaders can encourage spiritual growth in program participants’ lives.

God in the Wilderness

An electronic survey was distributed God in the Wilderness attendees after each trip which asked about matters of faith and relationships. Survey results are listed in the table below:

God in the Wilderness Statement	Level of Agreement (%)		
	SA/A	N	D/SD
The speakers caused me to reflect on my spiritual journey.	93	7	-
The trip allowed me to meet new people.	100	-	-
Please rate the benefits of being active this weekend. It was good for me:			
Mentally	87	13	-
Physically	97	3	-
Spiritually	97	3	-
Socially	100	-	-

Spiritual well-being and relationship-building are clearly strong outcomes of this enjoyable and unique program. Additionally, the students attending the spring trip were given a reflective essay to complete at the conclusion of the trip. These essays were scored with a rubric based on how often the students mentioned the acknowledged benefits in the table below. Out of 16 possible points, the average score on the reflective essay was 9.8.

Acknowledged Benefits	Average Score (out of 2)
Cognitive/Mental	1.1
Emotional/Psychological	1.63
Physical	1
Social/Diversity	1.4
Spiritual	1.8
Acknowledges/appreciates nature as God's creation	1.40
Acknowledges/appreciates their body as God's creation	.2
Describes valuing new surrounding exploration	1.36

Quotes from the survey reveal in greater detail what students took from the trip.

- “I didn’t really expect to discover tons of new things about my spiritual life, but the words were exactly what I needed to hear!”
- The speakers’ talks led me to reflect on the decisions that I’m making and whether or not they are being done in faith.”
- “I am now pursuing truth with a more fervent passion.”
- “It connected me to other people and helped me relate to others on their spiritual journey.”

Assessment results for Outdoor Recreation revealed that our learning outcomes were recognized by participants on our God in the Wilderness trips. The reflective essay results revealed that students did not feel they received much physical benefit. They likewise scored “appreciated their body as God’s creation” low. It is apparent that some students attended this trip purely for spiritual and relaxation purposes; they are not concerned about being physically active, which might be one reason why physical benefits scored lower than other areas. Young people may not feel that the activities were very strenuous. Physical activities are available throughout the trip to those students who wish to partake; however, we do not force students to engage in physical activity as it is recognized that students are attending the trip for a multitude of different reasons. To address the lowest scored outcome (acknowledges/appreciates their body as God’s creation) in the future, we will clearly communicate the trip theme to facilitators and ask them to tailor their devotionals to this topic.

Student Learning Outcome #2 (2012-13)

2. Understand the importance of team play and interaction in sports competition.

We undertook two assessment projects in the areas of Intramurals and Club Sports to help us understand the effectiveness of our programs on student learning through team play. Intramurals sports are innately about team play. We do not have any individual sports such as tennis, ping-pong, or golf. Some Club Sports do have individual competitors, but our assessment is geared toward their interaction as a team, and how well they run the club (communication, finances, cohesion, and conflict management, etc.).

Intramurals

Staff attended three different leagues of basketball (A, B, and C) and soccer (one league) on several different occasions. Each league was observed at least twice by professional and student staff together. A rubric was created that listed examples of several categories of potential behavior of an individual and/or a team. Examples of the categories include: verbal and physical communication, contributing to game cohesion, escalation or diffusion of conflict, and pre- and post-game attitudes. Each category contains a spectrum of behavior ranging from positive/beneficial to team success and negative/harmful to team success.

Basketball

The basketball assessment showed that for the most part individual and teams generally exhibited behaviors that contribute to team success. Staff utilized direct observation of verbal and non-verbal behaviors (scored with a rubric) to rate individual players on how well they seemed to grasp the concept of team play and interaction while playing their sport. We recognized quite a few examples of both positive (contributes to team) and negative (detracts from team) behaviors. Students were ranked from “Superior” to “Poor” in body language, reaction to others, escalation/diffusion of conflict, and verbal’s with team and opponents or referees. Each category has specific examples we were looking for. For details on scoring with examples of the types of communication, see Appendix C and D.

Before and after the game, there seems to be a high regard for opponents. We observed noticed behaviors such as high fives and hugs particularly after the game was over. Almost three-quarters of players display positive pre or post game attitudes towards opponents. Staff observed that even though the games were intense and highly competitive, after the contest the friendships resumes. Along these lines, one observer noted during a game that there was “lots of team encouragement” and that there was “lots of hugging after the game.”

The following are representative sample comments from observers about individual players:

- “Player helped clean up court”
- “Use of profanity”
- “Applauds other teammates”
- “Encourages teammate after he messed up”
- “Jawing off to the sideline”
- “Explosive at refs”

Soccer

There was a lot of positive communication in the soccer matches that were observed. Fully 80% of the participants scored either “Superior” or “Well” in contributing to the outcome. For example players “encouraged and motivated team members” as well as responded positively to referees calls. Similarly 80% of the players exhibited positive physical behaviors such as high fives to teammates and even opponents. In the games observed, there were no “Poor” physical communications such as shoving or threatening personal space. In general all categories, with the exception of “Conflict resolution” leaned toward positive behaviors. For details on scoring with examples of the types of communication, see Appendix C and E.

Club Sports

Staff conducted a focus group with the Sports Club Executive Council. The Council consists of all club leaders who ran club operations for that academic year. The student participants spoke about their leadership experiences especially as they related to issues regarding the student learning outcome. They were asked about issues of working with others, dealing with conflict, and managing their time. This assessment focused not on playing the sport as it did with intramurals, but focused on club management. The students shared both negative and positive experiences from being the leaders of their sport during that year. The following are excerpts from the focus group:

What is diversity? How does your team reflect diversity?

- “People from different backgrounds: international, Hawaii, East Coast. All brought different backgrounds to the club. We took a trip to Korea town twice which facilitated a diverse atmosphere. We all learned a lot about each other and how we communicate effectively.”
- “Diversity in ability. Not just one person running the show. Coming in at different playing levels. A person who is more skilled can help teach and encourage.”

What strategies did you employ to deal with team conflict (referee, vendor, coach, league, teammate)?

- “Facilities (soccer field). Trying to build long term relationship with Athletics, instead of emotional response. Better facilities/more access to facilities.”
- “Communicate our expectations. This club is not just once a week. For the coach, TKD (Tae Kwon Do) is a way of life/culture. Apply TKD to real life situation. Some students content with a little bit of TKD experience.”
- “Conflict with league, teammates, University in general. Biggest thing was to communicate well, learned to plan to not run into things late. Resolved a lot of our issues.”

How did you deal with over-commitment/time management?

- “Limiting number of activities team members are a part of clubs, Campus Ministry, etc. should set club expectations up front.”
- “Trying to communicate with team members as best as you can. Jobs and other positions conflicted. Did a good job of keeping in touch with each other and staying on top of things. That made me calm and relaxed.”

How will your leadership in Club Sports translate to the real world? What skills did you learn through your leadership positions?

- “You can’t put a value on human experience and interacting with other people. You can get a 4.0, which is wonderful, but if you can’t socially interact, communicate and take charge, the classroom is good but it’s not going to help you in the real world. What they care about is not your GPA, but how effectively you do your task. Teamwork is stressed in every organization; teamwork is key to making the world go around. Being a part of a club sport and learning leadership will better prepare you than having that 4.0 GPA.”
- “Being in leadership helped me better most of my classes, especially being better able to interact with people. I had to convince a lot of people to get things done. This experience was better for preparing for business than my Business major. More important than any academics I learned in class. I have more confidence speaking in front of people and getting things done.”

Student Learning Outcome #3 (2013-14)

3. Engage in God’s creation through the practice of outdoor exploration and learn to adapt to new surroundings.

Outdoor Excursions

Part of meeting this outcome was to continue to hire quality trip leaders, train them well, and continue the quality of outdoor offerings each semester. We offered 18 trips this year compared to 16 last year. The list of our outdoor trips is below:

NSO

Ocean Kayaking
Hike to the cross

Fall Semester

Hike to the Hollywood Sign
Night hike at Latigo Canyon

Stand up paddle boarding
 Camping at Joshua Tree
 Backpacking at the Backbone Trail
 God in the Wilderness at Rancho Oso

Spring Semester

Hike at Murphy Canyon to explore the ruins of a former Nazi hideout
 Ocean Kayaking
 Camping at Big Sur
 “Back to Back Backpacking” at Sespe River Gorge
 “Back to Back Backpacking” at the Backbone Trail
 God in the Wilderness at Mammoth Mountain
 Yoga & lunch at the beach
 Stand up paddle boarding
 Camping at Sequoia National Forest
 Camping at Point Mugu

Training of Trip Leaders includes an introduction to Campus Recreation's policies and procedures, inspection of Campus Recreation's outdoor equipment available for use on trips, completion of Pepperdine's Safe Driver course, and certification in CPR/First Aid. Ongoing training took place in weekly meetings with the individual student managers. These meetings included a review of preparation for upcoming trips, a debrief of recently completed trips, and team building games which not only helped the team bond but equipped them with skills that they could apply when leading trips.

Our Outdoor Recreation programs present students with opportunities to explore God’s creation and adapt to new challenges such as ocean kayaking, riding a horse, and camping with few comforts. After each outdoor trip, we emailed all trip participants a survey to assess how the trip helped them better understand and appreciate God’s creation and how it challenged them to adapt to new surroundings. The survey consisted of closed and open ended questions. Out of the 136 students that were sent the survey, 26 responded. The answers are listed below.

Question	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
This trip deepened my understanding and appreciation for God’s creation.	4%	24%	73%
This trip provided a challenging new surrounding for me to explore and adapt to.	4%	12%	85%

How did this trip enable you to understand and appreciate nature as God’s creation?

- “I was able to see God's creation and things I had never seen before which provided me with new perspective and appreciation for all that God has created.”
- “Being able to see all those beautiful views and how God created all of that for me so that I could enjoy it and be grateful for being alive...”
- “It just reminded me of God's glory, looking at the beautiful canyon, the ocean, the stars, and the awesome people He made!”

In what ways did this trip challenge you to adapt to your surroundings?

- “Sleeping in a sleep-bag, not having a bathroom, cold weather; all those factors were challenging for me. The idea of being outside of my comfort zone which at the end was worth it!! :)”
- “I don't camp very often and many of the "comforts" we become so accustomed to we leave behind when camping. Life is simpler, you must be resourceful, and it's easier to connect with those around

you without so many distractions.”

- “I had never slept outside before, so I had to adjust to sleeping on the sand. The hike was also a little difficult for me, but not too bad. I just tried to keep up my best pace but still enjoy the beauty around me.

God in the Wilderness

A major program in our outdoor recreation offerings is God in the Wilderness. This trip that we host twice a year (one in fall and one in spring) is our marquee event with the hallmarks of spiritual development, building community, and the challenge of experiencing the outdoors. A survey was sent to students who attended God in the Wilderness. Since this trip has a strong spiritual emphasis, we used open ended questions to challenge students to think more deeply about how they experienced God during the trip. The survey included questions about the overall trip organization. A total of 59 students responded. Questions and selected answers related to our Student Learning Outcome are listed below.

In what ways were you able to engage in God's creation this weekend?

- “I went on a solitary walk in the snow to a frozen lake, where I found time to pray.”
- “It was impossible to be immersed in so much natural beauty and not appreciate the wonder of God's creation. The stars particularly made an enormous impact, and I know it's something I'll remember for the rest of my life.”
- “I saw God's creation especially when we went on the hike to the castle. That was truly amazing, and the views from the entire walk were beautiful. This hike was when I realized how beautiful God made the world.”

Were there any new experiences or new challenges for you this weekend?

- “I had never really had chance to hear a pastor/religion teacher speak in such an intimate setting. Loved every second of it!”
- “I skied down a black diamond, and even though I thought I was going to die, my confidence improved when I reached the bottom of the mountain.”
- “It was freezing at night, and the hike was challenging; however, I realized that just like our walk with God, we have to keep going. This weekend was physically challenging for me, but it was worth it.”

While not directly assessing the current SLO, we decided to ask participants about community building during this program, since this is such an important campus-wide initiative:

In what ways did you experience community and make new friends this weekend?

- “I really liked the dinners and the breakfasts in my cabin. It was nice to see everyone come together over a meal, like a family would, every night.
- “I was able to meet and become close with a lot of people I never knew in a very short time. I still feel close to a lot of the people in the trip, outside of spring break and at school. Everything we did was centered on forming a community and I really enjoyed that.”
- “As a freshman, it is intimidating and difficult to meet people that I can connect with. Going to God in the Wilderness provided me with a way to meet like-minded people that enjoy the same activities I do, and I have formed some new friendships because of it.

Student Learning Outcome #4 (2014-15)

4. Show an appreciation of the body and nature as God's creation.

Outdoor Recreation

The weekend before school started in the fall, the Associate Director facilitated a weekend camping trip for student employees on how to be effective trip leaders. We hired Leave No Trace Master Educators to lead workshops, and each student became certified as Leave No Trace Trainers. We discussed biblical themes in the Leave No Trace principles and how student leaders could communicate these themes to attendees of future trips. Besides this, we discussed ideas on how they could provide a spiritual element to all trips, including reading Psalms about creation, praying before embarking on the trip, and conversation starters about the beauty of God's creation. Throughout the semester staff continued to emphasize these training lessons in staff meetings and in trip planning discussions as well as the excursions themselves.

After several excursions, the trip leaders distributed survey cards to explore the following questions:

1. How did you integrate your faith with the activities on this trip/outing?
2. In what ways did this trip/outing help you appreciate your body and nature as God's creation?
3. Please provide feedback on the organization, advertising, cost, leadership, or any other aspect of this trip.
4. What kind of trips would you like to see offered through Campus Recreation?

After our *God in the Wilderness* trips, we sent an online survey that asked the following questions:

Fall God in the Wilderness

1. In what ways did you appreciate nature as God's creation during the weekend?
2. Pick one of the devotional speakers whose message most resonated with you and write a brief reflection of what you learned.
3. How did you grow in your faith through the weekend's activities?
4. Please note any additional comments you wish to share.

Spring God in the Wilderness

1. In what ways did you experience community and make new friends this weekend?
2. How did you gain an appreciation of your body and nature as God's creation?
3. Is there anything else you would like to tell us?
4. Please comment on lodging, meals, trip organization, staff presence, devotional topics, etc.

The responses revealed that giving students the opportunity to engage in physically challenging outdoor activities gives God the opportunity to increase their appreciation of him as well as nature and their bodies as his creation. Answers revealed that the student trip leaders did emphasize a spiritual focus by leading the group in prayer and initiating spiritual conversations. These discussions made an impression on student participants. The volunteer faculty/staff devotional leaders and professional Campus Recreation staff positively impacted students through their interactions, especially on the *God in the Wilderness* trips.

Selected answers to questions most relevant to the Student Learning Outcome are below:

How did you integrate your faith with the activities on this trip/outing?

- “Yoga on the beach is perfect for nature people who find God in nature”

- “We talked about God on the run”
- “Times of solitude and prayer in the morning. Reading by the fire”

In what ways did this trip/outing help you appreciate your body and nature as God’s creation?

- “Working out and being healthy and being at the beach was a good way to be outside and explore God’s creation”
- “While hiking and exercising, I was in awe at the beauty of God’s creation”
- “I was able to thank God for beauty and my body’s ability to do this”
- “Being dwarfed by the awe-inspiring mountains reminded me of God’s power. It also reminded me of God’s love. I felt so small and insignificant compared to the vastness of all of His creation, yet he loves me unconditionally and pursues me relentlessly. I realized that I’ve been gifted and equipped in many ways to serve other people, and what is life other than loving/serving God and people? Lastly, I was reminded that exercising and refining my body brings glory to God, because He created me.”

In what ways did you appreciate nature as God’s creation during the weekend?

- “There were three big ways I appreciated God’s creation in nature this weekend: our sunrise hike, horseback riding, and just having quiet time to myself to read outside and look at the mountains, I was in awe of His wonderful creation.”
- “The sunrise hike was a way I felt connection to God.”
- “Being surrounded by the stunning mountains and the horse ranch and the stars and sunrise on our hike. It was overwhelming to see God’s creation untouched, up close, and constant.”

These quotes confirm what we find in scripture. Psalm 19:1-4 states: “The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth speech; night after night they reveal knowledge.” Students acknowledge the presence of God and his handiwork in the earth and in their bodies. When they are given the opportunity to break away from their studies and participate together in outdoor activities, they engage in personal reflection and grow in their faith.

What kind of trips would you like to see offered through Campus Recreation?

Catalina, Grand Canyon, Glacier / Zion National Park, Mexico, a Dude Ranch type experience. Students expressed that an information meeting prior to an outing would be helpful for some to ask questions and feel more prepared.

C. Student Success

Participation in our programs can vary widely. Some students may only occasionally visit our weight room to exercise on their own, while others may be involved in several of our areas where they participate in a wide variety of physical activities both individually and in groups. We have not defined a level of participation for which we would track students’ success. Additionally, we lack the technology to efficiently track across various program areas participation data for use in studies in order to assess our impact on student success. However, evidence suggests that physical activity has a positive impact on academic performance, stress management, and emotional and physical health, and since we are providing opportunities for students to be physically active, it is probable that involvement in our programs is enhancing student success. Other universities, such as Purdue, have surveyed users and non-users of their rec center and have found that regular users have higher GPAs, have higher self-efficacy, manage stress better, and have a greater sense of connection and belonging than non-users. In the future, with electronic

registration and tracking systems and a central recreation center we will be better able to define levels of participation and formally assess the effectiveness of our programs for these different levels.

D. Meaning, Quality, And Integrity

Many of our program offerings are of high quality as evidenced by our strong participation numbers, increased revenue over the last several years, and growth of new facilities produced by creative thinking and collaborations with other University departments. Our signature “God in the Wilderness” programs and surf convocation, and the recent additions of the Towers fitness centers and “The Cage” outdoor facility are examples of this creativity and responsiveness to student need.

Campus Recreation programming contributes directly to the distinctive and holistic experience that students expect from their years at Pepperdine. Because of our space and facility limitations, we have expanded our outdoor program which leverages our idyllic mountain-girded, ocean-guarded location. We challenge students to get out of their residence hall and hike to the Hollywood sign or climb the rocks of Pt. Dume or Malibu Creek State Park. Students from the Midwest can kayak or paddle board in the Pacific, and those who are already familiar with the ocean can travel with us to experience the cold and snow of Joshua Tree, Mammoth Mountain, or world famous Yosemite. As students make choices on where to spend their time outside of the classroom, the office answers the need for adventure and exploration which so many students seek as a part of college life. Seaver student Nate Barton, an avid outdoorsman, took some of our gear on a recent road trip and wrote a gear-review column for the “Currents” magazine. He captured the spirit of this wanderlust in his article “Chasing the Snow.” Barton writes, “The forecast said ‘snow’ as some friends and I strapped a kayak onto the SUV and headed up North. We packed zero-degree sleeping bags, a tent, and some lanterns for our expedition into the unfamiliar area of the Inyo National Forest in close proximity to Yosemite National Park.” Barton gives high marks to most of the gear he rented from our office, but more importantly he undertook a voyage with friends to explore his surroundings and undoubtedly made life-long memories which are an integral part of his Pepperdine experience.

Another student, Jacqueline wrote about her experience on a “God in the Wilderness trip. She stated that the deep interactions she held with other students in Rancho Oso were among her biggest benefits received on the expedition: “I would say that my biggest gain was through some of the one-on-one conversations that I had with some girls that I hadn’t talked to previously. People’s stories of how they got to be where they are today can be truly inspiring, and there is a significant value in our ability to share our unique life experiences with one another.” She also wrote that the trip pushed her out of her comfort zone and into a place of ability to open up to people and perspectives. “A group hike, good meals together, group worship sessions around the fire and spontaneous deep conversations while being in this intimate space of community made for a really beautiful experience.” It’s difficult to capture and quantify just how much these students learned, grew, and had unique encounters on their escapades.

Students’ lives are also impacted beyond the classroom in our fitness classes. Energizing music, being with friends, and working off the stress of school work is integral to student life. It is inspiring to read student quotes after a semester of regularly committing to their work out:

“The yoga classes help me stay calm and grounded.”

“Working out, feeling better/having a better attitude has brought more peace and less stress into my life.”

“Most of my dates with friends occur around a fitness class on campus.”

It would appear that these students feel good about themselves and are likely to pursue their academics with greater passion and energy. Their involvement in fitness class contributes to their satisfaction with and commitment to our school.

A final area where Campus Recreation contributes to students’ holistic development is in their spiritual lives. Many people feel that they relate better with God when they are outdoors experiencing creation first hand, rather than in an indoor worship service. Our God in the Wilderness trips, and many others have an explicit faith-development component. Students report that their faith is stretched and they connect with their Creator in meaningful ways on these outings:

“Definitely need to have more trips like this at Pepperdine! Truly helps being away from campus by providing physical, spiritual and mental relief from the daily grind.”

“I was looking for reflection time and I definitely got that. I was so happy to be active and simply prayer-minded, given the opportunity to revel in God’s glory.”

“The trip gave me time to review what I had been doing and to have some deep thoughts about my life and future. It clarified much of my confusion and hesitation.”

Certainly outdoor excursions are an important link to the University’s Christian mission where students aren’t just reading about religion from a textbook, but experiencing God personally.

Besides these uplifting contributions to campus culture, the office also faces many real challenges which impact the quality and integrity of fitness programs. Our main challenges can be placed into two large categories: 1) restricted access of on-campus facility space which is largely scheduled by Athletics (and shared with other University departments), and 2) poor conditions characterized by space that is either limited in size or in need of refurbishment. The details on these two areas are delineated in the “Facilities” section of this report.

Another challenge that hampers quality delivery of service is the various decentralized locations where we hold our programs. There is no inspiring central meeting place on campus where fitness programming and community building can occur. The two main playing surfaces are at opposite ends of campus. The main weight center is in an undesirable and hard to locate basement location. Fitness classes are likewise held a considerable distance from the main areas where students gather, and are not adjacent to the Field House Weight Center or The Cage. Campus Recreation offices are not near any program locations, so employees spend a part of their day traversing the campus with equipment, money, and forms from one location to another. Supervision of programs, and oversight of maintenance is sometimes hampered by the scattered nature of the various locations. In order to oversee a fitness class taught by a new instructor, or meet a Facilities worker for a maintenance issue, our staff must leave the office for a considerable period of time.

A challenge we hope will be solved by the new CRM system being implemented across the University is our current outdated registration system. Our current waiver, payment, and participation tracking system is paper-based. Students sign paper waivers which are held in binders. Participants in a group fitness class likewise complete paper forms for payments which are debited from their student account. Attendance is taken in all of our locations by student monitors who count heads with a tally counter and then manually enter the data on a spreadsheet. We would like to know more information about who is participating in our services across our program areas as well as discover who has yet to make a payment or return a piece of camping equipment just by scanning an ID card. Because of these antiquated systems, Campus Recreation staff has been working with teams from Information Technology for several years to develop a software system which would enable us to register users, monitor program participation, and track student demographics both in the weight room and across our programs. The CRM software has not yet been implemented, but might eventually be used for program registrations and aid us in better understanding who we are and are not serving.

E) Staff

Staff keep abreast of professional standards and practices at other institutions by attending conferences, membership in professional associations, list serves, and reading professional publications. The director and intramural and club sports coordinator are members of the NIRSA (National Intramural Recreation Sports Association) and have attended a national conference. The associate director is a certified personal trainer / group fitness instructor as well as rock climbing instructor.

To ensure decisions are being informed by data and benchmarking, team members regularly consult with peer and aspirational schools to discover best practices. A recent example of this is the director made a presentation in the fall of 2015 to the Student Life subcommittee of the Board of Regents regarding the current state of Campus Recreation. In his report, he included detailed information on facilities (courts, field space, weight centers, fitness rooms, and office space) from six other institutions. Staff have visited recreation centers of other schools and inquired of those professionals about their unique programs. We personally lead

a healthy lifestyle of regular exercise and eating healthy and keep abreast of exercise and health trends in their personal lives. Currently, the department is comprised of three white males. We have not published any scholarly articles related to the field.

Staff Credentials

Doug Hurley, *Director of Student Activities and Campus Recreation*. B.A. Speech Communication; M.A. New Testament; M.Div. 19 years at Pepperdine. Wilderness First Aid certified. 2015 NIRSA Annual Conference.

Denton Jones, *Associate Director of Campus Recreation*. B.A General Studies, Minor in Business Administration; M.A. Public Health. Personal Trainer, American College of Sports Medicine; Group Exercise Instructor, American Council on Exercise; Coaching Healthy Behaviors, The Cooper Institute; TRX Suspension Training Course; Indoor Cycling Instructor; Aerobics and Fitness Association of America; Five Day Rock Climbing Leadership & Guide Training; International Wilderness Leadership Institute; Wilderness First Aid, Wilderness Medicine Institute; Leave No Trace Trainer, Leave No Trace Center for Outdoor Ethics; CPR/AED, American Heart Association. 3 years at Pepperdine. Awarded a Seaver College Grant to attend Climbing Leadership & Guide Training.

Casey Gillam, Intramural and Club Sports Coordinator (ten month employee). B.S. Business Administration; M.B.A. 10 years at Pepperdine. 2015 NIRSA Annual Conference. Awarded a Seaver College Grant to attend the NIRSA Annual Conference.

F. Sustainability: Evidence of Program Viability

Demand for the Program

Campus Recreation has experienced an increase in participation and an expansion of our programs in recent years, yet with our limited facilities and personnel we are still only reaching a small portion of our student body. Benchmarking data provided earlier in this report shows that our facilities and programs are not on par with other universities. Upgrading our facilities and programs is vital if Pepperdine is to attract and retain students.

A study conducted in 2014 by NIRSA found the following about Campus Recreation programs and facilities across the country:

Campus Recreation	Influence to Attend	Influence to Continue Attending
Programs	62%	67%
Facilities	68%	74%

This suggests that Campus Recreation facilities and programs play a greater role in student satisfaction than they initially anticipate and undergirds the importance of high quality facilities and programs.

A 2006 report entitled “The Impact of Facilities on the Recruitment and Retention of Students” found that approximately one third of students report that exercise/recreational facilities were “extremely” or “very important” in the decision to attend a particular university.

These studies suggest that it is vital for a university to provide quality campus recreation facilities and programs to attract and retain students and to enhance their college experience and academic performance.

2. Allocation of Resources

There are two full-time, and one part time staff in the office which is a student to staff ratio of 4,750:3, (all Malibu undergrad and graduate students combined). Although the office has been able to work somewhat

effectively in producing quality programs, some personnel are unable to improve upon the scope of their duties due to spending time in multiple areas. Doug Hurley is in his sixth year serving as the Campus Recreation and Student Activities Director. Like many University offices, the Student Activities office has grown in a number of ways. In Student Activities, there are more on-campus programs, a greater focus on risk management--especially as it relates to student organizations--and a more demanding assessment and reporting schedule. Doug and Casey Gillam are additionally responsible for a September 11 flag memorial, "Waves of Flags." This beautiful memorial showcases nearly 3,000 American and international flags on Alumni Park, and is a labor intensive project which unfortunately falls right at the beginning of the school year. Denton Jones is the Associate Director who not only programs fitness classes, weight rooms, and outdoor recreation rentals/excursions, but furthermore has reporting, supervision and some budgetary oversight responsibilities. Oversight of equipment maintenance for fitness classes and weight rooms is another area of Denton's responsibility. With two staff members splitting their time across so many areas, some areas for departmental and personal development sometimes take a backseat to running the aspects of Campus Recreation. This would be a prime opportunity for an experienced graduate intern to help alleviate the workload of the directors. An intern ideally would have worked for a Campus Recreation department previously and could share insight for growth opportunities while working on specific program areas.

There is a formal annual review process for each position. The direct supervisor of each staff member uses the Human Resources annual report form to walk through the previous year to show areas of strength and opportunities for growth. The supervisor outlines specific achievements and details how these accomplishments impacted the department. He will also review areas where the employee can grow and give specific examples. Then the employee has the opportunity to review the supervisor by giving feedback about his role. There is no formal mentoring process, however mentoring happens naturally through personal relationships – especially when working on projects and excursions together.

Denton Jones and Becci Prather (former assistant director) have both taken time to invest in their own training to be certified in various practices. Both attained fitness certifications from IDEA, and both were group exercise certified and personal trainers. Denton became rock climbing certified and Wilderness First Aid certified. Casey and Denton applied for and received Seaver College grant funds, which allowed them to attend the 2015 NIRSA Annual Conference and Climbing Leadership and Guide Training, respectively. Finally, staff are encouraged to attain and retain certifications by subsidizing a portion of the cost of the certification from a Student Affairs departmental development fund. Each team member has adequate time to plan within the job, but we could use time to collaborate as a team to brainstorm future programming and ways to develop our objectives further.

Facilities

In 2009, the Campus Recreation office moved from the Harilela International Tennis Stadium to the Howard A. White Center. That move decreased the square footage of the office space substantially. Prior to 2009, the Campus Recreation office was a hangout where students often came to relax and enjoy the recreational atmosphere of the office which had ping pong and foosball. It had a large open area with a television which was ideal for student training. Currently, our space includes three offices, and one additional office space for all of the Campus Recreation student staff. This space is often shared by student workers or colleagues from the other HAWC offices, and is the only "conference room" type space in the office suite.

As noted in the "Service Usage and Evaluation" section, the University is committed to addressing the indoor needs of students through a new facility; however, no estimates are currently available as to the timeline of when it will be built. Similarly, there has been no official communication concerning the necessary ongoing maintenance to the fields for intramurals and club sports as well as informal play. As previously stated, current fields are overused and under-maintained, and there have been no details relayed to us of ways to address this issue.

Storage space is likewise an important need. The majority of what Campus Recreation offers is dependent on expensive equipment we have purchased with University funds. Intramural and club sports, fitness, weight rooms, and outdoor recreation all need dedicated space to store the equipment used by participants. One area where there is a great need for adequate and secure storage is for club sports teams. For example, Men's

Rugby has asked for a storage space for equipment in Alumni Park for many years. They own scrum sleds, tackling dummies, and goal posts which have to be left outside exposed to the elements as well as potential vandals or thieves. Additionally smaller equipment is left in the vehicles of players and coaches throughout the week. If they had a storage space in Alumni Park, they would be able to store equipment safely and save money on replacement equipment. There are other Club Sports teams that have correspondingly asked for storage space that face similar issues as Men's Rugby.

The two main challenges we face in offering a quality Campus Recreation program to the campus are restricted access to various facilities and the poor conditions of many of those locations. Descriptions of each are given below:

Restricted Access

- Harilelia International Tennis Stadium: Shared with Natural Science (PE Classes); Athletics (Cheer Squad), Student Activities (Dance in Flight, and Songfest practice); Greek organizations.
- Tari Frahm Rokus Soccer Field: Closed to general student use because of renovations. Campus Recreation teams are usually allowed to hold three contests at the soccer field each year. Rugby, Men's Soccer, Men's and Women's Lacrosse, and Ultimate Frisbee would like to have matches on the field more frequently.
- Firestone Fieldhouse Court: Controlled by Athletics. Late start times for IMR basketball and volleyball (8 PM and 10 PM). Limited times for open recreation times.
- Alumni Park: Shared with many offices. Events held on Alumni Park include student events, concerts, Waves Weekend, graduations.
- Campus Recreation Field: Shared with Athletics, and general event use.
- Fieldhouse Weight Center: Shared with Natural Science (PE classes); used by grad students, faculty/staff, Crest.

Conditions

- Harilelia International Tennis Stadium: Fitness room is former Campus Recreation office. Small size for the number of people it serves. Limited to certain types of classes because of its multi-purpose use. Stationary bikes, stored in the room, must be moved outside for classes.
- Tari Frahm Rokus Soccer Field: New grass, great condition (recently completely refurbished two summers in a row). Not accessible for general student or Campus Recreation use.
- Firestone Fieldhouse Court: Refurbished each year. Great condition.
- Lacrosse field: Poor field conditions. Dead grass, large sand-filled holes, uneven ground. The lights are powered by generators housed in a structure without a roof (due to Coastal Commission regulations). They are exposed to the elements and break down often. During the championship IMR football game last year the generators failed, the lights went out and the match had to be rescheduled.
- Alumni Park: Poor field conditions. Dead grass, large sand-filled holes, uneven ground, debris on field. Last year the men's lacrosse team was put on probation from the league because of poor field conditions, and were not allowed to host any matches.
- Campus Recreation Field: Poor field conditions. Dead grass, large sand-filled holes, uneven ground. Small size will not accommodate most sports. Directly adjacent to roads and structures (stairs).
- Fieldhouse Weight Center: Remodeled in 2013 with new HVAC, lighting, paint and banners. Equipment is kept in good working order. Great partnership with the Crest Associates. Obscure, underground location and limited square footage remain obstacles to greater use.
- Towers: Small converted former lounge spaces, newer equipment.
- "The Cage": Outdoor facility. Equipment rusts. Concrete floor. "Industrial" feel.

Financial resources

Revenues have continued to increase over the past five years whereas the expenses, for the most part, have remained relatively level across program areas. Since 2012, there has been a 64% revenue increase into this current fiscal year.

The biggest factor for this rise is due to the increased popularity of group exercise classes. Fitness fees have not increased during this period, yet revenues have continued to soar due to improved marketing of the program, continued breadth of classes, and the high caliber of instructors.

Besides the group exercise classes, two new programs in the fitness area have increased our revenue: 1) personal training and 2) CrossFit. The personal training program allows students who have gained a certification in the field to work for Campus Recreation and gain experience with clients. All of the revenues from students, faculty, and staff go to our budget while the personal trainer earns an hourly wage. CrossFit is another new addition where we have been able to leverage the popularity of this fitness trend by offering members the sense of community during and after their fitness regimen. The CrossFit fee is in addition to the group exercise fee (due to greater equipment and instructor costs), so revenues have exploded as the reputation of the name has carried marketing efforts very well.

Growth in the outdoor recreation program has increased over the past five years. The “God in the Wilderness” program has continued to flourish and bring larger revenues over the years. There are more trips being offered through the year which has led to increased revenue. Outdoor rental revenue has increased the last several years partly due to the purchase of surfboards, kayaks, and stand-up paddleboards, which enable students to take advantage of our Malibu ocean side location. The Student Affairs major equipment fund was used to purchase this new equipment, so there were no additional departmental expenses incurred.

Ultimately, the departmental budget is scarce. Campus Recreation survives on the revenues it brings in each year. With the exception of increasing costs of God in the Wilderness trips and fitness equipment, departmental expenses over the past five years have remained relatively flat. And although the expenses in these two areas have continued to grow, we rely on increasing revenue from these areas to cover the additional costs. This is part of the strategy to grow and develop the office without causing a financial deficit. It is also for this reason there was great confidence in the decision to increase the base operational budget by 224% in this fiscal year.

III. Summary and Reflections

This snapshot of the Campus Recreation program at Pepperdine reveals that there are many high-quality programs and services being offered by engaged and dedicated staff who value what the various fitness options can mean in the lives of students. Over the past several years, we have leveraged University collaborations to find new spaces to meet some of the demand for fitness programming. There have also been increased interest in group fitness classes as evidenced by higher revenues over several years. This is undoubtedly due to creative and new classes with high quality, certified instructors and equipment that is well cared for. The outdoor program has grown in both number of outdoor excursions offered as well as outdoor equipment items that have been rented. Intramural referees have received more professional training in both standards and game management. Lastly, other innovative programs have been piloted and will certainly grow in the impact they will have on campus fitness in future years. These programs include CrossFit, personal training, traveling trainers, and bubble ball soccer. All this great work is being facilitated by just two full time staff and one part time director.

At the same time, many deficiencies—especially related to facilities—exist and need improvement. As noted above, Campus Recreation faces restricted use of some facilities, while others are too small or in poor condition. Moreover, there is no inspiring central meeting place on campus where fitness programming and community building can occur. Limited use of some current facilities restricts the number of offerings in terms of intramural and club sports. For example, we don’t advertise our intramural basketball or volleyball seasons to the student body, yet it fills up each year despite the late start of some of the games (10 PM). We feel confident these popular sports would grow with a dedicated gym. Similarly, poor field conditions, and no

adequate lighting solution hamper long-standing sports such as Rugby, Flag Football, Soccer, and Men's and Women's Lacrosse. Currently the lights on the Lacrosse field are lit by two generators which are unreliable. They are in poor condition despite being relatively new because no solution for protecting them from the elements has been found (Coastal Commission rules prohibit a "structure" from being built on the lacrosse field). The small size of the Tennis Stadium impacts the number of group fitness participants that can safely exercise together, and this space is shared with many other University offices limiting class availability. All of our attendance tracking and data gathering is paper-based. Participants register for programs and fill out waivers on paper. Some attendance data is placed on a spreadsheet via computer where part-time student workers enter large amounts of data. These methods create a potential for error. This makes it cumbersome to attempt to collect accurate data on who is participating across our programs, who owes money, and which populations of the campus we are (or are not) reaching. As Seaver College grows and a new residence hall is built, the difficulties of inadequate and overcrowded facilities will undoubtedly be exacerbated.

In the summer of 2015, a conversation was initiated with a subcommittee of the University's Board of Regents by the vice president for student life. In that meeting, staff was asked to present the current state of Campus Recreation as well as some benchmarking against peer and aspirational schools. Also, the regents took a tour of some of the facilities. This conversation was a great start in addressing student fitness needs, and we feel confident the University is committed to addressing the deficiencies enumerated in this report. Since the conversation with the Board of Regents subcommittee, several other meetings have taken place where the Campus Recreation and Athletics offices have viewed and discussed drawings for a new fitness center. These discussions took place with a University-hired architect under the guidance of the vice president for student life. Campus Recreation staff was asked to present what type of building would best meet student fitness needs. We are excited about a central location where the University community can gather to work on fitness goals; however, a few concerns linger about the facility. Currently, there are no plans to add additional court space which is needed for the intramurals program to expand. Popular sports like volleyball and basketball will remain in a restricted use space with limited playing time. Also, it is unlikely we will be able to expand club sports to include basketball. Another area that students inquire about is open gym time for pick-up games, and we will not be able to provide that free play time in the new recreation center.

Short Term Goals (3-5 years)

Fields

In the next few years, we will be working toward solutions for improved outdoor recreation facilities. We have started conversations with Facilities Services on conditions of Alumni Park and the Lacrosse field. We look forward to being on a task force with other stake holders to strategize together on how best to maintain the integrity of the playing surface for student athletes on a field that is used by many different offices. On the Lacrosse field, we would like to explore a more reliable lighting solution as well as bathroom facilities for players and coaches. Furthermore, storage options for sports equipment that is proximal and convenient to the fields will be necessary for success of these programs.

Outdoor Program

Most of our outdoor offerings continue to have long waiting lists. Trips to Yosemite, Joshua Tree, Big Sur, as well as our "God in the Wilderness" programs have reached maximum capacity. It is clear by this demand that students desire opportunities to explore the outdoors. We would like to allocate more resources toward this area. Additionally, we would like to reallocate more resources toward higher quality camping and recreational equipment (tents, sleeping bags and pads, kayaks, stand up paddleboards, etc.) available to students to rent. We would like to seek revenue to offer for more "epic adventure" type experiences. Examples of this would be: a trip to Alaska, extended backpacking, a week working/learning on a Dude Ranch, or a trip to a renowned surfing destination.

Fitness

Our Group Fitness Classes are taught by both experienced fitness professionals and newly certified student instructors. However, we have not had a formal process for recruiting and training student instructors. We would like to formalize this process as well as the process for recruiting and training student personal trainers. We plan to target students within the Sports Medicine department to give them practical opportunities to implement what they are learning in class as well as give them real-world experience to add to their resumes.

Staffing

A growth area that will require University resources is additional staffing. To meet the highest quality standards that both students and the University expect, the office needs a full-time director. As noted above, there will undoubtedly be increased demands for our programs as the on-campus student population increases. We will be submitting an application for a graduate intern for next school year. We would like additional help in the areas of outdoor recreation and organizing and coordinating intramurals and club sports.

It is difficult to list longer term goals that would revolve around a new recreation center being constructed. Certainly, additional full-time staff and students will be necessary to manage a new facility that better meets the fitness needs of the campus. New programs will be envisioned that will maximize use of the facility which will certainly require more staff.

Appendix A

1. Group Fitness Class Schedule & Descriptions Example: Spring 2016

GROUP FITNESS SCHEDULE

Spring 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sunrise Shred (Cecily) 6 - 6:50 am	Cycle and Core (Monica) 6 - 6:50 am		Sunrise Shred (Cecily) 6 - 6:50 am			
	Zumba (Amy) 12 - 12:50 pm	Cardio Kickboxing (Morgan) 11 - 11:50 am	Total Body Conditioning (Ashley) 11:30 - 12:20 am			
Boxing (Mike) 12 - 12:50 pm	TRX @ The Cage (Denton) 12 - 12:50 pm	Vinyassa Yoga (Lisa) 12 - 12:50 pm	Yin Yoga (Lisa) 12:30 - 1:20 pm	Cardio Kickboxing (Mike) 12 - 12:50 pm		
Vinyasa Yoga (Jen) 4:30 - 5:20 pm	Cardio Kickboxing (Mike) 4:00-4:50 pm	Power Sculpt (Mike) 4:30 - 5:20 pm		Boxing (Mike) 4:30 - 5:20 pm		
Barre Bliss (Stefanie) 5:30 - 6:20 pm	Jump Rope Conditioning (Amanda S.) 5:15 - 6:05 pm	Mat Pilates (Phyllis) 5:30 - 6:20 pm	Indoor Cycling (Nicole) 5:30 - 6:20 pm			
Power Sculpt (Ross) 8 - 8:50 pm	Vinyassa Yoga @ Law School Library (Heather) 5:30-6:20 pm	Total Body Conditioning (Ashley) 6:30 - 7:20 pm	Zumba (Kristyn) 6:30 - 7:20 pm			
	Kettlebells (Kyle) 6:15 - 7:05 pm					Sacred Yoga (Cecily) 6:30 - 7:20 pm

See class descriptions on the back

Class Locations

All classes are located at the Harlela Fitness Studio except:

- TRX is located in The Cage.
- Tuesday Vinyasa Yoga is located at the Law School Library.

A minimum of 6 people are required to hold a class. Classes subject to change without prior notification.

For more information visit
<http://community.pepperdine.edu/campusrecreation/fitness/>



Facebook: Pepperdine Campus Recreation

Twitter: @PeppCampusRecreation

Instagram: @pepperdinecampusrec

FITNESS CLASS DESCRIPTIONS Spring 2016

Strength & conditioning

Barre Bliss

This fitness Barre class combines ballet moves, light weight training, and mat work for a low-impact, fat-burning workout that will lengthen, strengthen, and tone your entire body.

Total Body Conditioning

Want to target every muscle group in your body and get a cardio workout? This class is for you! You'll do cardio and strength intervals using a wide variety of equipment to burn some serious calories and get strong and fit. All levels are welcome.

TRX

Train like a Navy Seal! They developed this suspension training device that uses your own body weight to strengthen and tone your entire body, improve your balance and core stability, and crank up your metabolism! All levels welcome.

Kettlebells

Long considered a powerful and effective training tool for maximizing cardiovascular and strength results, this Kettlebell workout will build power and condition your entire body in a way you've never experienced.

Power Sculpt

Kick your fitness into high gear with this class. Resistance training will strengthen and define muscles while cardio bursts increase calorie burn reshaping the body in a workout you're sure to love.

Sunrise Shred

This class will use a variety of equipment including dumbbells, weighted bars, BOSU's, partner work and more. Cardiovascular drills and resistance training followed by core work and stretching will leave you feeling balanced and accomplished. Nothing is off limits in this class.

Cardiovascular training

Jump Rope Conditioning

Learn jump rope skills from the best! A nationally ranked jump rope competitor will lead you through cardiovascular and toning drills using jump ropes and your own body weight. You will be surprised at how much you can do with a rope! *Prior jump rope experience is NOT required.*

Boxing

Who doesn't love hitting stuff? Don't worry, you'll only hit the bags, not each other. Gloves are provided. Learn to jab, hook, uppercut, knee, duck, and kick as you reshape your body inside and out.

Cardio Kickboxing

Kick, punch and sweat your way fit with this high-energy class. Utilizing traditional kickboxing moves and combinations, participants can expect a total body workout.

Indoor Cycling / Cycle and Core

In this traditional cycling class, participants will experience a variety of situations including hill climbs, fast flats and everything in between while focusing on speed, intensity and technique. In Cycle & Core, the last few minutes of class will be spent performing mat work to strengthen your core. A water bottle and towel are recommended.

Zumba

A dance-fitness class, this format features exotic dance moves set to high-energy Latin and international beats. The combination of slow and fast rhythms will tone and sculpt the body. All dance levels welcome.

Mind/Body

Mat Pilates

A perfect blend of muscle toning, flexibility, and balance, this class will emphasize the basic of Pilates while offering challenging variations for more advanced attendees. Expect a strong, toned, healthy core as you learn proper spinal alignment and train the deep muscles of your core.

Vinyasa Yoga

This style of yoga connects breath and movement to create a flowing class. Postures are blended together in different combinations creating a unique experience each and every time. All levels welcome.

Yin Yoga

A restorative practice designed to release tension and calm the nervous system. Participants will passively stretch and energize the deep connective tissues of the body, open the joints, and restore alignment. Yin yoga compliments a more active practice (Yang) by improving flexibility, ease and balance. All levels welcome.

Sacred Yoga

Refresh your entire spirit, soul, and body to prepare you for the week in this unique Sunday night class. Similar to our Vinyasa Yoga classes, but participants will be guided through Scripture meditations and prayers as they complete the movements.

Appendix B

[“Campus Rec. Ramps up Fitness and Fun for Students this Semester.”](#) September, 2011. “Campus Rec is making it their mission to give students new adventures by offering exciting activities to participate in.”

[“New Assistant Director of Campus Recreation Shares Vision.”](#) November, 2011. “The programs controlled by Campus Rec. are taking leaps and bounds to give students more opportunities to get out and be active.”

[“Plethora of Fitness Campus Keep Students in Shape.”](#) February, 2012. “The fitness schedule has a class for just about everybody. We’re lucky to have such a program, and students should take advantage of this opportunity.”

[“For the Best of March Entertainment, Hop on ‘Board.”](#) March, 2012. “Whether it is a couple people getting together for sunset kayaking or a large group coming together for a movie night, it means the student body is coming together to take pride in what Pepperdine has to offer.”

[“Campus Recreation: Kindling Exploration.”](#) April, 2012. “It’s a good chance to meet people and hike and get exercise and a study break.” “It’s important to fuel that sense of wonder.”

[“Campus Rec Revitalized.”](#) September, 2012. The new classes offered this semester include, but are absolutely not limited to: kettlebell power, power sculpt, core fusion and sessions of various yoga techniques. Assistant Director of Campus Recreation Becci Prather announces that they are “adding more classes to the schedule as well as adding new formats to stay abreast of trends in the fitness industry.”

[“Spring Break Programs Revealed.”](#) October, 2012. For the more outdoorsy type there is the God in the Wilderness program. This excursion takes students on a trip to Mammoth Lakes where they will snowboard, ski, sled and have a good time in nature while furthering their relationship with God. This is the only spring break trip to offer four units of Convo credit!

[“Intramural Sports are Underway.”](#) February, 2013. “With former NCAA basketball players, the intramural leagues are more competitive than students might imagine.”

[“Club Sports Fight for Pepperdine.”](#) February, 2013. “I love playing tennis. I wanted to play at a more competitive level than just intramurals, and the club team allows me to do that ... every year there are great people on the team ... and I love the opportunity to meet people from other schools while doing what I love,” Cody Goodmen of the club tennis team explained.

[“Towers Gym to be Improved.”](#) March, 2013. “Due to the results of a survey by SGA asking about an improved gym, SGA and HRL have begun working together to raise the money and add weights to the Towers gym.”

[“Hike to the Hollywood Sign.”](#) September 2013. Saturday morning, 43 students filed out of the door of a coach bus at the base of Westshire Drive for the first Campus Recreation led hike of the Month to the Hollywood Sign.

[“Campus Rec Goes to Big Sur.”](#) January 2014. Campus Recreation took a group of 25 students to Big Sur this past weekend. During the fall semester, Campus Recreation organized a trip to Joshua Tree National Park for a weekend.

[“Best Places to Work Out in the Bu.”](#) January 2014. Pepperdine’s gyms and weight rooms are also available on campus. There is a gym and weight room located in the Firestone Fieldhouse, Drescher, Towers, as well as the Harilela International Tennis Stadium Fitness Studio, where different fitness classes are available.

[“Power Sculpt: Reshape Through Resistance.”](#) February 2014. Step into the Harilela International Tennis Stadium Fitness Studio on Thursday afternoons and witness 50 Pepperdine students and faculty engaged in a high intensity workout class that burns calories and keeps heart rates up. Led by fitness instructor Mike Bash, Power Sculpt is a fun and effective workout.

[“Hop Onto a Board and Hit the Surf.”](#) February 2014. Campus Rec: Rent a surfboard from Campus Recreation and find an experienced surfer to teach you their ways. It shouldn’t be too hard to find one on campus or even in your dorm.

[“Box, Bike, and Build While Avoiding the Gym.”](#) March 2014. Campus Recreation offers a wide variety of classes for students to have fun while staying in shape. Many students don’t realize that the Firestone Fieldhouse Weight Center is not the only gym in town. For those students lucky enough to live in Drescher or Towers you’re in luck! Both living areas come with a fully functioning fitness studio.

[“Campus Rec. Opens New Outdoor Training Facility.”](#) August, 2014. “They say that the pain you feel today is the strength you will feel tomorrow. However, if your pain is comes from not being able to find space or equipment in the small weight center in the Pepperdine gym, you are probably feeling a different kind of burn.”

[“Gym Offers Personal Training.”](#) October, 2014. “Campus Recreation and the Weight Facilities Center are now offering personal training sessions — and the first two sessions are free.”

[“Campus Rec. Shack Offers Cheap. New Rentals.”](#) November, 2014. “Life’s a beach, but stop playing in the sand since you can now jump in the water with Pepperdine’s Campus Recreation Equipment Shack’s new rentals of aquatic beach toys.”

[“Gym Packed for the New Year.”](#) January, 2015. “Due to its relatively small size, the Firestone Weight Center has suffered crowding problems, especially as the new year begins.”

[“We Came. We Saw. We Burned Calories.”](#) September, 2015. “Early risers and night owls alike can find their groove with Campus Recreation’s Group Fitness Schedule.”

[“Program Creates Link Between God And Nature”.](#) October 2015. “Twice a year, Pepperdine organizes a trip to give students the opportunity to escape the everyday hustle and bustle and submerge themselves in nature, reflection and devotion.”

[“Students Tackle Mt. Baldy”.](#) November 2015. “Students hiked to the highest point in LA County and the San Gabriel Mountains this past Saturday, marking 11 miles round trip.”

Appendix C

INTRAMURAL ASSESSMENT RUBRIC

Contributes to Learning Outcome #2

Interaction	Superior #1	Well #2	Average #3	Poor #4
<p>Verbal Communication</p> <p>**Verbal cues to team and opponent</p>	<p>Player affirms opponents and compliments opponents' playing abilities</p> <p>Player responds positively to referee's calls</p>	<p>Player encourages and motivates team members</p> <p>Player enthusiastically rallies teammates with yells of positivity</p>	<p>Player exhibits average verbal interactions with team members</p> <p>Player withholds communication with opponent</p> <p>Player has minimal to no interaction with referees</p>	<p>Player is audibly angered with team members</p> <p>Player antagonizes and instigates negative discourse with opponent</p> <p>Player becomes defiant and yells at referees</p>
<p>Physical Communication / Body language</p> <p>**Reactions to external forces</p>	<p>Player helps opponents up off the floor after a fall or scramble</p> <p>Player displays positive encouragement to teammates with positively reinforced body contact</p>	<p>Player helps teammates up off the floor after a fall or scramble</p> <p>Player displays positive encouragement to teammates with high-fives and other positively reinforced body contact</p>	<p>Player has minimal to no physical interaction with team members</p> <p>Player uses standard shoulder and elbow shoves during game play with opponent</p>	<p>Player emits pushing/shoving behavior with team mates</p> <p>Player pushes/shoves/fouls opponents excessively throughout gameplay</p> <p>Player invades referees' personal space in threatening manner</p>
<p>Contributes to game cohesion</p>	<p>Player retrieves out-of-bounds basketball for opponents</p>	<p>Player continues to lift team members up with encouraging words</p> <p>Player passes the ball to every player on the team for equal share</p>	<p>Player has moderate interactions with some or all team members</p>	<p>Player tears down team members through negative verbal barrage throughout game</p> <p>Player attempts to play the game without sharing team responsibilities</p> <p>Player antagonizes opponents and referees throughout game play</p>
<p>Escalation / Diffusion of conflict</p>	<p>Player stands by the referees' call and relays it team members</p> <p>Player utilizes positive conflict resolution skills to eliminate threats</p>	<p>Player finds way to keep team mates in line</p> <p>Player choose to ignore completely any threats or dangerously aggressive attitudes from opponents</p> <p>Player is non-reactive to opponents' instigations or referees' calls</p>	<p>Player remains mostly neutral/silent when conflict arises</p> <p>Player walks away from a conflict happening between team members and referees/opponent</p>	<p>Player instigates and promotes conflict among team, opponents, and referees</p> <p>Player erupts with each call from the referees</p>
<p>Pre and Post game attitude</p>	<p>Player is communicative with opponents and referees during pre-game warm-ups</p> <p>Player is respectful towards referees and opponents after game regardless of outcome</p>	<p>Player is communicative with teammates during pre-game warm-ups</p> <p>Player is respectful towards teammates regardless of outcome</p>	<p>Player mostly keeps to himself/herself before and after game</p> <p>Player leaves the court without much interaction with team or opponents</p>	<p>Player can be heard "trash talking" opponent before/after the game</p> <p>Player continues to berate referees about "missed calls" after game play has concluded</p>

Appendix D

**INTRAMURAL BASKETBALL ASSESSMENT RUBRIC
Contributes to Learning Outcome #2**

	Superior	Well	Average	Poor
	#1	#2	#3	#4
Team Play / Interaction				
Verbal Communication **Verbal cues to team and opponent	19.6%	49.0%	25.5%	5.9%
Physical Communication / Body language **Reactions to external forces	32.4%	32.4%	35.3%	0.0%
Contributes to game cohesion	13.2%	47.4%	34.2%	5.3%
Escalation / Diffusion of conflict	10.4%	33.3%	54.2%	2.1%
Pre and Post game attitude	31.0%	42.9%	21.4%	4.8%

Appendix E

INTRAMURAL SOCCER ASSESSMENT RUBRIC Contributes to Learning Outcome #2

	Superior #1	Well #2	Average #3	Poor #4
Team Play / Interaction				
Verbal Communication **Verbal cues to team and opponent	19.2%	69.2%	7.7%	3.8%
Physical Communication / Body language **Reactions to external forces	27.3%	54.5%	18.2%	0.0%
Contributes to game cohesion	0.0%	100.0%	0.0%	0.0%
Escalation / Diffusion of conflict	0.0%	62.5%	37.5%	0.0%
Pre and Post game attitude	60.0%	33.3%	0.0%	6.7%

