

**Student Fee Review Board  
Funding Application for Fiscal Year 2020-2021**

Recreational Services Department

Name of Unit

Jim Todd Director

Dean/Director Title

Johnson Center 1102, MSC04 2600

Campus Address

277-3739 jtodd@unm.edu

Campus Phone E-mail Address

\$812,178 boegline@unm.edu, brocolie@unm.edu

**Total Amount Requested** Alternate E-Mail Address

**One-Time Funding**  **Recurring**  **Requesting Increase**

**CERTIFICATION**

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board, I understand that the SFRB is a recommendation body and that its funding allocations are subject to revision by the Budget Leadership Team before final approval.

James Todd

Submitted By (Print Name)

\_\_\_\_\_  
Department Head Signature

\_\_\_\_\_  
Date

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of the application to the ASUNM Office, Student Union Building Suite 1016.

**DEADLINE September 6, 2018, 5:00 PM**

Late applications will not be accepted.



## **Recreational Services**

### **Executive Summary**

Recreational Services is a service-oriented program for the entire University community that totals approximately 25,000 students and 9,000 faculty and staff. SFRB funding permits each student to participate in a variety of scheduled activities and the opportunity to use numerous recreational facilities managed by Recreational Services. A primary function of the Department is to provide for the total well-being of the University community in accordance with the University's commitment to educate the total individual and to care for the individual's needs while they attend or are employed by the University.

In order to accomplish our goals and fit within the University's mission, Recreational Services offers numerous recreational opportunities to students. These programs engage students, create peer groups, maintain and improve physical fitness and wellness as well as explore and attain new skills, merging academic and recreational experiences into practical application.

We believe that through participation and engagement, we contribute in a very positive way toward student success. The supplemental material provided will show evidence that the average GPA of students that participate in our programs and services is higher than the GPA of students that do not participate. Students that are employed with Recreational Services receive training and skills that transfer to the "real world" and contributes to their success, both while they are enrolled and after graduation.

Recreational Services will continue to use student fees to pay student salaries and to fund programs that directly impact Student Life. Recreational Services does not rely entirely on student fees to provide recreational opportunities. We generate revenue internally as well as the institutional funds we receive for reimbursement for the faculty and staff that use our services. The money that we do receive from SFRB is used almost entirely for student salaries, approximately 25% goes to UNM mandated operations and maintenance fees and any leftover SFRB money is used to purchase equipment (non-consumables) that directly impacts student participation, i.e. weight room equipment, etc.

Recreational Services collaborates and offers programming and referrals with, to and for multiple campus organizations. We work closely with the Student Activity Center, Accessibility Resource Center, El Centro de la Raza, American Indian Student Services, African American Student Services, College Enrichment Program, ROTC, multiple sport and recreational chartered clubs, Student Health and Counseling, the Student Union Building and Residence Life, just to name a few. We also collaborate with University departments and programs that serve faculty and staff – never using student fees – which often directly or indirectly, positively impacts students.

Recreational Services is asking for a modest increase in funding due to the completion of the JCER project. Due to budget cuts in the previous 5 years, we found it necessary to reduce hours significantly. We want to bring those hours back. We also will be able to offer new and expanded programs and services which require us to hire additional student staff.

## **Recreational Services**

## Recreational Services Supplemental Information

1. **Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.**

a) **What services does your unit specialize in that are not offered in a similar form elsewhere within the University?**

b) **How does your unit serve the University's commitment to diversity?**

Please refer to **Supplemental Information - Appendix 1** for a more complete and detailed description of our programs and services.

**Mission** - The mission of the Recreational Services Department at the University of New Mexico is to provide a wide variety of opportunities to enhance the recreational, educational and social experiences for a diverse University community. The Department is committed to excellence by offering programs that promote wellness, physical activity and a healthy lifestyle while contributing to the intellectual and cultural development of those we serve.

**Vision** - Recreational Services is committed to being recognized by the University as an outstanding advocate for fitness and wellness and the leader in offering recreational and leisure activities on campus. We will develop and continue to improve a comprehensive recreation program that supports student learning and life long participation in fitness and wellness. We value student development, collaboration and professionalism.

**How We Support the Mission of the University** - Recreational Services supports the University's mission by contributing to student success. This is accomplished by giving students opportunities to engage in and create peer groups, maintain and improve physical fitness and wellness, explore and attain new skills and merge academic and recreational experiences into practical application.

Research has identified a very positive relationship between participation in campus recreation programs with student recruitment, retention, scholastic success and satisfaction. Refer to **Supplemental Information - Appendix 2** for a review of the literature.

**History** - John Dolzadelli, the Department's first director, founded the University of New Mexico Recreational Services Department during the 1949 - 1950 academic year. The Intramural Program, as it was known at the time, offered 18 activities designed primarily for the male population at UNM. The Department has since evolved into a nationally recognized program that offers over 200 activities per year that provide a wide variety of opportunities to enhance the educational and recreational experiences for a diverse University community and individuals with special needs.

Over the years, the Johnson Gym which was first built to house Athletics and Physical Education, has been renovated and expanded to provide additional facilities for education and athletic initiatives with recreation falling behind. Throughout this same time period, Recreational Services has added programs and staff necessary to support these programs

## Recreational Services Supplemental Information

**Programs and Services** - The services provided to the University community by the Recreational Services Department are unique and designed specifically to meet the student's needs. No other department is able to offer facilities (e.g. weight room, gyms, pools, etc.) for **student** recreation. And no other department is able to offer programs and services that specifically address physical fitness, team sports, individual sports, camping, bicycling, skateboarding and numerous other activities. The Physical Education Department offers fitness classes but those classes are for credit. Attendance in these classes is mandatory and you must arrange your schedule to enroll in these classes. Our goal is to provide alternatives that fit your schedule and meet your needs.

Recreational Services programs in the following areas of emphasis:

Campus/Open Recreation	Aquatics
Intramural Sports	Getaway Adventures
Outdoor Shop	Bicycle Shop
Fitness and Wellness	Sport Clubs
Special Events	Challenge Course Program
Student Employment	Summer Youth Camps

**Diversity** - All of Recreational Programs are inclusive or where gender is an issue, dual events are offered. We have a very diverse work force and staff are required to complete training each year in the areas of civil rights, ethics and diversity. Each program within Recreational Services has developed a Diversity and Inclusion Statement. Refer to **Supplemental Information - Appendix 3** for Diversity and Inclusion Statements.

We support groups that self-identify themselves as diverse in our Sports Club program. Sport Clubs are not restricted to just competitive sports. Sport Clubs also include special interest groups and can be recreational and informational. Our Getaway Adventures Program has a cultural component to it as we plan trips to several of the Pueblos in the State during their special holiday's and feast days. We have a very strong commitment to the disabled population on campus through our collaborative efforts with the HESS Adaptive Sports Program and ACCESS, chartered student club that advocates for the disabled. We also provide support for all ethnic centers (El Centro, American Indian Student Services, African American Student Services) and Global Initiatives as well as increase awareness of issues confronting students, faculty and staff with disabilities.

- Briefly describe each program/project in your unit that is funded specifically by student fees. What are the outcomes, so far, of each program/project? What, if any, changes do you plan to make to these programs.**

SFRB funds are used primarily for student employee salaries. We hire students into the following programs as managers, supervisors and operations.

Graduate Assistant	Lifeguards
Getaway Trip Leaders	Swim Instructors
Outdoor Shop Attendant	Gym Attendant
Bicycle Shop Mechanic	Marketing

## Recreational Services Supplemental Information

Fitness Instructor	Graphic Design
Personal Trainer	Information Technology
Challenge Course Facilitator	Customer Service
IM Sports Official	Facility Technician & Maintenance
Staff Assistants	Building Supervisors

These employees gain valuable experience, skill and abilities that transfer to life and career after UNM, and also receive a competitive wage.

Part of SFRB funds is used for Operations & Maintenance, billed to us by UNM Administration. Johnson Center is considered 73% I&G and 27% Auxiliary. Thus, we must pay 27% of the building’s utilities, repair, etc. Usage patterns indicate that 80% of the users are students and 20% of the users are faculty and staff. The O&M that we reimburse the University for is roughly the same, 80% out of SFRB and 20% out of faculty and Staff reimbursement.

We believe learning also takes place outside of the classroom. We are currently modifying our student employee training and development program to provide our student employees with important life skills such as effective communication, problem solving, leadership, research and project management. Please refer to **Supplemental Information - Appendix 5** for a flow chart of our new Student Employee Training and Development Program.

For the upcoming year, we are anticipating having to increase our student employees due to larger facilities and more programs services made possible by the expansion.

### Facility Comparison Pre-JCER, During JCER, Post-JCER

Facility	Pre-JCER	During-JCER	Post-JCER
Weight Room – Strength	Yes	Yes	Yes
Weight Room - Cardio	Yes	Yes	Yes
Weight Room - Auxiliary	Yes	Yes	Yes
Main Gym	Yes	Yes	Yes
Aux Gym	Yes	No	Yes
South Gym	Yes	No	Yes
Mat Room	Yes	No	Yes
Multi Purpose Large	Yes	No	Yes
Multi Purpose Small	Yes	No	Yes
Racquetball Courts	Yes	No	Yes
Natatorium	Yes	Yes	Yes
Fields	Yes	Yes	Yes
Weight Room Functional	na	na	Yes
Multi Purpose Large	na	na	Yes
Indoor Cycling (Spin)	na	na	Yes
Indoor Track	na	na	Yes
Specialized Fit Zones (6)	na	na	Yes

## Recreational Services Supplemental Information

**3. Does your unit have an SFRB balance forward? If so, please justify this balance forward and describe how you will utilize it.**

We did not have a SFRB balance forward.

**4. Describe any increase in SFRB funding you are requesting and provide justification detailing how raising student fees will improve your unit’s impact on the student population. If requesting increases for multiple programs/projects, which program/project is your top priority? If requesting an increase, please state any reserves in your unit’s budget and provide justification for not using said reserves for the requested increase.**

We are requesting a \$106,374 increase over our last year’s allocation. \$61,374 was cut from the amount that SFRB actually allocated and we are asking for that amount back. \$45,000 for expanded services and hours of operation due to JCER. We were able to survive the \$61,375 budget cut only because of reduced operations due to JCER.

FY 2018-2019 Budget			FY 19-20 Rec Svcs Request	FY 2019-2020 SFRB - Recommendation		FY 2019-2020 Regents - Final	
Original	+/-	Revised		+/-	Budget	+/-	Budget
767,178	0	767,178	767,178	(61,374)	705,804	(61,374)	705,804

This is necessary for us to hire additional student staff to manage the new space (60,000 sq. ft.) that is a result of the JCER project. We also anticipate that we will be able to add new programs and services in Intramural Sports, Club Sports, Fitness, Bicycle Shop, etc., also due to JCER. Due to successive budget cuts in the last 5 years, we had to reduce hours and close Sundays. We hope to bring some of those hours back once JCER completes. We do not have any reserves tied to SFRB funding. Reserves that are in our Plant Fund account are 100% designated to the purchase of new equipment for JCER that is not covered by the JCER budget.

**5. What are your unit’s current non-SFRB sources of funding (e.g. Instructional & General, state or federal grants, self-generated revenue), and if applicable, what additional funding sources are you seeking this fiscal year?**

Our current non-SFRB sources of funding are:

- **I&G** – custodial and building technicians salaries. Pool chemicals and custodial supplies.
- **Payroll Benefits Tax** – Reimbursement from UNM for faculty staff use of Johnson Center.
- **Self-Generated** – Sale of spouse cards, fitness passes, facility rentals, etc.

## Recreational Services Supplemental Information

- **ERR & BRR** – Provided by the UNM Budget Office for equipment repair and replacement and building repair.

We are not seeking any additional funding sources this year.

**a. What increase or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?**

Based on allocations over the last 5 years, we anticipate a decrease of funding in non-SFRB sources. The amount would be determined by the UNM BLT.

**b. Please complete Budget Form C for non-SFRB income.**

Done and attached.

**6. Describe student participation in your unit, and any plans to improve it, addressing each of the following bullet points.**

**a. How are students involved in the governance/decision-making of your unit?**

**b. How many students do you employ (including graduate assistants, interns, etc.)?**

We have adopted a student-run center philosophy. A student supervisor is on duty at all times the facility is open and is responsible for all activities in the Center. Students also serve on committees and represent the Department and University in marketing endeavors, conferences, seminars and at the National Intramural Recreational Sports Association. We have adopted the following learning outcomes for our student employees: develop transferable skills in assertiveness, cultural awareness, respect, accountability, responsibility, self-awareness, self-confidence, integrity, problem solving, decision-making, judgment and wellness.

**Recreational Services Advisory Council / Governance** - To help us provide better programs and services to the University community, we continue to pursue increased involvement of the Recreational Services Advisory Council. The Council provides us with feedback and helps us evaluate our current programs and offer suggestions for future enhancements.

**Student Supervision** - Recreational Services promotes student employees to student supervisors that have demonstrated leadership, dedication, initiative and loyalty. These supervisors are responsible for overseeing programs and make decisions concerning the day-to-day operation of the facility. Students advance to positions of higher authority through promotions. Five of our current professional staff members started off as student employees at Recreational Services. Student supervisors currently oversee portions of Open Recreation, Intramural Sports, Aquatic Center, Outdoor Shop and Bicycle Shop, and Getaway Adventures as trip leaders. The Center is opened and closed for recreation by student supervisors. They are responsible for all open recreation hours during the week.

**Student Employment** - Recreational Services has between 175 and 190 student employees

## Recreational Services Supplemental Information

each semester. We currently have over 200 student assignments. Student employee positions include:

Graduate Assistant	Gym Attendants
Sports Officials	Coordinator Assistants
Customer Service	Outdoor Shop Technicians
Bicycle Mechanics	Trip Leaders (Getaway)
Information Technology	Fitness Instructors
Graphic Artists	Personal Trainers
Building Supervisors	Sport Official Supervisors
Challenge Course	Lifeguards
Internships	

Supervision and planning are essential to create and maintain a safe and secure facility and provide recreational programming. For example, to open the facility just for open recreation, it requires 10 to 15 student employees depending upon the day and events planned. If an intramural sports league is in season, add an additional 10 to 20 student employees are required depending on the sport.

**Student Employee Training and Development** - Recreational Services is currently in the first year of our new Student Employee Training and Development Program. Student employees are our front-line personnel and we felt we were not adequately preparing them to successfully perform their jobs and were not developing and providing the students with other important life skills such as effective communication, problem solving, leadership, research and project management – just to name a few. Please refer to **Supplemental Information - Appendix 5** for a flow chart of our new Student Employee Training and Development Program.

**7. Describe specific improvements your unit has made in the last fiscal year to the visibility/accessibility of its services, and any plans to further improve visibility/accessibility.**

Increased collaboration with other campus departments, most notably with Employee Health Promotion creating a Unified Wellness Council initiative that would integrate student wellness needs with some programs currently only offered to faculty and staff.

Expanded marketing efforts via social media and traditional marketing outlets. Our expanded marketing has been very successful. To date, our numbers are well above previous years as it relates to enrollment and registration in our programs and services.

We are also working closely with UNM chartered groups and the community organizations that advocate for individuals with disabilities to create awareness and promote fitness and wellness through recreation. Both organizations sponsor wheelchair basketball teams and Adapt also offers expanded programming to individuals with disabilities that includes both traditional and non-traditional sports.

Open Gym for wheelchair basketball Saturday mornings. We are trying to recruit and form a

## Recreational Services Supplemental Information

wheelchair basketball team that represents UNM. A lot of the young athletes that participate in this open gym are potential UNM students, i.e. RECRUITMENT.

Plans! Wow! We have amazing plans to improve visibility and accessibility. On campus, it is known as the Johnson Center Expansion and Renewal (JCER) project. One of the largest factors limiting student participation in our programs and facilities is, as you can guess, accessibility to facilities. Add to that, lack of facilities to offer expanded and additional programming limits the number of students we can serve. We are well below national standards in several areas. The JCER project, as currently envisioned, would add 60,000 square feet of activity space and significantly improve existing activity space. This project is very much a team effort between Recreational Services, GPSA and ASUNM.

Further implementation and expanded use of a software package called BIRS that will allow us to track data from user versus non-user of Johnson Center. We have already purchased the software and are currently working with UNM IT to make it functional. When we are able to run reports, we will be able to determine whether users have a higher GPA, greater retention, experience greater satisfaction, etc. with UNM versus non-users. This research has been done nationally but not yet duplicated at UNM. See Appendix 6 in Supplemental Information for a more in-depth explanation and examples.

Online registrations and renewals for lockers, Getaway Adventures, Fitness, etc. Behind the scenes portal for Recreational Services staff to process forms, lockers, web updates, etc.

### **8. How does your unit collaborate with other campus units and/or off-campus entities**

We are always looking to create new joint programming opportunities with other campus groups and departments. Examples of cooperative programming are orienteering and GPS way finding with the ROTC Units, Getaway Adventures with the Latin American Outreach Program, close coordination on a variety of events with Student Activities Center and Challenge Course Activities with numerous student groups and departments. We are now the International Programs preferred provider for off-campus trips, managing and running all trips – all efforts, and registration handled by our office. We support ROTC PT training and testing in our facilities. We partner with EHP to offer programs and services that benefit student as well as staff. We refer to/from the SHAC for counseling and physical fitness. We support numerous COE events in the Center. Recreational Services is the administrative control center for LIFE – Leading Innovation for Education Certificate Program offered jointly with UNM EOD. We offer facilities at no charge to student organizations that are not collecting an entry fee and also offer facilities at no charge to UNM departments that are holding events aimed at recruitment of students to UNM. We host several commencement ceremonies each year for UNM colleges and departments.

### **9. What methods have been used in evaluating your unit's impact on the student population (e.g. surveys, focus groups, interviews), and how effective have those methods been? Please provide any data collected if it pertains to the application.**

Data is collected and analyzed from each programming area and is used to compile our annual report. We can track participation and cost effectiveness of these programs. Our

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website is also a very useful tool to collect data. Participant feedback via our website is very strong. Data indicates that approximately 80-percent of all visitors to Johnson Center are students.

Further implementation and expanded use of a software package called BIRS that will allow us to track data from user verses non-user of Johnson Center. We have already purchased the software and are currently working with UNM IT to make it functional. When we are able to run reports, we will be able to determine whether users have a higher GPA, greater retention, experience greater satisfaction, etc. with UNM verses non-users. This research has been done nationally but not yet duplicated at UNM. See supplemental Information for a more in-depth explanation and examples.

**10. If your unit received specific recommendations from last year's SFRB, what are your unit's current plans to address these recommendations.**

Our award letter came from the Office and Planning and Budget Development. There were no recommendations indicated from ASUNM or GPSA.

**11. Provide any other information or a narrative that will assist the SFRB in making its decision to fund your unit.**

We realize the SFRB's task of determining funding for requesting departments is daunting at best. We appreciate your efforts. Being a service provider, our main expense is salaries with student salaries being a large part of our expenses. We believe we are an important part of creating a vibrant and alive campus for students while also working to be a part of the University's many missions.

## Recreational Services Supplemental Information

Any graphics or tables or supplemental information will be accepted electronically or physically brought to the hearings.

### Appendix 1

#### Recreational Services Programs and Services

##### Programs and Services

The services provided to the University community by the Recreational Services Department are unique and designed specifically to meet the student's needs. No other department is able to offer facilities (e.g. weight room, gyms, pools, etc.) for **student** recreation. And no other department is able to offer programs and services that specifically address physical fitness, team sports, individual sports, camping, bicycling, skateboarding and numerous other activities. The Physical Education Department offers fitness classes but those classes are for credit. Attendance in these classes is mandatory and you must arrange your schedule to enroll in these classes. Our goal is to provide alternatives that fit your schedule and meet your needs.

Recreational Services programs in the following areas of emphasis:

**Campus Recreation** - During Open Recreation hours, students may use the following recreational facilities: gymnasiums, weight room and fitness center, racquetball and squash courts, dance and aerobic studios, wrestling and yoga room, tennis courts and several outdoor grass fields.

**Aquatics** - The aquatic complex consists of three pools: Johnson Pool, Therapy Pool and the Olympic Pool. Lap swim is generally available all day. Therapeutic and family use of all pools is limited to Open Recreation hours.

**Intramural Sports** - Recreational Sports offers participants the opportunity to compete individually, in pairs or on a team in many different sports in either tournaments or league play.

**Getaway Adventures** - The Getaway Adventures Program offers instructional, educational, and recreational excursions, clinics and workshops.

**Outdoor Shop and Bicycle Shop** - Camping and sporting equipment are available for rent to all UNM students at the Outdoor Shop for a very reasonable fee. Items for individual use, such as swim accessories, tennis and racquetballs are also available for sale at the Outdoor Shop. The Bicycle Shop is a full service bicycle rental and repair shop servicing all types of bicycles and non-motorized wheelchairs.

**Fitness and Wellness** - The Fitness Program offers a variety of wellness and fitness classes and workshops designed to enhance the total well being of the individual. The Works offers

## Recreational Services Supplemental Information

traditional aerobic and fitness classes as well as instructional classes such as Fencing, Hip Hop and Salsa.

**WOW** Pass stands for World of Wellness. It is a program sponsored by Recreational Services, Human Resources Employee Health Program and Recreational Services that allows benefits eligible faculty and staff to use their tuition remission benefit for Recreational Services group exercise classes.

**Excel** classes provide recreational opportunities for disabled students, faculty and staff. These programs provide for the development of skills in areas such as swimming, weight training and various sports activities.

**Next Level Fitness** classes offer nontraditional fitness classes and are skill-based.

**Personal Training** matches students with nationally certified trainers to assist in establishing fitness and wellness goals and then developing and implementing exercise plans to obtain those goals.

**Fitness Assessments** provide students with a baseline to start their exercise program. For a small fee, participants are tested on girth, body mass index, body composition, flexibility, muscular endurance and cardiovascular capability. Each participant will then have a private, individual session with a certified personal trainer and receive a personalized recommendation to help the individual achieve their fitness goals.

**Sport Clubs** - Recreational Services is home to all Sport Clubs at the University of New Mexico. Sport Clubs allow students the opportunity to compete against other clubs and institutions in their chosen sport. Current club offerings include ice hockey, rugby, karate, water polo, mountaineering, cricket and cycling. Sport clubs are able to store their equipment purchased by ASUNM funds in the "Sport Club Closet" located in Johnson Center.

**Special Events** - Recreational Services offers several Special Events each year. Recreational Services' staff is also available to assist other departments and groups with their events.

**Challenge Course Program** - Recreational Services manages and schedules the high and low ropes courses as well as the climbing walls. Participation in the ropes courses emphasizes the basics of teamwork and communication. Along with the ropes courses, we offer Outdoor Experiential Education activities, such as, cooperative games, UNM rock climbing walls, a portable rock climbing wall, rock climbing trips, snowshoeing, outdoor environmental trips, day hikes and overnight backpacking trips. The high are available to all UNM student organizations and low ropes course and other activities.

**Student Employment** - Recreational Services also employs close to 200 student employees each year responsible for the above-mentioned programs. Each program has a hierarchical organization structure with student supervisors, head guards, head sports officials, etc. to provide students with professional development and leadership opportunities.

## Recreational Services Supplemental Information

### Appendix 2

#### Literature Review of the Value and Impact of College Recreation Programs

The following literature review illustrates the influence of participation in campus recreation programs on student recruitment, retention, scholastic success and satisfaction.

The National Intramural-Recreational Sports Association (NIRSA) conducted a study on the impact of participation in recreational sports programs and activities on college campuses. Several key relationships between participation and college success were identified. The study represented the most comprehensive attempt to investigate the impact of participation in recreational sports programs and activities on college satisfaction and performance. More than 2,600 students from sixteen (16) colleges participated in the study ever conducted with respect to the value of participation in Recreational Sports (Downs, 2003, p 9).

The NIRSA study found that participation in recreational sports programs and activities is correlated with overall college satisfaction and success (Downs, 2003, p 9). Students agreed that participating in recreational sports resulted in the following wide range of benefits (in priority order):

- Improves emotional well-being
- Reduces stress
- Improves happiness
- Improves self-confidence
- Builds character
- Makes students feel like part of the college community
- Improves interaction with diverse sets of people
- Is an important part of college social life
- Teaches team building skills
- Is an important part of the learning experience
- Aids in time management
- Improves leadership skills (Downs, 2003, p 11).

Additional research has shown one of the most consistent findings in recreational research is that student satisfaction is highly correlated with extracurricular involvement, specifically in intramural and recreational sports (Down, 2003, p 13). In this research, Ryan found that “Participation in intramural sports appears to have a positive effect on student retention, degree aspirations and satisfaction with the college experience (Ryan, 1990, p100). Ryan also found that intramural sports participation was one of the strongest in-college activity predictors of overall college satisfaction.

In a study conducted by Mass at Arizona State University comparing persistence rates of college freshmen who were users and non-users of the university’s Student Recreation Complex (SRC), Maas found that persistence rates for SRC users “clearly outpaced that of their non-user counterparts.” (Belch, Gebel & Mass, 1999, p 261).

## Recreational Services Supplemental Information

The Art and Science Group conducted a telephone survey of prospective students, which indicated a strong correlation between intramural and recreational sports and student recruitment. Published in "Student Poll," Vol. 4, No. 4, one of the major findings of the poll indicated that intramural and recreational sports have a much greater influence on college choice than intercollegiate athletics (p 1).

A 2001 report from Washington State University illustrated a positive relationship between grade point average (GPA) and frequency of Student Recreation Center (SRC) use. Data from student card operations and the institution's Data Warehouse were combined to show that for every semester (spring, summer and fall), both GPAs and average credit hours taken were higher for students used the SRC than those that never used the SRC (Downs, 2003, p 16, Washington State University).

A recent article published by the American College of Sports Medicine also illustrates the value of recreation and fitness.

### HIT THE TREADMILL—NOT JUST THE BOOKS—TO BOOST GRADES

Study: College grades were better with vigorous activity

BALTIMORE – Many college students sweat before finals, but those who also sweat through exercise may have an edge, according to a study presented today at the American College of Sports Medicine's 57<sup>th</sup> Annual Meeting in Baltimore. A study of 266 undergraduates showed higher grade point averages (GPA) among those who more often engaged in at least 20 minutes of vigorous physical activity—generally defined as effort of seven or eight on a scale of one to 10. (According to the U.S. Centers for Disease Control, those exercising moderately can talk but not sing, while vigorous activity makes it difficult to say more than a few words without pausing for breath.)

Though exercise advocates may not be surprised that those who are physically active tend to get better grades, researchers say this study involved older students than most. "While the link between physical activity and academic achievement is well established for elementary and middle-school students, this has been less studied among college students," said Joshua Ode, Ph.D., who supervised the study. "We documented a positive association between vigorous activity and GPA." Researchers, including Jennifer Flynn (then an undergraduate), also examined other factors that might correlate with GPA, including gender, race, study time, participation in university athletics, class standing and major (kinesiology/other). "After accounting for these variables, vigorous physical activity was still associated with GPA," she said. The research team developed an equation that includes physical activity, gender and major to predict GPA. "Students who participate in vigorous activity seven days per week have GPAs that average .4 higher, on a scale of 4.0, than those who participate in no vigorous activity." Noting the relatively small sample size, Ode and Flynn called for more research to further clarify associations between physical activity and academic achievement throughout one's college career. Meanwhile, said Ode, their findings reinforce what many experts already recommend—a daily dose of physical activity to reduce stress, improve performance and increase one's sense of well-being.

## Recreational Services Supplemental Information

<http://www.acsm.org/about-acsm/media-room/acsm-in-the-news/2011/08/01/hit-the-treadmill---not-just-the-books---to-boost-grades>

### Bibliography

Down, P. (2003). *Value of Recreational Sports on College Campuses*. *NIRSA Recreational Sports Journal*, Vol. 27, No. 1, 5-62.

Ryan, FJ. (1990). *Influences on Intercollegiate Athletic Participation and Psychosocial Development of College Students*. UMI Dissertation Services: University of California, Los Angeles.

Belch, H., Gebel, M. & Maas, G. (2001). Relationship Between Student Recreation Complex Use, Academic Performance, and Persistence of First Time Freshmen. *NASPA Journal*, XXXVIII, 254-266.

Student Poll, Art and Science Group. Vol 4, No. 4 (2001). Intercollegiate athletics have little influence on college choice - intramural and recreational opportunities matter more. 1.

Washington State University (2001). Student Recreation Center User Data. Unpublished.

## **Recreational Services Supplemental Information**

### **Appendix 3**

#### **Program Diversity and Inclusion Statements**

##### **Fitness**

Our fitness programs and schedule of classes are designed to include and meet the needs of a very diverse population here on the University of New Mexico's campus. We must offer an array of classes to cater to every age, skill level and ability. We will monitor fitness industry trends to motivate all populations to become involved in our fitness programs and be inclusive of everyone in our campus community. We will strive to offer classes that will accommodate any skill level.

Whether the participant is in great shape or has never worked out a day in his or her life, our fitness instructors will have certifications to accommodate any participant. Our instructors not only will offer great diversity in their instruction, they are diverse themselves. Our instructors will range in age, gender and come from different cultural backgrounds. We will continue to evolve with the current fitness trends, but we are determined to make sure all populations are included and can participate in our classes.

##### **Intramural Sports**

The Intramural Sports Program welcomes all people of any walk of life to participate in this program. The Intramural Sports Program goal is to create an environment, which will foster interactions of such a diverse population. All individuals are welcome regardless of race, color, age, ethnicity, sex, religion, disability, sexual orientation, marital status, and political affiliation. In doing so, we ensure that all people of various walks of life feel included, treated equally with respect and dignity.

##### **Getaway Adventures**

The Getaway Adventures program offers a myriad of cultural and outdoor activities in order to accommodate the needs and interests of our participants. While some activities are very physical in nature others are not and are engaging in more of the cultural aspects our state has to offer. With the plethora of activities that is offered in the Getaway Adventure program it lends itself to diversity and that there is something for everyone to do regardless of race, religion, physical ability or gender.

##### **Open Recreation, Aquatics, Facilities**

The Open Recreation component of Recreational Services is committed to fostering a university community and workforce that values, respects and includes all people. In order to ensure a safe, affirming and nurturing environment that is welcoming to everyone, Open Recreation actively celebrates differences and promotes mutual respect, cultural diversity and inclusion in all of our programs. It is our hope that our facilities and programs will assist participants in developing new relationships that will strengthen and unite our community.

## **Recreational Services Supplemental Information**

### **Outdoor and Bicycle Shop**

Within the Outdoor and Bike shop there is willingness and the ability to recognize, understand, respect, and fully utilize the unique contributions of a diverse student employee work force.

Regardless of whoever they are, however they come to us, if they have the skill and talent that we need, to help us be successful, within the Outdoor and Bike Shop, it is my responsibility to figure out a way to create an environment where these individuals can achieve their highest potential.

Some examples to help create such an environment are:

Treat everyone equally without consideration for age, race, culture, physical ability, appearance, education or religious background

Avoid work environment that avoids situations for failure or ridicule.

Establish and ongoing, open and respectful dialogue on diversity.

Design a workplace that rewards people who work well with others.

Discourage cliques or other exclusive and practice behaviors that reflect your commitment to diversity.

By accepting diversity and being inclusive to differences, we can provide better services to customers while nurturing, retaining, and developing a talented student workforce, needed to succeed presently and in the future. This is what it means to be diverse and inclusive within the Outdoor and Bike Shop.

### **Front Office**

The Recreational Services front office inside Johnson Center strives to be the model of diversity and inclusion, our staff, student staff and patrons are each respected parts of our service and daily procedures. We strive to respect and grant equal participation with each individual that we encounter that wishes to participant in our programs. Our staff reflects both diversity and inclusion with the many cultures and ways of like that make up our diverse population at the University of New Mexico. Along with respect each other we value and celebrate unique backgrounds and perspectives that make each person who they are and understand the quality of being different or unique. We believe that bringing diverse individuals together allows us to connect with our surrounding communities and effectively embracing the difference that each person has. Our goal is to have teamwork, a family environment and respectful communication that way we ensure a positive work environment and understanding for each person and their background, ideas and beliefs.

# Recreational Services Supplemental Information

## Appendix 4

### Impact and Contact Metrics

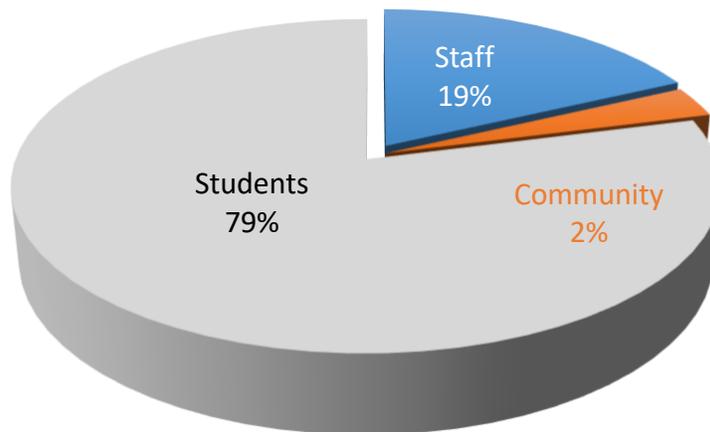
Total Head Counts in Informal Programs 2018 – 2019

Facility		Head Counts per Facility
Weight Room – Cardio & Strength	↓	313,790
Weight Room – Auxiliary Faculty & Staff	↑	7,052
Gymnasiums	↓	171,321
Racquetball Courts	↓	39,126
Aerobic, Dance & Wrestling		na
Natatorium	↓	79,254
Intramural Fields		na
<b>TOTAL OPEN RECREATION</b>	↓	<b>610,543</b>

↑ Increase from the previous year.

↓ Decrease from the previous year.

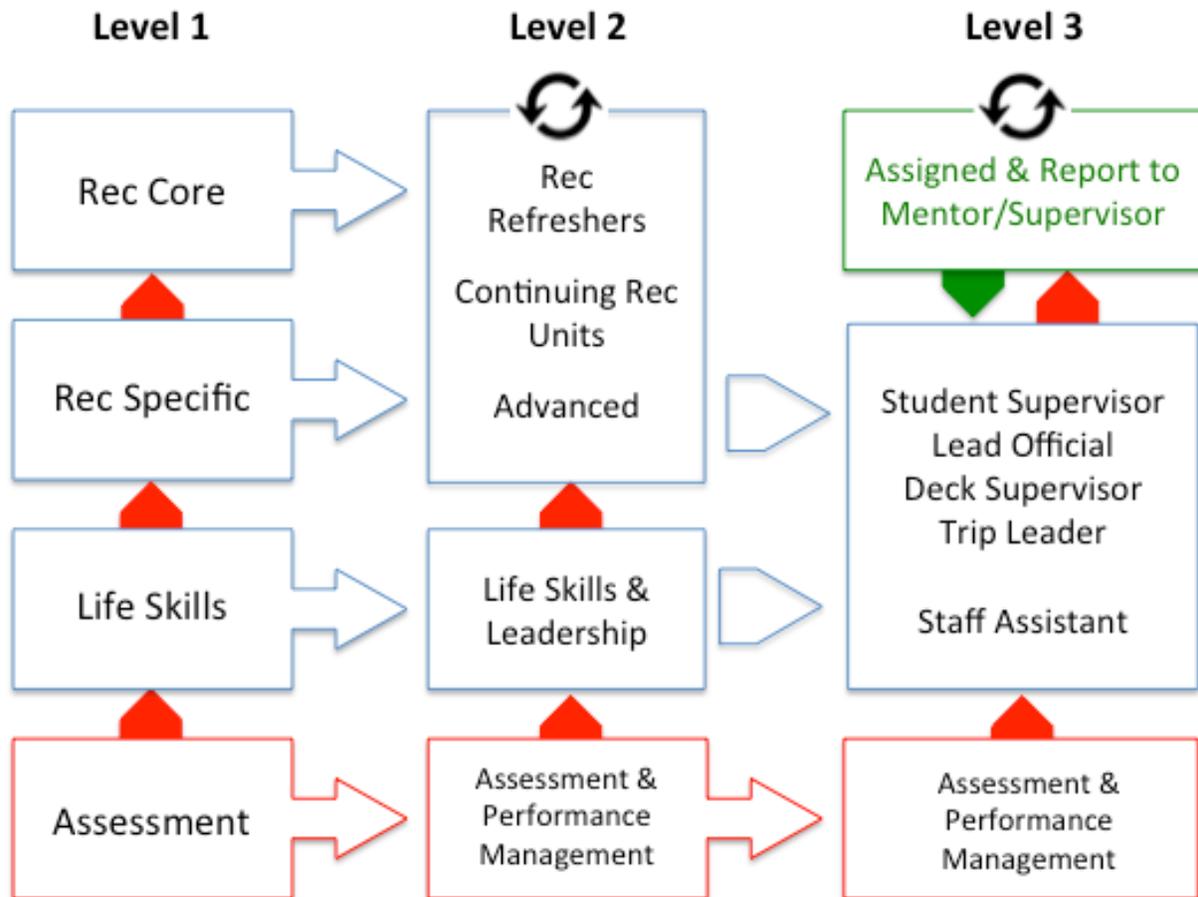
User Groups by Percentage



Recreational Services Supplemental Information

Appendix 5

Student Employee Training and Development Program



# Recreational Services Supplemental Information

## Appendix 6

### BIRS

FOR EVALUATION USE ONLY

This is not evidence of actual cause and effect of going to Johnson Center more, but based on our analyses, we found that there are statistically significant differences in GPA's of students who go to the Center more. We need to do more analyses on parsing out the effects of class based visits vs actual recreational engagement as we haven't controlled for confounding variables. Regardless if they are attending a fitness, wellness or recreational class, intramurals, or just open recreation, there is a strong relationship with going to the center more and higher GPA.

Document prepared by Dr. Renee Delgado-Riley, Director SAAR



## Recreational Services Student Progress

### Background

The mission of the Recreational Services Department at the University of New Mexico is to provide a wide variety of opportunities to enhance the wellness, educational and social experiences for a diverse University community. The Department is committed to excellence by offering programs that promote wellness, physical activity and a healthy lifestyle while contributing to the intellectual and cultural development of those we serve.

### Student Progress Assessment Data

Students who accessed the UNM Recreational Center in the Fall of 2015 ( $N=10,071$ ) was collected from the BIRS project with UNM IT. A dataset was created from the UNM MyReports system matching on UNM student banner IDs. The dataset included enrollment, demographics and semester GPA. All Fall 2015 student enrollment data was pulled ( $N=27,778$ ) and a variable was created for those who accessed the facility and those who did not ( $Yes=1, No=0$ ). In addition, a variable for 'frequency of usage' was created to determine low to high usage ( $Low=<49$  times per semester,  $Moderate=50-99$  times per semester,  $High=>100$  times per semester). All this data was summarized by gender, ethnicity, frequency of usage and statistical analyses were conducted to determine the statistical significance on semester GPA by participation at the facility.

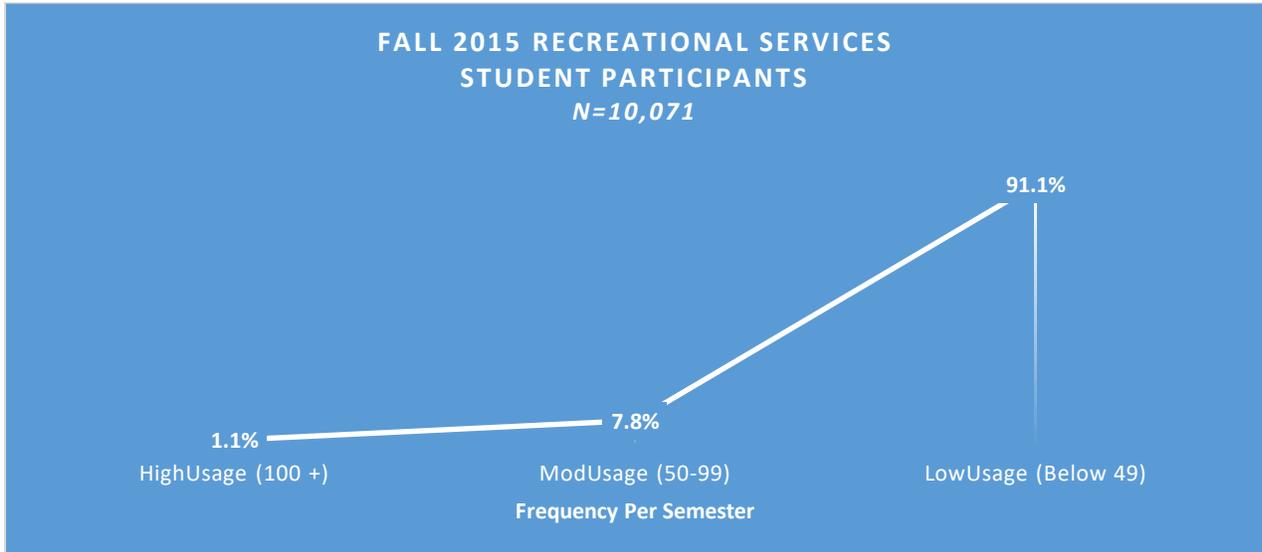
### Student Progress Analysis

#### *Frequency of Usage & Semester GPA*

Frequency of usage by participants in the Fall of 2015. Overall, 91% of Recreation Center participants access the facility below 49 times per semester.

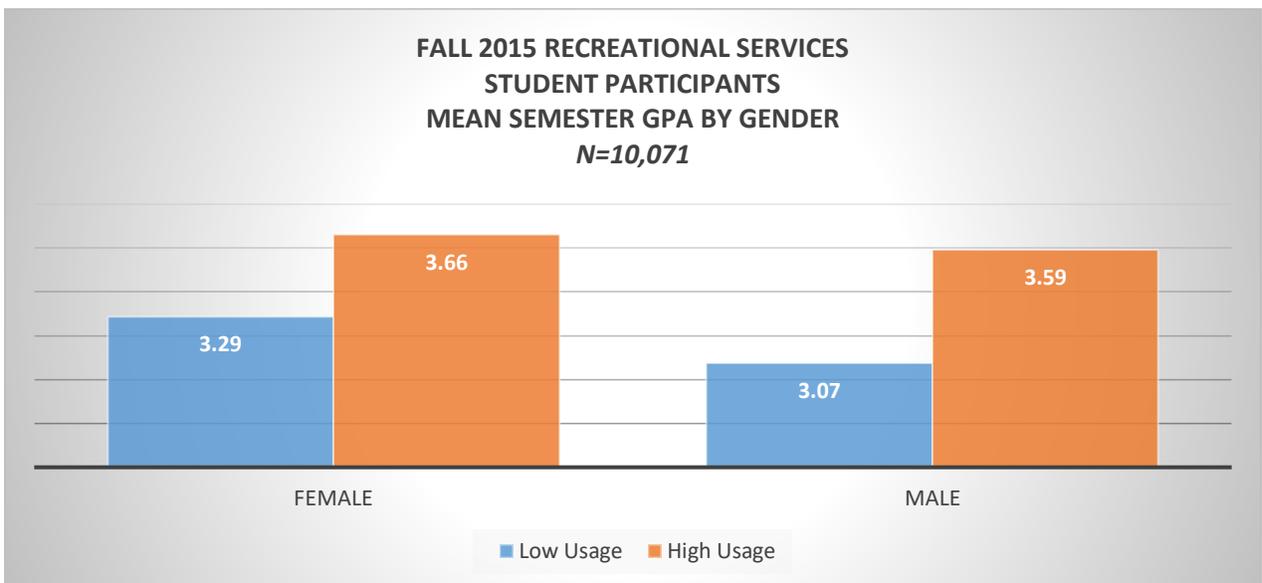
## Recreational Services Supplemental Information

Figure 1. Frequency of Usage Fall 2015



A mean analysis was conducted to look at the significance of frequency of usage on semester GPA and if this was significant by gender. Overall gender effects were significant by frequency of usage. It is more advantageous for students to have a high level of usage (*100+ times per semester*) compared to below 49 times as it is positively related to their semester GPA.

Figure 2. Frequency of Usage & Gender

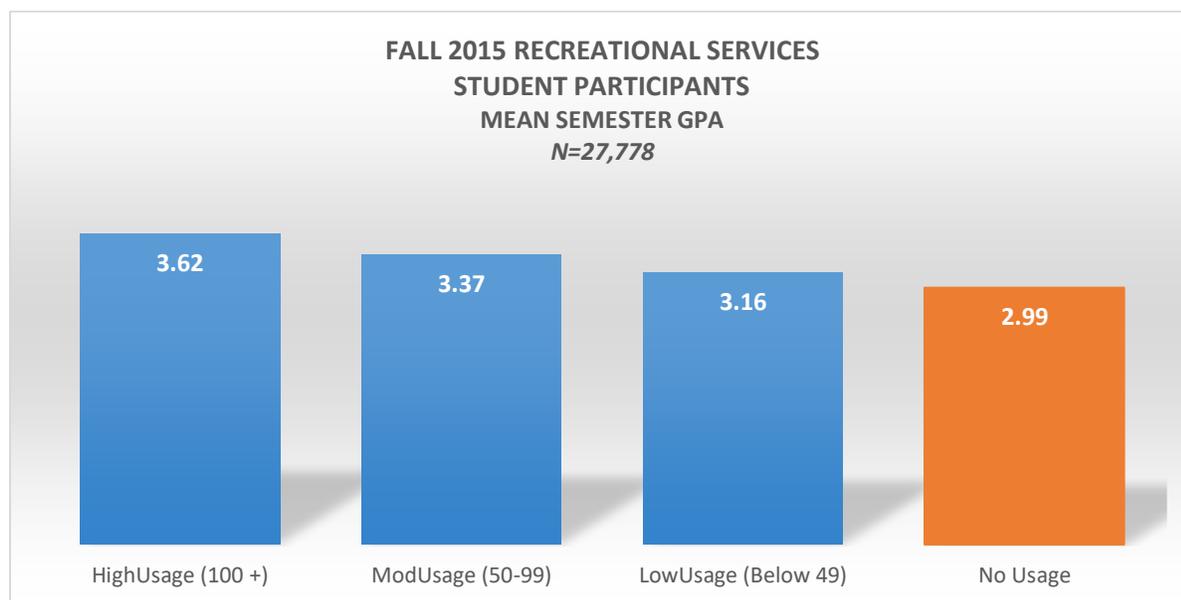


## Recreational Services Supplemental Information

### *Relationship Between Semester GPA & Recreation Center Usage*

Descriptive statistics were conducted to find the if the mean semester GPA by frequency of usage and if this was significant.

Figure 3. Semester GPA & Frequency of Usage



A one-way between subjects ANOVA was conducted to compare the effect of going to the Recreation Center during the semester and its impact on college semester GPA and it was statistically significant,  $F(1,9621) = 16.87, p < .001$ . The pairwise comparison of usage of the Recreation Center on semester GPA was statistically significant. The average cumulative GPA for all recreation center participants ( $M = 3.62, SD = .75$ ) was significantly higher than those who did not access the facility ( $M = 2.99, SD = 1.11$ ).

Descriptive statistics were conducted to find the mean semester GPA by frequency of usage and the interaction of Ethnicity. The mean semester GPA was statistically significant by overall ethnicity; thus semester GPA was significantly higher for students who used the Recreation Center. Similar effects were found for gender.

### Limitations

Students who accessed the UNM Recreational Center in the Fall of 2015 was determined as those who swiped their Lobo cards to access the facility. We cannot determine the exact reason for the student visiting the facility (recreation, class, work, etc.), however this was the best proxy for recreation center usage that is available. Causation cannot be inferred from the above statistical analyses, only that the relationship between accessing the Recreation Center and semester GPA were significant. Now that the facility now has access to this data due to the positive work of UNM IT, this data will be continually tracked. Thus, future statistical analyses can be more robust and include more predictive analytics.

## Recreational Services Supplemental Information

Figure 4. Semester GPA & Frequency of Usage By Ethnicity

