

Student Union, Inc. of SJSU
2015-2016 Departmental Assessment Summary

Aquatic Center

Assessment Lead: Beth Harberts

Goal1: EAP/Providing Emergency Care: Student employees will demonstrate proper techniques of CPR and AED according to American Red Cross standards and proper protocol and decision making through the implementation of the Aquatic Center Emergency Action Plan (EAP). Skills and knowledge for this outcome are gained during the employee's Lifeguard/CPR/AED certification course, all-staff orientation and monthly in-service trainings. (Division Learning Goal: *Effective Communication; Critical Thinking Skills; Practical Competence/Life Skills*)

Findings:

The lifeguards attended the initial staff training in the fall 2015 semester and were given the pre-test. This test asked questions regarding the steps of the primary assessment and the different care required to help victims with cardiac and breathing emergencies. After taking the pre-test each lifeguard then physically demonstrated the emergency care on a manikin. At the conclusion of this training the guards were then administered a post-test containing the same information. The scores of the post-test were significantly higher than those of the pre-test.

Skills and knowledge for this outcome are gained during the employee's Lifeguard/CPR/AED certification course and monthly in-service trainings.

Employees must know and communicate the specific tasks of each station (primary rescuer, secondary/reserve, entrance booth) and demonstrate appropriate rescue techniques for a variety of emergencies

Goal 2: Recognizing Distress and Drowning: Most time as a lifeguard is spent on patron surveillance – keeping a close watch over people in the facility and intervening when necessary. For effective patron surveillance, lifeguards must understand the drowning process and be alert and attentive at all times. Effective surveillance involves recognizing behaviors (breathing, arm and leg action, body position and locomotion) or situations that might lead to life-threatening emergencies. All student employees will describe the drowning process and identify the behaviors of a swimmer, distressed swimmer, and an active and a passive victim. Skills and knowledge for this outcome are gained during the employee's Lifeguard/CPR/AED certification course and monthly in-service trainings. (Division Learning Goal: *Effective Communication; Critical Thinking Skills; Practical Competence/Life Skills; Multicultural Competence and Active Citizenship*)

Findings:

Staff participated in discussions regarding preventative tactics for lifeguarding, specifically recognizing potential hazards and at-risk recreation swimmers. Behaviors for swimmers, distressed swimmers, active drowning victim and passive drowning victim are discussed. After discussion each guard expressed their understanding of the information by completing the provided chart in order to compare behaviors of all swimmers so as they are easily identified. The information collected and provided allows management a starting point, so as to hold the staff accountable to the knowledge and to gauge what needs to be improved by the staff as a whole, as well as individually by staff members.

One of the most important skills to develop as a lifeguard is the ability to recognize when a swimmer needs help so you can intervene quickly. A distressed or drowning person exhibits behaviors that are much more subtle and difficult to detect.

All employees expressed more confidence in their scanning skills based off the discussion of behaviors to be on the look-out for. The level of confidence in recognition of emergencies increased.

Goal 3: Looking for Distress and Drowning: Student employees will demonstrate and define elements of effective surveillance including scanning and victim recognition according to the American Red Cross standards. Student employees will discuss challenges of effective scanning and identify tactics to overcome scanning challenges. Skills and knowledge for this outcome are gained during the employee's Lifeguard/CPR/AED certification course and monthly in-service trainings. (Division Learning Goal: *Effective Communication; Critical Thinking Skills; Practical Competence/Life Skills*)

Findings:

Student employees will demonstrate and define elements of effective surveillance including scanning and victim recognition according to the American Red Cross standards. Student employees will discuss challenges of effective scanning and identify tactics to overcome scanning challenges. Skills and knowledge for this outcome are gained during the employee's Lifeguard/CPR/AED certification course and monthly in-service trainings.

The primary responsibility as a lifeguard is to help ensure patron safety and protect lives. Effective surveillance includes recognizing behaviors or situations that might lead to life-threatening emergencies. Effective surveillance includes scanning, a visual technique for deliberately observing patron behaviors and actively looking for signals that someone in the water needs help.

Staff will participate in semester long scanning evaluations, using both direct observation and evaluations for the Red Ball Audit and Triple-Scan technique in different timed scenarios. The Red Ball Audit is utilized to measure time involved for recognition of an emergency. Once the red ball touches the water surface, the clock is started and the guard on duty is timed for time it takes to recognize the emergency. Once the lifeguard spots the ball, they must indicate this by standing, pointing at the ball and blowing their whistle once. At that moment the watch will stop and time will be recorded.

The Triple-Scan Technique involves direct observation of guards while on duty. The supervisor or Aquatic Manager on duty will watch the lifeguard on duty and will record how many times employee moves his/her head to quickly scan the pool: the bottom, the middle and the surface. In order to accomplish an effective scan, one must be continually rotating their focus throughout their zone of surveillance. The number of times their head visually moves in a pre-determined time will be recorded. This visual audit will be a valuable assessment tool in the future. With this new audit in place consistency in administration is critical. Although each employee improved their recognition time by the end of the semester, more research is important to creating an acceptable baseline time.

Goal 4: Supervisor Leadership Roles: All student supervisors will be proficient in leading constructive and organized meetings alongside being capable of creating and dispersing reports. (Division Learning Goal: *Effective Communication; Leadership and Interpersonal Competence; Multicultural Competence and Active Citizenship; Practical Competence*)

Findings:

As mentioned in the mission statement one of the objectives of Spartan Recreation is to provide student leadership opportunities. Acquiring skills such as leading meetings, being organized, and have the ability to process, analyze, and communicate reports will most likely prove valuable in whatever career our employees ultimately pursue.

Throughout the semester in staff meetings or when opportunities occur in which a presentation or leadership opportunity arises our student supervisors will be observed and evaluated. The results will be shared and feedback will be given. Direct observation, evaluations, and tests will be used to measure outcomes.

Club Sports

Assessment Lead: Winston Adams

Goal 1: Multicultural Competence and Active Citizenship: The Club Sports Administration will fill out a questionnaire about understanding and appreciating human differences. The Club Sports Administration will attend *An Evening with Ruby Bridges* on Wednesday, February 24, 2016 at 7:30 p.m. The goal is to gain the awareness, knowledge, and skills necessary to form productive relationships with others who may be culturally different than oneself.

Findings:

By attending the Ruby Bridges Award night, the Club Sports Staff enhanced their multicultural competence while looking to improve their active citizenship. While none of us experienced what Ms. Bridges went through, we all appreciated her story and became more aware of the history of social injustice in this country. Despite San José State University is a diverse and welcoming campus, we can directly apply what we learned to our communities on and off campus.

Goal 2: Leadership and Interpersonal Competence: The focus is on the ability to mobilize groups around shared interests as well as demonstrate and sustain meaningful relationships. The Club Sports Administration will host a social event for all Club Sports Student-Athletes. February 17, 2016, meet at 4th Street Pizza at 6 p.m. for pizza and socializing--People Bingo. Walk to Event Center for Men's Basketball game versus University of Nevada, Reno at 7 p.m.

The pre assessment is the percentage of Club Sports Student-Athletes that attend the event. Hold a meeting with the Student Assistants to discuss what was learned from the event. Were we successful? Why or why not? What can we do to improve participation? Apply findings to the planning and executing of the Club Sports Awards. Assess the event by percentage of Club Sports Student-Athletes attending the event. Hold a meeting to discuss what was learned from the event. What went right? What went wrong? How do we improve for next year's Awards? Student-Assistants are to demonstrate the ability to collaborate and work with others who are similar to and different from oneself; they will also develop through hands-on experience abilities related to group dynamics and planning events.

Findings:

Club Sports Crashes the Game: The 4th Street Pizza night along with the basketball game against UNR was our first event of the academic year. At 4th Street Pizza we had six of the twenty-six teams in attendance, which is about 23% of the teams. However, from the six teams, we only had forty-two (42) people in total attendance, which only accounts for 7% of total Club Sports participation.

The inaugural Club Sports Awards: was a success in that twenty-one out of our twenty-six teams showed up which is around 80% of Club Sports teams and is a 57% improvement from our first event. We had over 250 people at the CSA's which is the largest event put on by Club Sports to date and a 40% increase in attendance over our first event.

Goal 3: Safety: All employees of the Club Sports Administration are expected to obtain a Certificate of Completion in Adult First Aid/CPR/AED. Assessment will be conducted by the Instructors of the course. Certificates of Completion are awarded to those that successfully pass such assessments. Hold post-discussion regarding what was learned. Do you feel more comfortable should you be faced with one of the studied scenarios?

Findings:

Certificates of completion were awarded.

Computer Services

Assessment Lead: Jerry Darrell

Goal 1: Follow procedures in the SU Computer Installation manual: Reduction in trouble tickets will serve as a measure of success. Target success rate is 95% or greater. (*Maps to Student Union Learning Outcome #2/ULG - Applied Learning*)

Findings:

Completed check list data and system report data was collected in fall of 2015. Overall, the purpose for collecting the data was to measure the technician's ability to successfully follow set guidelines that will improve the reliability of computer system maintenance and deployments.

20 out of 20 checklists reviewed were completed correctly and customer feedback has been very positive.

Goal 2: Student Assistants will attend emergency training (evacuation, active shooter, and earthquake) through drills and access to campus resources. (*Maps to ULG's Applied Knowledge and/or Social Goals and Responsibilities*)

Findings:

Safety training was completed on January 26, 2016. At the training, pre- and post- test were completed and the result measured.

Active shooter training was successfully completed with a score of 95% or greater on the post-test.

Goal 3: Technician will implement measures to reduce system vulnerabilities. Technician will monitor systems and use tools to scan for vulnerabilities. Target success rate is 95% or greater. (*Maps to Student Union Learning Outcome #2/ULG - Applied Learning*).

Findings:

Completed check list data and system report data was collected in Fall of 2015. Overall, the purpose for collecting the data was to measure the technician's ability to successfully follow set guidelines that will improve the reliability of computer system maintenance and deployments.

Patch management and virus reports show 99% success with mirror issues, mostly related to system issues.

Event Center

Assessment Lead: Jon Fleming

Goal 1: Critical Thinking Skills: Event Center Employees will show knowledge and understanding of general Life Safety Practices and Emergency Procedures; including venue evacuation, active shooter training, shelter in place, earthquake preparedness and basic fire extinguisher practices.

Findings:

Event Center staff participated in an emergency preparedness training where they were given a written test before and after. All staff did substantially better on the post-test than the pre-test. The training took place on November 4th.

Goal 2: Critical Thinking Skills / Effective Communication: Event Center Employees will demonstrate continual growth as professional individuals by displaying the ability to effectively communicate, think critically, and make decisions when working with a wide range of internal and external clientele and guests.

Findings:

Event Center staff is continually working with internal and external clients. Based on observation and client feedback, the staff is evaluated. Using the evaluation, the staff is provided feedback on their performance and how they can improve. The staff interaction with clients greatly improved throughout the year.

Goal 3: Multicultural Competence and Active Citizenship: Event Center Employees will experience, engage, and work with multiple demographics and will gain an appreciation and understanding for an expanded world of perspectives.

Findings:

After being trained in customer service, Event Center staff showed the ability to work culturally diverse events and gained an appreciation and acceptance for different cultural values.

Event Services

Assessment Lead: Mark Lazo

Goal 1: Students will demonstrate a fundamental knowledge of operating audio, lighting, and video equipment

Findings:

New Audio Visual Student Workers are trained in audio visual fundamentals by shadowing current audio visual technicians over the time frame of several events. New Audio Visual Student Workers shadow both installed and non-installed AV equipment usage during several events. New audio visual student workers then operate events with oversight from an audio visual technician. *(8) Audio Visual Student Workers have undergone this process*

Goal 2: Students will demonstrate the ability to properly and safely setup and strike audio visual equipment for events.

Findings:

New Audio Visual Student Workers are trained in the setup and strike of Audio Visual Equipment by first shadowing on audio visual setups and strikes. New Audio Visual Student Workers then assist with audio visual setups and strikes. *(8) Audio Visual Student Workers have undergone this process*

Goal 3: Students will demonstrate the ability to properly and safely setup and strike non-audio visual equipment for events.

Findings:

New Audio Visual Student Workers are trained in the setup and strike of non-audio visual equipment such as tables, chairs, pipe & drape, and any other non-audio visual equipment. New Audio Visual Student Workers will first shadow on scheduled room clean setups and strikes. New Audio Visual Student Workers then assist with room setups and strikes. *(5) Event Services Event Assistant Student Workers have undergone this process*

Sport Club

Assessment Lead: Dominic Ackerman

Goal 1: Risk Management/Emergency Action Plan (EAP) – All Sport Club student staff will be able to properly enforce the Sport Club EAP and react appropriately during emergency/first aid situations to help patrons of our facility by a pre-test during each all staff meeting (ex: blood borne pathogens, earthquakes, fire, concussion, active shooter, etc.), a post-test following all training's; see how much is

retained during a semester/school year. (Goals covered: *Critical Thinking, Effective Communication, Practical Competence/Life Skills, Leadership and Interpersonal Competence*)

Findings:

Based on our training on 2/26/16 where 22 student staff participated in an earthquake preparedness training, where we focused on the proper evacuation procedures for the event center/ sport club. By conducting a pre and post-test, we were able to conclude that student staff that participated are now capable to handle and facilitate the EAP specific to earthquake protocol.

We will begin semester based refresher/trainings to keep the information updated and accurate to address evacuation location, emergency radio usage, # of exits, and location of emergency safety equipment.

Based on our training on 5/31/16 where 17 student staff participated in a CPR refresher course, where we focused on a proper techniques of administering CPR based on the American Red Cross guidelines. By conducting a pre and post-test, we were able to conclude that student staff was appreciative of the refresher and more comfortable if tasked with providing CPR. We will begin monthly based topics for CPR/First Aid to enhance the effectiveness of our certifications.

Goal 2: Leadership Development (Student Supervisors) – Supervisors will be able to enhance their personal development of leadership skills, by attending all supervisor meetings, leading all student staff meetings, and participating in special events/projects (Rec Day, Admitted Spartan Day, Summer O, etc.) by a pre-test – beginning of semester evaluation (self-evaluation and supervisor evaluation), a post-test – end of semester evaluation (self-evaluation and supervisor evaluation). (Goals covered: *Leadership and Interpersonal Competence, Practical Competence/Life Skills, Communication, Healthy Living, Critical Thinking*)

Findings:

By conducting entry and exit evaluations, while meeting bi-monthly with supervisors, I saw tremendous growth amongst the supervisors. Collectively though, we established that before we can assess the individual supervisors on growth and development, we need to clearly outline what their responsibilities are as supervisor. Consistency and accountability were two reoccurring themes to feedback I received throughout the semester. We have begun re-writing all employee manuals, operation manuals, EAP, etc. to become updated with our current facility needs, while maintaining focus on the upcoming recreation project. By creating clearly stated operational guidelines, we will have a tool to reflect more accurately against.

Goal 3: Healthy Living (All Staff) – All sport club student staff will be able to positively develop their own personal well-being by participating in the programs offered by Spartan Recreation (Fitness classes, IM Sports, Club Sports, Outdoor Adventures, Sport Club and Aquatics Usage) by a pre-test – personal training consultation and health assessment beginning of semester, a post-test – personal training consultation and health assessment end of year. (Goals Covered: *Healthy Living*)

Findings:

Unfortunately, this fiscal year we were only able to implement the tracking component of the healthy living requirement. I was unable to properly facilitate individual meetings with Personal Trainers to assess if the increased participation in Spartan Recreation activities had positive effects on goals set by individuals.

Personal Training started functioning again this Spring 16 semester. I know believe starting Fall 16 we can begin the assessment component to measure whether goals were achieved or not.

Administrative Services

(Human Resources, Accounting Department, Financial Services & Risk Management, Information Center, and Graphics Department)

Assessment Lead: Andrew Weiglein

Goal 1: Critical Thinking Skills, Effective Communication, and Practical Competence/Life Skills:

Student Union employees will increase their score by 10% from pre-test to post-test after attending an Active Shooter presentation by the SJSU University Police Department.

Findings:

Data for the 128 participants attending the "Active Shooter" presentation conducted by SJSU UPD was collected immediately following the training. Pre- to post-test increase was approximately 8%. Please see attached appendixes for more information on data collection tools.

Goal 2: Multicultural Competence and Active Citizenship: Student Union employees will increase their score by 10% from pre-test to post-test after attending the Ruby Bridges Steinbeck Award Event.

Findings:

Data for the 16 participants attending the "Ruby Bridges Event" was collected immediately following the event. Pre- to post-test increase was 24%. Please see attached appendixes for more information on data collection tools.

Goal 3: Practical Competence and Life Skills: Student Union employees will increase their score by 10% from pre-test to post-test after attending an Intercultural & Development Committee training titled, "I graduated; now what?"

Findings:

Data for the 15 participants attending the "I Graduated; Now What?" was collected immediately following the workshop. Pre- to post-test increase was 17%.

Student Union Building Operations

Assessment Lead: Calvin Brown

Goal 1: Critical Thinking / Applied Knowledge: Students will demonstrate a thorough understanding of APPA cleaning standards, and practices, and how this knowledge impacts the delivery of services.

Findings:

Internal surveys were administered Jan/2015 and April/2016 to obtain feedback on the student's knowledge of the APPA standards, and the effectiveness of the current cleaning program. Daily visual and quarterly written inspections were also used to track progress and needed changes to the processes. During this time period only 9 students responded to the survey that indicated favorable ratings pertaining to their general knowledge of the APPA standards, and their satisfaction with the current cleaning program. One participant felt there was a need for better communication.

Goal 2: Critical Thinking: Students will demonstrate the ability to properly react to the listed emergency situations (evacuations, earthquakes, active shooter) following procedures and training provided on a quarterly basis.

Findings:

Training as it relates to emergency procedures is on-going within the department. All student staff participated in the Active Shooter training program provided by the SJSU (UPD) on 8/29/15. New staff were provided (pre & post) testing regarding this subject and were provided with in-house training and literature. Real-time simulated training situations will be conducted unannounced this summer under

UPD's guidance to evaluate the student's practical application of skills learned. Recent repairs on the SU fire alarm system along with staff level training, has provided the students with ample hands on training/experience in evacuating the occupants from the building and securing the facility. Along with participating in the Student Union IIPP organizational training program on how to respond in the event of an earthquake, the students also participated in the campus wide Duck, Cover and Hold exercise on 10/15/15 as well. In all three of these emergency situations, the students continue to display growth in their ability to apply the skills they have learned and act accordingly.

Goal 3: Healthy Living: All students will meet one on one with the SU Operations Manager monthly, to discuss campus life, academic challenges and successes, and how to navigate the many resources that are available on campus to assist them.

Findings:

Internal surveys were administered in April 2016 to evaluate student's awareness of available resources on campus. Information such as the Red Folder Campaign that was led by the Chancellor's office, and the (BIT) Behavioral Intervention Team was shared along with other resources available to the students. Monthly the students meet one on one with the SU Operations Manager to briefly discuss how they are doing and what can be done to enhance their learning experience here at SJSU. Students are also encouraged to share this information with their fellow students. The survey revealed that even though the students had a little knowledge of some of the various programs available, they really did not read or take interest in the materials/information that was provided at the time. 5 Student Workers participated in this survey.