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Departmental Review
October 15-17, 2007

Findings and Recommendations Compiled by the External Review Team

Presented to the Department of Recreational Sports
University of San Francisco

By

Juliette Moore, John Sweeney and Rin Seibert
Overview of the Departmental Review Process

The Department of Recreational Sports at the University of San Francisco began a comprehensive planning and review process. As such, it compiled an internal self-study document that was forwarded to the external review team. The internal review utilized the General and Specialty Standards developed by the National Intramural-Recreational Sports Association (NIRSA) and adopted by the Council for the Advancement of Standards in Higher Education (CAS), as well as performed a national benchmarking survey through Student Voice. The department is to be commended for undertaking this significant effort, as this information was very helpful in preparing the external review team for its site visit.

The external team was composed of three individuals: Juliette Moore, Director of Campus Recreation at the University of Arizona, John Sweeney, Director of Campus Recreation at Marquette University, Rin Seibert, Director of Recreational Sports, Assistant Director of Athletics at Valparaiso University. The contact information for the external review team is provided in Appendix I.

In forming these findings and recommendations, the external review team was provided a copy of the department’s self-study report and corresponding materials that described department programs, facilities, and services. Additionally, the consultant team participated in a site visit on October 15-17, 2007, during which interviews with Vice President for University Life, Dr. Margaret Higgins; Vice President, Administration and Acting Dean, College of Professional Studies, Dr. John Fitzgibbons; Vice President for Business and Finance, Charlie Cross, and major constituent groups, peer organizations of the department, and staff members of Recreational Sports. A schedule of the interviews is included as Appendix II.

The review team focused its findings and recommendations in five primary areas. These areas are listed below and organize the structure of the report:

- Mission Statement, Strategic Planning, Reporting Structure
- Human Resources
- Funding
- Facility Issues
- Programs and Services

It should be noted that the review team’s response to these primary charges is somewhat limited. The specificity of each issue and the concomitant background needed to fully address the charges do not lend themselves well to an in-depth analysis during a three-day site visit. Hence, the conclusions or suggestions provided in this report should be viewed as preliminary responses to the identified issues. Additional review of these specific charges by Recreational Sports, particularly viewed in the larger context of the campus review process, is recommended.

The findings and recommendations provided in this report reflect a consensus opinion of all three members of the external review team. We suggest that they be viewed not as definitive solutions, but rather as catalysts for further reflection, inquiry and action.

Although we are not following the guidelines given for submitting the report, we feel the overall structure of our report will garner all the necessary answers and recommendations needed to take
action and are formulated in such a way to address each concern systematically and succinctly. Each general issue was sectioned into broad categories and addresses both the positive and "not so positive" issues, with rationale for each recommendation given by the committee.

**Overall Perception and Reputation of the Department of University Recreation**

Before moving directly into the body of the report, it is important to note the overall perception of the Department of Recreational Sports. In short, the department is viewed as an outstanding organization; one that is characterized by a commitment to excellence. The department is well regarded by peer organizations and perceived as an important university asset. While there is room for improvement in any organization, the Department of Recreational Sports appears to be an organization in "very good operating order" that is positioned well for the opportunities that await the University of San Francisco and the Division of University Life.

Many positive comments were made regarding the Department of Recreational Sports' ability to work together for the good of all entities. The willingness of the Recreational Sports staff to become involved with various campus and community initiatives (i.e., University Life programming, Orientation, ICA, Counseling, e.g.) has fostered an appreciation of their knowledge and expertise. This involvement has increased the potential for future collaborative efforts.

"Koret is a well run facility and very user friendly. It helps to educate the whole person, spiritual well being and physical well being. It is an essential part of the educational process." That statement was indicative of the positive comments that we heard from members of the University of San Francisco community. "The service and expertise of the Koret staff is great!" was a statement that we heard from several students, faculty and staff. In addition, the leadership of the department was consistently given very high marks.

The Recreational Sports program at The University of San Francisco in comparison to other well established/recognized programs nationally, has proven to be extremely competitive with these institutions across the board with regards to the importance of the program to students in choosing to attend USF, according to the usage data. According to the recent Student Voice Benchmarking survey, USF Recreational Sports is above the national average in participation rates for students utilizing its facilities. The survey corresponds with all the positive comments we heard from students, faculty and staff. They like the facility and take full advantage of the services provided.

The satisfaction level in regards to the lack of outdoor space was way below the national average. Even though lack of outdoor field space is a major issue of concern, Recreational Sports was praised for their proactive approach to working out viable solutions. The general view across campus is that Recreational Sports is a dynamic, productive, and cooperative department.
Review of Core Categories

Mission Statement, Strategic Planning, and Reporting Structure

Review Findings:

- The departmental mission statement supports and complements the University of San Francisco’s mission statement. In addition, the Recreational Sports Goals are in concert with the stated University of San Francisco and University Life’s Goals.

- The departmental mission and goals have been well articulated to university constituencies.

- The internal assessment and the external review are being conducted as precursors to the departmental strategic planning process.

- A true commitment to Diversity is evident within the department and the university.

- The Recreational Sports Department provides a multitude of programs and services that meet the health and wellness needs of the entire university community.

Recommendations:

- Through discussion, clarify the department’s primary audience(s) and investigate the variety of implications (examples: budget, staffing levels) for serving additional clientele.

- Consider revising the departmental mission statement to make it succinct and easier for staff and constituents to remember and value. Separate value and vision statements from mission statement.

- Involve the entire staff in the re-development of formal vision and values statements included in current mission statement, to help guide strategic planning initiatives and external communication efforts.

- Research online payments for memberships and all services, as well as credit card transactions.

- Continue to expand diversity efforts regarding staff recruitment and retention.

- Reporting structure – Align Recreational Sports with the Dean of Students office. Rationale submitted previously. A copy of this rationale is included as Appendix III. If this is not possible, it would be feasible to align Recreational Sports under the Vice President for Business and Finance. Recreational Sports currently operates as an auxiliary service and should be treated as such. It does not rely on any student fee monies to operate at present.

- Move the Department of Health and Promotion Services under the supervision of Recreational Sports (see Appendix III for additional information and the rationale).
• Change Recreational Sports to Recreational Sports, Health and Wellness. (See Appendix III for additional rationale).

• Continued verbal and written support from University Life for the Recreational Sports programs and services that support the mission of the University of San Francisco.

**Human Resources**

**Review Findings:**

• The Recreational Sports staff was consistently viewed by their colleagues and clientele as professional, competent, fair, accessible, and willing to assist others.

• Currently Recreational Sports employs 7 full-time professionals. In addition, the department annually employs in excess of 250 students and part time employees in a variety of capacities.

• The workload for current staff members is considerable. Staff members reported anxiety over being “stretched” above and beyond their normal duties and responsibilities.

• The department’s staff members are viewed as being excellent managers of their resources.

• Recreational Sports staff members are given very high marks for their willingness to collaborate with campus and community agencies.

• The department is characterized as customer service oriented and the student staff members are viewed as being attentive to their job responsibilities.

• Student employees indicated that their friends are envious that they work for Recreational Sports and at the Koret Center and often ask how they can get jobs there. Clearly, Recreational Sports is a preferred employer for students.

• Student employment provides social interaction, flexible hours, a relaxed work environment, marketable leadership skills, and a sense of belonging to the campus community. Students recommended that creation of a leadership track for employees (providing ways for staff to move up through the program to higher paying position).

• Recreational Sports was praised for working to support the academic mission of the University of San Francisco by providing internships, graduate assistantships, and relevant student job experiences, in addition to research opportunities for numerous academic departments.

• Graduate assistants expressed a desire for an improved formal performance evaluation process.

• The financial impact of Federal Minimum wage and compression of wages for students, GA’s etc.
Recommendations:

- An assessment of staffing needs should be conducted as part of the upcoming strategic planning process (i.e., workload, current and future program and service demands, current job responsibilities, reporting structure).

- Consider involving staff, in addition to the direct supervisor, in the evaluation process in order to gather additional feedback on professional and graduate assistant job performance.

- Add a Technology Specialist position to University Life that would manage all technology issues that arise in all areas within the division. Each area would provide funding support to this position and allow for support in all areas within the division. This has been done at other institutions to provide the necessary technological support.

- The structure, responsibilities, and job descriptions for all full time staff should be reviewed. We are making a few recommended changes for the realignment of staffing and responsibilities. This should not require any pay grade changes and are strictly based on structure and not job performance. (A recommended flow chart is listed in Appendix V). Our recommendations are as follows:

  1. Associate Director for Facilities and Marketing—expand duties and responsibilities to include supervision of all building supervisors, equipment room staff, as well as front desk staff. This person will also provide direct supervision of the Business Manager. This recommendation is important to ensure all facilities and building operations are centralized. The Associate Director’s office should also be relocated to the main office complex adjacent to the Building Manager’s office and the front desk. The Marketing responsibilities of the job will remain the same.

  2. Currently the Intramural/Outdoor Adventures Coordinator’s position includes supervision of building supervisors as well as Club Sports and not just Intramurals and Outdoor Adventures. It is critical to move the building supervisors to the Associate Director to consolidate all facilities and operations under one individual. It is also recommended that the Intramural/Outdoor Adventures Coordinator’s office is moved to the area currently occupied by the Associate Director. The Coordinator is responsible for three major areas: to provide for growth and expansion of these three areas, the other responsibilities should be removed from the job description. As the program grows, it is further recommended that this position is upgraded to an Intramurals/Outdoor Adventures/Club Sports Director. Part time and eventually full time staff would be hired to manage these expanded programs.

  3. The Business Manager position should include not only all major aspects of budget management, and coordinate all areas related to financial viability of the department. Develop a centralized online registration process for all program registrations and membership operations to improve service and decrease paper dependence. The Business Manager would also assist with marketing for memberships and program registrations. This position can be expanded by adding
4. The Director, Fitness and Wellness position should focus specifically on the fitness and wellness programs and instructional classes. We recommend transferring the marketing duties to the Business Manager.

5. Add an administrative assistant/executive assistant to the Director position. This individual would assist the Director in all clerical, administrative and office management for the department. This individual would also assist the front office staff in managing the day to day operations of that area. The administrative assistant would report to the Director. This is position has been submitted for the next budget cycle.

6. Review all part time employee positions and determine the critical needs of the program and eliminate non essential part time staff and hire students in their place.

Funding

Review Findings:

- Pressure to generate revenue at the Koret Center reduces the amount of time and space allocated for student and Faculty/Staff members.

- Recreational Sports no longer receives revenue from outdoor soccer field rentals, but continues to pay for all maintenance of the field.

- The Recreational Sports staff was given high marks for their financial resource management.

- Recreational Sports should be given a higher priority in allocation of space on the outdoor soccer field. There hasn’t been any consistency in the implementation of this priority ranking in use of the outdoor soccer field. High School groups and Athletic Camps have taken a priority for use of the field over the student use of the field.

- Memberships are marketed and sold to community members.

Recommendations:

- Outdoor recreation field space is totally inadequate for a campus the size of the University of San Francisco to meet current demand for open recreation and programmed activities for Recreational Sports. Transfer the management of the scheduling and maintenance of the outdoor soccer field to the Recreational Sports Department instead of Athletics. This field is adjacent to the Koret Center and was managed by the department for over 15 years previously. The maintenance costs for the fields are a part of the budget for Recreational Sports and scheduling as well as any revenue from the use of the fields should be directed to the department.
• Develop an equipment depreciation schedule. Funding for the replacement of equipment should come from the repair and improvement budget, not from internal reallocations in the operating budget.

Facilities

Review Findings:

• The Koret Center is considered a “showcase” facility for the University of San Francisco. It was generally reported in our interviews that the facility is utilized to recruit prospective students and plays an important role in student retention.

• It was reported that the Koret Center plays an important role in providing a positive interface between the local community and the University of San Francisco (i.e. community memberships, master’s swim program, Red Cross swim lessons, facility rentals).

• International students utilize Koret Center heavily, especially on weekends and during break periods.

• Recreational Sports appears to have a good working relationship with Intercollegiate Athletics, and Physical Education and the sharing of facilities was generally seen as a positive experience. However, additional sport club and intramural sport use of the outdoor synthetic turf area is desired and critical to the growth and development of the program.

• The heaviest use of the Koret Center appears to occur from 4:00 p.m. to 9:00 p.m. during the week.

• Students expressed concern that the rental of Koret Center too often made it unavailable for student use.

Recommendations:

• As mentioned under the funding section of this report it would be essential to move the management of the Outdoor Soccer Field to Recreational Sports in the place of Intercollegiate Athletics. We strongly recommend this item to ensure that the fields provide open recreational use for students; and the priority established by the University in the usage of this field is followed appropriately. The current priority usage is Intercollegiate Athletics first; Recreational Sports second, and then outside community rentals. These priorities have not been followed recently and should be monitored to ensure proper usage for all involved. If the management is not switched, we recommend that when outside rental groups utilize the fields that a monitor is provided to ensure the fields are not abused or left unattended for risk management concerns. If left unattended the university is at risk for any injury that occurs without adequate supervision.

• The fitness space and weight room equipment, as well as cardiovascular equipment appear to be inadequate to meet current demand. Currently plans are underway to convert storage space into a new weight room. Additional space is needed for Cardio-vascular equipment as
the interest in this activity continues to grow. This is a nationwide trend that increases each year, as more people are concerned for their health and are looking for ways to prevent diabetes and heart disease. This form of exercise (utilizing cardio-vascular equipment) is the one of the recommended ways to achieve good health.

- Review the safety and risk management plan as students reported that there was only 1 AED available for the entire facility. Given the size and location of the Koret Center and Outdoor Soccer Field it is strongly recommended that two additional AED should be purchased. One for Hagan Gym and one for the Outdoor Soccer Field. The university should provide these through the risk management budget process. The entire risk management plan should be reviewed and a risk management officer should be appointed for the department. This person would be responsible for all risk management issues as they relate to Recreational Sports.

- Ventilation of the entire facility needs an overhaul and is inadequate for the tremendous usage of the facility throughout the day. This can become a long term risk management concern especially for those areas that are highly populated with students and members, (particularly those suffering from asthma). This is also true in the office complex and all staff offices in the building. These individuals occupy these spaces for extended periods of time, and the circulation isn’t sufficient to provide good air quality. We experienced the problem during our site visit. There wasn’t proper ventilation in these areas and one of our reviewers had to leave the space to get relief.

- In order to meet the increased demand for programs and services, additional staff will be required. Office space will need to be identified for the additional staff members. We recommend that current spaced occupied by Faculty (once their building is completed, this space will open up again) is returned and used for office space and other needs.

Programs and Services

Review Findings:

- Recreational Sports serves a diverse constituency through a wide variety of program offerings.

- The increasing number of program participants has created a greater demand for facility space.

- The variety and quality of the programs offered by Recreational Sports is impressive. These programs include: aquatics, facility operations and management, family and youth, intramural and extramural sports, fitness/wellness, informal/open recreation, sport clubs, special events, community involvement, and facility rentals. Each program area is purposeful and attempts to be responsive to the needs of its constituents.

- Numerous concerns were expressed regarding the increasing space conflicts between informal recreation participants and facility rental groups.
• Due to budgetary issues, pressure has been placed on Recreational Sports to increase its self-generated income. The primary source of increased self-generated revenue has been facility rentals. Increasing facility rentals is in direct conflict with the increasing student demand for recreation activity space.

**Recommendations:**

• Continue to monitor program and service participation statistics to determine trends and interest levels.

• A potential fitness growth area is mind/body/spirit classes. This program offering has recently experienced explosive growth throughout the U.S. However, space could be a limiting factor in the growth of this popular program at the University of San Francisco. Additional quiet spaces must be identified to accommodate these classes.

• Conduct a thorough assessment of the revenue generation requirements from facility rentals and its impact on providing space for student recreation programming. Increasing student dissatisfaction with the frequency of Koret and Outdoor soccer field rentals was reported; therefore, this study is warranted. Consideration should be given to developing a policy regarding the maximum number of times areas within the Koret Center and Outdoor Soccer Field can be rented each semester to outside groups.

• Continue collaborative efforts with colleagues in university departments (i.e., Residence Halls, Dance, University Life units, Physical Education, Health Education) as combining resources can move programs forward during difficult economic times.

• Continue to develop and utilize assessment tools to ascertain if existing programs and services are meeting the needs of target populations.

• Identify additional instructional programs and assess the market demand for these programs.

• Review the feasibility of providing athletic trainers for indoor and/or outdoor recreation activities.

**University Recreation Advisory Board, Sport Club and Intramural Sport Advisory Boards**

**Review Findings:**

• A Sport Club and/or Intramural Sports Advisory board, available to handle disciplinary or infringement of any and all policies governing these areas and making recommendations for program improvement and growth doesn’t exist.

• A Recreational Sports Advisory Board is currently inactive.
Recommendations:

- Consider reinstituting a Recreation Sports Advisory Board comprised of student, faculty, staff, and community representatives. This would create more student development opportunities for students actively engaged in these programs and services. Leadership responsibilities would exist for students to gain valuable hands-on experience working with their peers. The Recreational Sports Advisory Board could have a direct link to the Student Government or Associated Students.

- Consider creating an Intramural Sports Advisory Board and/or a Sport Club Council, comprised of only students.

- A copy of the advisory boards constitutions/bylaws from the University of Arizona are provided as Appendix IV. A model should be selected that would best serve the needs of the University of San Francisco.

- If established, the board should serve in an advisory capacity to the director of each program it serves.
Summary

The External Review Team found the variety and quality of the programs offered by Recreational Sports at the University of San Francisco to be excellent. It appears that the various programs and services serve a diverse constituency. As mentioned in the Facilities section of this report, Recreational Sports has totally inadequate outdoor facilities to meet the current demand from the students and the outside community. We recommend transferring the management of the scheduling and maintenance of the outdoor soccer field to the Recreational Sports department instead of Athletics. This field is adjacent to the Koret center and the Center can provide better supervision of the area than the Athletic Department. It was managed by the Recreational Sports department for over 15 years previously. The maintenance costs for the fields are a part of the budget for Recreational Sports and scheduling as well as any revenue from the use of the fields should be directed to the department.

Funding stability has been identified as a significant concern for Recreational Sports. It will be very difficult, if not impossible, to significantly enhance the existing programs and services under the current funding constraints. In fact, unless this issue is addressed, the only way to maintain the current offerings will be to increase self-generated income. If rentals of the Koret Center continue to increase as a means of producing self-generated income, student dissatisfaction will escalate. It will be critical to find an acceptable balance between providing recreation space to meet the needs of the University community, accommodating the demands of outside rental groups, and providing the necessary self-generated income.

The Koret Center is an award winning facility and has many excellent features. Recreational Sports manages this facility very well. However, it is deficient in providing adequate space for outdoor field space. To adequately meet the demands of current enrollment, the outdoor field will need to provide open recreational times for use by students, Intramural Sports and Club Sports.

The Koret Center represents a significant investment and is highly utilized; therefore, providing adequate funding for facility and equipment maintenance is critical. Currently, adequate funding is being developed but further exploration (with emphasis on the aging center) is needed. The ventilation and air circulation of the facility needs to be reviewed and updated before any risk management issues arise.

The Review Team found the Recreation Sports staff members to be highly skilled professionals. The scope of programs and services is very impressive and is a testimony to the efficiency of a comparatively small staff. An assessment of staffing needs is critical and should be conducted as part of the upcoming strategic planning process. As mentioned earlier in the report, the Recreational Sports staff utilized the NIRSA General and Specialty Standards to prepare for this review. The Review Team concurs with those findings and suggests the department move forward with the strategic planning process. We are confident in the ability of the Recreational Sports staff to develop objectives and strategies to overcome the obstacles that have been identified in this report.

Staff changes in the area of their responsibilities and locations are critical. Considerations should also be given to adding staff where financially feasible. The technology position is critical to the advancement of all programs within University Life. The students and staff are highly
skilled in the technological area. There is a lot to be said for one-on-one face to face contact, but in order to be competitive in this highly technological society this position should be given every consideration.

In closing, we thank the members of the University of San Francisco community for sharing their candid responses to the questions we posed regarding Recreational Sports and the Koret Center. It is clear that the department is held in high esteem and is a valuable contributor to the quality of life at the University of San Francisco, as well as the community surrounding the campus.
Anecdotal Information Gathered During Interviews

The External Review Team gathered the following selected quotations from a variety of individuals participating in the interviews. These are intended to communicate a representative sampling of the opinions and sentiments expressed during the interviews. To ensure anonymity, care has been taken to list the remarks in random order (not reflective of the order of interviews conducted) and without attribution. This form of qualitative data is not intended as statistically valid; rather, it is intended only to provide a flavor of the diverse perspectives that contributed, in part, to the findings and recommendations of the External Review Team.

"Koret is well maintained and has great opportunities for trips and outings for the campus community."

"Koret is a well run facility and very user friendly. It helps to educate the whole person, spiritual well being and physical well being. It is an essential part of the educational process and helps the law school by humanizing the law."

"After being gone for sometime from Koret, when I returned the student staff said " Hi name, I missed you so much" I melted."

"The service and expertise of the Koret staff is great!"

"He does a great job supporting the Mission of the University"

"Koret plays a positive role in indoctrinating students to the Urban Lifestyle"

"I've worked at Creighton and Marquette. The facilities at Koret are as good, or better than these institutions"

"Chuck is concerned with income generation and pulling his own weight"

"Chuck does a tremendous job providing opportunities for students."

"Chuck really listens. He brings people together and is dedicated to all, male and female.

"Chuck has done an excellent job in supporting the community with creative use of space"

"Chuck is collaborative to a fault, but runs an excellent ship. Koret is a well managed facility." "Chuck is like the energizer bunny. I appreciate his willingness to collaborate with any worthy cause."

"Chuck is a good visionary"

"The personal training sessions I have had with Scott are the best thing I have ever done."

"Shanie is extremely helpful and good at her job."

"Chuck is very easy to work with. He includes other administrators to keep them informed."
Appendix I

University of San Francisco
External Review Team

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Appendix II

Schedule for University of San Francisco

Sunday, October 14, 2007

9:30 am       Rin Arrives in Morning – Renting car – the Laurel Inn
3:30 pm       Juliette Arrival in Afternoon also staying at Laurel Inn
6:00 pm       Dinner with Chuck

Monday, October 15, 2007

10:30 am      Debi Gore-Mann: Athletic Director
11:00 am      Jeffrey Brand (Dean Law School) user
11:30 am      Club Sport Coaches (David Lee, Rifle: Angelo Merino, Boxing)
12:00 noon    Lunch with STAFF
1:00 pm       Shanie Chamber; Fitness/Wellness Director: RSD
1:30 pm       Mike Kelly, Intramurals/Outdoor Adv/Club Sports: RSD
2:00 pm       Fr. Lo Schiavo SJ. Chancellor/ USF Past President, built Koret, user
2:30 pm       Joanne Campbell; Assoc Dir; Facilities/Marketing
               John Sweeney Arrives in the early evening.
6:00 pm       Dinner with Chuck
Tuesday October 16, 2007

8:30 am – 9:30 am  Breakfast meeting - Review Facility Use and Field Space with Director

9:30 am – 10:00 am  Tour of the campus and Koret Facility and meet staff

10:00 am – 11:00 am  UL Directors Meeting UC 425

11:00 am – 12:00 noon  Meet with Dr. Margaret Higgins, Linda Thomas, and Andy Thompson // Koret Deli or UC 405

12:00 – 1:00 pm  Lunch with Students

1:00 pm – 2:00 pm  Jon Tao Business Manager/Membership Coordinator RSD

2:00 pm – 3:00 pm  Meet with Charlie Cross, VP Business and Finance

3:00 pm – 4:00 pm  Meet with Martha Peugh, Dianne Sweeney in Martha’s office

4:00 pm – 4:30 pm  Meet with Mike London, Facilities Management Director

6:00 pm  Dinner with Chuck

Wednesday, October 17, 2007

8:00 am – 9:00 am  Breakfast meeting

9:00 am – 9:30 am  Meet with David McMillan

9:30 am – 10:30 am  Meet with Dr. Gerrado Marin

10:30 am – 11:30 am  Meet with Cathy Huang

11:30 am – 12 noon  Peter Novak, Dean for Arts and Humanities

12:00 noon – 1 pm  Lunch with Students/etc.

1:00 pm – 2:00 pm  Meet with Dr. Margaret Higgins – Margaret’s office for wrap up with reviewers.

2:00 pm – 3:00 pm  External review Wrap up with Chuck White

3:00 pm  Bring Juliette to Airport
Appendix III

External Review Team Recommendation for University Life Division Leadership Team

The External Review Team consisting of John Sweeney, Director of Campus Recreation, Marquette University, Rin Seibert, Director of Recreational Sports, Assistant Director of Athletics, Valparaiso University, and Juliette Moore, Director of Campus Recreation, University of Arizona, reviewed all the information gathered from the recent site visit and offer the following recommendations for consideration for University Life’s Leadership Team organizational structure:

- Place Health and Promotion Services as a direct report to Recreational Sports Department. The newly created area within University Life would be titled “Recreational Sports, Health and Wellness.”

Rationale: Currently Recreational Sports encompasses fitness, wellness as well as an active sport program for students, faculty, staff as well as community members that create and promote healthy lifestyles for all users. “Health Promotion and Services provides learning opportunities, leadership opportunities, and direct clinical and insurance services to support the health of USF students. HPS works with students, staff, faculty, and community leaders to develop and sustain a campus environment supportive of health in areas such as interpersonal relationships, alcohol, and other drugs, sexual health, and stress management.”

The proposed new area would provide a collaborative learning environment that demonstrates the active pursuit of healthy lifestyle choices and foster a supportive wellness culture on the campus. This is a new direction many campuses throughout the country are taking in structuring units within Student Affairs/University Life divisions. With the obesity epidemic, the emphasis on health and wellness initiatives are driving forces for universities to consider new collaborative ventures to tackle this problem facing young people on our campuses.

It is also recommended that both areas are housed in the Koret Center. This will be addressed fully in the report to follow in November along with specific examples of how this would work effectively for both departments. Please let us know if you need that information sooner.

- This newly proposed area would then report through the Associate Vice President/ Dean of Students.

Rationale: The Associate VP / Dean of Student unit under University Life “Promote student success through:
  o communicating and collaborating with multiple USF constituencies
  o services
  o retention initiatives

1 University Website on Health Promotion and Services http://www.usfca.edu/hps/
○ integrated learning opportunities
○ fostering a divisional culture of service and student response that promotes student and staff success and satisfaction

This new department within the Dean of Students’ area will provide a variety of services to the USF campus. This area will make learning more inclusive and integrated into the mission of the University. As a multi-disciplinary area, Recreational Sports, Health and Wellness will provide a dimension that allows for an enhanced communication network within the Dean’s team. It is a natural fit within the Dean of Students area, as this unit is a strong advocate for students and their needs. Recreational Sports, Health and Wellness will provide for the needs of all students and provide an environment conducive to life long transformative learning.

The Koret Center provides retention initiatives, and also serves as a strong recruitment tool for the USF campus. Growing number of students have facilities like Koret at their high schools. Having the availability of the facilities and services at Koret makes it an attractive recruitment tool for the university. This is evident through the many tours of students and parents through the facility during orientation. The Center also hosts one of the largest orientation events on campus, involving all the units within University Life and campus wide. Students are healthier and are able to manage the day to day stresses of life on campus. They learn to balance their studies with their personal life and develop the whole person through the variety of programs offered through Recreational Sports.

The Recreational Sports, Health and Wellness department provides tremendous service to students with a plethora of free resources. The students’ social, personal, physical and cultural growth is enhanced by the positive environment this department creates. The many events and activities that take place within the walls of Koret, showcases this growth through tournaments, fitness and wellness classes, special events and intramural and sport club sporting events, as well as open recreational activities. Students interact, learn and grow through their experiences at Koret on a daily basis. With over 200 students employed for Recreational Sports, they are also providing career training that cuts across all major areas of studies.

One cannot forget the management of the many crisis faced by students throughout their stay on campus. The Koret center, as well as the programs from both Recreational Sports and Health Promotion, provides support in the form of personnel and facilities for all crisis situations that occur on the campus. The obesity crisis as previously mentioned is one that students have to combat on a daily basis. It will take a concerted effort of all units within the deans’ office to combat this crisis. Recreational Sports, Health and Wellness can take the lead on ensuring that a difference is made on the lives of the students and the university community. There placement under the Dean of Students area is critical to student success. There are numerous examples to show crisis management in practice at Koret and we can provide them upon request.

If it is difficult or unrealistic to combine Recreational Sports and Health Promotions and create a new department entitled “Recreational Sports, Health and Wellness,” it is strongly recommended that Recreational Sports be placed under the Dean of Students for

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2 Description of units with University Life provided through the VP office.
all the reasons previously stated. The collaborative nature that currently exist with all Dean of Student departments and Recreational Sports, as well as the shared values and goals of these units, makes a strong, positive rationale for moving Recreational Sports to the Dean of Student’s team. Recreational Sports provide numerous services to all students and staff, and these individuals expressed a tremendous level of satisfaction and support for the program and facilities. This was obvious through our interactions with faculty, staff and students during our recent visit as well as through the benchmarking study done through Student Voice. They only expressed praise and support for the program, staff and the facilities for Recreational Sports.

If you have any questions or would like to discuss it with us further, please feel free to contact Juliette Moore, chairperson of the external review team at (520) 237-3969 or email her at Juliette@u.arizona.edu.
Appendix IV

UNIVERSITY OF ARIZONA
RECREATION ADVISORY COUNCIL
BY-LAWS
September 29, 1997
Amended in March 1999
Amended in October 2000
Amended in September, 2002

ARTICLE 1: FUNCTION AND PURPOSE

Section 1: Function

The name of this organization will be the Department of Campus Recreation Advisory Council of the Associated Students of the University of Arizona (ASUA). The Campus Recreation Department, through full use of its personnel, both students and staff, facilities and services, will provide such programs as will (1) complement and supplement the academic mission of the University; (2) provide lifetime appreciation of and involvement in physical fitness and recreational activities and enhance the students' educational experience; (3) encourage a commitment to effective participation in the community at large; (4) provide multi-faceted recreational, fitness and wellness programs and opportunities which seek to meet the diverse needs of our students and the campus community; (5) assist our campus recreation users in developing the highest possible quality of life; (6) promote interpersonal development based upon appreciation of diversity.

The Recreation Advisory Council participates in the review of operational decisions and policies and procedures, assist in the development of departmental goals and vision statements, and serves as the sounding board for suggestions from the campus community on improving services provided by the Campus Recreation Department. Based upon these involvements the Recreation Advisory Council will initiate recommendations to the Campus Recreation Administration and to campus constituencies on behalf of the Campus Recreation Department. The Recreation Advisory Council will also determine the priorities of all overage dollar expenditures from all revenues from the Student Bond Fee.

Section 2: Purpose

The Recreation Advisory Council (hereafter referred to as the R.A.C.) as established in cooperation with the Department of Campus Recreation administration will be involved in an advisory capacity for all Campus Recreation policy decisions and issues. It will have the responsibility for reviewing long-range strategic plans and campus recreation program plans, budget and facility development and renovations for the Department of Campus Recreation.
ARTICLE 2: RECREATION ADVISORY COUNCIL (R.A.C.)

Section 1: Composition of the R.A.C.

The composition of the R.A.C. will consist of:
Ex-Officio (non voting) members to include-
The Director of the Department of Campus Recreation
Associate Director and Assistant Directors of the Department of Campus Recreation (when needed).

Voting members will consist of:
Ten Students (Amended, September 2002)
One Classified Staff Member/Appointed Personnel Organizational Council member (rotating terms)
One Faculty Member
One campus community or alumni member

Selection process for members of the R.A.C.

- **The University Relations Director for ASUA**, will appoint a student representative of the Associated Student of University of Arizona (ASUA) to serve as chair for a one-year term. *(Amended October, 2000)*

- The incoming ASUA Senate, following spring elections, will select a student senator to represent the Senate for a one-year term, during the spring for the following year.

- One student member representing the Residence Hall Association (RHA), selected by the general body of the RHA or appointed by the RHA President, for a one-year term, following the Spring RHA elections.

- One student member representing students with disabilities selected by the Director (or designated Representative) of the Disability Resource Center, for a one year term, during the Spring for the following year. *(Amended October, 2000)*

- One student member representing the Graduate/Professional Student Council selected by the general body of the GPSC for a one-year term, during the spring for the following year.

- One student member representing Greek affiliated students, recommended by the Program Director for Greek Affairs for a one-year term, during the spring of the following year.

- One student member representing minority students, recommended by the Program Director for Minority Student Affairs for a one year term, during the Spring for the following year.
• The incoming ASUA President shall appoint a member of the Appropriations Board from ASUA, for a one-year term during the spring for the following year.

• One student member from the Campus Recreation Student Staff, recommended by the Staff from Campus Recreation for a one year term, during the Spring for the following year.

• One Career Staff representing Classified Staff or one Appointed Personnel Staff member, recommended by the Staff Advisory Council or Appointed Personnel Organizational Council for alternating one year terms, during the spring for the following year.

• One faculty member recommended by the Chairman of the Faculty or appointed through a volunteer process for a two-year term every second year during the spring for the following year. (Amended October, 2000)

• One member from the campus, Tucson community or an alumnus to serve as a Standing Committee member of the Recreation Advisory Council, appointed to terms as deemed appropriate by the Director of Campus Recreation.

• One student member from the Freshman Class Council (FCC) to be appointed by the director or co-director of FCC. This individual will serve a one year term on the committee. (Amended, September, 2002)

Section 2: Appointment of a Student Chairperson and student Vice-Chairperson

R.A.C. will consist of ten (10) student voting members, one (1) faculty voting member, one (1) appointed personnel or classified staff voting member, and one (1) community voting member. (Amended, September, 2002)

The student chairperson will be appointed by the University Relations Director during the spring for the following year to the R.A.C. and will hold the position for a one-year term. (Amended October, 2000)

The student chairperson will appoint the student Vice-Chairperson during the spring semester for the following year.

The Director of Campus Recreation on a permanent basis will serve as the Executive Secretary to the R.A.C. and as an advisor.

In the absence of the student Chairperson, the Student Vice-Chair will assume leadership responsibilities for the R.A.C. in cooperation with the Director of Campus Recreation.
Section 3: Voting Procedure

A simple majority of current voting members of the R.A.C. will constitute a quorum. The R.A.C. without a quorum present may take no action.

The student Chairperson shall only vote in the case of a tie.

No member will vote by proxy.

Robert’s Rules of Order will be the official guide of the R.A.C. meetings.

Section 4: Vacancies

The student Chairperson of the R.A.C. will fill vacancies in any student position to the R.A.C. upon receipt of nominations, completion of a thorough interview process, and with the advice and consent of the R.A.C. Persons filling vacancies will serve out the balance of the term vacated.

Section 5: Recall/Remove

Any member of the R.A.C. and/or appointed subcommittees of the R.A.C. may be recalled upon a two-thirds (2/3) vote of the voting membership.

A two-thirds (2/3) vote may remove a R.A.C. member who misses three meetings of the R.A.C., without excuse and notification to the Chairperson. An appointed subcommittee member who is not a voting member of the R.A.C., who misses three meetings of the subcommittee without excuse and notification, may be removed by a two-thirds (2/3) vote.

In case of non-performance of duties by a faculty member, resulting in that member’s removal from the R.A.C., the Chair under guidance by the Director of Campus Recreation may appoint a replacement to fill the remaining term.

Section 6: Frequency of Meetings

The R.A.C. will meet regularly, at least once every six weeks, or more often at the discretion of the R.A.C. The R.A.C. will set the meeting time at the beginning of each term.
ARTICLE 3: RECREATION ADVISORY COUNCIL

MEMBERS’ RESPONSIBILITIES

Section 1: Officers of the R.A.C.

Chairperson

The student Chairperson of the R.A.C. will:

In cooperation with the Director of Campus Recreation, preside at all meetings of the R.A.C.

Prepare and distribute agendas to all R.A.C. members at least twenty-four (24) hours before each scheduled meeting. These agendas will consist of times suggested to the Chairperson from university students, faculty and staff members, community members, and R.A.C. members, the Director of Campus Recreation and the Director's Staff.

Act responsibly in seeing that the business of the R.A.C. is carried out.

Represent the R.A.C. to the wider campus community.

Hold office hours.

On March 9, 1999, the R.A.C. members voted to approve the Chair position to become a paid position with a stipend of $1800.00 this amendment was approved by the Director and became effective Fall Semester, 1999.

Vice-Chairperson

Assist the student Chairperson
Serve in the absence of the Chairperson
Conduct such other business as requested

Summer R.A.C.

A quorum of those members of the R.A.C. who are on campus during the summer will conduct the business of the R.A.C. during the summer. A review and approval of the minutes of the summer meetings will take place at the R.A.C.’s first fall term meeting.

A Summer R.A.C. student Chairperson will be elected at the R.A.C.’s May Meeting or an incoming University Relations Director may serve in the capacity of not only the chair, but also make any emergency decisions for the board as needed during the summer or until a new chair has been appointed. (Amended, October 2000)
Duties of all R.A.C. members

Must attend full R.A.C. meetings.

Establish R.A.C. subcommittees and make necessary appointments to these subcommittees.

Must attend all subcommittee meetings.

Must perform other duties as requested by the R.A.C. Chairperson

Section 2: Changes to the Bylaws

Amendments

The Recreation Advisory Council is required to review its by-laws each year. Amendments will be presented to the R.A.C. for consideration.

These By-Law Rules and Regulations may be amended upon a two-thirds (2/3) vote of the membership.

The procedure for an amendment will be as follows:
  Propose amendments will be presented at a regularly scheduled meeting.

  A Vote by the memberships of the R.A.C. will be taken at the following regularly scheduled meeting.

  The R.A.C. will present the new amendments to the Director of Campus Recreation for approval and implementation. The Director may choose to override the new amendment. In case of an override, the R.A.C. may decide to re-evaluate the proposal and make adjustments, or appeal the Director’s decision by referring the matter to the Assistant Vice President for Campus Life.

(Amended October, 2000)

The Campus Recreation Administration and the Recreation Advisory Council of The University of Arizona created these by-laws fall 1997.
The Governing Body of Sport Clubs

The Sport Club Council
The Sport Club Council is composed of the president or a representative from each of the Sport Clubs. The Sport Clubs' representatives will elect five individuals to the Sport Club Executive Council. In representing the different facets of the Sport Club Program, the Executive Council will assist the Sport Club Administrative Staff in administrative affairs.

With the Sport Club Administrative Staff advising, the Sport Club Executive Council will make recommendations concerning such matters as:
1. Disciplinary Actions
2. Funding Allocation
3. Sport Club Policies
4. Related Appeals and Petitions

Sport Club Council Disciplinary Actions
All club members, coaches, and advisors are required to adhere to all Department of Campus Recreation Sport Club and The Center for Student Involvement and Leadership policies and procedures stated in their respective handbooks.

Conduct
A. Sport Club Members have an obligation to conduct themselves and their organization in a manner compatible with the philosophy and goals of the Department of Campus Recreation as well as with the University's function as an educational institution.
B. Club members are expected to act in a mature and responsible manner both on and off campus especially while participating in club activities.
C. Club members are expected to comply with all club policies and university regulations as well as any requests/directives from the Department of Campus Recreation staff members.
D. Inappropriate conduct or actions while participating in any club-related activity may result in disciplinary action against the individual member and the Sport Club by the Department of Campus Recreation and/or university officials.

The Process
Violation of the University of Arizona Department of Campus Recreation Sport Club policy and standards of conduct may result in revocation of membership or other disciplinary action to the Sport Club involved. This corrective process has been developed to assist club leaders in correcting mistakes that have or will cause problems.

Minor Infractions
1. First offense – If the violation is the club's first offense during the academic year and they are not under probation for the previous year, the following steps will be taken:
   a. The club is placed on probation for a period of time until the club corrects the violation.
   b. The Sport Club Administrative Staff will notify the club president stating:
      - The reason for the probation
      - The length of the probation period
      - The possible consequences of future violations
      - The club's right to appeal

2. Two infractions or more
   a. Appropriate actions necessary to correct the problem will be taken by the Sport Club Administrative Staff.
   b. Club is reminded of its right to appeal.

Examples of minor infractions include but are not limited to:
a. Not submitting appropriate paperwork on time as directed by the Sport Club Handbook.
b. Not following policies and guidelines set by the University and Sport Club Program.

Major Infraction

1. Major Infractions
   a. Executive Council Hearing with a Sport Club member present.
   b. Sport Club Council recommends disciplinary action.
   c. Sport Club Administrative Staff determines disciplinary action based on Executive Council recommendation.
   d. Club is notified in writing and reminded of its right to appeal.

Examples of major infractions include but are not limited to:
   a. Misuse of club funds.
   b. Ineligible participants participating in club activities.
   c. Incompatible conduct with University policy.

Disciplinary Actions

1. Probation
   a. Extended for a period of one year.
   b. Any disciplinary action occurring within the probation period will incur a freeze on accounts and/or facility reservation if not constituted in the original decisions.

2. Extended Probation – An extension of the year probation if the offending club does not meet satisfactory standing.

3. Loss of facility reservation.


5. Any other appropriate measures deemed necessary.

Appeal Process

The appeal process is administered to allow a club to review the sanctions levied against a club and/or club members that they feel may be too harsh. A club or member who wishes to appeal a disciplinary action must submit an appeal in writing within seventy-two hours to the Sport Club Administrative Staff. The appeal should include the basis by which the penalty should be reviewed. The following steps should be followed:

A. The appeal to the Sport Club Administrative Staff should be completed within seventy-two hours after receiving the penalty in written form. The Sport Club Administrative Staff will confer with the Executive Council. The club involved should receive an answer to the appeal within ten working days.

B. If a satisfactory answer is not received within ten days, file a written complaint with the Associate Director of Campus Recreation who will confer with the Sport Club Administrative Staff and the Executive Council Committee and a written decision will be provided within ten working days.

CODE OF CONDUCT

The following was taken from the University of Arizona Dean of Students Student Code of Conduct webpage. To see a complete copy of the Code of Conduct go to http://dos.web.arizona.edu/aps/.

Philosophy:

1. The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

2. The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community.

3. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus.
Individuals must always conduct themselves in a manner that does not detract from the reputation of the University of Arizona. This includes behavior in game situations as well as contact with other teams and event staff. When involved in off-campus events or when traveling, be aware that you are still representing The University of Arizona.
Appendix II
Schedule for University of San Francisco

Sunday, October 14, 2007

9:30 am       Rin Arrives in Morning – Renting car – the Laurel Inn
3:30 pm       Juliette Arrival in Afternoon also staying at Laurel Inn
6:00 pm       Dinner with Chuck

Monday, October 15, 2007

10:30 am      Debi Gore-Mann: Athletic Director
11:00 am      Jeffrey Brand (Dean Law School) user
11:30 am      Club Sport Coaches (David Lee, Rifle: Angelo Merino, Boxing)
12:00 noon    Lunch with STAFF
1:00 pm       Shanie Chamber; Fitness/Wellness Director: RSD
1:30 pm       Mike Kelly, Intramurals/Outdoor Adv/Club Sports: RSD
2:00 pm       Fr. Lo Schiavo SJ. Chancellor/ USF Past President, built Koret, user
2:30 pm       Joanne Campbell; Assoc Dir; Facilities/Marketing

           John Sweeney Arrives in the early evening.
6:00 pm       Dinner with Chuck
Tuesday October 16, 2007

8:30 am – 9:30 am       Breakfast meeting - Review Facility Use and Field Space with Director
9:30 am – 10:00 am      Tour of the campus and Koret Facility and meet staff
10:00 am – 11:00 am     UL Directors Meeting UC 425
11:00 am – 12:00 noon   Meet with Dr. Margaret Higgins, Linda Thomas, and Andy Thompson // Koret Deli or UC 405
12:00 – 1:00 pm         Lunch with Students
1:00 pm – 2:00 pm       Jon Tao Business Manager/Membership Coordinator RSD
2:00 pm – 3:00 pm       Meet with Charlie Cross, VP Business and Finance
3:00 pm – 4:00 pm       Meet with Martha Peugh, Dianne Sweeney in Martha’s office
4:00 pm – 4:30 pm       Meet with Mike London, Facilities Management Director
6:00 pm                 Dinner with Chuck

Wednesday, October 17, 2007

8:00 am – 9:00 am       Breakfast meeting
9:00 am – 9:30 am       Meet with David McMillan
9:30 am – 10:30 am      Meet with Dr. Gerrado Marin
10:30 am – 11:30 am     Meet with Cathy Huang
11:30 am – 12 noon      Peter Novak, Dean for Arts and Humanities
12:00 noon – 1 pm       Lunch with Students/etc.
1:00 pm – 2:00 pm       Meet with Dr. Margaret Higgins – Margaret’s office for wrap up with reviewers.
2:00 pm – 3:00 pm  External review Wrap up with Chuck White
3:00 pm              Bring Juliette to Airport
EXECUTIVE SUMMARY
Program Review
Recreational Sports Department

EXTERNAL REVIEWERS
See attached

CAMPUS VISIT: October 15-17, 2008

The review team will read the annual reports and program/service evaluations written by the department; review the completed CAS Standards or those developed by the appropriate professional association in the field; review benchmarking data and/or a comparison of best practices; interview students, faculty and staff; and meet with the Vice President, Dean of Students, Associate Dean of Student Development, Executive Director of Administrative Operations and other relevant members of the campus community. Prior to their visit, the reviewers were provided with USF’s Vision, Mission, Values Statement, and University Life’s Commitment Statement along with the most recent divisional strategic goals, and other university materials.

1. How did the external review committee rate the overall quality of the department—excellent, very good, good, adequate, or poor? How does the department compare with well established/recognized programs nationally? Please provide a brief rationale for the external review committee’s rating.

2. What are the most important general issues that emerged from the external review process?

3. What specific recommendations for improving the department’s quality has the external review committee made to the supervisor?

4. In the opinion of the external review committee is the department advancing the University’s strategic initiatives and the divisional goals and commitments in the programs and services it offers?

5. Is the department in compliance with professionally accepted standards? What best practices have been adopted and implemented?

6. Does the department have adequate space, personnel and budget to carry out its programs and services?

7. Has the department identified appropriate learning outcomes and implemented assessment strategies to measure progress in this area?

8. What is the timetable for the response to the external review committee’s recommendations for program improvement? What can the Vice President’s Office do to appropriately respond to the review?

9. What general comments or issues, if any, are crucial to understanding the reviewer’s report?
2007 – 2008
Division of University Life
University of San Francisco

Vice President for University Life
and Chief Student Affairs Officer
Margaret Higgins

Assistant to the Vice President
Ray Quirolgico

Executive Director of Administrative Operations
Andy Thomson

Director of Recreational Sports
Chuck White

Associate Dean for Student Development
Linda Thomas

Assistant Dean for Multicultural Student Services
Mary Grace

Administrative Assistant
Marie O'Connor

Director of Student Leadership and Engagement
Gregory Wolcott

ASUSF

Director of International Student Services
Christina Sanchez

Director of Health Promotion and Services
(vacant)

Director of Career Services
James Catiggay

Associate Vice President and Dean of Students
(vacant)

Director of Residence Life
Steve Nygaard

Director of Public Safety
Dan Lawson

Director of Counseling
Barbara Thomas

Assistant Dean of Students
Julie Orio

Last updated August 22, 2007
Departmental Review
October 15-17, 2007

Findings and Recommendations Compiled by the External Review Team

Responses prepared by:

Charles B. White, Jr. M.Ed.

Director Recreational Sports Department
Koret Health and Recreation Center
University of San Francisco
San Francisco, Ca.
Overview of the Departmental Review Process

The Department of Recreational Sports at the University of San Francisco began a comprehensive planning and review process. As such, it compiled an internal self-study document that was forwarded to the external review team. The internal review utilized the General and Specialty Standards developed by the National Intramural-Recreational Sports Association (NIRSA) and adopted by the Council for the Advancement of Standards in Higher Education (CAS), as well as performed a national benchmarking survey through Student Voice. The department is to be commended for undertaking this significant effort, as this information was very helpful in preparing the external review team for its site visit.

The external team was composed of three individuals: Juliette Moore, Director of Campus Recreation at the University of Arizona, John Sweeney, Director of Campus Recreation at Marquette University, Rin Seibert, Director of Recreational Sports, Assistant Director of Athletics at Valparaiso University. The contact information for the external review team is provided in Appendix I.

In forming these findings and recommendations, the external review team was provided a copy of the department’s self-study report and corresponding materials that described department programs, facilities, and services. Additionally, the consultant team participated in a site visit on October 15-17, 2007, during which interviews with Vice President for University Life, Dr. Margaret Higgins; Vice President, Administration and Acting Dean, College of Professional Studies, Dr. John Fitzgibbons; Vice President for Business and Finance, Charlie Cross, and major constituent groups, peer organizations of the department, and staff members of Recreational Sports. A schedule of the interviews is included as Appendix II.

The review team focused its findings and recommendations in five primary areas. These areas are listed below and organize the structure of the report:

- Mission Statement, Strategic Planning, Reporting Structure
- Human Resources
- Funding
- Facility Issues
- Programs and Services

It should be noted that the review team’s response to these primary charges is somewhat limited. The specificity of each issue and the concomitant background needed to fully address the charges do not lend themselves well to an in-depth analysis during a three-day site visit. Hence, the conclusions or suggestions provided in this report should be viewed as preliminary responses to the identified issues. Additional review of these specific charges by Recreational Sports, particularly viewed in the larger context of the campus review process, is recommended.
The findings and recommendations provided in this report reflect a consensus opinion of all three members of the external review team. We suggest that they be viewed not as definitive solutions, but rather as catalysts for further reflection, inquiry and action.

Although we are not following the guidelines given for submitting the report, we feel the overall structure of our report will garner all the necessary answers and recommendations needed to take action and are formulated in such a way to address each concern systematically and succinctly. Each general issue was sectioned into broad categories and addresses both the positive and "not so positive" issues, with rationale for each recommendation given by the committee.

**Overall Perception and Reputation of the Department of University Recreation**

Before moving directly into the body of the report, it is important to note the overall perception of the Department of Recreational Sports. In short, the department is viewed as an outstanding organization; one that is characterized by a commitment to excellence. The department is well regarded by peer organizations and perceived as an important university asset. While there is room for improvement in any organization, the Department of Recreational Sports appears to be an organization in "very good operating order" that is positioned well for the opportunities that await the University of San Francisco and the Division of University Life.

Many positive comments were made regarding the Department of Recreational Sports’ ability to work together for the good of all entities. The willingness of the Recreational Sports staff to become involved with various campus and community initiatives (i.e., University Life programming, Orientation, ICA, Counseling, e.g.) has fostered an appreciation of their knowledge and expertise. This involvement has increased the potential for future collaborative efforts.

"Koret is a well run facility and very user friendly. It helps to educate the whole person, spiritual well being and physical well being. It is an essential part of the educational process." That statement was indicative of the positive comments that we heard from members of the University of San Francisco community. "The service and expertise of the Koret staff is great!" was a statement that we heard from several students, faculty and staff. In addition, the leadership of the department was consistently given very high marks.

The Recreational Sports program at The University of San Francisco in comparison to other well established/recognized programs nationally, has proven to be extremely competitive with these institutions across the board with regards to the importance of the program to students in choosing to attend USF, according to the usage data. According to the recent Student Voice Benchmarking survey, USF Recreational Sports is above the national average in participation rates for students utilizing its facilities. The survey corresponds with all the positive comments we heard from students, faculty and staff. They like the facility and take full advantage of the services provided.

The satisfaction level in regards to the lack of outdoor space was way below the national average. Even though lack of outdoor field space is a major issue of concern, Recreational Sports was praised for their proactive approach to working out viable solutions. The general view across campus is that Recreational Sports is a dynamic, productive, and cooperative department.
Review of Core Categories

Mission Statement, Strategic Planning, and Reporting Structure

Review Findings:

- The departmental mission statement supports and complements the University of San Francisco’s mission statement. In addition, the Recreational Sports Goals are in concert with the stated University of San Francisco and University Life’s Goals.

- The departmental mission and goals have been well articulated to university constituencies.

- The internal assessment and the external review are being conducted as precursors to the departmental strategic planning process.

- A true commitment to Diversity is evident within the department and the university.

- The Recreational Sports Department provides a multitude of programs and services that meet the health and wellness needs of the entire university community.

Recommendations:

- Through discussion, clarify the department’s primary audience(s) and investigate the variety of implications (examples: budget, staffing levels) for serving additional clientele.

Response: Our primary mission was established when Koret originally opened, and was set by the University. Our first priority is to serve students, staff, and faculty; surrounding neighbors are the last constituency to whom we cater our services. This is reflected in both our mission statement and our policies. Per our use permit with the City of San Francisco, we are required to serve the surrounding neighborhood community.

June 2008 Update: We have always prioritized student-use first, so that there is minimal impact by neighborhood constituencies. In addition, we are required to generate over $1.7 million each year in revenue. We have successfully accomplished this, with little or no impact on student use. The majority of neighborhood users visit the facilities during non-prime time for students. (Neighborhood use is from 6:00 a.m. to 2:00 p.m., Monday – Thursday, and anytime on Friday, Saturday, and Sunday.) Student use is highest on weekdays from approximately 3:30 p.m. – 9:00 p.m., with low use on the weekends.

- Consider revising the departmental mission statement to make it succinct and easier for staff and constituents to remember and value. Separate value and vision statements from mission statement.

Response: The full-time staff will review and update the mission statement.

June 2008 Update: The Recreational Sports Department and Koret Health and Recreation Center are dedicated to providing the desired recreational sport activities, programs, and services to USF students, faculty, staff, alumni, and limited neighborhood patrons. Through
recreation we offer these groups a way to enhance their knowledge, interest, and behavior to promote healthy lifestyles. We strive to provide programs and activities that encourage student participation that will enhance student engagement and retention.

- Involve the entire staff in the re-development of formal vision and values statements included in current mission statement, to help guide strategic planning initiatives and external communication efforts.

**Response:** Currently, all full-time staff members are included in the department’s adherence to CAS Standards. They are involved with, and responsible for, ensuring best practices and following the department’s mission, vision, and values statement. This ensures that our department operates in a way that adheres to best practices considered standard for the field.

**June 2008 Update:** The staff has been involved in the revision of the mission statement.

- Research online payments for memberships and all services, as well as credit card transactions.

**Response:** The department has been researching this option for several years but has yet to find a suitable option.

**June 2008 Update:** Upon further research, our department has found that this is not a cost-effective possibility, due to the fees that outside companies charge for such services. Additionally, we would be unable to monitor special-use passes, which are the department’s main source of revenue, and the number of entries purchased by an individual.

- Continue to expand diversity efforts regarding staff recruitment and retention.

**Response:** The department has one of the most diverse staffs on campus.

**June 2008 Update:** Our student staff of more than 250 students reflects not only the diversity of the University, but also of San Francisco. This is something that has always existed within the department and something the staff is quite proud of. We look forward to continuing our diversity efforts regarding staff recruitment and retention.

- Reporting structure – Align Recreational Sports with the Dean of Students office. Rationale submitted previously. A copy of this rationale is included as Appendix III. If this is not possible, it would be feasible to align Recreational Sports under the Vice President for Business and Finance. Recreational Sports currently operates as an auxiliary service and should be treated as such. It does not rely on any student fee monies to operate at present.

**Response:** This recommendation is being taken under review.

**June 2008 Update:** Recreational Sports now reports to the Dean of Students and works collaboratively with the Dean’s Team. This was implemented with the arrival of a new Dean of Students/Associate Vice President during the 2007-2008 academic year.
• Move the Department of Health and Promotion Services under the supervision of Recreational Sports (see Appendix III for additional information and the rationale).

Response: This decision would need to be made at a higher level than our department (possibly by the Vice President for University Life).

June 2008 Update: Health Promotion and Services will retain its current reporting structure.

• Change Recreational Sports to Recreational Sports, Health and Wellness. (See Appendix III for additional rationale).

Response: We do not believe this is necessary.

• Continued verbal and written support from University Life for the Recreational Sports programs and services that support the mission of the University of San Francisco.

Response: This has also been evident in the past.

June 2008 Update: This has been an integral part of University Life, and has been reflected by the strong advocacy of the Dean of Students/Associate Vice President. She has been an outstanding supporter of our department.

Human Resources

Review Findings:

• The Recreational Sports staff was consistently viewed by their colleagues and clientele as professional, competent, fair, accessible, and willing to assist others.

• Currently Recreational Sports employs 7 full-time professionals. In addition, the department annually employs in excess of 250 students and part time employees in a variety of capacities.

• The workload for current staff members is considerable. Staff members reported anxiety over being “stretched” above and beyond their normal duties and responsibilities.

• The department's staff members are viewed as being excellent managers of their resources.

• Recreational Sports staff members are given very high marks for their willingness to collaborate with campus and community agencies.

• The department is characterized as customer service oriented and the student staff members are viewed as being attentive to their job responsibilities.

• Student employees indicated that their friends are envious that they work for Recreational Sports and at the Koret Center and often ask how they can get jobs there. Clearly, Recreational Sports is a preferred employer for students.
- Student employment provides social interaction, flexible hours, a relaxed work environment, marketable leadership skills, and a sense of belonging to the campus community. Students recommended that creation of a leadership track for employees (providing ways for staff to move up through the program to higher paying position).

- Recreational Sports was praised for working to support the academic mission of the University of San Francisco by providing internships, graduate assistantships, and relevant student job experiences, in addition to research opportunities for numerous academic departments.

- Graduate assistants expressed a desire for an improved formal performance evaluation process.

- The financial impact of Federal Minimum wage and compression of wages for students, GA’s etc.

**Recommendations:**

- An assessment of staffing needs should be conducted as part of the upcoming strategic planning process (i.e., workload, current and future program and service demands, current job responsibilities, reporting structure).

**Response:** This is ongoing, as we have updated job descriptions within the past several years.

**June 2008 Update:** In response to the review committee’s suggestions, we have reassigned responsibilities to certain staff positions (e.g., supervisors now report to the Associate Director). We are limited, however, by financial constraints and other employment-related restrictions.

- Consider involving staff, in addition to the direct supervisor, in the evaluation process in order to gather additional feedback on professional and graduate assistant job performance.

**Response:** Per the University Human Resources Department, all professional staff members are to be reviewed by their immediate supervisors.

**June 2008 Update:** The staff follows the guidelines of the Human Resources Department in respect to full-time professional staff, in adherence to University policy. Student staff are evaluated every semester per student employment guidelines.

- Add a Technology Specialist position to University Life that would manage all technology issues that arise in all areas within the division. Each area would provide funding support to this position and allow for support in all areas within the division. This has been done at other institutions to provide the necessary technological support.

**Response:** This addition would need to be to be reviewed and approved at the divisional level, not by the Recreational Sports Department.
• The structure, responsibilities, and job descriptions for all full time staff should be reviewed. We are making a few recommended changes for the realignment of staffing and responsibilities. This should not require any pay grade changes and are strictly based on structure and not job performance. (A recommended flow chart is listed in Appendix V). Our recommendations are as follows:

1. Associate Director for Facilities and Marketing— expand duties and responsibilities to include supervision of all building supervisors, equipment room staff, as well as front desk staff. (a) This person will also provide direct supervision of the Business Manager. (b) This recommendation is important to ensure all facilities and building operations are centralized. The Associate Director’s office should also be relocated to the main office complex adjacent to the Building Manager’s office and the front desk. The Marketing responsibilities of the job will remain the same. (c)

(a) Response: This recommendation is being taken under review.

(a) June 2008 Update: This will be implemented in respect to overseeing the Building Supervisors and the Front Desk Staff. There is a direct connection between these two areas. The crossover of information makes the recommendation unfeasible, however, for the Equipment Desk reporting structure; that will remain the same. The person overseeing this area is also responsible for Intramurals and the equipment is provided through the desk. All changes have been completed.

(b) Response: The Business Manager, who oversees the departmental budget, needs to report to the Director due to the confidentiality and sensitive information inherent in this responsibility. There is not a good fit in reporting to any other area.

(c) Response: The relocation and expansion of our current office area has been presented to the Facilities Management Department. This expansion would provide space for the Associate Director without moving the current office from a central location.

(c) June 2008 Update: The proposal is under review and the architectural considerations are being considered.

2. Currently the Intramural/Outdoor Adventures Coordinator’s position includes supervision of building supervisors as well as Club Sports and not just Intramurals and Outdoor Adventures. It is critical to move the building supervisors to the Associate Director to consolidate all facilities and operations under one individual. It is also recommended that the Intramural/Outdoor Adventures Coordinator’s office is moved to the area currently occupied by the Associate Director. The Coordinator is responsible for three major areas: to provide for growth and expansion of these three areas, the other responsibilities should be removed from the job description. As the program grows, it is further recommended that this position is upgraded to an Intramurals/Outdoor Adventures/Club Sports Director. Part time and eventually full time staff would be hired to manage these expanded programs.
Response: The committee’s suggestion is under review.

**June 2008 Update:** Part-time staff will be hired as needed, as has always been done in the past. A title change was effective as of June 1, 2008. The current office space and occupancy remains the same.

3. The Business Manager position should include not only all major aspects of budget management, and coordinate all areas related to financial viability of the department. Develop a centralized online registration process for all program registrations and membership operations to improve service and decrease paper dependence. The Business Manager would also assist with marketing for memberships and program registrations. This position can be expanded by adding technological duties to assist (the recommended) technology specialist for University Life thereby increasing the ability to manage all of Recreational Sports technological needs.

Response: The position currently assists with marketing of memberships and programs.

**June 2008 Update:** Online registration processes are not considered feasible for reasons mentioned earlier in this report. The Business Manager’s assistance with marketing is already included in the position’s job description and exists both in theory and in practice for the department.

4. The Director, Fitness and Wellness position should focus specifically on the fitness and wellness programs and instructional classes. We recommend transferring the marketing duties to the Business Manager.

Response: Per discussions with the review committee for further clarification, we learned that this recommendation was written erroneously. Their intended recommendation was clarified to mean that marketing duties should be transferred to the Associate Director.

**June 2008 Update:** Staff members within the department develop their own marketing articles. (The Business Manager is not explicitly familiar with the specifics of the Fitness Programs, for example.) Currently, marketing and PR materials are developed by student staff who work directly with the Fitness and Wellness Director. The students create materials that are then approved by the Director in each of their areas.

5. Add an administrative assistant/executive assistant to the Director position. This individual would assist the Director in all clerical, administrative and office management for the department. This individual would also assist the front office staff in managing the day to day operations of that area. The administrative assistant would report to the Director. This is position has been submitted for the next budget cycle.

Response: Prior to the external review, the request for an administrative assistant was approved and “in queue” for a future (but unspecified) hiring cycle.
June 2008 Update: The department eagerly looks forward to implementing this position when doing so becomes fiscally possible.

6. Review all part time employee positions and determine the critical needs of the program and eliminate non essential part time staff and hire students in their place.

Response/June 2008 Update: Review of non-essential positions has been common practice for the department, and thus completed. All part-time positions that are not essential to programs have been eliminated.

Funding

Review Findings:

- Pressure to generate revenue at the Koret Center reduces the amount of time and space allocated for student and Faculty/Staff members.

- Recreational Sports no longer receives revenue from outdoor soccer field rentals, but continues to pay for all maintenance of the field.

- The Recreational Sports staff was given high marks for their financial resource management.

- Recreational Sports should be given a higher priority in allocation of space on the outdoor soccer field. There hasn’t been any consistency in the implementation of this priority ranking in use of the outdoor soccer field. High School groups and Athletic Camps have taken a priority for use of the field over the student use of the field.

- Memberships are marketed and sold to community members.

Recommendations:

- Outdoor recreation field space is totally inadequate for a campus the size of the University of San Francisco to meet current demand for open recreation and programmed activities for Recreational Sports. Transfer the management of the scheduling and maintenance of the outdoor soccer field to the Recreational Sports Department instead of Athletics. This field is adjacent to the Koret Center and was managed by the department for over 15 years previously. The maintenance costs for the fields are a part of the budget for Recreational Sports and scheduling as well as any revenue from the use of the fields should be directed to the department.

Response: The department has always worked with Athletics for scheduling.

June 2008 Update: Since the review, Recreational Sports has obtained more field time and significantly strengthened the strength and channels of communication between themselves and Athletics.
• Develop an equipment depreciation schedule. Funding for the replacement of equipment should come from the repair and improvement budget, not from internal reallocations in the operating budget.

Response: This was a misunderstanding by the review committee. There are two budgets within the department: one for revenue and one for operations. These two budgets are to be balanced at the end of each fiscal year. Currently, due to the lack of revenue, we have had to reduce expenditures in the operations budget to meet an annual $150,000 shortfall. A reduction in revenue expectations has been submitted.

June 2008 Update: The request for the reduction in revenue expectations has been approved. In this context, there are now adequate funds in the operations budget (under capital expenses) to purchase new equipment. We are now on schedule with the new revenue expectations approved for this year.

Facilities

Review Findings:

• The Koret Center is considered a “showcase” facility for the University of San Francisco. It was generally reported in our interviews that the facility is utilized to recruit prospective students and plays an important role in student retention.

• It was reported that the Koret Center plays an important role in providing a positive interface between the local community and the University of San Francisco (i.e. community memberships, master’s swim program, Red Cross swim lessons, facility rentals).

• International students utilize Koret Center heavily, especially on weekends and during break periods.

• Recreational Sports appears to have a good working relationship with Intercollegiate Athletics, and Physical Education and the sharing of facilities was generally seen as a positive experience. However, additional sport club and intramural sport use of the outdoor synthetic turf area is desired and critical to the growth and development of the program.

• The heaviest use of the Koret Center appears to occur from 4:00 p.m. to 9:00 p.m. during the week.

• Students expressed concern that the rental of Koret Center too often made it unavailable for student use.

Recommendations:

• As mentioned under the funding section of this report it would be essential to move the management of the Outdoor Soccer Field to Recreational Sports in the place of Intercollegiate Athletics. We strongly recommend this item to ensure that the fields provide
open recreational use for students; and the priority established by the University in the usage of this field is followed appropriately. The current priority usage is Intercollegiate Athletics first; Recreational Sports second, and then outside community rentals. These priorities have not been followed recently and should be monitored to ensure proper usage for all involved. If the management is not switched, we recommend that when outside rental groups utilize the fields that a monitor is provided to ensure the fields are not abused or left unattended for risk management concerns. If left unattended the university is at risk for any injury that occurs without adequate supervision.

Response: This would need to be decided at the divisional or institutional level. Although it is not a Recreation Sports decision, it would be very strongly supported by the department.

- The fitness space and weight room equipment, as well as cardiovascular equipment appear to be inadequate to meet current demand. Currently plans are underway to convert storage space into a new weight room. Additional space is needed for Cardio-vascular equipment as the interest in this activity continues to grow. This is a nationwide trend that increases each year, as more people are concerned for their health and are looking for ways to prevent diabetes and heart disease. This form of exercise (utilizing cardio-vascular equipment) is the one of the recommended ways to achieve good health.

Response: This recommendation is under review.

June 2008 Update: This recommendation has been approved and work is now beginning, with a targeted opening of fall 2008.

- Review the safety and risk management plan as students reported that there was only 1 AED available for the entire facility. Given the size and location of the Koret Center and Outdoor Soccer Field it is strongly recommended that two additional AED should be purchased. One for Hagan Gym and one for the Outdoor Soccer Field. The university should provide these through the risk management budget process. The entire risk management plan should be reviewed and a risk management officer should be appointed for the department. This person would be responsible for all risk management issues as they relate to Recreational Sports.

Response: The AED is located in as central of a location within Koret as is possible. The department's risk management plans and procedures are under constant review internally and are amended as needed.

June 2008 Update: The placement and availability of AEDs on campus is under review by the Health and Safety Committee.

- Ventilation of the entire facility needs an overhaul and is inadequate for the tremendous usage of the facility throughout the day. This can become a long term risk management concern especially for those areas that are highly populated with students and members, (particularly those suffering from asthma). This is also true in the office complex and all staff offices in the building. These individuals occupy these spaces for extended periods of time, and the circulation isn’t sufficient to provide good air quality. We experienced the problem during our site visit. There wasn’t proper ventilation in these areas and one of our reviewers had to leave the space to get relief.
Response: This recommendation is under review.

June 2008 Update: It was confirmed that the ventilation has indeed deteriorated in the building. The building has been assigned a full-time engineer and all equipment is back online and fully functional.

- In order to meet the increased demand for programs and services, additional staff will be required. Office space will need to be identified for the additional staff members. We recommend that current spaced occupied by Faculty (once their building is completed, this space will open up again) is returned and used for office space and other needs.

Response: This recommendation is under review and the department is looking at specifics.

June 2008 Update: It is hoped that the administrative assistant position suggested in an earlier recommendation will be both administrative in nature and requiring a professional background and training in the field.

Programs and Services

Review Findings:

- Recreational Sports serves a diverse constituency through a wide variety of program offerings.

- The increasing number of program participants has created a greater demand for facility space.

- The variety and quality of the programs offered by Recreational Sports is impressive. These programs include: aquatics, facility operations and management, family and youth, intramural and extramural sports, fitness/wellness, informal/open recreation, special events, community involvement, and facility rentals. Each program area is purposeful and attempts to be responsive to the needs of its constituents.

- Numerous concerns were expressed regarding the increasing space conflicts between informal recreation participants and facility rental groups.

- Due to budgetary issues, pressure has been placed on Recreational Sports to increase its self-generated income. The primary source of increased self-generated revenue has been facility rentals. Increasing facility rentals is in direct conflict with the increasing student demand for recreation activity space.

Recommendations:

- Continue to monitor program and service participation statistics to determine trends and interest levels.

Response: This has always been done in the past; continuation is a high priority.
June 2008 Update: Program monitoring continues and have recently increased due to improved capabilities of computer software. We have the capability to track all users and individual use. This includes Freshman, Sophomore, Juniors, Seniors, Graduate, and community users.

- A potential fitness growth area is mind/body/spirit classes. This program offering has recently experienced explosive growth throughout the U.S. However, space could be a limiting factor in the growth of this popular program at the University of San Francisco. Additional quiet spaces must be identified to accommodate these classes.

Response: The department runs over 60 classes a week and is scheduled at maximum capacity.

June 2008 Update: The department continues to examine how best to use its space based on institutional needs and space restrictions.

- Conduct a thorough assessment of the revenue generation requirements from facility rentals and its impact on providing space for student recreation programming. Increasing student dissatisfaction with the frequency of Koret and Outdoor soccer field rentals was reported; therefore, this study is warranted. Consideration should be given to developing a policy regarding the maximum number of times areas within the Koret Center and Outdoor Soccer Field can be rented each semester to outside groups.

Response: We have always scheduled facility rentals so that it complies with the department’s mission and policies of having student use and access as a top priority. Facility rentals are when there is none or minimal on student use. Exceptions are Presidential functions and University functions that are high priority as determined by the Executive Administration at the highest level.

June 2008 Update: The department is working to increase structured play (e.g., intramurals) but is still unable to offer free recreation time on the soccer field due to third (non-USF) parties. We need to balance student use with the ongoing need for the soccer fields; this is complicated by the fact that we are not responsible for renting the soccer field itself.

- Continue collaborative efforts with colleagues in university departments (i.e., Residence Halls, Dance, University Life units, Physical Education, Health Education) as combining resources can move programs forward during difficult economic times.

Response/June 2008 Update: The department continues to keep this as a high priority.

- Continue to develop and utilize assessment tools to ascertain if existing programs and services are meeting the needs of target populations.

Response/June 2008 Update: The department continues to keep this as a high priority, and continues to use student feedback as a major benchmark. Two years ago we were involved with Student Voice which conducted a benchmarking survey for our department. This survey compared us to other/similar Universities and benchmarked our results. We currently in contact with this service in anticipation of participating in another national benchmark survey.
• Identify additional instructional programs and assess the market demand for these programs.

**Response/June 2008 Update:** This is on-going, as the department continues to add new classes based on student requests and interest. We currently offer approximately 60 fitness/wellness classes per week during each semester.

• Review the feasibility of providing athletic trainers for indoor and/or outdoor recreation activities.

**Response:** The University does not have an athletic training major or program, thereby making it difficult to provide athletic trainers. Additionally, based on the type of injuries and the department’s historical response, having full-time trainers is not warranted. There are legal implications of having athletic trainers on site, and the department currently handles emergency situations by calling paramedics or utilizing the closeness of St. Mary’s.

**University Recreation Advisory Board,**
**Sport Club and Intramural Sport Advisory Boards**

**Review Findings:**

• A Sport Club and/or Intramural Sports Advisory board, available to handle disciplinary or infringement of any and all policies governing these areas and making recommendations for program improvement and growth doesn’t exist.

• A Recreational Sports Advisory Board is currently inactive.

**Recommendations:**

• Consider reinstitute a Recreation Sports Advisory Board comprised of student, faculty, staff, and community representatives. This would create more student development opportunities for students actively engaged in these programs and services. Leadership responsibilities would exist for students to gain valuable hands-on experience working with their peers. The Recreational Sports Advisory Board could have a direct link to the Student Government or Associated Students.

**Response:** The Recreation Sports Advisory Board existed for 15 years. All of its functions have been incorporated into current departmental structure.

• Consider creating an Intramural Sports Advisory Board and/or a Sport Club Council, comprised of only students.

**Response:** The number of students and club sports teams involved isn’t large enough to warrant a board or council. Each team requirements for equipment, space and funds are specific to each team. These needs are meet by meeting with their Student Representative, Coach, Professional Advisor and Recreational Department professional staff.
• A copy of the advisory boards constitutions/hyilaws from the University of Arizona are provided as Appendix IV. A model should be selected that would best serve the needs of the University of San Francisco.

Response: See above response.

• If established, the board should serve in an advisory capacity to the director of each program it serves.

Response: See above response.
Summary

The External Review Team found the variety and quality of the programs offered by Recreational Sports at the University of San Francisco to be excellent. It appears that the various programs and services serve a diverse constituency. As mentioned in the Facilities section of this report, Recreational Sports has totally inadequate outdoor facilities to meet the current demand from the students and the outside community. We recommend transferring the management of the scheduling and maintenance of the outdoor soccer field to the Recreational Sports department instead of Athletics. This field is adjacent to the Koret center and the Center can provide better supervision of the area than the Athletic Department. It was managed by the Recreational Sports department for over 15 years previously. The maintenance costs for the fields are a part of the budget for Recreational Sports and scheduling as well as any revenue from the use of the fields should be directed to the department.

Funding stability has been identified as a significant concern for Recreational Sports. It will be very difficult, if not impossible, to significantly enhance the existing programs and services under the current funding constraints. In fact, unless this issue is addressed, the only way to maintain the current offerings will be to increase self-generated income. If rentals of the Koret Center continue to increase as a means of producing self-generated income, student dissatisfaction will escalate. It will be critical to find an acceptable balance between providing recreation space to meet the needs of the University community, accommodating the demands of outside rental groups, and providing the necessary self-generated income.

The Koret Center is an award winning facility and has many excellent features. Recreational Sports manages this facility very well. However, it is deficient in providing adequate space for outdoor field space. To adequately meet the demands of current enrollment, the outdoor field will need to provide open recreational times for use by students, Intramural Sports and Club Sports.

The Koret Center represents a significant investment and is highly utilized; therefore, providing adequate funding for facility and equipment maintenance is critical. Currently, adequate funding is being developed but further exploration (with emphasis on the aging center) is needed. The ventilation and air circulation of the facility needs to be reviewed and updated before any risk management issues arise.

The Review Team found the Recreation Sports staff members to be highly skilled professionals. The scope of programs and services is very impressive and is a testimony to the efficiency of a comparatively small staff. An assessment of staffing needs is critical and should be conducted as part of the upcoming strategic planning process. As mentioned earlier in the report, the Recreational Sports staff utilized the NIRSA General and Specialty Standards to prepare for this review. The Review Team concurs with those findings and suggests the
department move forward with the strategic planning process. We are confident in the ability of the Recreational Sports staff to develop objectives and strategies to overcome the obstacles that have been identified in this report.

Staff changes in the area of their responsibilities and locations are critical. Considerations should also be given to adding staff where financially feasible. The technology position is critical to the advancement of all programs within University Life. The students and staff are highly skilled in the technological area. There is a lot to be said for one-on-one face to face contact, but in order to be competitive in this highly technological society this position should be given every consideration.

In closing, we thank the members of the University of San Francisco community for sharing their candid responses to the questions we posed regarding Recreational Sports and the Koret Center. It is clear that the department is held in high esteem and is a valuable contributor to the quality of life at the University of San Francisco, as well as the community surrounding the campus.
Anecdotal Information Gathered During Interviews

The External Review Team gathered the following selected quotations from a variety of individuals participating in the interviews. These are intended to communicate a representative sampling of the opinions and sentiments expressed during the interviews. To ensure anonymity, care has been taken to list the remarks in random order (not reflective of the order of interviews conducted) and without attribution. This form of qualitative data is not intended as statistically valid; rather, it is intended only to provide a flavor of the diverse perspectives that contributed, in part, to the findings and recommendations of the External Review Team.

"Koret is well maintained and has great opportunities for trips and outings for the campus community."

"Koret is a well run facility and very user friendly. It helps to educate the whole person, spiritual well being and physical well being. It is an essential part of the educational process and helps the law school by humanizing the law."

"After being gone for sometime from Koret, when I returned the student staff said " Hi name, I missed you so much" I melted."

"The service and expertise of the Koret staff is great!"

"He does a great job supporting the Mission of the University"

"Koret plays a positive role in indoctrinating students to the Urban Lifestyle"

"I've worked at Creighton and Marquette. The facilities at Koret are as good, or better than these institutions"

"Chuck is concerned with income generation and pulling his own weight"

"Chuck does a tremendous job providing opportunities for students."

"Chuck really listens. He brings people together and is dedicated to all, male and female.

"Chuck has done an excellent job in supporting the community with creative use of space"

"Chuck is collaborative to a fault, but runs an excellent ship. Koret is a well managed facility."
"Chuck is like the energizer bunny. I appreciate his willingness to collaborate with any worthy cause."
Introduction

This manual has been prepared by the Department of Recreational Sports in order to clarify the duties of the employees and polices of the Koret Health and Recreation Center. In many respects, you are front line personnel and the way on which you perform your duties is often the only criteria for evaluation of the Department's activities by members of the University Community. Therefore, it is essential that each employee perform his or her duties in a positive and professional manner. An attitude of warmth and welcome should be extended at all time to those using the facility and a spirit of cooperation fostered among the staff.

This material may not provide an answer for every question or situation that may arise. However, it will provide for a wealth of information an policies that will enable you to intelligently and efficiently handle your responsibilities. All employees are required to completely read this manual and will be held responsible for knowing its contents.
Koret Health and Recreational Center

Historical Overview

The Koret Health and Recreation Center was designed by Pflueger Architects of San Francisco and constructed by Perini Construction in Boston. The building, USF’s first new structure since 1969, houses the first pool at the University since the original gym was destroyed in the 1906 earthquake and fire.

The need for a campus recreational facility was established during the 1980s when the Reverend Lo Schavio appointed a task force of students, faculty, staff and alumni to explore the role of athletics at the University. One of the first recommendations was to construct a health and recreation center for students.

Developing a “sound mind in a healthy body” is part of the character of Jesuit education, said the reverend Lo Schavio. “USF is moving forward once again fulfilling its obligation to provide truly outstanding athletic facilities for the University community and its neighbors.”

The Koret Foundation contributed the lead gift for the $18 million capital campaign, the Reverend Charles W. Dulles, S.J., USF Chancellor emeritus and general campaign chairman, and the late Melvin M. Swig. Former chairman of USF’s Board of Trustees oversaw the collection of additional gifts.
Departmental Mission Statement

The Recreational Sports Department reaffirms the Jesuit-Catholic nature of the University of San Francisco through the facilities and program offerings under the Departments jurisdiction. The Department exhibits a special concern for the entire life of the student by providing social and physical activities, which combine with the intellectual, moral and psychological well being of the student as developed through University teachings and campus life.

The Recreational Sports Department programs reflect the ethnic and gender diversity of the campus. The department strives to meet the goals of the mission by providing programs in intramural sports and fitness which foster cross-cultural interaction and socialization. The range of program offerings allows the students to sample a broad range of activities from camping to competitive sports. The Department is responsive to the changing needs of students with regard to the University infrastructure as modifications to the building, as well as updated equipment, are continually provided to better accommodate student use of the Koret Center. Through the facilities and programs administered by the Department, student retention is positively affected.

The Department of recreational Sports provides community outreach through the availability of the Koret center to the general public. The Department has made a special effort to provide facilities for use by local High Schools and other groups for athletic events. Special discounts for disabled and senior users are also offered through the department of most programs and drop-in recreation.
Recreational Sports Philosophy

The Department of Recreational Sports exists within a very exciting environment on the University of San Francisco. Located on one of the most exciting cities in the world, students, faculty and staff are a rich mixture of individuals with varying social and physical needs. It is in the Jesuit tradition to develop these needs for each individual. Our challenge is to provide a central location of programs and events to meet this philosophy.

Programs exist to satisfy members of the campus community whether their needs be for individual or team-oriented sports, co-ed programs or competitive activities. Leisure opportunities encompass outdoor programs throughout the bay area, non-tournaments on campus. A variety of activities are available. This breadth in programming is consistent with the Recreational Sports Department philosophy to provide an opportunity for each individual to participate and to provide for all involved.

As employees of such a dynamic and large organization, our responsibilities are also carried and more complex than appearances would indicate. Users seeking recreation need information about different programs to make personal choices and plan their own schedules accordingly. They expect each employee to have accurate, timely information about all programs subunits of the Department. With so many services being available to users, this is asking a great deal. The sheer amount of information is often overwhelming. Our ability to share this, however, is critical to their access to, and enjoyment of, all aspects of the Department of Recreational Sports.

Given this situation and the desire to make our work continuously enjoyable and productive, this manual is offered for you to see. We hope the information it contains will be helpful and that it will make the time spent utilizing the many programs an activities within the Department of Recreational Sports personally satisfying and an enjoyable experience.
1. REVIEW OF GOALS (see matrix)

2. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

The purpose is to provide a high-level leadership analysis of the past year. Please attempt to write more from an outcomes or results perspective and less from a descriptive basis. You will be able to use it as your “elevator speech.” The Vice President will use it at the Divisional and University level.

As an outcome, based on research, the RSD has had excellent results in student engagement and participation which contributes to overall satisfaction and retention of USF students. Research as shown that Recreational Sports programs provide positive contributions which correlates to outcomes such as scholastic achievement, persistence rates, and satisfaction with the overall collegiate experience. We are proud of the fact that we experienced 147,520 student card swipes this year at Koret (Over a 20,000 increase in student card swipes at Koret). They consisted of: Freshmen 34,722 (a 2,400 increase over last year) Sophomores 26,188 (an increase of 4,009); Juniors 18,929, (an increase of 1,010) 17,919; Seniors 25,162 (an increase of 5,800); Graduates 32,268 (1,229 less than last year) and Special use groups at 10, 240 and increase of over 7,500. The freshmen numbers are especially significant. Belch, Gevel, and Mass (2001) found that freshmen who used the student recreation center had higher first semester and first year GPA’s along with significantly higher persistence rates than non-users.

We are extremely proud of the diversity within our RSD student staff and the diversity of our student use, both reflect the student diversity at USF which is also significant. Recreational programs foster diversity on college campuses. Bradley, Pillipi and Bryant (1992) found that minority students were more likely than other students to consider recreational facilities and programs as important factors in their decision to attend and remain at their chosen university.

The arena of USF recreational sports makes significant contributions and connections to student life. The Koret Health and Recreation Center stands at the forefront with these contributions.

Student employment is also significant. With student staff members coming from a wide variety of educational backgrounds other than recreation, one of the primary overall education and employment goals is to provide students with general transferable skills that will help them be better prepared for the next step in their respective academic or work careers. (We area very successful in this arena.) We employ a student staff of over 250 students with very diverse ethnic and social backgrounds. As noted in Pascarella and Terenzini (1991) and Ehrenberg and Sherman (1987), on campus work has a positive effect
on academic success, particularly persistence and degree attainment because of on-campus employment again, increasing a student’s connection to the university.

The RSD provides other avenues of engagement by creating opportunities for over 2,364 individual students to engage in Intramural Sports Leagues and another 1,000 that participated in Outdoor adventure trips. Outdoor Adventure trips are a result of student feedback over several years and have exceptionally high participation rates, as are the Intramural leagues, again, contributing to student engagement and hopefully success. These programs are complemented by our Competitive Club Sports serving over 150 highly skill student athletes. This year based on student input we added three major competitive club sports. They were Women’s Rugby, Men’s Soccer, and Coed Water Polo. “The greater the student’s involvement in college, the greater will be the amount of learning and personal development.” (Astin, 1984, p. 307) Involvement includes not only academic pursuits, but also extracurricular activities and interaction with university faculty, staff, and other students not to mention the community users. The RSD has three Competitive Club Sports serving over 60 students who compete at a high skill level. The Rifle team was ranked #1 in the nation; the boxing club competed in the nationals with one of our members winning the San Francisco Golden Gloves in the female division. One of our male members won the Western Regional Championship and was named to the NCBA All-American team. Aquatics also contributes to engagement and success by having 15 students on our Masters Swim team of which one of these students was High Point Scorer in his age group at the Nationals. After an extensive study of undergraduates at 74 different colleges and universities, Pace (1990, p. 147) concluded that “extra-curricular activities are a very important part of higher education” and “contribute to the intellectual skills and to general education.”

Student engagement and participation is one of the department’s strongest assets. This is exemplified by our Fitness/Wellness department. Based on student input we provided 59 free weekly group exercise classes attended by 43,174 participants of which 15,264 were students. We responded to student needs and provided CPR and AED certification to 355 individuals. In response to concerns over student safety on campus, we added additional free self-defense classes in collaboration with Public Safety. Class evaluations show that these courses exceed student expectations. Based on an analysis of the student requests for shorter classes to fit into busy school schedules, we replaced several one hour classes with 20, 30 and 45 minute mini-classes on our weekly group exercise schedule. Weekly attendance tracking sheets show that those classes continue to be the most popular classes on our schedule. Headcounts indicated that 73,000 participants used the weight room, supporting our planned weight room expansion which was approved at the end of last year. Construction will commence on July 1 this year. Our personal training staff, made up of entirely USF alumni, provided 3,058 (an increase of almost 2,000 appointments) personal training appointments. These appointments were comprised of students, staff, faculty, and community, many from the FROMM Institute at USF. The Aquatic’s is a high demand area, and one of the most highly used components of the center. Head counts indicate that we continue to serve over 12,000 swimmers per month. This area oversees the Master Swim team with over 250 registered swimmers, Youth swim team with over 100 and 100’s of private and semi-private swim lessons throughout the year. The Aquatics also offers opportunities for USF students to engage in either competitive or non competitive water activities. This year we had 15 USF students/alumni participate in the Masters Championships swim meet. One of our students
won the National Master Swim event. He is a National Champion. These students train together all year in a supportive coached environment. This year based on student interest a Coed Competitive Water Polo team was established with designated practice times being established.

Based on requests and contributing to making USF an inclusive campus, the department provided space and facilities for over 79 different USF departments and student groups in the Koret Health and Recreation Center. This is an increase of 29 different groups over last year.

External community involvement within the Recreational Sports department is extremely important to the success of Koret. Through their participation, external community members contribute 97% of our annual revenue budget of over 1.75 million. This year a budget decrease in revenue was approved. Our current revenue budget expectations were reduced from $1.7 million to $1.5 million. This reflects a five year average of our revenue collections and in agreement with the current spending trends across the nation. It is because of this revenue that we can continue to offer: 59 free weekly group exercise classes; free monthly self defense classes; free gym orientations; significantly discounted rates for personal training, massage, CPR, AED, Basic First Aid, and outdoor adventure trips; and better overall service, equipment and facilities for the University community.

Enhancing community awareness of USF in the San Francisco Bay Area was supplemented by donating day passes from the Koret Health and Recreation Center to selected schools in the immediate SF area. These donations were a direct result of requests to support fundraising events for organizations such as: The Center for The Pacific Rim, Claire Lilienthal Elementary, Claredon, Impala Racing Team, Marin County Day School, Miraloma PTA, Presidio Hill, Rooftop, Sacred Heart, Saint Ignatius, San Francisco Day School, St. Anne of the Sunset, St. Brendan Fiesta Elegante, St. Vincent De Paul Society, Sterne School, Stuart Hall High School, The Hamlin School, The San Francisco School, Tom Caruso Run, Urban School of San Francisco, and USF P.I.L.F.

Based upon our empirical evidence of student use, employment numbers, and student participation numbers, the Recreational Sports Department continues to provide programs and services which significantly contribute to student persistence, satisfaction and success at the University of San Francisco.

3. WHAT DO YOU NEED?

1) Additional staff.
2) More open recreational time on the soccer field. The logistics of overseeing the soccer field has been problematic the past several years. Two items fall within this area: review of the RSD's expenditure budget which pays for the loan on the soccer field when it was constructed. (The Athletic department overhears the Soccer field and rents it out to generate revenue.) The $52,000 should be re-reallocated to the RSD's operations budget.
3) The continued support from the Vice Presidents Office in protecting the integrity of the Koret Health and Recreation Center and the Recreational Sports Department in respect to the premise upon which the Koret Health and Recreation Center was approved for and built by the University.
1. REVIEW OF GOALS (see matrix)

RSD
Provide participation in a variety of recreational sports activities which satisfy the
diverse needs of students, staff, faculty, and where appropriate, guests, alumni and
community participants
Provide various degrees of cooperative/competitive play activity in game form and
recreational use with the choice of type and degree of involvement left to the individual.
Achieved:
✓ Drop-in for individual use in any area of Koret exceeded 365,887 card swipes this year.
✓ Rugby Team (20 USF students) played 10 games against other Universities.
✓ USF Boxing hosted the International Boxing Invitational (IBI) competing against the
Philippine National Team. USF Boxing hosted the 2008 US Boxing Championships and a
Fall-Fest weekend tournament.
✓ Incorporated 20, 30, and 45 minute group exercise classes into weekly schedule (based
on student feedback).
✓ Incorporated Hip Hop, Bellydancing, Zumba and Calypso classes into weekly free group
exercise schedule in response to student requests for multicultural dance-based exercise
classes.
✓ Offered 52 weekly free group exercise classes to approximately 40,174 participants
✓ Offered 7 club sports, with over 100 student participants; Men’s Rugby (20), Women’s
Rugby (15), Boxing (20), Golf (21), Rifle (14), Shotokan (12).
✓ Co-sponsored monthly self-defense classes with emphasis on women’s safety.
✓ Hosted Koret Night to all incoming USF freshmen, over 650 students.
✓ Offered classes in youth swim lessons, adult lessons, parent tot lessons, private lessons,
and swim clinics to Jr high schools.
✓ Offered swim team practices for 250 registered Master Swim Club Members, 100 Youth
Club Swim team members, 100 Little Seals team members. (majority non-USF team
members)

RSD
Provide recreational sports programs/programming that will attempt to satisfy the
particular needs of the campus by balancing team, dual, individual, meet and special
event sport experiences.
Provide programs that students may selectively participate in such as: aquatics,
intramural, extramural, fitness/wellness, informal recreation, and programs that have
learning outcomes such as: instructional programs, club sports, outdoor programs,
special events, and wellness workshops.
Achieved:
✓ Provided 52 free group exercise classes per week allowing students to participate in
Cardio Kick, Hip Hop, Bellydancing, Calypso, Interval Training, Tai Chi, Yoga, Pilates
Mat, Water Aerobics and Spinning.
✓ Tracked student participation using headcounts performed by building supervisors and
instructors.
√ Collaborated with 79 different student groups and University departments for events, meetings, practices, and trainings.
√ Provided open recreational space(s) for all students not wanting to participate in a scheduled program.
√ Offered “competitive” and “recreational” options for intramural sports such as soccer, volleyball, and basketball and individual as drop-in user of Koret.
√ Offered Outdoor Adventure trips (1-2 per weekend during each semester). Post-trip evaluations indicated that students learned to expand their boundaries; gain self-confidence; set goals; and accomplish them.
√ Hosted Koret Night to all incoming USF freshmen.
√ Offered mind-body classes like Yoga and Tai Chi among the free weekly group exercise classes at Koret.
√ Offered Water Aerobics and Senior Fit classes to FROMM students interested in participating in group exercise classes at Koret.
√ Participated in on-campus events/health fairs for Student Health, Purchasing Vendor Fair, Promotions and Services, Office of Residence Life, Human Resources, School of Nursing, International Student Services and various USF student groups.
√ Provided 6 private Stress Reduction workshops at the request of RAs and Hall Directors.
√ Co-sponsored free self-defense classes every month during the fall and spring semesters. Organized several free self-defense classes for special groups (ie. School of Law students).
√ Supported the new Women’s Rugby Club and Men’s Soccer Club as competitive sports clubs with equipment, as well as securing practice time on Negoesco Field.
√ Provided special Basketball tournaments for Taiwan/Korean/Hong Kong student associations and a Tri-Beta Volleyball tournament.
√ Provided leagues for 58 soccer teams (up 18 from last year).

RSD

Provide opportunities for participation in special events, programs, and employment opportunities that reflect Multicultural experiences. This is inclusive of all Recreational Programs within the department.

Employ approximately 250 students and para-professional staff that reflect the diversity of the University.

Achieved:
√ Diversity in student employment. Building Supervisor, Equipment Desk, and Intramural Scorekeepers included international students from Mexico, Germany, England, Lichtenstein, Taiwan, China, Ethiopia, and Trinidad & Tobago. This example is consistent throughout all areas of student employment within Koret.
√ As in past years, the RSD student staff reflects the diversity of the University. The number of student employees remains at approximately 250 with an additional 250 part-time non students.
√ Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.
RSD
Provide space where possible that support the particular needs of diverse groups within the University.
Monitor facility use by special interest groups.
Achieved:
✓ Provided space for USF groups such as: Part-Time Faculty, Hui-o-Hawaii, ESS Classes/meetings, CPS Advisory Board, Tri Beta, Spirit Squad, Athletic teams and Camps, ARETE, Boxing Club, Loyola Guild, Student Activities, Upward Bound, School of Nursing, Facilities Management, Kasamahan, Admissions, USF ROTC, College of Professional Studies, Master’s in Sport Management, Alumni Department, and Koret Night, and provide space for all of out competitive Sports Club Programs; rugby and soccer teams, rifle, boxing.
✓ Provided space for non-university functions such as but not limited to; Jesuit Volunteer Corp., UCSF Mentorship programs, Lines Ballet School, National Institute for Trial Advocacy, Pacific Master’s Swim Committee, Pacific Masters Swim Meet, The Olympic Club, Art for Elders, Lines Ballet, SF Fire Department, SF Junior Volleyball, Urban High School, etc.

2. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

The purpose is to provide a high-level leadership analysis of the past year. Please attempt to write more from an outcomes or results perspective and less from a descriptive basis. You will be able to use it as your “elevator speech.” The Vice President will use it at the Divisional and University level.

As an outcome, based on research, the RSD has had excellent results in student engagement and participation which contributes to overall satisfaction and retention of USF students. Research has shown that Recreational Sports programs provide positive contributions which correlate to outcomes such as scholastic achievement, persistence rates, and satisfaction with the overall collegiate experience. We are proud of the fact that we experienced 147,520 student card swipes this year at Koret (20,000 increase in student card swipes at Koret).
They consisted of: Freshmen 34,722 (2,400 increase over last year) Sophomores 26,188 (4,009 increase over last year); Juniors 18,929, (1,010 increase over last year); Seniors 25,162 (5,800 increase over last year); Graduates 32,268 (1,229 decrease from last year) and Special use groups at 10,240 (7,500 increase over last year). The freshmen numbers are especially significant. Belch, Gevel, and Mass (2001) found that freshmen who used the student recreation center had higher first semester and first year GPA’s along with significantly higher persistence rates that non-users.

We are extremely proud of the diversity within our RSD student staff, and our student users. Both reflect the significant student diversity at USF. Recreational programs foster diversity on college campuses. Bradley, Pillipi and Bryant (1992) found that minority students were
more likely than other students to consider recreational facilities and programs as important factors in their decision to attend and remain at their chosen university.

Student employment is also significant. With student staff members coming from a wide variety of educational backgrounds other than recreation, one of the primary overall education and employment goals is to provide students with general transferable skills that will help them be better prepared for the next step in their respective academic or work careers. (The RSD is very successful in this arena.) We employ a student staff of over 250 students with very diverse ethnic and social backgrounds. As noted in Pascarella and Terenzini (1991) and Ehrenberg and Sherman (1987), on campus work has a positive effect on academic success, particularly persistence and degree attainment, because on-campus employment increases a student’s connection to the university.

The RSD provides other avenues of engagement by creating opportunities for over 2,364 individual students to engage in Intramural Sports Leagues and another 1,000 that participated in Outdoor adventure trips. In response to student feedback over several years, the department created Outdoor Adventure trips which have exceptionally high participation rates among students. Intermural leagues also contribute to student engagement and success at USF. These programs are complemented by our Competitive Club Sports serving over 150 highly skilled student athletes. This year, based on student input, we added three major competitive club sports: Women’s Rugby, Men’s Soccer, and Coed Water Polo. “The greater the student’s involvement in college, the greater will be the amount of learning and personal development” (Astin, 1984, p. 307). Involvement includes not only academic pursuits, but also extracurricular activities and interaction with university faculty, staff, and other students, not to mention the community users. The RSD has three Competitive Club Sports serving over 60 students who compete at a high skill level: rifle, boxing and swimming. The rifle team was ranked #1 in the nation; the boxing club competed in the nationals with one of our members winning the San Francisco Golden Gloves in the female division. One of our male members won the Western Regional Championship and was named to the NCBA All-American team. Aquatics also contributes to engagement and success by having 15 students on our Masters Swim team of which one of these students was High Point Scorer in his age group at Nationals. After an extensive study of undergraduates at 74 different colleges and universities, Pace (1990, p. 147) concluded that “extra-curricular activities are a very important part of higher education” and “contribute to the intellectual skills and to general education.”

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our schedule. Headcounts indicated that 73,000 participants used the weight room, supporting our planned weight room expansion which was approved at the end of last year. Construction will commence on July 1 this year. Our personal training staff, made up of entirely USF alumni, provided 3,058 (an increase of 908) personal training appointments. These appointments were comprised of students, staff, faculty, and community, many from the FROMM Institute at USF.

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Based upon our empirical evidence of student use, employment numbers, and student participation numbers, the Recreational Sports Department continues to provide programs
and services which significantly contribute to student persistence, satisfaction and success at the University of San Francisco.

3. WHAT DO YOU NEED?
Response: An administrative position has been approved for the department and has been included in a hiring cycle. We are on UL list.

1) Additional staff. Per the external review committee, add an administrative assistant/executive assistant to the Director position. This individual would assist the Director in all clerical, administrative and office management for the department. This individual would also assist the front office staff in managing the day to day operations of that area. The administrative assistant would report to the Director. This is position has been submitted for the next budget cycle.

2) More open recreational time on the soccer field. The logistics of overseeing the soccer field has been problematic over the past several years. The Athletic department currently oversees the Soccer field, and rents it out to generate revenue. Review of the Recreational Sports Department’s expenditure budget shows the department pays for the loan on the soccer field. That $52,000 should be re-reallocated to the RSD’s operations budget.

3) Per the external review committee, outdoor recreation field space is totally inadequate for a campus the size of the University of San Francisco to meet current demand for open recreation and programmed activities for Recreational Sports. Transfer the management of the scheduling and maintenance of the outdoor soccer field to the Recreational Sports Department instead of Athletics. This field is adjacent to the Koret Center, and was successfully managed by the department for over 15 years. The maintenance costs for the fields are a part of the budget for Recreational Sports. Scheduling, as well as any revenue from the use of the fields, should be directed to the Recreational Sports department.

4) The continued support from the Vice President’s Office in protecting the integrity of the Koret Health and Recreation Center and the Recreational Sports Department.
1. REVIEW OF GOALS (see matrix)

RSD
Provide participation in a variety of recreational sports activities which satisfy the diverse needs of students, staff, faculty, and where appropriate, guests, alumni and community participants.
Provide various degrees of cooperative/competitive play activity in game form and recreational use with the choice of type and degree of involvement left to the individual.
Achieved:
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√ Rugby Team (20 USF students) played 10 games against other Universities.
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√ Incorporated 20,30, and 45 minute groups exercise classes into weekly schedule, (based on student feedback).
√ Incorporated free Hip Hop, Belly dancing and Calypso classes onto weekly schedule in response to student request for multicultural dance-based exercise classes.
√ Offered 52 weekly group exercise classes free to approximately 40,174 participants.
√ Offered 7 club sports, with over 100 student participants; Men’s Rugby 20, Women’s Rugby 15, Boxing 20, Golf 21, Rifle 14, Shotokan 8.
√ Co-sponsored monthly self-defense classes with emphasis on women’s safety.
√ Hosted Koret Night to all incoming USF freshmen, over 650 students.
√ Offered classes in youth swim lessons, adult lessons, patent tot lessons, private lessons, and swim clinics to Jr high schools.
√ Offered swim team practices for 250 registered Master Swim Club Members, 100 Youth Club Swim team members, 100 Little Seals team members. (majority non-USF team members)

RSD
Provide recreational sports programs/programming that will attempt to satisfy the particular needs of the campus by balancing team, dual, individual, meet and special event sport experiences.
Provide programs that student may selectively participate in such as: aquatics, intramural, extramural, fitness/wellness, informal recreation, and programs that have learning outcomes such as: instructional programs, club sports, outdoor programs, special events, and wellness workshops.
Achieved:
Provided 52 free group exercise classes per week allowing students to participate in Cardio Kick, Hip Hop, Bellydancing, Calypso and 20,30, 40 min. classes. Tai Chi, Yoga, Pilates Mat, Water Aerobics and Spinning.
√ Tracked student participation using headcounts performed by building supervisors and instructors.
√ Collaborated with 79 different student groups and University Departments for events,
meetings, practices, and trainings.
√ Provided open recreational space/s for all students not wanting to participate in a scheduled program.
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√ Participated in on-campus events/health fairs for Student Health, Purchasing Vendor Fair, Promotions and Services, Office of Residence Life, Human Resources, School of Nursing, International Student Services and various USF student groups
√ Provided 6 private Stress Reduction workshops at the request of RAs and Hall Directors
By co-sponsoring free self defense classes every month during the fall and spring semesters. We also organized several free self-defense classes for special groups like School of Law students, and residents of Pedro Arrupe. Two Koret staff members (Shanie, Joanne,) served on the President's Advisory Committee on the Status of Women. Shanie was the chairperson. Two Koret staff members (Shanie and Mike) continued to served as members of the Student Resource Team providing support to both parties involved in cases of sexual assault on campus (victim and accused).
√ Supported the New Women’s Rugby Club and Men’s Soccer Club as a competitive sports clubs with equipment as well as securing practice time on Negoesco Field
Provided special Basketball tournaments for Taiwan/Korean/Hong Kong student associations and a Tri-Beta Volleyball tournament.
Provided leagues for 58 soccer team. Up 18 from last year)

**RSD**

**Provide opportunities for participation in special events, programs, and employment opportunities that reflect Multicultural experiences. This is inclusive of all Recreational Programs within the department.**

**Employ approximately 250 students and para-professional staff that reflect the diversity of the University.**

**Achieved:**

Diversity in student employment: as an example,
Building Supervisor, Equipment Desk, and Intramural Scorekeepers included students from Mexico, Germany, England, Lichtenstein, Taiwan, China, Ethiopia, and Trinidad & Tobago.
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the University of San Francisco.

3. WHAT DO YOU NEED?

1) Additional staff.
2) More open recreational time on the soccer field. The logistics of overseeing the soccer
field has been problematic the past several years. Two items fall within this area: review
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**DIVISION OF UNIVERSITY LIFE**

**STRATEGIC GOALS AND OUTCOMES FOR 2007-2008**

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**Strategic Goal IA:** Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice; development of a co-curricular transcript program accessible to all USF students to track their involvement.

**Strategic Goal IB:** Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice; develop socially responsible student leaders who are agents of change.

**Strategic Goal IC:** Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice; partner with faculty at USF to develop a leadership minor that includes credit bearing curricular and co-curricular components.

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**Strategic Goal II B:** Increase University Life's ability to build an inclusive community at USF by engaging in the life-long process of developing cultural competence for students and staff; expand awareness and understanding of privilege, identity development, and cultural competence.

**Strategic Goal II C:** Increase University Life’s ability to build an inclusive community at USF by engaging in the life-long process of developing cultural competence for students and staff; develop and implement an advisory Council of Equity and Inclusion (CEI) for the division.

**Strategic Goal III A:** Promote Student Success; develop student-centered space to increase student satisfaction and engagement at USF.

**Strategic Goal III B:** Promote Student Success; analyze, make recommendations, and begin plan for a first-year non-residential student experience.
# DIVISION OF UNIVERSITY LIFE
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**Departmental Goal:** As you previously reported to your core team supervisor at the beginning of the year.

Here are some goals that I call RADAR Goals that should be brought to the attention of Margaret: Andy and I have agreed to these:

1) **External Review and compliance of recommendations:**
   
   Update: this is ongoing with the major recommendations already implemented.

2) **Staff/staffing patterns including student staff minimum wage increase and impact on budget with our 4 tiered structures:**
   
   Historical student budget review past 5 years: completed;
   
   Impact of new student minimum wage: This has been completed and reviewed with the university budget office.
   
   Plan of meeting minimum wage impact: This impact was met with the cooperation of business and finance
   
   Develop Strategic Plan to Submit to VP: This was not necessary as the anticipated problems were resolved with business and finance.

3) **Financial Review of revenue and its impact including reaching and or maxing out on possibilities and/or reducing revenue:** This major goal was completed per the objective listed below. A proposal was submitted and approved to reduce revenue by $150,000 for 2008-09
   
   Chart all historical review of annual budget past 5 years: Completed
   
   Compare all areas within the past five years and denote trends: Completed
DIVISION OF UNIVERSITY LIFE
STRATEGIC GOALS AND OUTCOMES FOR 2007-2008

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Prepare budget that includes budget analysis and trends from the previous 5 years: completed

4) Review use of Facilities including Negoesco Field

Review historical data on field management: Completed:

The RSD managed the field from 1987 thru 2003. The RSD was responsible for scheduling, supervising and maintaining the field. In 2003 the athletic department took over the supervision of the field. Outside use/rentals by the Athletic Department has restricted use by USF students.

Review historical data on field maintenance budget: The RSD department maintenance budget included machinery, the care of natural turf, and the construction of a retaining wall on the east side. The budget for the projects came from the operations budget within the RSD. This budget in 2003 was $52,000. This $52,000 is still being assessed the RSD even though we no longer manage nor is the department responsible for maintenance.

Review security data past 5 years. The RSD records indicated that the soccer field is not secured at the time Koret closes. Koret closes at 10 pm during the week and 8 pm on weekends. This lack of securing the field at night happens at least 90% of the time. As a note, the field is secured sometime after Koret closes.

Prepare recommendation/s based on above data: The review of the data centered on Negoesco Field. This was due to the fact that in the past the RSD was being granted less and less time on the field. This field is essential to the success of our departmental outside programs. It is recommended that the Athletic Department grant us more field time. This is critical as this year as the department added two new outdoor field sports, Men’s Soccer, and Women’s Rugby. The other recommendation would be to have the $52,000 returned to the general operations budget of the RSD.

9/16/2009
DIVISION OF UNIVERSITY LIFE
STRATEGIC GOALS AND OUTCOMES FOR 2007-2008

CC          Counseling Center
CSC         Career Services Center
HPS         Health Promotion and Services
ISS         International Student Services
JA          Judicial Affairs
MCSS        Multicultural Student Services
ORL         Office of Residence Life
OVP         Office of the Vice President
PS          Public Safety Department
RSD         Recreational Sports Department
SLE         Student Leadership & Engagement
UL          University Life
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1. REVIEW OF GOALS (see matrix)

### RSD

Provide participation in a variety of recreational sports activities which satisfy the diverse needs of students, staff, faculty, and where appropriate, guests, alumni and community participants.

Provide various degrees of cooperative/competitive play activity in game form and recreational use with the choice of type and degree of involvement left to the individual.

Achieved:
- √ Drop-in for individual use in any area of Koret exceeded 365,887 card swipes this year.
- √ Rugby Team (20 USF students) played 10 games against other Universities.
- √ USF Boxing hosted the International Boxing Invitational (IBI) competing against the Philippine National Team. USF Boxing hosted the 2008 US Boxing Championships and a Fall-Fest weekend tournament.
- √ Incorporated 20,30, and 45 minute groups exercise classes into weekly schedule (based on student feedback).
- √ Incorporated free Hip Hop, Belly dancing and Calypso classes onto weekly schedule in response to student request for multicultural dance-based exercise classes.
- √ Offered 52 weekly group exercise classes free to approximately 40,174 participants
- √ Offered 7 club sports, with over 100 student participants: Men’s Rugby 20, Women’s Rugby 15, Boxing 20, Golf 21, Rifle 14, Shotokan 8.
- √ Co-sponsored monthly self-defense classes with emphasis on women’s safety.
- √ Hosted Koret Night to all incoming USF freshmen, over 650 students.
- √ Offered classes in youth swim lessons, adult lessons, patent tot lessons, private lessons, and swim clinics to Jr high schools.
- √ Offered swim team practices for 250 registered Master Swim Club Members, 100 Youth Club Swim team members, 100 Little Seals team members. (majority non-USF team members)

### RSD

Provide recreational sports programs/programming that will attempt to satisfy the particular needs of the campus by balancing team, dual, individual, meet and special event sport experiences.

Provide programs that student may selectively participate in such as: aquatics, intramural, extramural, fitness/wellness, informal recreation, and programs that have learning outcomes such as: instructional programs, club sports, outdoor programs, special events, and wellness workshops.

Achieved:
- Provided 52 free group exercise classes per week allowing students to participate in Cardio Kick, Hip Hop, Bellydancing, Calypso and 20,30, 40 min. classes. Tai Chi, Yoga, Pilates Mat, Water Aerobics and Spinning.
- √ Tracked student participation using headcounts performed by building supervisors and instructors.
- √ Collaborated with 79 different student groups and University Departments for events,
meetings, practices, and trainings.
✓ Provided open recreational space/s for all students not wanting to participate in a scheduled program.
✓ Offered "competitive" and "recreational" options for intramural sports such as soccer, volleyball, and basketball and individual as drop-in user of Koret.
✓ Offered Outdoor adventure trips, 1 per weekend during each semester, two trips on some weekends. written response indicated they learned to: expand their boundaries; gained self-confidence; set goals and accomplished them.
✓ Hosted Koret Night to all incoming USF freshmen.
✓ Offered mind-body classes like Yoga and Tai Chi among the free weekly group exercise classes at Koret.
✓ Offered Water Aerobics and Senior Fit classes to FROMM students interested in participating in group exercise classes at Koret.
✓ Participated in on-campus events/health fairs for Student Health, Purchasing Vendor Fair, Promotions and Services, Office of Residence Life, Human Resources, School of Nursing, International Student Services and various USF student groups.
✓ Provided 6 private Stress Reduction workshops at the request of RAs and Hall Directors. By co-sponsoring free self defense classes every month during the fall and spring semesters. We also organized several free self-defense classes for special groups like School of Law students, and residents of Pedro Arrupe. Two Koret staff members (Shanie, Joanne,) served on the President's Advisory Committee on the Status of Women. Shanie was the chairperson. Two Koret staff members (Shanie and Mike) continued to served as members of the Student Resource Team providing support to both parties involved in cases of sexual assault on campus (victim and accused).
✓ Supported the New Women's Rugby Club and Men's Soccer Club as a competitive sports clubs with equipment as well as securing practice time on Negoesco Field. Provided special Basketball tournaments for Taiwan/Korean/Hong Kong student associations and a Tri-Beta Volleyball tournament. Provided leagues for 58 soccer team. Up 18 from last year.

RSD
Provide opportunities for participation in special events, programs, and employment opportunities that reflect Multicultural experiences. This is inclusive of all
Recreational Programs within the department.
Employ approximately 250 students and para-professional staff that reflect the diversity of the University.
Achieved:
Diversity in student employment: as an example, Building Supervisor, Equipment Desk, and Intramural Scorekeepers included students from Mexico, Germany, England, Lichtenstein, Taiwan, China, Ethiopia, and Trinidad & Tobago.
This example is consistent throughout all areas of student employment within Koret.
✓ As in past years, the RSD student staff reflects the diversity of the University. The number of student employees remains at approximately 250 with an additional 250 part-time non students.
Evaluation forms include the goal and the learning outcome questions along with five
additional questions that relate to Ignatian values.

RSD
Provide space where possible that support the particular needs of diverse groups within the University.

Achieved:
Monitor special interest group facility use. Continues to reflect the following: Included but not limited to:
✓ Provided space for USF groups such as: Part-Time Faculty, Hui-o-Hawaii, ESS Classes/meetings, CPS Advisory Board, Tri Beta, Spirit Squad, Athletic teams and Camps, ARETE, Boxing Club, Loyola Guild, Student Activities, Upward Bound, School of Nursing, Facilities Management, Kasamahan, Admissions, USF ROTC, College of Professional Studies, Master’s in Sport Management, Alumni Department, and Koret Night, and provide space for all of out competitive Sports Club Programs; rugby and soccer teams, rifle, boxing.
✓ Provided space for non-university functions such as but not limited to: Jesuit Volunteer Corp., UCSF Mentorship programs, Lines Ballet School, National Institute for Trial Advocacy, Pacific Master’s Swim Committee, Pacific Masters Swim Meet, The Olympic Club, Art for Elders, Lines Ballet, SF Fire Department, SF Junior Volleyball, Urban High School, etc.

2. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

The purpose is to provide a high-level leadership analysis of the past year. Please attempt to write more from an outcomes or results perspective and less from a descriptive basis. You will be able to use it as your “elevator speech.” The Vice President will use it at the Divisional and University level.

As an outcome, based on research, the RSD has had excellent results in student engagement and participation which contributes to overall satisfaction and retention of USF students. Research as shown that Recreational Sports programs provide positive contributions which
correlates to outcomes such as scholastic achievement, persistence rates, and satisfaction with the overall collegiate experience. We are proud of the fact that we experienced 147,520 student card swipes this year at Koret (Over a 20,000 increase in student card swipes at Koret). They consisted of: Freshmen 34,722 (a 2,400 increase over last year) Sophomores 26,188 (an increase of 4,009); Juniors 18,929, (an increase of 1,010) 17,919 ; Seniors 25,162 (an increase of 5,800); Graduates 32,268 (1,229 less than last year) and Special use groups at 10,240 and increase of over 7,500. The freshmen numbers are especially significant. Belch, Gevel, and Mass (2001) found that freshmen who used the student recreation center had higher first semester and first year GPA’s along with significantly higher persistence rates that non-users.

We are extremely proud of the diversity within our RSD student staff and the diversity of our student use, both reflect the student diversity at USF which is also significant. Recreational programs foster diversity on college campuses. Bradley, Pillipi and Bryant (1992) found that minority students were more likely than other students to consider recreational facilities and programs as important factors in their decision to attend and remain at their chosen university.

The arena of USF recreational sports makes significant contributions and connections to student life. The Koret Health and Recreation Center stands at the forefront with these contributions.

Student employment is also significant. With student staff members coming from a wide variety of educational backgrounds other than recreation, one of the primary overall education and employment goals is to provide students with general transferable skills that will help them be better prepared for the next step in their respective academic or work careers. (We are very successful in this arena.) We employ a student staff of over 250 students with very diverse ethnic and social backgrounds. As noted in Pascarella and Terenzini (1991) and Ehrenberg and Sherman (1987), on campus work has a positive effect on academic success, particularly persistence and degree attainment because of on-campus employment again, increasing a student’s connection to the university.

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Based upon our empirical evidence of student use, employment numbers, and student participation numbers, the Recreational Sports Department continues to provide programs and services which significantly contribute to student persistence, satisfaction and success at the University of San Francisco.

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RECREATIONAL SPORTS PROGRAMS
CAS STANDARDS and GUIDELINES

Part 1: MISSION

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

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

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

Part 2: PROGRAM

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

RSP must reflect the needs and interests of students and other eligible users.
Valid indicators include needs assessment surveys, research findings, and documented best practices.

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

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

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

The table below offers evidence of achievement of student learning and development:

Student Learning and Development Outcome Domains

**Leadership Development**
Examples of Achievement Indicators
Articulates leadership philosophy or style; Serves effectively in a leadership position;
Demonstrates an understanding of group dynamics; Manages groups effectively;
Engages in team work and collaboration; Exhibits democratic principles as a leader;
Employs the abilities of others; Exhibits ability to identify a group purpose and desired outcomes

**Effective Communication**
Examples of Achievement Indicators
Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking, or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Demonstrates organized approach to development of written communication or oral presentation; Adapts style and content for variety of audiences and settings; Demonstrates empathetic listening skills

**Healthy Behavior**
Examples of Achievement Indicators
Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community; Demonstrates positive self-care, including healthy diet, regular exercise, personal hygiene, positive body image, and sufficient sleep routines; Demonstrates emotional well-being and care-taking in relation to self and others; Articulates the essential connections between personal health and the quality of
the natural, campus, and human environments; Can articulate how the health of individuals is linked to the health of the natural environment and of the community.

Enhanced Self-Esteem
Examples of Achievement Indicators
Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others; Chooses to engage in reflection and self-assessment; Persists through setbacks or constructive criticism

Collaboration
Examples of Achievement Indicators
Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills; Exhibits willingness to implement ideas of others; Works with people different from oneself; Exhibits civility and respect for others

Appreciating Diversity
Examples of Achievement Indicators
Understands one’s own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Appropriately challenges the abusive use of stereotypes by others; Understands the impact of diversity on one’s own society

Meaningful Interpersonal Relationships
Examples of Achievement Indicators
Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect; Balances self-reliant behaviors with healthy forms of dependency; Exhibits the ability to function interdependently

Satisfying and Productive Lifestyles
Examples of Achievement Indicators
Balances education, work, and leisure; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives

Intellectual Growth
Examples of Achievement Indicators
Employs critical thinking in problem solving and decision making; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Applies previously understood information and concepts to a new situation or setting; Demonstrates an increased capacity for new knowledge; Demonstrates an inquisitive and enquiring mind; Accepts and carries out increasingly complex responsibilities

Social Responsibility
Examples of Achievement Indicators
Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities; Articulates the connection between individuals and communities; Demonstrates an understanding of the principle of social justice; Engages in principled dissent

**Personal and Educational Goals**
Examples of Achievement Indicators
Sets, articulates, and pursues individual goals; Uses available resources to explore and determine personal and educational goals and articulates these goals; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others; Identifies obstacles to achieving goals as well as methods for overcoming them; Establishes appropriate and measurable objectives for achieving goals

**Realistic Self-Appraisal**
Examples of Achievement Indicators
Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Makes decisions or changes in behavior based on learning gained from past experiences and external feedback

**Clarified Values**
Examples of Achievement Indicators
Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies source(s) of personal values; Identifies personal, work, and lifestyle values and explains how they influence decision-making

**Independence**
Examples of Achievement Indicators
Exhibits self-reliant behaviors; Functions autonomously; Accepts supervision as needed; Manages time and responsibilities effectively; Makes and implements decisions congruent with personal values; Sets and pursues personal goals

**Career Choices**
Examples of Achievement Indicators
Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Identifies personal skills related to chosen career field; Takes steps to initiate a job search or seek advanced education

**Spiritual Awareness**
Examples of Achievement Indicators
Develops and articulates personal belief system; Identifies the roles of spirituality in personal and group values and behaviors; Demonstrates an understanding of the connection between individuals and communities; Demonstrates respect for different beliefs and faith traditions.

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

RSP should utilize various program delivery formats including:

- informal - to provide for self-directed, individualized approach to participation. Specific times and facility locations should be reserved to provide a variety of self-directed individual or small group participation opportunities.

- intramural - to provide structured contests, challenges, meets, tournaments, and leagues for participants within the institution

- club - to provide opportunities for individuals to organize around a common interest. Opportunities should be available to students for a variety of interests within or beyond the institution

- instructional - to provide individualized or group learning opportunities, knowledge, and skills through activity sessions, lessons, clinics, workshops, and various media

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

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

Program planning and implementation process must include:

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

Program planning and implementation process must include:

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

Part 3: LEADERSHIP

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

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

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

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

RSP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

RSP leaders must promote campus environments that result in multiple opportunities for student learning and development.

RSP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

RSP leaders must educate other institutional leaders about the significant differences in mission among intercollegiate athletics, physical education and recreation academic units, and the recreational sports programs.

Leaders should establish effective working relationships throughout their institution, with special emphasis on those units that impact, affect, or support the mission of the RSP. Leaders should actively seek opportunities for collaboration that may result in partnerships that benefit the institution as well as the RSP.

Part 4: ORGANIZATION and MANAGEMENT
Guided by an overarching intent to ensure student learning and development, Recreational Sports Programs (RSP) and services must be structured purposefully and managed effectively to achieve stated goals.

Members of the campus community should be involved in the selection, design, governance, and administration of programs and facilities. Students and other eligible users may be involved through participant, employee, and living unit committees, councils, and boards.

Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

The organizational placement of recreational sports within the institution should ensure the accomplishment of the program’s mission.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. Programs and
services must provide channels within the organization for regular review of administrative policies and procedures.

To fulfill its mission and goals effectively, RSP must maintain well structured management functions, including planning, personnel, property and risk management, emergency response, purchasing, contract administration, marketing, financial control, and information systems.

A short and long range planning document that specifies goals, objectives, student learning outcomes, strategies and timelines should be developed to provide direction for the program. This plan should be reviewed annually.

Purchasing and property management procedures should be designed to ensure value for money spent, security for equipment and supplies, and maintenance of property inventories.

Other areas for consideration in determining structure and management of the RSP should include:
- size, nature and mission of the institution
- scope of recreational sports programs
- philosophy and method of service delivery
- financial resources
- availability and characteristics of facilities

Part 5: HUMAN RESOURCES

Recreational Sports Programs (RSP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, RSP must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program and service must strive to improve the professional competence and skills of all personnel it employs.

RSP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

RSP should provide graduate assistant and/or internship opportunities to enhance professional preparation experiences. Desirable characteristics of interns and graduate assistants should include: knowledge of the principles and philosophy of recreational sports, demonstrated skills on leadership and communication, a well developed sense of responsibility, sensitivity to individual differences, academic success, enthusiasm for working with students and an understanding of current issues facing students.
Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, regular feedback on their performance, and continuing staff development.

RSP should develop mechanisms designed to recognize employees and volunteers. These efforts should recognize contributions, improvements, and involvement.

RSP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Technical and support staff includes those positions with an expertise in such areas as: customer service, facility/equipment maintenance and operations, marketing, information technology, fundraising, research, and business services.

Salary levels and fringe benefits for all RSP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

National salary surveys should be consulted when evaluating salaries.

RSP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

RSP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

RSP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Part 6: FINANCIAL RESOURCES

Recreational Sports Programs (RSP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.
RSP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Institutional funds for RSP should be allocated to ensure long term viability. Sources of income may include governmental appropriations, student fees (e.g., general, recreational, or health), user fees, donations, contributions, sponsorships, fines, entry fees, rentals, grants, contracts, dues, concessions, and retail sales.

If student funds from any source are dedicated to RSP, those funds should be designated for programs and services that directly benefit students, and the students should retain first priority for the use of facilities, programs, equipment, and services.

The budget process must include consideration of all expenses that are incurred in order to produce a quality RSP.

Expenses include but are not limited to: programs and operations, human resource processes and labor costs, support area expenses (i.e., technology, facility support, member services, marketing, research and development), equipment replacement, capital improvement, administrative cost recovery, and reserve account allocations.

Expenditures should be based upon departmental and institutional goals and protocols, periodic needs assessments, and cost/benefit analysis.

All members of RSP staff should be accountable for financial and other resources.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Recreational Sports Programs (RSP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

The institution must provide adequate indoor and outdoor facilities with a documented facility usage schedule that includes prioritized blocks of time for RSP to accommodate the needs and interests of the campus community. The use of the facilities must be coordinated to provide efficient and effective utilization.

The schedule should be disseminated to all user groups and reviewed periodically.

Institutions should use available research and assessment data when assessing facility needs. Consideration should be given to sustainability and to a balance of facilities that support the program delivery formats of RSP. Examples of such facilities include swimming pools, strength and cardiovascular training facilities, multi-purpose activity spaces, multi-use fields, nature trails, group exercise and dance rooms, challenge adventure facilities, martial arts mat/studio rooms, personal training rooms, mind-body studios, health and wellness labs, skateboard and rollerblade venues, and racquet sport courts. Facilities should provide activity areas that are
diverse as well as flexible and spaces for such support activities as offices, member services, repair rooms, locker/shower rooms, and storage.

Social space should be provided for users to encourage socialization and an inclusive environment. Examples of such facilities include lounges, lobbies, or food service areas.

Renovation, design, and development of facilities must adhere to established federal, state/provincial, and local laws.

RSP may also refer to separate standards and guidelines for specializations governed by professional organizations for the use of facilities.

RSP must follow institutional protocols to ensure the confidentiality of all sensitive information.

Technology resources including software and hardware as well as resources for training should be available to support RSP.

RSP must provide equipment adequate to meet the needs of participants.

Institutions should use available research and other assessment data when assessing technology and equipment needs.

RSP must require personal protective equipment and safety devices as appropriate.

Processes must be established for determining needs, inspecting, cleaning, maintaining, repairing, and replacing equipment.

RSP must establish appropriate policies and procedures for responding to emergency situations, especially where RSP facilities, personnel, and resources could assist the institution.

Part 8: LEGAL RESPONSIBILITIES

Recreational Sports Programs (RSP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

To address and minimize the risks inherent in RSP, a comprehensive risk management plan must be implemented.

Development and implementation of a risk management plan should include: identification of appropriate certifications, training and development of personnel, development and
implementation of emergency action and critical incident plans, accident care and documentation, participant waivers and consents, participant conduct policies, and the inspection, supervision, and care of facilities and equipment.

**RSP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.**

The institution must provide access to legal advice for the staff members as needed to carry out assigned responsibilities.

Recreational sports professionals should understand legal responsibilities related to individual rights and liability including but not limited to: due process, employment procedures, equal opportunity, civil rights and liberties, and liability of wrongful or negligent acts.

RSP should conduct a periodic audit of its policies and practices with university counsel and risk management officials.

The institution must inform RSP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

**Part 9: EQUITY and ACCESS**

Recreational Sports Programs (RSP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, program, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. Each program and service must adhere to the spirit and intent of equal opportunity laws.

RSP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital or veteran status.

Consistent with their mission and goals, the RSP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

RSP must adhere to applicable government standards and legal directives regarding access.
RSP must define the eligible user population, with consideration given to such groups as undergraduate and graduate students, faculty members, staff, retirees, alumni, and the general public.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

RSP should:
- consider the impact of fees and charges on access to programs and services
- participate in establishing institutional facility scheduling policies to support and encourage appropriate and equitable utilization of resources

Part 10: CAMPUS and EXTERNAL RELATIONS

Recreational Sports Programs (RSP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

RSP should establish advisory councils to facilitate communication and collaboration with other campus and community units to improve programs and services. Representatives should be solicited from a variety of units and should represent diverse users. This may include representatives from student organizations, student union, clinical health services, health promotion services, counseling services, campus information visitor services, career services, student government, faculty and staff governance councils, conference services, residence halls/apartments, cultural centers, fraternity and sorority affairs, academics, campus police/public safety, athletics, alumni affairs, financial affairs, and physical plant. Community organizations may include hospitals and recreation, and fitness centers.

Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Recreational Sports Programs (RSP) must nurture environments where commonalities and differences among people are recognized and honored.

RSP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one’s own identity, culture, and heritage, and that of others. Programs and services must educate and promote respect about commonalities and differences in their historical and cultural contexts.

RSP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.
In support of diversity, RSP must:
- publish, post, and circulate a statement to articulate a commitment to diversity in programs, services, and staffing
- recruit, hire, and seek to retain a diverse professional and student staff
- include diversity education for its employees and volunteers
- reach out to diverse and underrepresented populations through such means as surveys, assessments, focus groups, and campus organizations to identify needs and interests used in program design and delivery and in student employment practices

Part 12: ETHICS

All persons involved in the delivery of programs and services must adhere to the highest principles of ethical behavior. Recreational Sports Programs (RSP) must develop or adopt and implement appropriate statements of ethical practice. RSP must publish these statements and ensure their periodic review by relevant constituencies.

Ethical standard statements utilized by relevant professional associations should be reviewed in the formulation of RSP ethical standards.

RSP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice.

Information contained in students’ educational records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. RSP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by intuitional policy or relevant law.

All RSP staff members must be aware of and comply with the provisions contained in the institution’s human subject’s research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

RSP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

RSP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.
When handling institutional funds, all RSP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

RSP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

RSP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

RSP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 13: ASSESSMENT and EVALUATION

Recreational Sports Programs (RSP) must conduct regular assessment and evaluations. Programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Evaluation procedures should yield evidence relative to student/staff recruitment and retention, the achievement of program goals, scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, equipment use and maintenance, staff performance, recruitment and retention, and data as a result of benchmarking against other programs.

Data sources should include student and other eligible users and nonusers. Data should include program evaluations, internal or external assessments, and should be maintained in the office of the RSP administrator. They should be accessible to planners of subsequent programs.

RSP should pursue best practices and meaningful research to review and improve programs and services.

RSP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Revised 2007
1. Transform leadership training by implementing a student leadership development program that focuses on social responsibility and integrates knowledge, skills, and practice.

   a. Implement student leadership development programs based on USF’s Core Values and the Social Change Model of Leadership (SCM).

      i. Leadership: Greg Wolcott

      ii. Team: ORL, MCSS, U Min, Koret

      iii. Partners/Collaborators:

Strategies:
- develop student leadership development plan based on USF’s Core Values and the Social Change Model of Leadership (SCM)
- train leadership educators on plan
b. Develop a co-curricular transcript program that assists students to track their involvement, build a more complete resume, and reflect on their USF student experience.

i. Leadership: James Cattigay

ii. Team: SLE, CSC

iii. Partners/Collaborators: Faculty, ITS, OneStop, Academic Support Services

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<td>1. SL&amp;E investigates software options.</td>
<td>1. Implement online student organization registration (Fall 2008).</td>
<td>1. Implement online co-curricular transcript and other software modules (Fall 2009 or later).</td>
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c. Partner with faculty to develop a Leadership Minor which includes credit bearing curricular and co-curricular components.

i. Leadership: Greg Wollcott

ii. Team:

iii. Partners/Collaborators: Living-Learning Communities (Lorrie Ranck); representatives from CPS, SOBAM and SOE

|-------------|-----------|-----------|-----------|
2. Increase University Life's commitment and ability to build an inclusive USF community.

a. The Council of Equity and Inclusion will: develop and implement a sustained cultural competence professional development series, facilitate opportunities for ongoing dialogue within the Division, and submit recommendations to the Vice President for University Life regarding cultural competence and diversity initiatives.

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<td>USF Partners:</td>
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b. Partner with University constituencies to create learning opportunities on cultural competence for first-year students.

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UL Responsibility: Judicial Affairs, SL&E, ORL

USF Partners:
c. Expand the Allies Training Program to include training on identity development, cultural competence and ally-building for students of privilege.

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3. Promote student success.

   a. Improve student-centered spaces. Establish a committee to advise planning efforts for a renovated student-centered University Center.

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<td>UL Responsibility: SL&amp;E, ISS, Koret, ORL, Public safety</td>
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<td>USF Partners:</td>
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b. Analyze, assess, make recommendations, and begin plan for a first-year non-residential student experience.

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Additionally, all departments will identify, respond to and advocate for "critical" student needs and/or institutional issues on an annual basis to continually respond to a rapidly changing diverse student population, and will continue to educate the rest of the campus about these issues and needs.
I. STUDENT-CENTERED LEADERSHIP

Leadership Theory and Practice

The concept of leadership has changed significantly since it was first introduced and studied over a century ago. The “great man” theory argued that leaders were born and not made, while trait theory was more focused on specific skills or characteristics of leaders. Behavioral or situational theory gained momentum as scholars recognized there was more than one way to approach leadership situations. Influence and social change models became popular in the latter part of the century. Over time, leadership has evolved and become recognized as a relational process of working with others to accomplish a common goal or create change (Komives, Lucas, & McMahon, 1998). As it relates to leadership programs at institutions of higher education, particularly those with an orientation toward service and social justice, there are several models upon which educators may draw to develop intentional and integrative methods for enhancing students’ leadership development.

Service-oriented models of leadership gained popularity in the 1970’s and continue to influence leadership models today. Servant leadership is concerned with the development of others over self (Greenleaf, 1970). Servant leaders believe that in serving others, those being served become healthier, wiser, and more free and autonomous, which links servant leadership closely to student development theory. There is also a strong belief in serving people’s highest priority needs. It is also concerned with meeting the needs of the least privileged in society, and therefore is closely linked to modern day social justice efforts. Much like servant leadership, Rost (1991) contends that leadership intends to foster real changes that reflect the mutual purpose of both leaders and followers. For leadership to exist, it must be based on non-coercive
influence, recognize that followers are active, and must involve purposeful, transformative change.

*The Leadership Challenge* (Kouzes & Posner, 2003) identifies five practices that are inherent in leadership: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Outcomes associated with this model include clarifying personal values, aligning actions with values, risk taking, collaboration, sharing power and discretion, recognizing contributions, and creating community.

Although most authorities now recognize that collaboration is the main tenet of leadership, institutions of higher education are governed in a way that models hierarchy and individualism. A hierarchical model exists as one’s power is related to positional level, and an individualistic model operates where traditional leaders are those who have gained status and recognition (Astin & Astin, 2000). Opportunities exist, however, for a collaborative approach to leadership in academe. This approach operates “primarily through committees, task forces, and similar group structures” but is dependent on the values and beliefs that the members bring to their group work (p. 6).

Values underlie the collaborative leadership process. One of the main values inherent in transformative leadership is to “create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported” (Astin & Astin, p. 11). In addition, there are several group and individual qualities that foster change. The group qualities are collaboration, shared purpose, disagreement with respect, division of labor, and a learning environment. Individual qualities include self-knowledge, authenticity/integrity, commitment, empathy/understanding of others, and competence. In group work, individual qualities reinforce the group qualities that are necessary to foster change.
College students, regardless of academic or career pursuits, must learn general life skills while honing their skills in a particular discipline. Most prominent among these skills is leadership, which is “no longer the province of the few, the privileged, or even the merely ambitious, and leadership skills are needed in virtually all areas of adult life” (Astin & Astin, p. 31). University life is a particularly strong area to develop these skills due to the “power of the student peer group found in classrooms, residential living, and various co-curricular activities” (p. 10).

According to Komives, Lucas, and McMahon (1998), the relational model of leadership has the characteristics of being inclusive, empowering, purposeful, ethical, and process oriented. This model is inclusive in that it values differences in approaches to leadership. Relational leadership recognizes that everyone has something to offer and is empowering to those involved. It is purposeful with a commitment to common goals and positive change. Relational leadership is ethical in that it involves values, standards, and social justice, and promotes character development. Finally, relational leadership recognizes that the process is just as important as the outcome, and high regard is placed on collaboration.

Leadership programs must provide students with development opportunities that enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership (Council for the Advancement of Standards in Higher Education, 2006; Higher Education Research Institute, 1996). Seven values are consistent with the Social Change Model of Leadership (HERI, 1996): consciousness of self and others, congruency in behaving honestly with others, commitment, collaboration, common purpose, controversy with civility, and citizenship. The eighth value is change which runs through all previous elements of the model. This model is most appropriate
for adoption at USF in that it reflects our university mission and values, is well known on a national level, and is simple to measure using a common instrument used recently in the Multi-Institutional Study on Leadership (Komives, 2006).

USF’s Commitment to Students’ Leadership Development

Leadership development is clearly connected to the mission of USF. The literature review identified leadership theories and concepts most closely related to the Jesuit, Catholic mission of USF. In order to educate men and women for others, we need to develop competent and compassionate student leaders who can educate minds and hearts to change the world. This premise is supported by the links between Jesuit values and the values of leadership development that are focused on creating transformational change.

In his book entitled Heroic Leadership, Chris Lowney (2004) describes five Ignatian values and their link to leadership values based on collaboration and social change. Cura personalis involves care for the whole person, in which we affirm the dignity of each human being as called and loved by God. USF strives to develop the whole leader including learning about one’s self in relation to others through cultural competence. Women and men for others means striving to build a more just society by using our gifts and talents for the sake of others. USF leaders learn to care for others in their classes, clubs and organizations, and community. Unity of mind and heart indicates that we listen to God who speaks to us in both our thoughts and our feelings. Leadership development opportunities at USF are meant to engage the mind and heart as both are needed to change the world. Magis is “the more,” continuously seeking to live generously and challenging ourselves for even greater development. Positional leaders at USF exude the Ignatian Magis in all aspects of their lives. It is not uncommon to find students who are not only leaders in their classrooms, but also in several student organizations, their
families, religious organizations, and home communities. *Ad majorem dei gloriam* literally means for the greater glory of God, and indicates we must dedicate ourselves to a higher purpose and contribute to God’s creative work in the world. While leadership development at USF yields self-fulfillment and the development of critical skills for those involved, it is with the backdrop of educating minds and hearts to change the world.

USF’s mission is also inherent in various academic programs (Romero Team Report on Leadership at USF, 2003). Several leadership courses, workshops, and in-services are offered through the School of Education. The School of Business Administration and Management allows students to design their academic programs through an entrepreneur approach, encouraging students to exercise leadership and responsibility for their learning. The Hospitality Management Department and Military Science Department also offer elements of leadership training through their courses and workshops throughout the year.

Leadership grounded in service is critical to USF students, validated by a study conducted in 2000 indicating that 66% of students saw leadership primarily as service over positional or activity based. The McCarthy Center provides opportunities for students to spend a semester in Washington, DC or summer in Sacramento doing public service internships and taking courses. The Office of Service-Learning and Community Action is part of the McCarthy Center, but focuses more specifically on developing quality service-learning experiences for students by working with faculty, community partners and student leaders. The office’s student leaders are called Advocates for Community Engagement (ACEs), and serve at local community organizations as liaisons between the university and the host organization, and as facilitators of service-learning projects for USF students. They are supported in this work through a formal curriculum of biweekly training sessions and advising meetings. For regular undergraduate
students, the service-learning experience combines classroom learning and real-world service to help students construct knowledge about a specific academic subject or social issue while developing related academic and professional skills. The work of the McCarthy Center and Office of Service Learning is one of USF's greatest examples of creating seamless, integrated learning environments for students. Many other examples of integrated learning can be found in co-curricular programs across campus.

Leadership Development Opportunities in University Life

Several leadership development opportunities are offered through the Division of University Life. University Ministry offers a series of faith-based retreats and immersion programs that help students, faculty, and staff develop leadership through the exploration of Jesuit values. The Kairos Retreat offers an opportunity for participants to explore their faith and develop a sense of community. Leadership with Soul retreat participants reflect on their gifts for leadership, while people who attend the Silent Retreat experience the spiritual exercises of St. Ignatius. Immersion trips last year were taken to Peru, Belize, and Jamaica and afforded opportunities for participants to experience social justice through a new lens.

Residence Life affords students opportunities to develop socially responsible leadership skills (University Life Annual Report, 2005). Community Action, an approach that extends the reach of organizations beyond general community service activities and into communities, is taking place in the residence halls through three living-learning communities: The Erasmus Project, Esther Madriz, and Martin Barro. All three communities engage in community action, and service-learning through the living-learning community required courses. In addition, community development programs and trainings for resident advisors has yielded data stating
that students learned to develop relationships, clarify values, problem solve, and develop an appreciation of other cultures, all elements of becoming socially responsible leaders.

Other retreats, trainings, and institutes led by University Life provide opportunities for the individual development of students. The Creating Community Retreat is focused on helping key student leaders develop a sense of self awareness around identity and cultural competency, which promotes socially responsible student leadership. Fall Institute helps leaders of all clubs and organizations to develop practical leadership skills and learn about resources for navigating the university landscape. The Freshman Leadership Institute allows 25 new USF students to develop a sense of community and explore ways to become more involved as servant leaders. Finally, ASUSF Senate members experience several training sessions on how to be the representative voice of students on campus and work in conjunction with the University Administration to better serve all members of the USF community.

These programs are critical for helping students develop skills and reflect on what it means to be part of the USF community. It is also evident that we need to do specific outreach to student leaders, our role models on campus, to ensure that we are educating them about their role in creating a socially responsible community. This in turn will lead to their investment in the USF community as students and supportive alumni.

Broad Statement of Intent: Student-Centered Leadership

After a review of leadership theory and practice at both a national and university level, the strategic planning committee on Socially Responsible Student Leadership recommends the following statement of intent:

University Life will develop socially responsible student leaders by engaging students, faculty, and staff to recognize leadership as an on-going process designed to influence
social change that promotes the common good. This process will be intentional and purposeful, and will emphasize the need to understand one’s self, others, and the broader community.

Goals for this statement are to:

1. Create a distinct leadership plan for University Life based on knowledge acquisition, skill building, and praxis. Examples might include:
   - Create a template to train staff and assist them in the creation of leadership development programs based on Jesuit values and the Social Change Model of Leadership.
   - Expand the scope of thinking about leadership development opportunities in University Life to include the development and training of student staff and students who serve on committees.

2. Partner with faculty and staff to promote more socially responsible student leadership. Examples might include:
   - Develop a co-curricular transcript program that assists students to track their own involvement and build a more complete resume.
   - Partner with faculty and staff identified in the Romero Team report to develop a Leadership Minor at USF. Minor would include course credit as well as practicum credit.
2. CULTURAL COMPETENCY

Diversity Initiatives in American Higher Education

In the last fifty years, American colleges and universities have expanded their diversity programs from access, retention, and graduation of underrepresented student populations to building institutional capacity to support multiculturalism (broadly defined) and inclusion (Council on the Advancement of Standards, 2006; Williams, Berger, and McClendon, 2005). According to Daryl Smith and Associates (1997), there are four dimensions of campus diversity:

1) representation – recruitment, retention, and graduation of historically underrepresented and underserved populations,

2) climate and intergroup relations – impact of living and learning environments on student and university success,

3) education and scholarship – diverse perspectives in the curriculum, pedagogy, and scholarship, and

4) institutional transformation – embedded university commitments (e.g., mission statement, policies) and leadership practices that support diversity.

Based on their argument, exceptional programs and goals that support diversity go beyond tracking demographic shifts and supporting only students of color. In other words, intercultural engagement, curriculum development and organizational culture are equally important.

Educators from various professional organizations have enhanced and expanded on this framework. The Association of American Colleges and Universities (2005), for instance, challenges campuses to “make excellence inclusive.” This includes: student-centered learning

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1 Multiculturalism is used throughout this paper to refer to the ongoing reciprocal process of understanding and honoring various dimensions of identity within a shared value system. These dimensions include: race, ethnicity, sex, gender, sexual orientation, socioeconomic status, religious/spiritual orientation, age, ability, nationality, language, and other cultural dimensions (American Psychological Association, 2002; Salett, E.P., 2004)
and development, intentional design and use of campus resources, honor and value of cultural
differences, and supportive campus environments that integrate diversity (Williams, Berger, &
McClendon, 2005). In addition, the Association of College Personnel Administrators and the
National Association of Student Personnel Administrators (2004) have re-framed learning from a
purely academic pursuit to holistic and transformative education, where identity development,
personal reflection, and student-focused learning are key. Comprehensive diversity initiatives,
therefore: place students at the heart of all learning, incorporate intercultural exchange and
dialogue, hold all levels of the institution accountable for student success, foster safe and
welcoming environments, and recruit and retain a diversity of people to learn and work.

USF’s Commitment to Diversity

This is a University community where students, faculty, and staff learn from
each other, where diversity is not a political agenda, but the necessary ingredient
of a quality education in the 21st century.

-President Stephen A. Privett, S.J.

In the past few years, USF has been identified as one of the top twenty most diverse
campuses by US News & World Report. While this reflects only the university’s racial and
ethnic diversity, reports have indicated that USF students are also diverse in other ways such as
socio-economic status, religion, educational attainment of parents, and sexual orientation (Office
of the Registrar, 2006; National College Health Assessment, 2005). In response to USF’s
ongoing charge to recruit and retain a diverse student body, positions, departments, and groups
were formed to support these various populations as well as to develop appropriate and effective
diversity initiatives. Examples include: Associate Provost; President’s Advisory Council on the
Status of Women; Lesbian, Gay, Bisexual, Transgendered, Questioning Caucus; and ASUSF Student of Color Representatives.

Other changes have also occurred in the intergroup relations, education, and organizational development arenas. Creating Community training for student leaders has provided ASUSF Executive Board, Resident Advisors, and GO Team members the opportunity to explore the ways in which they build community across difference. Course offerings have grown with the addition of programs such as African American Studies, Asian American Studies, Ethnic Studies, Latino/Chicano Studies, and Yuchengco Philippines Studies. Conversations and practices reflect a commitment to hire individuals who will fulfill the University’s mission and core values for diversity. Even though the numbers of students (and faculty and staff) of color continue to rise, it is clear that the University is creating initiatives that address all four dimensions of campus diversity in an effort to create long-lasting change.

Cultural Competence in University Life

Given the context of diversity initiatives in higher education and building upon established University-wide programs, it is imperative that University Life staff members increase their awareness, knowledge and skills to give the best possible service and support for our diverse student body (Pope, Reynolds, and Mueller, 2004). Cultural competence must be a priority. The challenge is to not only provide resources for historically underrepresented and underserved populations, but to also facilitate opportunities for the division to participate in honest dialogue and meaningful experiences that go deeper. Cultural exchange and understanding must go beyond food, folks, and fun to move towards a community that engages diversity.
Surveys have been an important tool in taking a snapshot of the student experience. Findings have indicated that students’ appreciation of and learning around diversity have increased while at USF (EBI, 2006). They also feel that differences are respected on campus. In general, the results are quite positive. However, it is important to note that the questions only ask about individual perceptions and experiences. There are few, if any, questions asked about how students engage diversity and multiculturalism within the campus community. In other words, more data is needed to measure learning and growth in areas of cultural competence.

In addition, bias-related incidents such as hate speech and vandalism have occurred in the residence halls on an almost annual basis. Student and divisional responses to these incidents have ranged from Stop the Hate Week to Not on Our Campus Campaign to community meetings in the residence halls. Even with a diverse campus population, it is critical to address underlying issues such as homophobia and racism. Dialogue and increased understanding are not only the right things to do, then. They are necessary to cultivate a culturally competent University.

UL has attempted to institutionalize cultural competence efforts in a number of ways. First, UL Leadership Team has modeled this commitment by participating in full-day diversity retreats, developing student learning outcomes focused on cultural competence, and presenting diversity workshops to students and colleagues. Second, a UL professional development series has been offered for the entire division on topics such as transgender issues, biculturalism, and the myth of a colorblind society. Third, student leaders have received training through various means including Fall Institute, Freshmen Leadership Institute, and Ambassador training. Students are also recognized for their efforts to promote multiculturalism through leadership awards and ceremonies. The UL leadership team, UL staff, and student leaders have taken significant steps toward increasing cultural competence.
Broad Statement of Intent: Cultural Competency

After careful analysis of higher education trends and campus-wide initiatives, the strategic planning committee for cultural competence recommends the following statement of intent:

University Life will fulfill the University’s mission of developing multiculturally aware, knowledgeable, and skilled leaders by challenging students and its staff to engage in honest dialogue and reflect upon experiences of identity, difference, privilege and equity. In doing so, they will increase their commitment and ability to build an inclusive USF community.

Implications for this statement are:

- Deeper reflection on the intersections of identity, privilege, and oppression
- Sustained opportunities for individuals to engage across/beyond their own identities
- Integrated experiences between staff and students that promote transformative learning
- Increased awareness, knowledge, and skills to build an inclusive community

Dream/Gap Analysis

- Council on Equity and Inclusion will create a forum for dialogue to coordinate divisional (/campus?) -wide efforts around multicultural issues.
- UL staff will share a common definition of multiculturalism and engage in ongoing small group dialogue about their personal identity and differences from others.
- Students will increase their understanding of their identity and privilege while increasing comfort in interfacing with those different from them.
- Student leaders will cultivate meaningful relationships with their peers to create a sense of inclusion and belonging.
3. STUDENT SUCCESS

Student Success: Conceptual Frameworks and Future Directions

In the last several decades, institutions of higher education in the United States have expanded their definitions of undergraduate success from narrow statistics for graduation and retention rates to a broader focus on a variety of characteristics that support student progress and achievement. According to the Indiana University Center for Postsecondary Research, which administers the National Survey of Student Engagement, there are multiple indicators of student success: academic achievement, engagement in academically purposeful activities, student satisfaction, acquisition of desired knowledge, skills and outcomes, persistence, attainment of educational objectives, and post-college performance (Kuh, 2005). Student affairs professionals play important roles that influence several of these indicators including student satisfaction, skills and outcomes, and engagement in learning outside the classroom. In addition, students who connect with something worthwhile in the postsecondary environment are more likely to engage in educationally purposeful activities during college, persist, and achieve their educational objectives (Kuh, 2006). A major principle of student affairs and student development is connecting with students on multiple levels, in multiple ways (Berdie, 1966 as cited in Rentz, et al., 1996).

Researchers and practitioners have gone beyond concentrating solely on individual indicators of student success to include institutional factors that also make a large difference in the achievements of students. At this stage, work should be focused on the conditions within institutions rather than on the attributes of students themselves, because it is too easy to see the absence of student success as solely the responsibility of students. Five conditions that promote student success from the Institutional Action Model for Student Success include institutional
commitment; high (institutional) expectations; support; feedback; and involvement (Tinto & Pusser, 2006). The Documenting Effective Educational Practice (DEEP) project investigated properties and conditions shared by 20 diverse, educationally effective colleges and universities that promote student success: focus on the educational mission; create and sustain partnerships for learning; hold all students to high expectations for engagement and learning, in and out of class, on and off campus; implement a comprehensive system of safety nets and early warning systems; teach new students what it takes to succeed; recognize, affirm and celebrate the educational value of diversity; invest in programs and people that demonstrate contributions to student learning and success; and create spaces for learning (Whitt, 2005).

Within the last three decades, additional research has demonstrated the impact the campus environment has on the community (Huebner, 1979). The concept of campus ecology has been applied more recently to the concerns of college student health and suggests that management of the physical environment has tremendous importance to the overall success of any student (National Association of Student Personnel Administrators, 2004). This part of the University Life strategic plan will also address these student-centered space issues.

Student Success at the University of San Francisco

*USF is not an either/or institution. We are a both/and entity and our challenge is all the greater for that...Both/And: both an outstanding education and the wherewithal to be better person. Here at USF we may celebrate the fact that the pursuit of excellence is not an excuse for neglecting the personal development of students.*

- President Stephen A. Privett, S.J.
In the past few years, USF has focused attention upon student success with not only an academic lens, but also a lens of Jesuit Catholic mission and education. From the new institutional mission, vision, and values adopted in 2001 to institutional learning objectives drafted in Fall 2006, USF has begun to take intentional and purposeful steps to promote and sustain the success of its students.

The Vice President for University Life analyzed qualitative and quantitative data from multiple sources to write a white paper entitled “The Undergraduate Student Experience at the University of San Francisco: Student Satisfaction with and Engagement in a USF Jesuit Education” (Higgins, 2006). The analysis found that although retention and persistence rates are higher than rates at other private and public institutions, they are lower in comparison to a number of Jesuit colleges and universities. With USF now compared to more selective universities than three years ago, admitted student perceptions confirm strengths (urban location, diversity, religious affiliation) suggest another positive aspect (personal attention), and present higher expectations (value, academic reputation, facilities, and extra-curricular programs). Although overall student satisfaction is high, undergraduate students consistently express a desire for increased value in a number of areas.

For both USF freshman and sophomore students, high levels of dissatisfaction were found with the amount of student parking, availability of financial aid, adequate food available in dining halls and the value of their tuition. USF students also expressed dissatisfaction with safety and security in areas such as lighting in parking lots. While students report high overall satisfaction with on-campus living, residential undergraduates report much higher satisfaction with community development and much lower satisfaction with facilities and dining services.
The absence of dedicated computing facilities in the residence halls and limited dedicated study space appear to be determinants of lower satisfaction levels.

The University of San Francisco also has a history of deferring routine renovations and maintenance to its physical plant. The impact of this deferred maintenance over the years has been to leave many campus facilities in neglect. Additionally, plans for upgrading the overall infrastructure of the campus have not been pursued in parallel with plans for enrollment targets. Meanwhile, the best case studies available suggest that student housing is a potential critically important part of the real estate market and that all campuses should have comprehensive housing plans (Masters & Bliss, 2007; Sweeney, 2007).

The mission statements of departments such as Academic and Enrollment Services and programs such as the College of Arts and Sciences PASS Program include facilitating student success by developing, implementing, administering and assessing appropriate, accessible, efficient, useful and consistent services, programs, policies and processes. The Pre-Professional Health Advising Committee guides and recommends undergraduate students to professional health schools and offers comprehensive pre-professional guidance, links to professionals in various health-related fields, and assistance with developing a professional career file. Academic and Enrollment Services has also reorganized multiple offices and services into the One Stop: Registrar, Financial Aid, and Student Accounts areas to facilitate convenient assistance and prompt response to student issues. The Admission Office developed a list of campus resources specifically for transfer students and added to the available services and programs.

University Life and the Success of USF Students

"Learning is a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate,
even independent of each other... The most important factor is that transformative learning always occurs in the context of students’ lives... Student affairs, in this conceptualization, is integral to the learning process because of the opportunities it provides students to learn through action, contemplation, reflection, and emotional engagement as well as information acquisition” (ACPA and NASPA, 2004).

From this definition, we see that student learning is not just about what they learn (content) but how they learn it (process and environment): physical, technological, virtual, even emotional forums are necessary for transformative learning to take place. Including students’ lived experiences as an integral part of the learning process is an important aspect of student affairs pedagogy.

From the Student Experience White Paper, University Life was prompted to focus on improving student satisfaction and engagement in four areas: integrated learning (defined as providing and collaborating on transformative, mission related student experiences such as cultural competence and socially responsible student leadership); supporting students during transitional periods (e.g., first eight weeks of freshman year, senior year); improving the campus environment (expanding collaborative efforts to increase student-centered space); and continuing and improving student responsiveness by identifying and meeting student needs within the context of a USF Jesuit Education.

In the summer of 2005, reorganization of departments and personnel began in University Life with the intent of creating more strategic bridges and partnerships for student-centered response, services, engagement and satisfaction. Two teams of University Life departments were created: the Crisis Response Team, led by the Dean of Students and comprised of the Counseling Center, the Judicial Affairs program, the Office of Public Safety, and the Office of
Residence Life; and the Student Development Team, led by the Associate Dean for Student Development and comprised of Career Services, Health Promotion & Services, International Student Services, Multicultural Student Services, and Student Leadership and Engagement. This relatively new team structure emphasizes a natural and holistic collaboration among areas that focus on student success and involvement outside the classroom.

In 2004-05, multiple UL departments were physically and organizationally restructured to provide better student access to resources and services. The Departments of Student Activities (now Student Leadership and Engagement), International Student Services, Counseling Center, and Health Promotion & Services relocated part or all of their office space in moves which resulted in increased student satisfaction and engagement with department activities. More recently, the Associate Dean of Student Development leads multiple space-related projects to increase the amount and types of student-centered space in public University Center locations such as Parina Lounge and the old Fog’N’Grog. The Koret Health and Recreation Center recently was approved to begin expansion and remodel of the current weight room space in their building, after several years of requests from student patrons.

In the summer of 2006, the Office of Residence Life wrote its first-ever multi-year plan for minor and major maintenance and improvement projects to the residence halls, an intentional calendar of proposals linked to goals and outcomes that successfully applies the standards defined by the Council for the Advancement of Standards in Higher Education through the academic year 2012-2013. This plan also includes assessment-driven initiatives, a budget and planning cycle, and considerations for other campus concerns. Meanwhile, the department of Facilities Management is currently undertaking the task of completing a much-needed full audit of the campus physical plant.
Broad Statement of Intent: Student Success

After careful analysis of higher education trends and campus-wide initiatives, the strategic planning committee for student success recommends the following statement of intent:

University Life will foster a healthy campus learning environment focusing on improving student-centered space, and will provide programs and services designed to positively impact the holistic growth and development of identified student populations at critical times.

Implications for this statement are:

- Focus upon planning and creating campus locations where students can engage in integrated learning on both academic and personal development levels
- Concentrated efforts to describe, analyze and address specific groups of students who are in transitional stages at the university.

Dream/Gap Analysis

- Transfer students living off-campus will have access to information, resources, peer groups, navigation of systems, networking, information that residential students get through living in halls/dining on campus/meeting with faculty. UL will provide a specific website, outreach from offices such as the Dean of Students (lunches, resources), campus space (lockers), and social connections.

- Commuter students will have access to information, resources, peer groups, navigation of systems, networking, information that residential students get through living in halls/dining on campus/meeting with faculty. UL will provide a specific website, outreach from offices such as the Dean of Students (lunches, resources), campus space (lockers), and social connections.
• Graduate students will be included with transfer and commuter students, have access to more and better resources and support.

• White male students will be retained and will persist at higher rates

• Undeclared students will have resources and support in the transition time when they need to choose a major that coincides with realistic career goals, when they’re feeling pressure from academic and families.

• Need more open space for student use.

• Sophomore residential students moving off-campus as juniors will be able to identify and explain regulations regarding their and others’ alcohol use, tenant obligations/responsibilities with regard to alcohol, ways to socialize safely and promote safety. UL will provide educational materials and opportunities for them to learn about these issues, which could also be included with other expectations for living as a USF student in the greater SF community.

• Undergraduate students will be able to identify and explain their own health insurance plans in order to access appropriate and quality health care services. UL will provide materials and opportunities for them to learn about important aspects of health insurance plans including premiums, co-pays, benefits, deductibles, covered and not covered services/providers, etc.

• Fromm students will be included with transfer, commuter, and graduate students (nontraditional students?) to have an integrated, intergenerational set of events and activities

• Offices for Commuter Students and Family Support Services will be created.
• A Facilities Management Advisory Council will be created to maintain contact with student needs regarding campus facilities.
Statement of Intent

After careful analysis of higher education trends and campus-wide initiatives, the strategic planning committee for student success recommends the following statement of intent:

- University Life will foster a healthy campus learning environment focusing on improving student-centered space, and will provide programs and services designed to positively impact the holistic growth and development of identified student populations at critical times.

Implications for this statement are:

- Focus upon planning and creating campus locations where students can engage in integrated learning on both academic and personal development levels
- Concentrated efforts to describe, analyze and address specific groups of students who are in transitional stages at the university.

Goals:

- Create a Task Force to analyze and lead planning efforts for the University Center
- Assess, make recommendations and begin cohesive plan to support new, non-residential, undergraduate students attending class on the main campus

Given the upcoming changes on the 5th floor of the University Center in Fall 2008 with the opening of Kalmanovitz Hall, the time is ripe for a reconceptualization of how physical space can positively impact student success. The goal related to recommending a comprehensive usage plan for the University Center is two-fold. From a student success perspective, the creation of a centralized space for student services on campus that is easily accessible, creates awareness of peripheral student related resources, and fosters a climate of increased student and staff interaction is critical. From an administrative lens, the opportunity to link programs and services
that share similar philosophical purposes, and share fiscal and human resources during a time of budgetary prudence offers the division to plan strategically, efficiently, and ultimately effectively in the best interest of the student community.

The second goal for strategic planning around Student Success was selected after considerable deliberation about various identified student populations and critical time periods. Following review of available data, the committee decided that our efforts are best directed in supporting the existing institutional framework of the first year experience and enhance it by addressing needs of commuter students. Specifically, our recommendation is for the development of a three year plan to address the needs of the new, non-residential, undergraduate students at USF. In the future, we hope new strategic initiatives are developed to expand the focus and develop experiential programs for other student (e.g., the Sophomore Experience, etc.).
References


University Life Strategic Goal 1: Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice.

To further USF's Vision to “educate leaders who will fashion a more humane and just world” and to institutionalize social responsibility and leadership in the undergraduate student experience, University Life will actively promote the development of socially responsible student leaders by engaging students, faculty and staff in leadership as an ongoing process designed to influence social change that “creates, communicates, and applies knowledge to a world shared by all people and held in trust for future generations.” Programs will increase students’ understanding of themselves, others, and the broader community in the context of leadership, change, and a commitment to USF’s Core Values. To achieve the first strategic goal, we intend to accomplish the following three Outcomes:

a. Implement student leadership development programs based on USF’s Core Values and the Social Change Model of Leadership. (Greg Wolcott)

b. Develop a co-curricular transcript program that assists students in tracking their involvement, building a more complete resume, and reflecting on their USF student experience. (James Cattigay)

c. Partner with faculty to develop a Leadership Minor which includes credit bearing curricular and co-curricular components. (Greg Wolcott)
University Life Strategic Goal 2: Increase University Life’s commitment and ability to build an inclusive community at USF.

To fulfill USF’s mission of building a “diverse, socially responsible learning community” by “engag[ing] a diversity of perspectives, experiences and traditions as essential components of a quality education” and to institutionalize diversity as a learning resource for students and staff, University Life will develop and retain multiculturally aware, knowledgeable, and skilled persons and professionals by challenging students and staff to engage in honest dialogue and reflect upon experiences of identity, difference, privilege, and equity. To achieve the second strategic goal, we intend to accomplish the following three Outcomes:

d. Establish the Council of Equity and Inclusion to (i) develop and implement a sustained cultural competence professional development series, (ii) facilitate opportunities for ongoing dialogue within University Life on multiculturalism, personal identity and differences and (iii) submit recommendations regarding cultural competence and diversity initiatives to the Vice President. (Mary Grace Almandrez)

e. Partner with University constituencies to create learning opportunities on cultural competence for first-year students. (Barbara Thomas)

f. Expand the Allies Training Program to educate on privilege, identity development, cultural competence and ally-building. (Steve Nygaard)
University Life Strategic Goal 3: Promote student success by increasing student satisfaction and engagement in a USF Jesuit education.

To "enroll, support and graduate a diverse student body", University Life will continue to foster a supportive learning environment focused on improving student centered space and positively impacting the holistic development of identified student populations at critical times in their undergraduate student experience. To achieve the third strategic goal, we intend to accomplish the following two Outcomes:

- g. Improve student-centered spaces. Advise planning efforts for a renovated, student-centered University Center. (Andy Thomson)

- h. Analyze, make recommendations, and begin plan for a first-year non-residential student experience. (Linda Thomas)
University Life Strategic Goal 1: Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice.

To further USF’s Vision to “educate leaders who will fashion a more humane and just world” and to institutionalize social responsibility and leadership in the undergraduate student experience, University Life will actively promote the development of socially responsible student leaders by engaging students, faculty and staff in leadership as an on-going process designed to influence social change that “creates, communicates, and applies knowledge to a world shared by all people and held in trust for future generations.” Programs will increase students’ understanding of themselves, others, and the broader community in the context of leadership, change, and a commitment to USF’s Core Values. To achieve the first strategic goal, we intend to accomplish the following three Outcomes:

a. Implement student leadership development programs based on USF’s Core Values and the Social Change Model of Leadership. (Greg Wolcott)

b. Develop a co-curricular transcript program that assists students in tracking their involvement, building a more complete resume, and reflecting on their USF student experience. (James Cattigay)

c. Partner with faculty to develop a Leadership Minor which includes credit bearing curricular and co-curricular components. (Greg Wolcott)
University Life Strategic Goal 2: Increase University Life’s commitment and ability to build an inclusive community at USF.

To fulfill USF’s mission of building a “diverse, socially responsible learning community” by “engag[ing] a diversity of perspectives, experiences and traditions as essential components of a quality education” and to institutionalize diversity as a learning resource for students and staff, University Life will develop and retain multicultural awareness, knowledgeable, and skilled persons and professionals by challenging students and staff to engage in honest dialogue and reflect upon experiences of identity, difference, privilege, and equity. To achieve the second strategic goal, we intend to accomplish the following three Outcomes:

   d. Establish the Council of Equity and Inclusion to (i) develop and implement a sustained cultural competence professional development series, (ii) facilitate opportunities for ongoing dialogue within University Life on multiculturalism, personal identity and differences and (iii) submit recommendations regarding cultural competence and diversity initiatives to the Vice President. (Mary Grace Almandrez)

   e. Partner with University constituencies to create learning opportunities on cultural competence for first-year students. (Barbara Thomas)

   f. Expand the Allies Training Program to educate on privilege, identity development, cultural competence and ally-building. (Steve Nygaard)
University Life Strategic Goal 3: *Promote student success by increasing student satisfaction and engagement in a USF Jesuit education.*

To “enroll, support and graduate a diverse student body”, University Life will continue to foster a supportive learning environment focused on improving student centered space and positively impacting the holistic development of identified student populations at critical times in their undergraduate student experience. To achieve the third strategic goal, we intend to accomplish the following two Outcomes:

- g. Improve student-centered spaces. Advise planning efforts for a renovated, student-centered University Center. (Andy Thomson)

- h. Analyze, make recommendations, and begin plan for a first-year non-residential student experience. (Linda Thomas)
<table>
<thead>
<tr>
<th>SAT1: Most students feel a sense of belonging here.</th>
<th>FrSoONLY</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td>218</td>
<td>5.35</td>
<td>2.392</td>
<td>.162</td>
</tr>
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<td>Sophomore</td>
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<td>5.82</td>
<td>2.034</td>
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<tr>
<td>SAT2: The campus staff are caring and helpful.</td>
<td>Freshmen</td>
<td>219</td>
<td>6.21</td>
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<td>SAT3: Faculty care about me as an individual.</td>
<td>Freshmen</td>
<td>217</td>
<td>5.85</td>
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<tr>
<td>SAT4: Admissions staff are knowledgeable.</td>
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<td>SAT5: Financial aid counselors are helpful.</td>
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<td>SAT6: My academic advisor is approachable.</td>
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<td>212</td>
<td>5.16</td>
<td>2.598</td>
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<td>2.203</td>
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<tr>
<td>SAT7: The campus is safe and secure for all students.</td>
<td>Freshmen</td>
<td>217</td>
<td>6.17</td>
<td>1.773</td>
<td>.120</td>
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<tr>
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<td>198</td>
<td>5.92</td>
<td>2.067</td>
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<tr>
<td>SAT8: The content of the courses within my major is valuable.</td>
<td>Freshmen</td>
<td>209</td>
<td>6.21</td>
<td>1.796</td>
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<td>6.28</td>
<td>1.764</td>
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<td>SAT9: A variety of intramural activities are offered.</td>
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<td>SAT10: Administrators are approachable to students.</td>
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<td>SAT11: Billing policies are reasonable.</td>
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<td>4.17</td>
<td>2.729</td>
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<td>195</td>
<td>4.55</td>
<td>2.615</td>
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<tr>
<td>SAT12: Financial aid awards are announced to students in time to be helpful in college planning.</td>
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<td>5.30</td>
<td>2.391</td>
<td>.183</td>
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<td>SAT13: Library staff are helpful and approachable.</td>
<td>Freshmen</td>
<td>204</td>
<td>6.19</td>
<td>1.713</td>
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<td>1.164</td>
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<td>SAT14: My academic advisor is concerned about my success as an individual.</td>
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<td>5.08</td>
<td>2.531</td>
<td>.175</td>
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<td>2.203</td>
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<td>SAT15: The staff in the health services area are competent.</td>
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<td>5.25</td>
<td>2.335</td>
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<td>Sophomore</td>
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<td>5.08</td>
<td>2.441</td>
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<tr>
<td>SAT16: The instruction in my major field is excellent.</td>
<td>Freshmen</td>
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<td>2.137</td>
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<tr>
<td>Sophomore</td>
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<td>198</td>
<td>6.39</td>
<td>1.682</td>
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<td>SAT17: Adequate financial aid is available</td>
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<td>4.31</td>
<td>2.683</td>
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<td>SAT Item</td>
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<td>Mean</td>
<td>Std. Deviation</td>
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<tr>
<td>SAT18: Library resources and services are adequate.</td>
<td>Freshmen</td>
<td>210</td>
<td>6.49</td>
<td>1.342</td>
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<tr>
<td>SAT19: My academic advisor helps me set goals to work toward.</td>
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<td>207</td>
<td>4.68</td>
<td>2.630</td>
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<tr>
<td>SAT20: The business office is open during hours which are convenient for most students.</td>
<td>Sophomore</td>
<td>196</td>
<td>5.50</td>
<td>2.363</td>
<td>.169</td>
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<tr>
<td>SAT21: The amount of student parking space on campus is adequate.</td>
<td>Freshmen</td>
<td>163</td>
<td>2.42</td>
<td>2.293</td>
<td>.180</td>
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<tr>
<td>SAT22: Counseling staff care about students as individuals.</td>
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<td>150</td>
<td>5.20</td>
<td>2.383</td>
<td>.195</td>
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<tr>
<td>SAT23: Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).</td>
<td>Freshmen</td>
<td>206</td>
<td>4.57</td>
<td>2.680</td>
<td>.187</td>
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<tr>
<td>SAT24: The intercollegiate athletic programs contribute to a strong sense of school spirit.</td>
<td>Freshmen</td>
<td>171</td>
<td>4.67</td>
<td>2.833</td>
<td>.217</td>
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<tr>
<td>SAT25: Faculty are fair and unbiased in their treatment of individual students.</td>
<td>Freshmen</td>
<td>184</td>
<td>4.11</td>
<td>2.612</td>
<td>.193</td>
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<td>SAT26: Computer labs are adequate and accessible.</td>
<td>Freshmen</td>
<td>216</td>
<td>6.11</td>
<td>1.887</td>
<td>.128</td>
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<td>SAT27: The personnel involved in registration are helpful.</td>
<td>Freshmen</td>
<td>156</td>
<td>6.21</td>
<td>2.515</td>
<td>.201</td>
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<tr>
<td>SAT28: Parking lots are well-lighted and secure.</td>
<td>Sophomore</td>
<td>196</td>
<td>6.28</td>
<td>1.688</td>
<td>.121</td>
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<tr>
<td>SAT29: It is an enjoyable experience to be a student on this campus.</td>
<td>Freshmen</td>
<td>196</td>
<td>6.51</td>
<td>1.469</td>
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<td>SAT30: Residence hall staff are concerned about me as an individual.</td>
<td>Sophomore</td>
<td>206</td>
<td>5.73</td>
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<td>SAT31: Males and females have equal</td>
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<td>195</td>
<td>6.14</td>
<td>1.801</td>
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<td>Freshmen</td>
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<td>Freshmen</td>
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<td>6.18</td>
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<td></td>
<td>FrSoONLY</td>
<td>N</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
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<td>----------------</td>
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<tr>
<td>opportunities to participate in intercollegiate athletics.</td>
<td>Freshmen</td>
<td>170</td>
<td>5.96</td>
<td>1.938</td>
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<td>SAT32: Tutoring services are readily available.</td>
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<td>6.68</td>
<td>.984</td>
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<td>SAT33: My academic advisor is knowledgeable about requirements in my major.</td>
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<td>207</td>
<td>5.78</td>
<td>2.191</td>
<td>.152</td>
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<tr>
<td>SAT34: I am able to register for classes I need with few conflicts.</td>
<td>Sophomore</td>
<td>201</td>
<td>5.51</td>
<td>2.512</td>
<td>.177</td>
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<tr>
<td>SAT35: The assessment and course placement procedures are reasonable.</td>
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<td>.150</td>
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<td>SAT36: Security staff respond quickly in emergencies.</td>
<td>Sophomore</td>
<td>193</td>
<td>5.96</td>
<td>2.005</td>
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<td>SAT37: I feel a sense of pride about my campus.</td>
<td>Freshmen</td>
<td>212</td>
<td>5.53</td>
<td>2.234</td>
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<td>SAT38: There is an adequate selection of food available in the cafeteria.</td>
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<td>2.078</td>
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<td>SAT39: I am able to experience intellectual growth here.</td>
<td>Freshmen</td>
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<td>SAT40: Residence hall regulations are reasonable.</td>
<td>Sophomore</td>
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<td>SAT41: There is a commitment to academic excellence on this campus.</td>
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<td>SAT42: There are a sufficient number of weekend activities for students.</td>
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<td>6.34</td>
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<td>SAT43: Admissions counselors respond to prospective students’ unique needs and requests.</td>
<td>Freshmen</td>
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<td>4.28</td>
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<td>SAT44: Academic support services adequately meet the needs of students.</td>
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<td>SAT45: Students are made to feel welcome</td>
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<td>SAT46</td>
<td>I can easily get involved in campus organizations.</td>
<td></td>
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<tr>
<td>SAT47</td>
<td>Faculty provide timely feedback about student progress in a course.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAT48</td>
<td>Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td></td>
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<tr>
<td>SAT49</td>
<td>There are adequate services to help me decide upon a career.</td>
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<tr>
<td>SAT50</td>
<td>Class change (drop/add) policies are reasonable.</td>
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<tr>
<td>SAT51</td>
<td>This institution has a good reputation within the community.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAT52</td>
<td>The student center is a comfortable place for students to spend their leisure time.</td>
<td></td>
<td></td>
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<tr>
<td>SAT53</td>
<td>Faculty take into consideration student differences as they teach a course.</td>
<td></td>
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<td></td>
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<tr>
<td>SAT54</td>
<td>Bookstore staff are helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT55</td>
<td>Major requirements are clear and reasonable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAT56</td>
<td>The student handbook provides helpful information about campus life.</td>
<td></td>
<td></td>
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<tr>
<td>SAT57</td>
<td>I seldom get the 'run around' when seeking information on this campus.</td>
<td></td>
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<td></td>
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<tr>
<td>SAT58</td>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAT59</td>
<td>This institution shows concern for students as individuals.</td>
<td></td>
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<td>know what’s happening on campus.</td>
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<td>SAT62: There is a strong commitment to racial harmony on this campus.</td>
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<td>SAT64: New student orientation services help students adjust to college.</td>
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<td>SAT65: Faculty are usually available after class and during office hours.</td>
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<td>SAT67: Freedom of expression is protected on campus.</td>
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<td>SAT68: Nearly all of the faculty are knowledgeable in their field.</td>
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I. Overview

Studies show that participation in recreational activities during college has a positive impact on the educational experience. Campus recreation facilities consume large amounts of resources and play an important role on college campuses. Therefore, it is important to assess facilities and services and document outcomes. In 2005, the Campus Recreation Department at the University of Arizona teamed with StudentVoice to create a national study of the impact of recreation services on students and other campus constituents. The study examined the usage of Campus Recreation programs and facilities, satisfaction with these services, with an emphasis on the academic, social, emotional and health-related outcomes of Campus Recreation programs.

Participation in the study allowed departments to document the contribution of Campus Recreation to the overall mission of the institution and to the educational experience of students. Study participation yielded actionable data reports and revealed key concepts for the continuing support of Campus Recreation programs. The data can be used to: report progress towards departmental goals, assess strengths and opportunities for improvement, identify unmet student needs, aid in the decision-making and planning process, document outcomes, and compare results with peer and national averages.

This study provides comprehensive data on:

- The perceived impact of campus recreation offerings on student recruitment and retention
- Student utilization of different recreational facilities, activities, and programs
- Student satisfaction with facilities, activities, and programs
- Recreational needs and expectations of students and other constituents
- The social, academic, emotional, and health-related outcomes of utilizing campus recreation
- Operational issues such as promotion of recreation activities and accessibility of facilities and programs
In addition to institution-specific data on the topics above, the study provides national and peer comparison data, adding another level of evidence as to the impact of campus recreation on the student experience. The peer and national comparison data enables institutions to identify strengths and areas of opportunity, while yielding results that have scope, relevance, and a basis for comparison which can be an invaluable tool in striving to maintain a high level of service for students. By examining an institution against its peers and the population as a whole, another layer of information is gleaned. For example, instead of gauging student satisfaction based on a gut feeling of what is an acceptable level, this report quantifies those levels based on campus recreation satisfaction information from across the country and within an institution’s peer group. This type of information gives clarity to the data and can be a source for validating various programs or services.

II. Study Details

The study was conducted in spring of 2005 and 2006, specifically during the months of March-May for most campus participants. The instrument, itself, was designed by Juliette Moore, Campus Recreation Director at the University of Arizona, and a committee of directors from across the country. Institutions were able to modify the instrument where appropriate and also were allowed to add up to 10 institution-specific questions. The instrument was pilot tested with a sample of students to ensure that it was easy to understand, that the questions were relevant, and to gauge the time needed to complete the instrument. All data collection occurred online. Institutions were responsible for pulling their own samples. Guidelines were provided as to adequate sample sizes and ensuring representation.
III. Participating Institutions

The institutions that participated in the benchmarking are a diverse group geographically and in terms of student characteristics. In total, over 25,000 students have participated in the study during 2005 and 2006.

**2006 Participants**
- Bemidji State University
- Berry College
- Binghamton University
- Colorado State University
- Illinois State University
- Northeastern University
- Northwestern University
- Oregon State University
- Seattle University
- Texas Christian University
- Towson University
- University of Arizona
- University of California-Riverside
- University of Denver
- University of Iowa
- University of Memphis
- University of Missouri-Kansas City
- University of Nebraska-Lincoln
- University of New Hampshire
- University of San Francisco
- University of Southern Mississippi
- University of Vermont
- University of Washington
- Weber State University

**2005 Participants**
- Augustana College
- Central Michigan University
- Colorado State University
- Florida State University
- James Madison University
- Saint Joseph’s University
- Temple University
- University of California-Los Angeles
- University of Alabama
- University of Maryland
- University of New Hampshire
- Virginia Tech
- Washington State University
- Xavier University
IV. How to Utilize the Report

This report displays national data for both 2006 and 2005 (see 1). Your institution’s data (see 2) is displayed alongside peer comparison data (see 3).

To aid in the evaluation process, Top 2 scores are provided at the bottom of answer sets that have Likert scale response categories (see 4). For this report, Likert scales are response categories that have a midpoint to their scale. Reviewing the Top 2 percentages allows for additional comparisons between your institution and your peers and may be a more useful percentage to report to internal and external audiences (see 5).

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<th>Top 2 response choices. In this instance, the Top 2 is the percentage of respondents indicating very satisfied (5) or somewhat satisfied (4).</th>
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<th>Please rate your level of satisfaction with the following: Number of weight machines</th>
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<tr>
<td>5 - Very Satisfied</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
</tr>
<tr>
<td>3 - Neutral</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
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<tr>
<td><strong>Top 2</strong></td>
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<table>
<thead>
<tr>
<th>Your student results in comparison to peer institutions. In this instance, your top 2 percentage is higher than Institution 1 and lower than Institution 2.</th>
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<th>The column of NAs indicates that Institution 3 opted not to ask this benchmarking question.</th>
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The data report, which contains data only from students, may differ slightly in wording and content from your institution-specific data available online at www.studentvoice.com, due to the utilization of a standardized question format for all benchmarking institutions. If an institution opted not to ask one or more of the benchmarking question, you will see NA listed for that particular question in that column (see 6). Also, this report does not include responses of “Not Applicable” and “No Basis to Judge” in the percentages.
V. Benchmarking Report

A. Importance of Campus Recreation to Institution Choice

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</tbody>
</table>

1 In 2005, questions in section A were asked utilizing a 5-point scale (5=very important, 4=somewhat important, 3=neutral, 2=somewhat unimportant, 1=not at all important) instead of the 4-point scale above. For comparison purposes, the 2005 percentages reported here combined answer choices 4 and 3 to create the percentage reported next to 'moderately important.'
### B. Frequency of Campus Recreation Use

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<td>No</td>
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<td>7%</td>
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#### How often do you participate in the following activities, programs, and/or services at Campus Recreation facilities?: Weight training/lifting free weights

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<td>3%</td>
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<td>8%</td>
<td>12%</td>
<td>NA</td>
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<tr>
<td>3-4 times per week</td>
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<td>21%</td>
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<td>24%</td>
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<tr>
<td>1-2 times per week</td>
<td>25%</td>
<td>23%</td>
<td>25%</td>
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<td>29%</td>
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<tr>
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<td>13%</td>
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<td>12%</td>
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<tr>
<td>1-2 times per semester</td>
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<td>8%</td>
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<tr>
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<td>14%</td>
<td>19%</td>
<td>22%</td>
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#### How often do you participate in the following activities, programs, and/or services at Campus Recreation facilities?: Cardio-vascular equipment

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<td>3-4 times per week</td>
<td>26%</td>
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<td>22%</td>
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<td>1-2 times per month</td>
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<td>1-2 times per semester</td>
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<tr>
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<td>8%</td>
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<td>14%</td>
<td>NA</td>
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#### How often do you participate in the following activities, programs, and/or services at Campus Recreation facilities?: Open recreation (Basketball, roller hockey, soccer, etc.)

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<td>5 or more times per week</td>
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<tr>
<td>3-4 times per week</td>
<td>7%</td>
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<tr>
<td>1-2 times per week</td>
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### How often do you participate in the following activities, programs, and/or services at Campus Recreation facilities? Racquet sports

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<td>48%</td>
<td>50%</td>
<td>70%</td>
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### How often do you participate in the following activities, programs, and/or services at Campus Recreation facilities? Classes (Safety classes, Credit/Non-credit classes, etc.)

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### C. Professional Staff Assessment

**Please rate your level of agreement with the following: Professional staff is friendly**

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<td>18%</td>
<td>43%</td>
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<td>43%</td>
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<td>44%</td>
<td>45%</td>
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<td>3 – Neutral</td>
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<td>1%</td>
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<td>2 – Disagree</td>
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<td>6%</td>
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<td>46%</td>
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<tr>
<td>3 – Neutral</td>
<td>26%</td>
<td>29%</td>
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<tr>
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<td>1%</td>
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*Top 2*

**Please rate your level of agreement with the following: Professional staff is knowledgeable**

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*Top 2*

**Please rate your level of agreement with the following: Professional staff is available to answer questions**

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*Top 2*
### D. General Impression of Campus Recreation Facilities

#### Please rate your level of agreement with the following statement: Recreation facilities are clean

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<td>&lt;1%</td>
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<td>&lt;1%</td>
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#### Please rate your level of agreement with the following statement: Recreation facilities provide a safe environment

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#### Please rate your level of agreement with the following statement: Recreation facilities are well-maintained to encourage participation (temperature, ventilation, etc.)

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### E. Fitness Equipment and Facilities

**Please rate your level of agreement with the following statement: Fitness equipment is clean**

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<td>4 - Agree</td>
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<td>51%</td>
<td>51%</td>
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<td>52%</td>
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<td>20%</td>
<td>4%</td>
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<td>7%</td>
</tr>
<tr>
<td>2 - Disagree</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
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<td>2%</td>
<td>0%</td>
<td>14%</td>
<td>17%</td>
<td>7%</td>
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<tr>
<td>1 - Strongly Disagree</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
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<td>82%</td>
<td>83%</td>
<td>72%</td>
<td>76%</td>
<td>49%</td>
<td>96%</td>
<td>78%</td>
<td>75%</td>
<td>92%</td>
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**Please rate your level of agreement with the following statement: Fitness equipment is well-maintained**

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</tr>
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**Please rate your level of agreement with the following statement: Fitness equipment is available when I want to use it**

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**Please rate your level of satisfaction with the following: Number of weight machines**

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<td>75%</td>
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<td>Institution 2: Enrollment of less than 5,000</td>
<td>Institution 3: Enrollment of less than 5,000</td>
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<td><strong>Please rate your level of satisfaction with the following:</strong> Number of free weights</td>
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</table>
**Please rate your level of satisfaction with the following: Availability of facilities (gym, track, fields, courts) for free play and open recreation**

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<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
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<td>28%</td>
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**Please rate your level of satisfaction with the following: Location of campus recreation facilities**

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<th>University of San Francisco</th>
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<td>52%</td>
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**Please rate your level of satisfaction with the following: Amount of INDOOR recreation space on campus**

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<th>University of San Francisco</th>
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**Please rate your level of satisfaction with the following: Amount of OUTDOOR recreation space on campus**

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### Institutional Level of Satisfaction

#### Hours of operation of Campus Recreation during the week (M-F)

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**Top 2**
- Institution 1: 73%
- Institution 2: 83%
- University of San Francisco: 69%
- Institution 3: 68%
- Institution 4: 43%
- Institution 5: 92%
- Institution 6: 82%

#### Hours of operation of Campus Recreation during the weekend (Sat-Sun)

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<td>4%</td>
<td>6%</td>
<td>1%</td>
<td>17%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Top 2**
- Institution 1: 65%
- Institution 2: 69%
- University of San Francisco: 63%
- Institution 3: 79%
- Institution 4: 19%
- Institution 5: 81%
- Institution 6: 66%

### Aquatics Use and Satisfaction

#### How often do you utilize aquatics offerings (pool, swim lessons, etc...)?

<table>
<thead>
<tr>
<th>Institution</th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more times per week</td>
<td>1%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>3-4 times per week</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>14%</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>11%</td>
<td>14%</td>
<td>11%</td>
<td>7%</td>
<td>7%</td>
<td>11%</td>
<td>9%</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>18%</td>
<td>22%</td>
<td>19%</td>
<td>14%</td>
<td>15%</td>
<td>19%</td>
<td>18%</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Never</td>
<td>59%</td>
<td>50%</td>
<td>58%</td>
<td>68%</td>
<td>56%</td>
<td>65%</td>
<td>61%</td>
<td>58%</td>
<td>41%</td>
</tr>
</tbody>
</table>

### Please rate your level of satisfaction with the following: Hours of operation of the pool

<table>
<thead>
<tr>
<th>Institution</th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>21%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
<td>0%</td>
<td>33%</td>
<td>9%</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>35%</td>
<td>33%</td>
<td>40%</td>
<td>36%</td>
<td>23%</td>
<td>52%</td>
<td>28%</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>21%</td>
<td>27%</td>
<td>21%</td>
<td>18%</td>
<td>59%</td>
<td>0%</td>
<td>21%</td>
<td>33%</td>
<td>22%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>16%</td>
<td>10%</td>
<td>8%</td>
<td>11%</td>
<td>18%</td>
<td>12%</td>
<td>28%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>14%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Top 2**
- Institution 1: 56%
- Institution 2: 60%
- University of San Francisco: 69%
- Institution 3: 67%
- Institution 4: 23%
- Institution 5: 85%
- Institution 6: 37%

16
<table>
<thead>
<tr>
<th>Institution 1: Enrollment of 5,000+</th>
<th>Institution 2: Enrollment of less than 5,000</th>
<th>Institution 3: Enrollment of less than 5,000</th>
<th>Institution 4: Enrollment of less than 5,000</th>
<th>Institution 5: Enrollment of less than 5,000</th>
<th>Institution 6: Enrollment of 5000+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please rate your level of satisfaction with the following: Aquatics classes</strong></td>
<td><strong>2006 Benchmark</strong></td>
<td><strong>2005 Benchmark</strong></td>
<td><strong>University of San Francisco</strong></td>
<td><strong>Institution 1</strong></td>
<td><strong>Institution 2</strong></td>
</tr>
<tr>
<td>5 - Very Satisfied</td>
<td>17%</td>
<td>27%</td>
<td>24%</td>
<td>18%</td>
<td>47%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>26%</td>
<td>27%</td>
<td>37%</td>
<td>39%</td>
<td>20%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>47%</td>
<td>41%</td>
<td>34%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>8%</td>
<td>4%</td>
<td>3%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Top 2</td>
<td>43%</td>
<td>54%</td>
<td>61%</td>
<td>57%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>Please rate your level of satisfaction with the following: Cleanliness of the pool</strong></td>
<td><strong>2006 Benchmark</strong></td>
<td><strong>2005 Benchmark</strong></td>
<td><strong>University of San Francisco</strong></td>
<td><strong>Institution 1</strong></td>
<td><strong>Institution 2</strong></td>
</tr>
<tr>
<td>5 - Very Satisfied</td>
<td>33%</td>
<td>32%</td>
<td>36%</td>
<td>34%</td>
<td>17%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>40%</td>
<td>43%</td>
<td>41%</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>20%</td>
<td>20%</td>
<td>17%</td>
<td>25%</td>
<td>4%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>7%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>22%</td>
</tr>
<tr>
<td>Top 2</td>
<td>73%</td>
<td>75%</td>
<td>77%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Please rate your level of satisfaction with the following: Availability of pool for different types of aquatics</strong></td>
<td><strong>2006 Benchmark</strong></td>
<td><strong>2005 Benchmark</strong></td>
<td><strong>University of San Francisco</strong></td>
<td><strong>Institution 1</strong></td>
<td><strong>Institution 2</strong></td>
</tr>
<tr>
<td>5 - Very Satisfied</td>
<td>21%</td>
<td>25%</td>
<td>22%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>32%</td>
<td>35%</td>
<td>42%</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>25%</td>
<td>28%</td>
<td>23%</td>
<td>21%</td>
<td>47%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>16%</td>
<td>10%</td>
<td>9%</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Top 2</td>
<td>53%</td>
<td>60%</td>
<td>64%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Please rate your level of satisfaction with the following: Lifeguards/Other aquatics staff</strong></td>
<td><strong>2006 Benchmark</strong></td>
<td><strong>2005 Benchmark</strong></td>
<td><strong>University of San Francisco</strong></td>
<td><strong>Institution 1</strong></td>
<td><strong>Institution 2</strong></td>
</tr>
<tr>
<td>5 - Very Satisfied</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
<td>24%</td>
<td>44%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>34%</td>
<td>30%</td>
<td>42%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>27%</td>
<td>24%</td>
<td>26%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Top 2</td>
<td>89%</td>
<td>73%</td>
<td>72%</td>
<td>60%</td>
<td>70%</td>
</tr>
</tbody>
</table>
# G. Group Fitness Class Use and Satisfaction

**How often do you participate in group fitness classes (instructor-led)?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>2005 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more times per week</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>3-4 times per week</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>11%</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>9%</td>
<td>11%</td>
<td>13%</td>
<td>7%</td>
<td>11%</td>
<td>13%</td>
<td>7%</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>6%</td>
<td>12%</td>
<td>10%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
<td>8%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>12%</td>
<td>15%</td>
<td>19%</td>
<td>5%</td>
<td>11%</td>
<td>17%</td>
<td>19%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>Never</td>
<td>68%</td>
<td>57%</td>
<td>52%</td>
<td>76%</td>
<td>64%</td>
<td>51%</td>
<td>65%</td>
<td>97%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**Please rate your level of satisfaction with the following: Number of group fitness classes**

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>2005 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>28%</td>
<td>37%</td>
<td>24%</td>
<td>13%</td>
<td>30%</td>
<td>27%</td>
<td>20%</td>
<td>0%</td>
<td>42%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>46%</td>
<td>43%</td>
<td>49%</td>
<td>23%</td>
<td>45%</td>
<td>50%</td>
<td>46%</td>
<td>67%</td>
<td>40%</td>
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<tr>
<td>3 - Neutral</td>
<td>13%</td>
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<td>14%</td>
<td>23%</td>
<td>25%</td>
<td>0%</td>
<td>19%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>11%</td>
<td>5%</td>
<td>12%</td>
<td>6%</td>
<td>0%</td>
<td>18%</td>
<td>14%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>34%</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Top 2</strong></td>
<td>74%</td>
<td>80%</td>
<td>73%</td>
<td>36%</td>
<td>75%</td>
<td>77%</td>
<td>66%</td>
<td>67%</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Please rate your level of satisfaction with the following: Variety of group fitness classes**

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>2005 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>33%</td>
<td>43%</td>
<td>28%</td>
<td>27%</td>
<td>30%</td>
<td>31%</td>
<td>24%</td>
<td>0%</td>
<td>49%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>45%</td>
<td>41%</td>
<td>48%</td>
<td>35%</td>
<td>40%</td>
<td>47%</td>
<td>42%</td>
<td>33%</td>
<td>38%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>23%</td>
<td>15%</td>
<td>0%</td>
<td>20%</td>
<td>33%</td>
<td>9%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>8%</td>
<td>4%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>15%</td>
<td>14%</td>
<td>33%</td>
<td>3%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Top 2</strong></td>
<td>78%</td>
<td>84%</td>
<td>76%</td>
<td>62%</td>
<td>70%</td>
<td>78%</td>
<td>66%</td>
<td>33%</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Please rate your level of satisfaction with the following: Days and times of group fitness classes**

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>2005 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>19%</td>
<td>26%</td>
<td>16%</td>
<td>30%</td>
<td>20%</td>
<td>15%</td>
<td>19%</td>
<td>0%</td>
<td>32%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
<td>28%</td>
<td>25%</td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
<td>38%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>26%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>22%</td>
<td>16%</td>
<td>25%</td>
<td>15%</td>
<td>30%</td>
<td>35%</td>
<td>12%</td>
<td>100%</td>
<td>12%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
<td>10%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Top 2</strong></td>
<td>55%</td>
<td>61%</td>
<td>50%</td>
<td>58%</td>
<td>45%</td>
<td>55%</td>
<td>59%</td>
<td>0%</td>
<td>70%</td>
</tr>
</tbody>
</table>
### Please rate your level of satisfaction with the following: Fitness class instructors

<table>
<thead>
<tr>
<th></th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>43%</td>
<td>45%</td>
<td>34%</td>
<td>18%</td>
<td>37%</td>
<td>46%</td>
<td>40%</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>37%</td>
<td>41%</td>
<td>42%</td>
<td>40%</td>
<td>53%</td>
<td>50%</td>
<td>36%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>16%</td>
<td>12%</td>
<td>18%</td>
<td>25%</td>
<td>10%</td>
<td>0%</td>
<td>22%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>8%</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Top 2</td>
<td>80%</td>
<td>86%</td>
<td>76%</td>
<td>58%</td>
<td>90%</td>
<td>96%</td>
<td>76%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

### H. Intramural Use and Satisfaction

**How often do you participate in intramurals?**

<table>
<thead>
<tr>
<th></th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more times per week</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>6%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>3-4 times per week</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>14%</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>14%</td>
<td>13%</td>
<td>10%</td>
<td>19%</td>
<td>16%</td>
<td>18%</td>
<td>29%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>7%</td>
<td>7%</td>
<td>3%</td>
<td>10%</td>
<td>11%</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>15%</td>
<td>15%</td>
<td>8%</td>
<td>8%</td>
<td>14%</td>
<td>15%</td>
<td>19%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Never</td>
<td>60%</td>
<td>63%</td>
<td>78%</td>
<td>43%</td>
<td>55%</td>
<td>58%</td>
<td>37%</td>
<td>61%</td>
<td>65%</td>
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</tbody>
</table>

**Please rate your level of satisfaction with the following: Number of team intramural sports offered**

<table>
<thead>
<tr>
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<th>2005 Benchmark</th>
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<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>37%</td>
<td>39%</td>
<td>36%</td>
<td>14%</td>
<td>30%</td>
<td>30%</td>
<td>54%</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>42%</td>
<td>42%</td>
<td>42%</td>
<td>24%</td>
<td>39%</td>
<td>60%</td>
<td>39%</td>
<td>54%</td>
<td>40%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>12%</td>
<td>14%</td>
<td>17%</td>
<td>29%</td>
<td>26%</td>
<td>0%</td>
<td>5%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>17%</td>
<td>4%</td>
<td>8%</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>16%</td>
<td>0%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Top 2</td>
<td>79%</td>
<td>81%</td>
<td>78%</td>
<td>36%</td>
<td>69%</td>
<td>50%</td>
<td>93%</td>
<td>81%</td>
<td>82%</td>
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</table>

**Please rate your level of satisfaction with the following: Number of individual/dual intramural sports offered**

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<th>2005 Benchmark</th>
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<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>33%</td>
<td>35%</td>
<td>26%</td>
<td>31%</td>
<td>18%</td>
<td>28%</td>
<td>46%</td>
<td>18%</td>
<td>41%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>39%</td>
<td>38%</td>
<td>42%</td>
<td>45%</td>
<td>29%</td>
<td>52%</td>
<td>35%</td>
<td>49%</td>
<td>38%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>20%</td>
<td>22%</td>
<td>22%</td>
<td>19%</td>
<td>41%</td>
<td>0%</td>
<td>13%</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>5%</td>
<td>12%</td>
<td>19%</td>
<td>5%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Top 2</td>
<td>72%</td>
<td>73%</td>
<td>68%</td>
<td>76%</td>
<td>47%</td>
<td>80%</td>
<td>81%</td>
<td>67%</td>
<td>79%</td>
</tr>
<tr>
<td>Institution 1: Enrollment of 5,000+</td>
<td>Institution 2: Enrollment of less than 5,000</td>
<td>Institution 3: Enrollment of less than 5,000</td>
<td>Institution 4: Enrollment of less than 5,000</td>
<td>Institution 5: Enrollment of less than 5,000</td>
<td>Institution 6: Enrollment of 5000+</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
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<td>-----------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please rate your level of satisfaction with the following: Variety of team intramural sports offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td><strong>2006 Benchmark</strong></td>
<td><strong>2005 Benchmark</strong></td>
<td><strong>University of San Francisco</strong></td>
<td><strong>Institution 1</strong></td>
<td><strong>Institution 2</strong></td>
<td><strong>Institution 3</strong></td>
<td><strong>Institution 4</strong></td>
<td><strong>Institution 5</strong></td>
<td><strong>Institution 6</strong></td>
<td></td>
</tr>
<tr>
<td>5 - Very Satisfied</td>
<td>38%</td>
<td>39%</td>
<td>36%</td>
<td>27%</td>
<td>22%</td>
<td>29%</td>
<td>54%</td>
<td>25%</td>
<td>45%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>42%</td>
<td>42%</td>
<td>37%</td>
<td>45%</td>
<td>48%</td>
<td>60%</td>
<td>36%</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>13%</td>
<td>14%</td>
<td>20%</td>
<td>18%</td>
<td>26%</td>
<td>0%</td>
<td>7%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>10%</td>
<td>0%</td>
<td>10%</td>
<td>3%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>3%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Top 2</strong></td>
<td>80%</td>
<td>81%</td>
<td>73%</td>
<td>72%</td>
<td>70%</td>
<td>89%</td>
<td>90%</td>
<td>78%</td>
<td>86%</td>
</tr>
</tbody>
</table>

| Please rate your level of satisfaction with the following: Variety of individual/dual intramural sports offered |                                |                                |                                |                                |                                |                                |                                |                                |                                |
| **2006 Benchmark**                  | **2005 Benchmark**                  | **University of San Francisco**                  | **Institution 1**                  | **Institution 2**                  | **Institution 3**                  | **Institution 4**                  | **Institution 5**                  | **Institution 6**                  |
| 5 - Very Satisfied                  | 34%                              | 37%                              | 30%                              | 28%                              | 17%                              | 32%                              | 47%                              | 20%                              | 45%                              |
| 4 - Somewhat Satisfied              | 39%                              | 38%                              | 38%                              | 46%                              | 33%                              | 55%                              | 33%                              | 54%                              | 35%                              |
| 3 - Neutral                        | 20%                              | 20%                              | 24%                              | 23%                              | 33%                              | 0%                               | 14%                              | 17%                              | 16%                              |
| 2 - Somewhat Dissatisfied           | 5%                               | 4%                               | 6%                               | 3%                               | 17%                              | 13%                              | 4%                               | 0%                               | 4%                               |
| 1 - Very Dissatisfied               | 2%                               | 1%                               | 2%                               | <1%                              | 0%                               | 0%                               | 2%                               | 9%                               | <1%                              |
| **Top 2**                           | 73%                              | 75%                              | 68%                              | 74%                              | 50%                              | 87%                              | 80%                              | 74%                              | 80%                              |
## Sports Clubs Use and Satisfaction

### How often do you participate in sport clubs (martial arts, basketball, volleyball, etc.)?

<table>
<thead>
<tr>
<th></th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more times per week</td>
<td>3%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>10%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>3-4 times per week</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
<td>13%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Never</td>
<td>83%</td>
<td>85%</td>
<td>86%</td>
<td>64%</td>
<td>81%</td>
<td>73%</td>
<td>81%</td>
<td>84%</td>
<td>84%</td>
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</table>

### Please rate your level of satisfaction with the following: Number of sport clubs offered

<table>
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<tr>
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<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>37%</td>
<td>32%</td>
<td>35%</td>
<td>26%</td>
<td>10%</td>
<td>59%</td>
<td>38%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>36%</td>
<td>44%</td>
<td>31%</td>
<td>31%</td>
<td>20%</td>
<td>35%</td>
<td>38%</td>
<td>31%</td>
<td>49%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>18%</td>
<td>19%</td>
<td>27%</td>
<td>26%</td>
<td>50%</td>
<td>0%</td>
<td>13%</td>
<td>38%</td>
<td>16%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>7%</td>
<td>3%</td>
<td>4%</td>
<td>8%</td>
<td>20%</td>
<td>5%</td>
<td>10%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>9%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Please rate your level of satisfaction with the following: Variety of sport clubs offered

<table>
<thead>
<tr>
<th></th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>38%</td>
<td>44%</td>
<td>32%</td>
<td>40%</td>
<td>20%</td>
<td>55%</td>
<td>39%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>37%</td>
<td>32%</td>
<td>34%</td>
<td>38%</td>
<td>20%</td>
<td>39%</td>
<td>38%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>17%</td>
<td>18%</td>
<td>28%</td>
<td>14%</td>
<td>30%</td>
<td>0%</td>
<td>13%</td>
<td>31%</td>
<td>7%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>6%</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>30%</td>
<td>5%</td>
<td>10%</td>
<td>13%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

*Top 2*
### J. Wellness/Fitness Services Use and Satisfaction

**How often do you utilize wellness/fitness services (personal training, fitness assessments, etc...)?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
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<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more times per week</td>
<td>1%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>NA</td>
<td>6%</td>
<td>NA</td>
<td>22%</td>
<td>NA</td>
</tr>
<tr>
<td>3-4 times per week</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>NA</td>
<td>10%</td>
<td>NA</td>
<td>23%</td>
<td>NA</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>NA</td>
<td>8%</td>
<td>NA</td>
<td>18%</td>
<td>NA</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>NA</td>
<td>3%</td>
<td>NA</td>
<td>13%</td>
<td>NA</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>7%</td>
<td>9%</td>
<td>9%</td>
<td>5%</td>
<td>NA</td>
<td>9%</td>
<td>NA</td>
<td>7%</td>
<td>NA</td>
</tr>
<tr>
<td>Never</td>
<td>86%</td>
<td>81%</td>
<td>84%</td>
<td>91%</td>
<td>NA</td>
<td>64%</td>
<td>NA</td>
<td>17%</td>
<td>NA</td>
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</table>

**Please rate your level of satisfaction with the following: Wellness facilities**

<table>
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<th>Institution 2</th>
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<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>34%</td>
<td>30%</td>
<td>44%</td>
<td>11%</td>
<td>NA</td>
<td>39%</td>
<td>NA</td>
<td>22%</td>
<td>37%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>41%</td>
<td>46%</td>
<td>33%</td>
<td>50%</td>
<td>NA</td>
<td>55%</td>
<td>NA</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
<td>32%</td>
<td>NA</td>
<td>0%</td>
<td>NA</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>4%</td>
<td>NA</td>
<td>3%</td>
<td>NA</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>NA</td>
<td>3%</td>
<td>NA</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Top 2</td>
<td>75%</td>
<td>76%</td>
<td>77%</td>
<td>61%</td>
<td>NA</td>
<td>94%</td>
<td>NA</td>
<td>64%</td>
<td>82%</td>
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</tbody>
</table>

**Please rate your level of satisfaction with the following: Fitness assessments**

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>30%</td>
<td>34%</td>
<td>34%</td>
<td>30%</td>
<td>NA</td>
<td>36%</td>
<td>NA</td>
<td>19%</td>
<td>43%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>36%</td>
<td>37%</td>
<td>34%</td>
<td>48%</td>
<td>NA</td>
<td>57%</td>
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<td>44%</td>
<td>37%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>27%</td>
<td>24%</td>
<td>28%</td>
<td>36%</td>
<td>NA</td>
<td>0%</td>
<td>NA</td>
<td>30%</td>
<td>16%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>NA</td>
<td>2%</td>
<td>NA</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>NA</td>
<td>5%</td>
<td>NA</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Top 2</td>
<td>68%</td>
<td>71%</td>
<td>68%</td>
<td>54%</td>
<td>NA</td>
<td>93%</td>
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<td>80%</td>
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**Please rate your level of satisfaction with the following: Personal training**

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<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Very Satisfied</td>
<td>32%</td>
<td>35%</td>
<td>45%</td>
<td>NA</td>
<td>NA</td>
<td>44%</td>
<td>NA</td>
<td>25%</td>
<td>44%</td>
</tr>
<tr>
<td>4 - Somewhat Satisfied</td>
<td>33%</td>
<td>34%</td>
<td>23%</td>
<td>NA</td>
<td>NA</td>
<td>44%</td>
<td>NA</td>
<td>47%</td>
<td>31%</td>
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<tr>
<td>3 - Neutral</td>
<td>28%</td>
<td>27%</td>
<td>25%</td>
<td>NA</td>
<td>NA</td>
<td>0%</td>
<td>NA</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>2 - Somewhat Dissatisfied</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
<td>NA</td>
<td>NA</td>
<td>3%</td>
<td>NA</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>1 - Very Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>NA</td>
<td>NA</td>
<td>9%</td>
<td>NA</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Top 2</td>
<td>65%</td>
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<td>68%</td>
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<td>NA</td>
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<td>75%</td>
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### K. Campus Recreation Promotions

<table>
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<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
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<tbody>
<tr>
<td>5 or more times per week</td>
<td>2%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>3-4 times per week</td>
<td>2%</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
<td>6%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>7%</td>
<td>14%</td>
<td>3%</td>
<td>10%</td>
<td>6%</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
<td>24%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>19%</td>
<td>26%</td>
<td>14%</td>
<td>20%</td>
<td>15%</td>
<td>20%</td>
<td>20%</td>
<td>12%</td>
<td>30%</td>
</tr>
<tr>
<td>1-2 times per semester</td>
<td>30%</td>
<td>30%</td>
<td>31%</td>
<td>30%</td>
<td>26%</td>
<td>31%</td>
<td>21%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>Never</td>
<td>40%</td>
<td>23%</td>
<td>50%</td>
<td>37%</td>
<td>47%</td>
<td>36%</td>
<td>39%</td>
<td>50%</td>
<td>10%</td>
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<table>
<thead>
<tr>
<th>Information Found</th>
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<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
<td>90%</td>
<td>96%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>No</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
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<td>10%</td>
<td>4%</td>
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</tbody>
</table>

### Please rate your level of agreement with the following statement: The Campus Recreation activities and services are effectively promoted.

<table>
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<tr>
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<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Strongly Agree</td>
<td>12%</td>
<td>21%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
<td>NA</td>
<td>18%</td>
<td>8%</td>
<td>32%</td>
</tr>
<tr>
<td>4 - Agree</td>
<td>36%</td>
<td>39%</td>
<td>30%</td>
<td>26%</td>
<td>20%</td>
<td>NA</td>
<td>48%</td>
<td>35%</td>
<td>46%</td>
</tr>
<tr>
<td>3 - Neutral</td>
<td>27%</td>
<td>26%</td>
<td>32%</td>
<td>26%</td>
<td>41%</td>
<td>NA</td>
<td>20%</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>2 - Disagree</td>
<td>18%</td>
<td>10%</td>
<td>21%</td>
<td>26%</td>
<td>27%</td>
<td>NA</td>
<td>12%</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>1 - Strongly Disagree</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
<td>8%</td>
<td>4%</td>
<td>NA</td>
<td>2%</td>
<td>8%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Top 2</td>
<td>48%</td>
<td>60%</td>
<td>41%</td>
<td>36%</td>
<td>28%</td>
<td>NA</td>
<td>66%</td>
<td>43%</td>
<td>78%</td>
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</table>

### Please rate your level of agreement with the following statement: The Campus Recreation publications effectively promote activities and services.

<table>
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<th>2005 Benchmark</th>
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<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Strongly Agree</td>
<td>13%</td>
<td>23%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
<td>NA</td>
<td>20%</td>
<td>12%</td>
<td>34%</td>
</tr>
<tr>
<td>4 - Agree</td>
<td>39%</td>
<td>38%</td>
<td>38%</td>
<td>26%</td>
<td>31%</td>
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<td>27%</td>
<td>26%</td>
<td>26%</td>
<td>32%</td>
<td>33%</td>
<td>NA</td>
<td>23%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>2 - Disagree</td>
<td>16%</td>
<td>10%</td>
<td>15%</td>
<td>26%</td>
<td>22%</td>
<td>NA</td>
<td>12%</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>1 - Strongly Disagree</td>
<td>6%</td>
<td>3%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>NA</td>
<td>2%</td>
<td>4%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Top 2</td>
<td>52%</td>
<td>61%</td>
<td>48%</td>
<td>35%</td>
<td>39%</td>
<td>NA</td>
<td>63%</td>
<td>55%</td>
<td>78%</td>
</tr>
</tbody>
</table>
## L. Campus Recreation Outcomes and Overall Impression

Please rate your level of agreement with the following statement: Participation in Campus Recreation programs has expanded my interest in staying fit and healthy.

<table>
<thead>
<tr>
<th></th>
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<th>2005 Benchmark</th>
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<th>Institution 1</th>
<th>Institution 2</th>
<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Strongly Agree</td>
<td>27%</td>
<td>35%</td>
<td>26%</td>
<td>12%</td>
<td>27%</td>
<td>34%</td>
<td>31%</td>
<td>14%</td>
<td>46%</td>
</tr>
<tr>
<td>4 - Agree</td>
<td>40%</td>
<td>40%</td>
<td>48%</td>
<td>21%</td>
<td>31%</td>
<td>61%</td>
<td>51%</td>
<td>51%</td>
<td>38%</td>
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<tr>
<td>3 - Neutral</td>
<td>22%</td>
<td>21%</td>
<td>23%</td>
<td>14%</td>
<td>36%</td>
<td>0%</td>
<td>15%</td>
<td>30%</td>
<td>13%</td>
</tr>
<tr>
<td>2 - Disagree</td>
<td>7%</td>
<td>4%</td>
<td>2%</td>
<td>17%</td>
<td>7%</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
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<td>1 - Strongly Disagree</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>36%</td>
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<td>1%</td>
<td>1%</td>
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<tr>
<td><strong>Top 2</strong></td>
<td>67%</td>
<td>75%</td>
<td>74%</td>
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<td>95%</td>
<td>82%</td>
<td>65%</td>
<td>84%</td>
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Please rate your level of agreement with the following statement: Campus Recreation activities and programs contribute to the quality of life at this institution.

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<th>Institution 5</th>
<th>Institution 6</th>
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</thead>
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<tr>
<td>5 - Strongly Agree</td>
<td>35%</td>
<td>45%</td>
<td>29%</td>
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<td>45%</td>
<td>44%</td>
<td>15%</td>
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<td>53%</td>
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<td>0%</td>
<td>11%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>2 - Disagree</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
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<td>2%</td>
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<td>1 - Strongly Disagree</td>
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<td>&lt;1%</td>
<td>&lt;1%</td>
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<td>0%</td>
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<td>1%</td>
<td>&lt;1%</td>
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<td>88%</td>
<td>72%</td>
<td>92%</td>
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</tbody>
</table>

Please rate your level of agreement with the following statement: Campus Recreation offers "something for everyone."

<table>
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<th>2005 Benchmark</th>
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<th>Institution 3</th>
<th>Institution 4</th>
<th>Institution 5</th>
<th>Institution 6</th>
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</thead>
<tbody>
<tr>
<td>5 - Strongly Agree</td>
<td>29%</td>
<td>43%</td>
<td>25%</td>
<td>12%</td>
<td>17%</td>
<td>35%</td>
<td>31%</td>
<td>18%</td>
<td>55%</td>
</tr>
<tr>
<td>4 - Agree</td>
<td>46%</td>
<td>40%</td>
<td>48%</td>
<td>23%</td>
<td>37%</td>
<td>58%</td>
<td>44%</td>
<td>39%</td>
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<td>13%</td>
<td>22%</td>
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<td>35%</td>
<td>0%</td>
<td>18%</td>
<td>31%</td>
<td>8%</td>
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<td>2 - Disagree</td>
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<td>6%</td>
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<tr>
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<td>1%</td>
<td>1%</td>
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<td>&lt;1%</td>
<td>&lt;1%</td>
<td>7%</td>
<td>&lt;1%</td>
</tr>
<tr>
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<td>75%</td>
<td>83%</td>
<td>73%</td>
<td>35%</td>
<td>54%</td>
<td>93%</td>
<td>75%</td>
<td>57%</td>
<td>90%</td>
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Please rate your level of agreement with the following statement: My recreational needs are met by Campus Recreation.

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<th>Institution 5</th>
<th>Institution 6</th>
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<tbody>
<tr>
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<td>25%</td>
<td>43%</td>
<td>20%</td>
<td>9%</td>
<td>18%</td>
<td>32%</td>
<td>28%</td>
<td>12%</td>
<td>55%</td>
</tr>
<tr>
<td>4 - Agree</td>
<td>44%</td>
<td>39%</td>
<td>42%</td>
<td>25%</td>
<td>29%</td>
<td>59%</td>
<td>45%</td>
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<td>25%</td>
<td>29%</td>
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<td>16%</td>
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<td>2 - Disagree</td>
<td>10%</td>
<td>4%</td>
<td>7%</td>
<td>28%</td>
<td>18%</td>
<td>8%</td>
<td>9%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>1 - Strongly Disagree</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
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Please rate your level of agreement with the following statement: I enjoy participating in campus recreation activities and/or utilizing facilities.

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Top 2

Please rate your level of agreement with the following statement: Participation in recreational activities has provided me with skills/abilities that I will use after college.

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Top 2

Please rate your level of agreement with the following statement: Overall, I would recommend Campus Recreation facilities, services, and programs to others.

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Top 2

From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Self confidence

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From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Sense of adventure

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Athletic ability

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Concentration

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Fitness level

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Respect for others

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Multicultural awareness

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Sense of belonging/association

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Group cooperation skills

<table>
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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Ability to get a good night’s sleep

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Leadership skills

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Ability to multi-task

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Stress management

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### From your participation in Campus Recreation, activities, programs, and services do you feel you have increased or improved your: Ability to develop friendships

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### M. Recreation Impact Prior to Enrolling and After Leaving the Institution

#### Please rate the importance of the following: How important were recreation, sports, and/or fitness activities to you prior to enrolling at this institution?

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#### Please rate the importance of the following: How important was maintaining a healthy lifestyle to you prior to enrolling at this institution?

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#### Please rate the importance of the following: How important will recreation, sports, and/or fitness activities be to you after you leave this institution?

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### Please rate the importance of the following: How important will maintaining a healthy lifestyle be to you after you leave this institution?

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<td>28%</td>
<td>26%</td>
<td>39%</td>
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<tr>
<td>Slightly important</td>
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<td>1%</td>
<td>7%</td>
<td>4%</td>
<td>NA</td>
<td>5%</td>
<td>6%</td>
<td>1%</td>
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<tr>
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<td>2%</td>
<td>NA</td>
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<td>2%</td>
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</tr>
</tbody>
</table>

### N. Selected Student Demographics

#### Class status:

<table>
<thead>
<tr>
<th></th>
<th>2006 Benchmark</th>
<th>2005 Benchmark</th>
<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
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<th>Institution 4</th>
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<tr>
<td>First-year</td>
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<td>26%</td>
<td>24%</td>
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<tr>
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<td>25%</td>
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<tr>
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<td>29%</td>
<td>28%</td>
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<td>12%</td>
<td>37%</td>
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<td>0%</td>
<td>2%</td>
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#### Are you enrolled full-time this semester?

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<tr>
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<th>University of San Francisco</th>
<th>Institution 1</th>
<th>Institution 2</th>
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#### Gender

<table>
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<tr>
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<th>Institution 1</th>
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<tbody>
<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>77%</td>
<td>63%</td>
<td>71%</td>
<td>61%</td>
<td>78%</td>
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</table>
ASSESSMENT INSTRUMENTS
STANDARDS AND GUIDELINES

The NIRSA Standards are presented as minimum criteria for any collegiate recreational sports program and are not designed as ideal or ultimate statements. The intent is to create a more practical, working document designed to be broad in nature, allowing for institutions of various sizes, locations, administrations and philosophies to use the content for analyses and interpretation.

The assessment criteria in this tool is organized in the following order:

**General**
- Mission
- Human Resources
- Program
- Student Development
- Facilities and Equipment
- Funding
- Publicity and Promotion
- Recognition
- Safety
- Planning
- Relations
- Legality
- Evaluation

**Specialty**
- Aquatics
- Extramurals
- Fitness
- Informal Recreation
- Instructional Programs
- Intramurals
- Outdoor Recreation
- Special Events
- Sport Clubs
- Wellness

DOCUMENTATION

Reviewers depend upon relevant data and documentation to support their judgments in execution of the instrument. In preparation for the review, the following materials should be gathered to support the self-study.

**Relevant publications** (mission statements, catalogs, handbooks, staff manuals, policy manuals, annual reports)

**Descriptions of existing programs** (see specialty list)

**Relevant data** (quantitative data, needs assessment, comparative data with other institutions)

**Program evaluation data** (surveys, ratings, interviews, reports, summaries)

**Self-study initiated research and evaluation data** (student surveys, ratings, follow-ups to CAS reviews)

**Resumes, Job Descriptions, Performance Evaluations, Budgets, Organization Charts and Similar Documents**

Evaluations might include both quantitative data such as responses on a questionnaire and qualitative data such as a written summary of evaluations from a group interview to support the rater's judgments. The self-study will identify the need to collect additional data in order to evaluate a given criterion or to document suggestions for program enhancement. Space is provided for evaluators to note discrepancies between the standards and program practice and to recommend corrective actions.
PURPOSE AND ORGANIZATION

This instrument translates the NIRSA General and Specialty Standards for Collegiate Recreational Sports (1996) into a format for self-study purposes. The instrument is intended to be used for either self-assessment of a program or by a team of outside evaluators. Using this instrument, an institution may gain an informed perspective on its strengths and deficiencies and then plan for program improvement.

The NIRSA Standards Assessment Instrument was prepared by a sub-committee of the Professional Development Committee. The document was developed using NIRSA General and Specialty Standards for Collegiate Recreational Sports (1989) and the CAS Standards and Guidelines for Student Services/Development Programs (1988) as foundations for criteria statements and format. The tool was reviewed and revised by the 1995-96 Standards Committee.

The instrument is in worksheet format and is best utilized in conjunction with the NIRSA Standards document. Each section of the tool includes:

**Assessment Criteria**
For determining the extent to which the program is in compliance with standards.

**Scale**
For rating compliance judgments.

**Space**
For identifying evaluation documentation.
For describing discrepancies between the assessment criteria and program practice.
For suggesting corrective actions.
For suggesting program enhancements.

The execution of the assessment instrument should not be the end point in the self-study process, but should set the stage for documentation and creation of an action plan, if necessary.
STANDARDS ASSESSMENT

Assessment criteria are used to make judgments about the extent to which the program under review has met the standards. Each statement addresses an element of the standard and can be rated using the following scale:

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<tr>
<th>UnK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>Non-Compliance</td>
<td>Meets Criteria</td>
<td>Exceeds Criteria</td>
<td>Not Applicable</td>
</tr>
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</table>

The rating scale provides a vehicle to obtain subjective estimates of the degree to which a given criterion has been met. While a numerical, quantitative scale offers a simple, yet standardized way to report and compare judgments, consistency among raters is not automatic. Raters should use similar criteria when making judgments; therefore, prior to conducting the assessment, a rater training session to discuss the scale and attempt to reach consensus on the process is recommended.

**Standard**
A level of excellence regarded as a measure of adequacy.

**Criteria**
Test by which something can be judged.

**RATING SCALE TERMINOLOGY**
- **Unknown**: Insufficient information available to judge compliance with the criteria statement.
- **Non-Compliance**: Not in accord with NIRSA standards.
- **Meets Criteria**: Complies with test by which the standard is measured.
- **Exceeds Criteria**: Surpasses the test by which the standard is measured.
- **Not Applicable**: Criteria statement does not apply to the program under review.

Note: This rating is included to increase the adaptability of the instrument. This option is not offered to avoid honestly rating compliance with the standards but to recognize institutional uniqueness with regard to mission, size and philosophy.

**SCORING INSTRUCTIONS**

**Total Score for a Section**
Add rating points for all criterion statements receiving a score in the section being calculated.

**Average Score**
Add total points for the section and divide by the total number of criterion statements receiving points and unknown ratings (do not include criteria statements receiving NA responses in the divisor total).
FOLLOW-UP ACTION PLAN

The assessment instrument can be most effectively utilized by having the review team prepare a statement of overall action. The self-study should aid in the development of priorities for implementing recommended actions. An action plan format is suggested below.

1. **Identify Areas of Excellence**
   By reviewing the self-study.

2. **Identify the Required Actions**
   a. List each criterion identified as not being in compliance, as well as discrepancies.
   b. List each suggested specific action identified to bring the program into compliance.
   c. Establish priority of actions on the basis of their overall importance to achieving the program's mission and primary goals and objectives.

3. **Program Enhancement Actions**
   a. List each of the actions recommended to strengthen and enhance the program.
   b. Establish priority of recommended actions for program enhancement on the basis of their desirability and feasibility for achievement.

4. **Program Action Plans**
   a. Establish an action plan for initiating and implementing the changes suggested to bring the program into compliance with the standards that also incorporates actions to introduce the program enhancements.
   b. Set dates by which specific actions are to be completed.
   c. Identify responsible parties to complete the action tasks.
GENERAL STANDARDS
Assessment Instrument

Institution:

Rater(s):

<table>
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<tr>
<th>UnK</th>
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<tbody>
<tr>
<td>Unknown</td>
<td>Non-Compliance</td>
<td>Meets Criteria</td>
<td>Exceeds Criteria</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

SECTION A: MISSION
Assessment Criteria:

A.1 There exists a written departmental mission statement which is consistent with the stated mission of the institution. A.1 2

A.2 The written mission statement is consistent with the student services/development mission, or other unit of which the department is a part. A.2 2

A.3 There exists a statement of mission/purpose which identifies provision of cooperative/competitive play opportunities (service) to constituents. A.3 2

A.4 There exists a statement of mission/purpose which identifies learning opportunities (development) for participants. A.4 2

A.5 There exists a statement of mission/purpose which identifies the nurturing of a positive institutional image. A.5 2

A.6 The program's goals provide for a variety of activity opportunities to satisfy the diverse needs of students, faculty and staff. A.6 3

A.7 The program's goals provide, where appropriate, recreational sports opportunities for guests, alumni and the general public. A.7 3

A.8 The program's goals provide for cooperative use of campus sports facilities with other user units such as physical education, men's and women's intercollegiate athletics and the student union. A.8 3

A.9 The program's goals provide for extracurricular educational opportunities through participation in recreational sports leadership roles. A.9 3

A.10 The program's goals include efforts contributing positively to institutional relations. A.10 3

A.11 The program's goals include cooperative efforts with appropriate academic units for recreational sports curricular development. A.11 2

SCORING
Section A Total Score

\[
\text{Section A Average Score} = \frac{27}{2.45} = 11.04 \\
\]

Comments: Use reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.

NIRSA Standards Assessment Instrument
SECTION B: HUMAN RESOURCES

Special Note: The criterion was established to examine appropriate staffing levels. It is not the intent of this instrument to show a bias for or against any particular institutional size.

Assessment Criteria:

B.1 There is evidence that the program is staffed by professional(s) who possess appropriate background and/or training in the field. B.1 3

B.2 Full-time staff: There is evidence that full-time staff are supported as regular employees with salaries and benefits comparable to those of other staff or faculty with similar levels of responsibility. B.2 3

B.3 There is a full-time director or associate director with direct responsibility for overall management including budget, facilities, equipment, personnel and programming. B.3 2

B.4 There is an individual or individuals, full-time professionals, who are responsible for daily programming, usually with titles of assistant director or coordinator. B.4 2

B.5 There is evidence of appropriate support staff to assist the professional staff in conducting the program. B.5 1

B.6 Part-time staff: There is provision for a variety of paid or volunteer part-time employees to assist in the conduct of the program. B.6 3

B.7 There is evidence of the use of interns, graduate assistants or undergraduate assistants in conducting the program. B.7 2

B.8 There is evidence of the use of student employees in a variety of paraprofessional positions including, but not limited to, officials, lifeguards, supervisors, equipment attendants and office clerks. B.8 3

B.9 Qualifications for full-time staff: The director holds a master's degree or doctorate degree and is a NIRSA Certified Recreational Sports Specialist. B.9 2

B.10 Associate directors, if any, hold master's degrees and are NIRSA Certified Recreational Sports Specialists. B.10 1

B.11 Assistant directors, and/or program coordinators, if any, hold bachelor's degrees and are NIRSA Certified Recreational Sports Specialists. [NOTE: Master's degree preferred.] B.11 3

B.12 Qualifications for part-time staff: Graduate assistants and interns, if any, possess relevant academic credentials and an interest in recreational sports. B.12 3
B.13 Qualifications for part-time staff: Graduate assistants and interns, if any, receive identifiable in-service training prior to assuming their duties.

B.14 Paid paraprofessionals, if any, receive identifiable in-service training prior to assuming their duties.

B.15 Volunteer paraprofessionals, if any, demonstrate interest in serving the recreational sports program and receive identifiable in-service training prior to assuming their duties.

B.16 There is evidence that individuals involved in the delivery of the recreational sports program practice ethical behavior as deemed appropriate by the institution and the recreational sports field.

B.17 The NIRSA Code of Ethics are available in written form and reviewed on a regular basis.

B.18 Departmental policies and procedures are consistent with professional ethical standards.

B.19 There is evidence of a planned and systematic evaluation process for all employees and volunteers involved in the delivery of the recreational sports program.

**SCORING**

Section B Total Score 42

Section B Average Score 2.21

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION C: PROGRAM

NOTE: Refer to specialty sections for more detailed assessment criteria.

Assessment Criteria:

C.1 The recreational sports program appears to provide an overall balance in team, dual, individual, meet and special event sport experiences.

C.2 The program provides for varying degrees of skill and interest in the variety of sport experiences offered.

C.3 There is an Aquatics program that provides opportunities and assistance for participants to be involved in an aquatic environment.

C.4 There is an Extramural Sports program that provides opportunities for structured sports activities between participants from different institutions.

C.5 There is a Fitness program that provides opportunities for individuals to pursue voluntary involvement for personal fitness and a healthy lifestyle through exercise.

C.6 There is an Informal Recreation program that provides opportunities for self-directed activity participation.

C.7 There is an Instructional program which provides learning opportunities in an effort to improve sports related skills and knowledge.

C.8 There is an Intramural Sports program that provides opportunities for scheduled leagues, meets and tournaments in team, dual and individual sports.

C.9 There is an Outdoor Recreation program which provides opportunities for a full range of outdoor activities involving challenges and achievements in appropriate settings such as mountains, rivers, lakes, parks, caves, etc.

C.10 There are Special Events programs which provide opportunities for the introduction of new programs or expansion of existing ones.

C.11 There is a Sport Clubs program which provides opportunities for interested individuals to organize themselves around a specific sport and to self-determine the nature of the sport involvement (competitive, instructional, social).

C.12 There is a Wellness program that provides opportunities for participants to address issues and make healthy lifestyle choices with regard to physical social, mental, emotional and spiritual wellness.

C.13 There is evidence that the recreational sports program is designed to enhance extracurricular learning for participants, employees and voluntary sport leaders.

SCORING
Section C Total Score 28
Section C Average Score 2.92

Comments: Use reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION D: STUDENT DEVELOPMENT

Assessment Criteria:

D.1 The recreational sports programs are responsive to the developmental needs of the students served.  D.1 3
D.2 The recreational sports program promotes student development by encouraging positive and realistic self-appraisal.  D.2 3
D.3 The recreational sports program promotes student development by encouraging intellectual development.  D.3 3
D.4 The recreational sports program promotes student development by encouraging clarification of values.  D.4 2
D.5 The recreational sports program promotes student development by encouraging physical fitness.  D.5 3
D.6 The recreational sports program promotes student development by encouraging the ability to relate meaningfully to others.  D.6 3
D.7 The recreational sports program promotes student development by enhancing the participants capacity to engage in a personally satisfying and effective style of living.  D.7 3
D.8 The recreational sports program promotes student development by encouraging appreciation of cultural and aesthetic differences.  D.8 3
D.9 The recreational sports program promotes student development by encouraging an enhanced capacity to work independently and interdependently.  D.9 3
D.10 The recreational sports program assists students to resolve personal, physical and educational problems.  D.10 3
D.11 The recreational sports program provides intentional interventions designed to encourage quality environmental conditions.  D.11 3
D.12 The recreational sports program helps the campus community understand the importance and relationship of both formal academic activity and recreational sports program activity to student development.  D.12 3

SCORING

Section D Total Score  35
Section D Average Score  2.92

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
### SECTION E: FACILITIES AND EQUIPMENT

**Assessment Criteria:**

- **E.1** There is sufficient access to indoor facilities to provide a balanced program of activities.  
  - E.1 3

- **E.2** Indoor facilities conform to applicable local, state and federal codes of overall design, access and square footage.  
  - E.2 3

- **E.3** Indoor facilities conform to applicable local, state and federal codes in regard to access for people with disabilities.  
  - E.3 3

- **E.4** There is sufficient access to outdoor facilities to provide a balanced program of activities.  
  - E.4 1

- **E.5** Outdoor facilities conform to applicable local, state and federal codes of overall design, access and square footage.  
  - E.5 2

- **E.6** Outdoor facilities conform to applicable local, state and federal codes in regard to access for people with disabilities.  
  - E.6 2

- **E.7** Where facility sharing with other user departments exists, policies provide a fair distribution to recreational sports.  
  - E.7 1

- **E.8** Equipment which is provided meets the needs required and does not show a bias toward any user group.  
  - E.8 2

- **E.9** A routine safety assessment of the indoor and outdoor facilities is conducted on a regular basis.  
  - E.9 3

- **E.10** A routine safety assessment of the outdoor equipment is conducted on a regular basis.  
  - E.10 2

### SCORING

- **Section E Total Score:** 22
- **Section E Average Score:** 2.2

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.

Lack of outdoor field space is a major impediment to the success of our outdoor team programs.
SECTION F: FUNDING
Assessment Criteria:

E1  The funding is adequate to carry out the designated mission.

E2  The program attempts to identify and secure funds from all available sources.

E3  There is periodic review of expenditures to ensure effectiveness and efficiency.

E4  There is evidence of sound fiscal management in the areas of planning, implementation and control.

SCORING
Section F Total Score 11
Section F Average Score 2.75

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.

* Need additional funds for part-time staff due to the implementation of the minimum wage laws
SECTION H: RECOGNITION

Assessment Criteria:

H.1 There is a systematic effort to recognize program participants.

H.2 There is a systematic effort to recognize employees and volunteers for special contributions to the success of the program.

SCORING

Section H Total Score

Section H Average Score

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION G: PUBLICITY AND PROMOTION

Assessment Criteria:

G.1 There is evidence of systematic publicity and promotion efforts including bulletin boards, campus newspapers, campus networks and electronic bulletin boards and specialized materials.  

G.2 Publicity and promotion efforts have a professional appearance and are presented with taste and sensitivity.  

G.3 Publicity and promotion materials are available in a variety of media formats to meet the diverse needs of physically and mentally challenged participants.  

SCORING

Section G Total Score 5  
Section G Average Score 3.166

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION I: SAFETY

Assessment Criteria:

I.1 There are written policies for emergency procedures in the event of accidents or a variety of unforeseen events.  
I.2 There is evidence of ongoing attention to reducing risks and hazards in the program (e.g., routine inspection of the facilities and equipment on a regular basis).  
I.3 There is a systematic program for training personnel in proper emergency procedures.  
I.4 First aid area(s) is accessible and is stocked with current supplies and necessary equipment.  
I.5 There is evidence of a systematic documentation procedure for injuries and incidences.  
I.6 There is evidence of a systematic evaluation process for programs to indicate potential safety concerns.

SCORING

Section I Total Score  17

Section I Average Score  2.83

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION J: PLANNING
Assessment Criteria:

J.1 There is a written master plan identifying both short and long range goals and objectives. J.1 2

J.2 There is provision for periodic review of the master plan by staff members. J.2 2

J.3 The recreational sports master plan is reviewed and approved by relevant administrative entities. J.3 2

J.4 The recreational sports master plan is included as part of a larger departmental, divisional or institutional plan. J.4 2

SCORING
Section J Total Score 8
Section J Average Score 2.0

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION K: RELATIONS

Assessment Criteria:

K.1 There is evidence of purposeful effort toward the development of positive, progressive relations with other institutional units and campus groups.  K.1.3

K.2 The recreational sports program helps the institution in providing an environment that enhances awareness of cultural differences including disabilities, gender, sexual orientation and ethnicity.  K.2.3

K.3 The program helps the institution in providing opportunities for individuals to assess their personal views and biases regarding cultural differences including disabilities, gender, sexual orientation, ethnicity and the need for behavioral change.  K.3.3

K.4 There is purposeful effort to promote positive and progressive self-governance by providing ample opportunities for participants to serve on recreational sports program advisory councils and committees that develop and enforce policies.  K.4.2

K.5 There is evidence of the development of positive, progressive relations with the community and external agencies.  K.5.3

SCORING

Section K Total Score 14

Section K Average Score 28

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SECTION I: LEGALITY

Assessment Criteria:

L.1 There is evidence of an understanding of the legal issues involving individual rights by the departmental staff.
L.2 Both the spirit and intent of equal opportunity laws are evident throughout the recreational sports program.
L.3 Non-discriminatory personnel policies regarding race, gender, religion, age, national origin, color, marital status, sexual orientation and disability have been developed and are practiced regularly.
L.4 Hiring and promotion policies exist to assure that affirmative action will be taken to overcome recreational sports staff imbalances where they exist.
L.5 The program seeks to identify, prevent and/or remedy other discriminatory practices.
L.6 The program seeks to prevent and prohibit sexual harassment of employees, applicants for employment and all participants.
L.7 There is evidence of an understanding on the part of the department staff members of the legal issues involving liability.
L.8 There is evidence of a working relationship between the campus legal department and the recreational sports department.
L.9 There is evidence that legal resources are available for the recreational sports department when a campus legal department is not in place at the institution.

SCORING
Section I Total Score  17
Section I Average Score  2.13

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence actions needed for compliance and suggestions for improvement.
SECTION M: EVALUATION

Assessment Criteria:

M.1. There is a systematic assessment of program needs.  
M.2. There is a systematic assessment of facility needs.  
M.3. There is a systematic assessment of participant needs.  
M.4. There is an ongoing process to evaluate the effectiveness of the programs offered.  
M.5. There is a written annual report for the department.

SCORING

Section M Total Score 13  
Section M Average Score 2.6

Comments: Use this space to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SCORING SUMMARY

FINAL SCORING
Total of Average Scores  
28.58

Overall Average  
2.38

COMMENTS:
2.45
2.21
2.92
2.97
2.20
2.75
1.60
2.0
2.8
2.8
2.13
2.16

28.58

NIRSA Standards Assessment Instrument
SPECIALTY STANDARDS
Assessment Instrument

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<td>Unknown</td>
<td>Non-Compliance</td>
<td>Meets Criteria</td>
<td>Exceeds Criteria</td>
<td>Not Applicable</td>
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</table>

AQUATICS
Assessment Criteria:

DESCRIPTION
A.1  A written description and purpose of the Aquatics program is on file. A.1 2

PROGRAMMING
B.1  There is evidence of a balanced and varied program of activities. B.1 3
B.2  The aquatics program is designed to accommodate beginning, intermediate and advanced participants, as well as individuals with varying levels of knowledge and expertise. B.2 3
B.3  The program provides for a wide range of available time for participation. B.3 3
B.4  A sufficient amount and variety of equipment is available for self-directed participants. B.4 3
B.5  Instructional offerings provide for proper progression in skill acquisition. B.5 3
B.6  There is evidence that the overall focus of the program is to provide a learning experience in water safety. B.6 3

LEADERSHIP
C.1  There is a designated staff individual to act as facilitator of the Aquatics program. C.1 3
C.2  There is evidence that leaders, lifeguards and instructors are hired and trained according to recognized national standards. C.2 3
C.3  Current certifications for all aquatic personnel are on file. C.3 3

CONTROL
D.1  There are records and documents detailing policies and procedures, emergency action plans, legal liability and water quality standards. D.1 3
D.2  Filtration and sanitation areas of the pool are maintained properly. D.2 3
D.3  All special equipment and chemicals are stored properly. D.3 3

SCORING
Aquatics Total Score 28
Aquatics Average Score 2.92

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
EXTRAMURALS
Assessment Criteria:

DESCRIPTION
A.1 A written description and purpose of the extramural program is on file. A.1 2

ELIGIBILITY
B.1 The eligibility for participation includes only students, faculty and staff members. B.1 2

SELECTION
C.1 A publicized and clear procedure exists for selecting the participating individuals or teams for extramural events. C.1 2

C.2 The selection procedure provides for a variety of sports opportunities to satisfy the diverse needs of students, faculty and staff members. C.2 2

LEADERSHIP
D.1 A departmental staff member is specifically charged with responsibility for the extramural program. D.1 2

ADMINISTRATION
E.1 Planning for events includes appropriate procedures for housing and registration. E.1 NA 2

E.2 There is evidence that institutional policies are in effect for extramural housing and travel. E.2 2

E.3 The site selection for extramural events takes into account safety, accessibility and adequacy. E.3 2

E.4 Extramural funding is part of the ongoing operational budget with respect to both income source and expenses. E.4 1

E.5 Extramural participants are adequately insured through institutional coverage. E.5 2

E.6 Extramural events are limited to NIRSA endorsed events. E.6 NA 2

SCORING
Extramurals Total Score 19
Extramurals Average Score 1.9

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.

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**FITNESS**

Assessment Criteria:

**DESCRIPTION**
A.1 A written description and purpose of the fitness program and its purpose is on file. A.1.2

**PROGRAM**
B.1 There is evidence of a balanced and varied program of activities. B.1.3
B.2 The fitness program is designed for participants with different fitness levels, goals and varying levels of knowledge pertaining to fitness and exercise. B.2.3
B.3 The fitness program addresses the five components of fitness: body composition, cardiovascular endurance, flexibility, muscular endurance and muscular strength. B.3.2
B.4 There is provision for self-directed fitness activities. B.4.3
B.5 There is a fitness assessment component in the program available to participants. B.5.3
B.6 There is provision for a variety of educational opportunities such as workshops, clinics, brochures, bulletin board displays and special fitness sessions. B.6.3
B.7 There is a personal trainer component in the program available to participants. B.7.3

**ADMINISTRATION**
C.1 There is evidence that the fitness program adheres to general health professional and legal requirements. C.1.3
C.2 A signed waiver is required of all individuals prior to participation in structured fitness activities. C.2.3
C.3 Participants in high health risk classifications are required to have a preactivity medical screening report and physician clearance. C.3.3
C.4 There is evidence that leaders, supervisors and personal trainers for fitness activities are hired and trained according to nationally recognized standards. C.4.3
C.5 Fitness programs are conducted in an environment that is clean, safe and conducive to participation. C.5.3

**SCORING**
Fitness Total Score 37
Fitness Average Score 2.85

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
INFORMAL RECREATION
Assessment Criteria:

DESCRIPTION
A.1 A written description and purpose of the informal recreation program is on file.   A.1 2

PROGRAM
B.1 The program provides for a variety of activities for self-directed participation.   B.1 3
B.2 The program provides a wide range of available times for participation.   B.2 3
B.3 The program is designed to encourage participation by a diverse population with a wide range of skill levels.   B.3 3
B.4 Facilities made available for informal recreation programming are safe, accessible, convenient and properly maintained.   B.4 3
B.5 A well-planned, effective method for communicating the program to participants is in place.   B.5 3
B.6 A sufficient amount of quality equipment is available for the informal recreation program participants.   B.6 2
B.7 The informal recreation program provides opportunities for participant convenience and enhancement by providing additional services.   B.7 2

ADMINISTRATION
C.1 There are written policies for facility access and usage to clarify individual and group eligibility.   C.1 2
C.2 There are clear policies with respect to reservations for facility use.   C.2 2
C.3 There is a professional staff member who is responsible for the implementation of the informal recreation program.   C.3 2
C.4 There are effective control methods to protect the health and safety of participants.   C.4 2
C.5 There are effective reporting procedures for the informal recreation program.   C.5 2

SCORING
Informal Recreation Total Score 3.1
Informal Recreation Average Score 2.38

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
## INSTRUCTIONAL PROGRAMS

**Assessment Criteria:**

### DESCRIPTION
A.1 A written description and purpose of the instructional program is on file. A1 2

### PROGRAMMING
B.1 There is a demonstrated need/demand for the offerings of the instructional program. B1 3
B.2 The program includes activities with emphasis on lifetime sports, recreational aspects, fitness benefits and other lifestyle activities. B2 3
B.3 There is provision for varied skill levels in the program. B3 3
B.4 The instructional offerings provide for proper progression in skill acquisition. B4 2
B.5 Instructional sessions are conducted according to generally accepted standards. B5 2

### INSTRUCTORS
C.1 Instructors are qualified with regard to instructional methods, knowledge of material and conduct of the class. C1 3
C.2 Instructors are trained in necessary health and safety regulations and legal implications. C2 3
C.3 Instructors demonstrate expertise in the skill(s) involved. C3 3
C.4 Instructor selection process includes a thorough search for the best qualified individuals available. C4 2

### ADMINISTRATION
D.1 There is an appropriate financial assessment prior to the setting of fees. D1 3
D.2 The fee collection process is accurate and convenient. D2 3
D.3 There is evidence that the registration process is designed for participant ease and convenience. D3 3
D.4 There is evidence that the scheduling of instructional program activities is compatible with participant availability and interest. D4 3
D.5 There is an evaluation plan which allows for both staff and participant input, as well as other acceptable strategies and techniques. D5 2

### SCORING

- **Instructional Programs Total Score:** 40
- **Instructional Programs Average Score:** 2.67

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**INTRAMURALS**

Assessment Criteria:

**DESCRIPTION**
A.1 A written description and purpose of the intramural program that includes provision for structured contests, meets, tournaments and leagues for students, staff and faculty is on file.

**PROGRAMMING**
B.1 There is evidence of an ongoing assessment to determine program offerings.
B.2 Program offerings include a balanced program of team, individual and dual events.
B.3 Program offerings include opportunities for men, women and co-recreation.
B.4 There is evidence that a systematic, organizational structure of divisions and units exists to enhance participation.
B.5 The scheduling of intramural activities is responsive to and reflective of the institutional setting, its traditions, its calendar, as well as the availability of facilities.
B.6 There is evidence that acceptable scheduling techniques are used to accomplish the goals of each event.

**ADMINISTRATION**
C.1 There are clearly defined policies regarding eligibility for participation in the program.
C.2 There is written evidence of rules and regulations for conducting events.
C.3 There is written evidence of specific sport rules for each of the activities offered.
C.4 There is evidence that program personnel are properly trained to fulfill assigned tasks.
C.5 There is evidence of a code of conduct for participants and subsequent disciplinary procedures.

**SCORING**

Intramurals Total Score: 29
Intramurals Average Score: 2.42

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
OUTDOOR RECREATION
Assessment Criteria:

DESCRIPTION
A.1 A written description and purpose of the outdoor recreation program that includes opportunities to make contact with natural environments where aesthetics are enjoyed, as well as challenging experiences is on file.

PROGRAMMING
B.1 There is evidence that the overall program provides for participants to interact in a variety of experiences in a natural setting.
B.2 The program includes opportunities for common adventures.
B.3 The program includes opportunities in which a leader or outfitter delivers a trip to participants.
B.4 The program includes experiences in low challenge adventures, high challenge adventures and cooperative/competitive play activities in a natural setting.

LEADERSHIP
C.1 There is evidence that procedures for recruitment and selection of trip leaders are in place.
C.2 There are specific training procedures including first aid/emergencies, search and rescue, and other appropriate strategies to ensure participant safety.
C.3 Staff evaluations are conducted on a regular basis.

ADMINISTRATION
D.1 Eligibility policies are in place that are in accord with institutional and departmental rules.
D.2 Pre-trip orientation programs for participants and leaders are conducted for each trip.
D.3 A safety management plan is in place that takes into account specific safety needs for each activity as well as general safety management.
D.4 A system for distribution, use and maintenance of equipment is in place, if applicable.
D.5 Contractual agreements, when necessary, are provided for with appropriate documentation.
D.6 There are clearly defined travel policies in place that are in accord with institutional regulations.
D.7 There is a concerted effort to minimize environmental impact for each specific activity.

SCORING
Outdoor Recreation Total Score 34
Outdoor Recreation Average Score 2.27

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SPECIAL EVENTS
Assessment Criteria:

DESCRIPTION
A.1 A written description and purpose of the special events program that includes the introduction of new activities or expansion of existing programs with an emphasis on uniqueness is on file. A.1 2

PROGRAMMING
B.1 There is evidence that the program reflects the interest and support of participants. B.1 3
B.2 There is evidence that special events provide unique and unusual opportunities in sport, leisure, social and/or cultural activities. B.2 3
B.3 There is evidence that the planning for special events includes special emphasis on communication to the target population. B.3 3
B.4 There is evidence that special events include an emphasis on participant enjoyment through the choice of activity, concessions, convenience and scheduling. B.4 3

ADMINISTRATION
C.1 There is evidence that special events follow all institutional and departmental policies. C.1 3
C.2 There is close attention to the nature of the special event with respect to planning, safety and proper management. C.2 3
C.3 The special events program provides a strategy for consideration of including an event as a continuing activity. C.3 3
C.4 The funding of special events includes a careful review of the necessary elements to ensure a financially successful event. C.4 3

SCORING
Special Events Total Score 260
Special Events Average Score 2.89

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
SPORT CLUBS
Assessment Criteria:

DESCRIPTION
A.1 A written description and the purpose of the sport clubs program is on file.
A.2 The statement of purpose for the sport clubs program includes a provision for self-governance within institutional policies.

PROGRAM
B.1 There is evidence that the program responds to a variety of interests through its offerings.
B.2 There is provision for social interaction within the club program.
B.3 There is evidence of an instructional component within the club program.
B.4 There is opportunity for competition within the structure of the club program.

ADMINISTRATION
C.1 There is a designated staff individual to act as a facilitator in the overall administration of the sport clubs program.
C.2 There is evidence that membership policies are open while still adhering to institutional guidelines.
C.3 There is evidence of adequate insurance coverage for club members and equipment.
C.4 There is evidence that policies exist which promote safe, educational and appropriate membership behavior, especially in high risk activities.
C.5 There is evidence that leadership development is an important provision within the program.
C.6 There are a variety of leadership opportunities such as elected officers, advisors, coach/instructors and student assistants in the delivery of the program.
C.7 There is a published manual on policy, rules and regulations available to club members.
C.8 There is adequate availability of space and scheduling options for the clubs.
C.9 There are specific policies for the acquisition of equipment for clubs.
C.10 There are specific policies for the control of equipment for clubs.
C.11 There are specific travel rules and regulations that comply with institutional policies and procedures.
C.12 There is evidence of adequate monetary control in the operation of sport clubs, both individually and collectively.

SCORING
Sport Clubs Total Score
Sport Clubs Average Score

Comments: Use the reverse side of this page to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.

NIRSA Standards Assessment Instrument
SPORT CLUBS
Assessment Criteria:

DESCRIPTION
A.1 A written description and the purpose of the sport clubs program is on file. A.1
A.2 The statement of purpose for the sport clubs program includes a provision for self-governance within institutional policies. A.2

PROGRAM
B.1 There is evidence that the program responds to a variety of interests through its offerings. B.1
B.2 There is provision for social interaction within the club program. B.2
B.3 There is evidence of an instructional component within the club program. B.3
B.4 There is opportunity for competition within the structure of the club program. B.4

ADMINISTRATION
C.1 There is a designated staff individual to act as a facilitator in the overall administration of the sport clubs program. C.1
C.2 There is evidence that membership policies are open while still adhering to institutional guidelines. C.2
C.3 There is evidence of adequate insurance coverage for club members and equipment. C.3
C.4 There is evidence that policies exist which promote safe, educational and appropriate membership behavior, especially in high risk activities. C.4
C.5 There is evidence that leadership development is an important provision within the program. C.5
C.6 There are a variety of leadership opportunities such as elected officers, advisors, coach/instructors and student assistants in the delivery of the program. C.6
C.7 There is a published manual on policy, rules and regulations available to club members. C.7
C.8 There is adequate availability of space and scheduling options for the clubs. C.8
C.9 There are specific policies for the acquisition of equipment for clubs. C.9
C.10 There are specific policies for the control of equipment for clubs. C.10
C.11 There are specific travel rules and regulations that comply with institutional policies and procedures. C.11
C.12 There is evidence of adequate monetary control in the operation of sport clubs, both individually and collectively. C.12

SCORING
Sport Clubs Total Score
Sport Clubs Average Score

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**WELLNESS**

**Assessment Criteria:**

**DESCRIPTION**
A.1 A written description and purpose of the wellness program is on file.  

**PROGRAMMING**
B.1 There is evidence of an ongoing assessment to determine participant needs and interests.  
B.2 The wellness program encompasses the multi-dimensional areas of physical, social, mental, emotional and spiritual wellness.  
B.3 Programs are conducted in a physically and emotionally safe environment.  
B.4 The structured program offers a variety of educational styles including classes, workshops, clinics and support groups.  
B.5 There is provision for self-directed opportunities including access to resources or referral systems.  
B.6 The program provides for varied knowledge and skill levels.  
B.7 Communication among other campus resources occurs on an ongoing basis.  
B.8 The program is designed to encourage participation by a diverse population.  

**CONTROL**
C.1 There is evidence that the program adheres to general health, professional and legal requirements.  
C.2 An ongoing review of current research pertaining to physical, social, emotional, mental and spiritual wellness occurs.  
C.3 There is a system of program review which includes participant input, as well as other appropriate strategies and techniques.  
C.4 There is evidence of appropriate documentation detailing participant eligibility, including signed waivers, consent forms and registration rosters.  
C.5 A system for input from current and potential participants is in place.  
C.6 There is evidence of an appropriate financial assessment prior to the setting of fees.  
C.7 An efficient refund system is in place.
LEADERSHIP
D.1 There is a designated staff individual to act as facilitator of the wellness program.  D.1.3
D.2 The selection process makes use of a variety of techniques to ensure that a thorough search for individual has occurred.  D.2.2
D.3 There is evidence that leaders and trainers for wellness activities are trained according to recognized standards in the field.  D.3.2
D.4 There is demonstrated maintenance of up-to-date educational competencies that are required for all leaders and trainers in the field.  D.4.3

SCORING
Wellness Total Score  56
Wellness Average Score  28

Comments: Use the space below to record relevant information such as supporting evidence or lack of supporting evidence, actions needed for compliance and suggestions for improvement.
Building Features

The University of San Francisco’s Recreational Sports Department is proud to present the Koret Health and Recreation Center (KHRC). Since our grand opening in September 1989, the KHRC has provided services to USF students, its members and neighboring community with one of the finest recreational sports facilities in the San Francisco.

The University of San Francisco’s Department of Recreational Sports offers a full-range of recreational opportunities to meet the needs and expectations of students and the University community. The department prides itself by instituting a well-rounded curriculum, programs and facilities that encompass the needs of the total person that support the Vision Mission and Values of the University in educating minds and hears to change the world.

Features:

**Olympic Size Swimming Pool** measures 50 meters by 25 yards, with 9-foot wide-lanes, 1 one-meter and 1 three-meter diving boards. The pool is open for lap swimming, various water sports, and youth/adult swim lessons.

**Cardiovascular Alley** includes lifecycle, treadmills, life-steps, precors and rowing machines

**Swig Pavilion Multi-Use Gymnasium** can accommodate three basketball, three indoor soccer, four volleyball, six badminton courts or a combination of each.

**Racquet Ball Court** - one full-size court with reservations at least 24 hours in advance.

**Weight Room** providing 320 square feet of aerobic and cardiovascular equipment, full circuit and free weights, and featuring weight machines by Cybex. An expansion of the weight room is expected to be completed by the end of the Fall 2007.

**Aerobic & Combatives Rooms** equipped with custom low impact hardwood flooring with full length wall mirrors and built in stereo system.

**Hagan Gymnasium** a gym containing a High School sized basketball court, locker rooms, showers and bleachers which can accommodate various indoor sporting events, badminton, indoor soccer, volleyball.

**Outdoor Tennis Courts** (two) are located on the Lone Mountain Campus. Reservations are taken at the KHRC front desk.

**Deli Lounge** room has fantastic vistas of the Pacific Ocean, Point Reyes and Farallon Islands. In this area we currently house Part-time Facility during the semester. WIFI is available in this area and other areas of the Koret facility.
KORET BUILDING RULES

A valid USF or Department approved photo ID must be presented at all times for access to the Koret Health and Recreation Center.

The Department of Recreational Sports reserves the right to restrict and/or refuse admittance to its facilities and programs. All University and Departmental policies and procedures must be complied with, including those for each area, at all times. These rules are available upon request. Abusive language and/or actions toward a staff person or fellow patron may result in loss of privileges and/or suspension from facilities.

All persons using the facility and/or participating in any recreational sports activity must have a signed waiver on file. Children 17 years of age and under must have a waiver signed (on site) by a parent or legal guardian.

Children 17 years of age and under may use the KHRC only when accompanied and directly supervised by their parent or legal guardian, unless enrolled in a Recreational Sports program or currently registered as a USF student.

Koret users, with or without compensation, other than KHRC staff are not permitted to provide instruction, and/or coaching without prior written approval from the Department of Recreational Sports.

No more than two guests per member per day. Visitors must pay appropriate fee and sign a waiver form.

Weight room and cardiovascular alley machines are restricted to users 18 years of age and older unless enrolled in a Recreational Sports program or registered as a current USF student.

Proper Work-out Clothing and Apparel are required when using the Weight Room or Cardio Equipment.

Shirts are required in all areas of the facility except the pool deck and multipurpose courts. Shoes are required in all areas of the facility except the pool deck and locker-rooms.

Cell Phones, PDAs are not allowed in all Work-out Areas and Locker Rooms.

Koret does not allow photographs to be taken or video taping in the facility.

Smoking is not permitted in the KHRC at any time.

Eating and Drinking are permitted only in designated areas. Do not eat and/or drink in activity areas.

Bicycles, mopeds, in-line skates, skate-shoes, or skateboards and all other cleats or wheeled shoes are not allowed inside the KHRC. Bike and mopeds must be locked up outside the facility and skateboards and in-line skates must be carried.

Animals are not allowed in the facility or pool areas unless they are specially trained to aid in the mobility of their owners (i.e.: Seeing Eye or hearing ear dogs).

No hard-soled, floor-marking shoes allowed on the hardwood floors of the KHRC.

The Department is not responsible for lost or stolen items. Lost and found items left over 30 days will be removed.

No ID = no entry = no exceptions

The above policies are subject to change without notice.
HEALTH AND SAFETY LIABILITY

LIABILITY STATEMENT

Participation in all Recreational Sports facilities and programs are on a voluntary basis. The University of San Francisco shall not be liable for any injuries, damages, or other such losses, which individuals may incur while using Recreational Sports facilities or participating in Recreational Sports programs. Individuals specifically assume the risk of injuries, damages, or other such losses while using any equipment or facilities at the University of San Francisco on the University of San Francisco’s premises. Participants waive any and all claims against the University of San Francisco, its trustees, offerors, agents, and employees for any such injuries, damages, or other such losses. All participants are required to sign a waiver prior to taking part in any Recreational Sport activity.

HEALTH AND SAFETY

The American College of Sports Medicine strongly suggests that an individual over the age of 45 or with apparent health problems receive medial approval from the physician prior to beginning an exercise program. If suspected that medical conditions exist (for any age), it is recommended NOT to participate and see your physician as soon as possible.
In consideration of being permitted to enter the University of San Francisco Koret Health and Recreation Center ("KHRC") for any purpose, including, but not limited to observation, use of facilities or equipment, or participation in any way, I hereby acknowledge and agree to the following:

**INSPECTION.** I have inspected, or immediately upon entering will inspect, KHRC premises, facilities and equipment. I understand that my entry into KHRC for any purpose constitutes an acknowledgment that I have inspected such premises, facilities and equipment and that I find such premises, facilities and equipment are safe and reasonably suited for their intended purposes.

**RELEASE AND WAIVER OF LIABILITY.** I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, hereby RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE the University of San Francisco, its directors, officers, employees, and agents (hereafter referred to as "University") for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage, or death that I may suffer while on KHRC premises, including parking areas and adjacent sidewalks, REGARDLESS OF WHETHER THE INJURY, PROPERTY DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

**ASSUMPTION OF RISK.** I understand that there are potential dangers incidental to my use of KHRC, some of which may expose me to the risk of personal injuries, property damage or even death. I understand these potential risks include, but are not limited to, strenuous physical activity, condition of exercise or other equipment, and the negligent or willful acts of other KHRC users. **I KNOWINGLY AND VOLUNTARILY ASSUME ALL SUCH RISKS, BOTH KNOWN AND UNKNOWN, EVEN IF ARISING FROM THE NEGLIGENCE OF UNIVERSITY,** and assume full responsibility for my use of KHRC.

**INDEMNITY.** I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, agree to HOLD HARMLESS, DEFEND AND INDEMNIFY University from any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage or death that I may suffer as a result of my use of KHRC. **REGARDLESS OF WHETHER THE INJURY, DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.**

**POLICY.** I agree to abide by the KHRC policy which states that Professional persons not employed by KHRC are not permitted to practice their profession whether compensated or not, without the prior written consent of KHRC.

**RULES.** I agree to abide by the rules and regulations of KHRC which are available upon request.

**CHOICE OF LAW/SEVERABILITY:** I agree that this Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement ("Agreement") shall be construed in accordance with the law of the State of California and that this Agreement is intended to be as broad and inclusive as permitted by such law. I further agree that if any portion hereof is held invalid, the balance shall, notwithstanding, continue in full force and effect.

**I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AN ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY THE UNIVERSITY. I UNDERSTAND I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING THIS AGREEMENT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.**

DATED:         

MEMBERSHIP NUMBER:  

ADULT APPLICANT'S PRINTED NAME: 

ADULT APPLICANT'S SIGNATURE: ______________
RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT

In consideration of being permitted to enter the University of San Francisco Koret Health and Recreation Center ("KHRC") for any purpose, including, but not limited to observation, use of facilities or equipment, or participation in any way, I hereby acknowledge and agree to the following:

INSPECTION. I have inspected, or immediately upon entering will inspect, KHRC premises, facilities and equipment. I understand that my entry into KHRC for any purpose constitutes an acknowledgment that I have inspected such premises, facilities and equipment and that I find such premises, facilities and equipment are safe and reasonably suited for their intended purposes.

RELEASE AND WAIVER OF LIABILITY. I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, hereby RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE the University of San Francisco, its directors, officers, employees, and agents (hereafter referred to as "University") for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage, or death that I may suffer while on KHRC premises, including parking areas and adjacent sidewalks, REGARDLESS OF WHETHER THE INJURY, PROPERTY DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

ASSUMPTION OF RISK. I understand that there are potential dangers incidental to my use of KHRC, some of which may expose me to the risk of personal injuries, property damage or even death. I understand these potential risks include, but are not limited to, strenuous physical activity, condition of exercise or other equipment, and the negligent or willful acts of other KHRC users. I KNOWINGLY AND VOLUNTARILY ASSUME ALL SUCH RISKS, BOTH KNOWN AND UNKNOWN, EVEN IF ARISING FROM THE NEGLIGENCE OF UNIVERSITY, and assume full responsibility for my use of KHRC.

INDEMNITY. I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, agree to HOLD HARMLESS, DEFEND AND INDEMNIFY University from any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage or death that I may suffer as a result of my use of KHRC, REGARDLESS OF WHETHER THE INJURY, DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

POLICY. I agree to abide by the KHRC policy which states that Professional persons not employed by KHRC are not permitted to practice their profession whether compensated or not, without the prior written consent of KHRC.

RULES. I agree to abide by the rules and regulations of KHRC which are available upon request.

CHOICE OF LAW/SEVERABILITY: I agree that this Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement ("Agreement") shall be construed in accordance with the law of the State of California and that this Agreement is intended to be as broad and inclusive as permitted by such law. I further agree that if any portion hereof is held invalid, the balance shall, notwithstanding, continue in full force and effect.

I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AN ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY THE UNIVERSITY. I UNDERSTAND I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING THIS AGREEMENT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

DATED:

MEMBERSHIP NUMBER:

APPLICANT'S PRINTED NAME:

APPLICANT'S SIGNATURE:

Signature of Parent/Guardian for Applicants under eighteen (18) years of age:

I certify that I have custody of the above applicant or am the legal guardian of the above applicant by court order. I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AN ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY THE RELEASEES. I join with the above applicant in granting a release to Releasees as set forth in detail above.

Signature of Parent or Guardian Date

Printed Name of Parent or Guardian
University of San Francisco Koret Health and Recreation Center

RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT

In consideration of being permitted to enter the University of San Francisco Koret Health and Recreation Center ("KHRC") for any purpose, including, but not limited to observation, use of facilities or equipment, or participation in any way, I hereby acknowledge and agree to the following:

INSPECTION. I have inspected, or immediately upon entering will inspect, KHRC premises, facilities and equipment. I understand that my entry into KHRC for any purpose constitutes an acknowledgment that I have inspected such premises, facilities and equipment and that I find such premises, facilities and equipment are safe and reasonably suited for their intended purposes.

RELEASE AND WAIVER OF LIABILITY. I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, hereby RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE the University of San Francisco, its directors, officers, employees, and agents (hereafter referred to as "University") for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage, or death that I may suffer while on KHRC premises, including parking areas and adjacent sidewalks, REGARDLESS OF WHETHER THE INJURY, PROPERTY DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

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INDEMNITY. I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, agree to HOLD HARMLESS, DEFEND AND INDEMNIFY University from any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage or death that I may suffer as a result of my use of KHRC, REGARDLESS OF WHETHER THE INJURY, DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

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Adult Program
Registration Receipt

- Massage with:
- Personal Training with:
- Fitness Assessment with:
- Outdoor Adventures Trip:
- Other program:
  - CPR
  - First Aid
  - AED
  - HCP Level 3

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Name

Emergency contact name

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Amount received: $

Method of payment:  
- CASH
- CHECK
- VISA
- MC

Received by: 

Date:  /  /

Other Program Information / Additional Dates and Times:

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**CANCELLATION POLICY:** 24-HOUR ADVANCE NOTICE IS REQUIRED FOR REFUND OR TO RESCHEDULE
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DATED: ______________

ADULT APPLICANT’S PRINTED NAME: ________________________________

ADULT APPLICANT’S SIGNATURE: ________________________________
PERSONAL RESPONSIBILITY STATEMENT
AND RELEASE OF LIABILITY

In consideration of being permitted to enter the University of San Francisco Koret Health and Recreation Center (KHRC) for any purpose, including, but not limited to observation, use of facilities or equipment, or participation in any way, I understand:

that serious injuries occasionally occur on the premises of health and recreational facilities and during participation in activities associated with a health and recreation facility and that participants in such activities occasionally sustain mortal or serious personal injuries and/or property damage or loss as a consequence thereof; and

that the University shall not be responsible for any injury, loss, or damage to my person or property (including the loss or theft of personal articles), except that caused by its sole negligence.

I AGREE TO ACCEPT AND ABIDE BY THE RULES AND REGULATIONS OF THE UNIVERSITY WHICH ARE AVAILABLE UPON REQUEST.

STUDENT NAME: ___________________________ DATE: ___________________________

(PRINTED)

STUDENT NAME: ___________________________

(SIGNATURE)
Recreational Sports Department
Professional Staff

Chuck White, Director
• Responsible for the overall operation of the Department of Recreational Sports and the Koret Health and Recreation Center. All professional staff report to the Director.

Joanne Campbell, Assistant Director, Operations/Facilities
• Responsible for front desk, operations, facilities, and marketing.

Cathy Huang, Assistant Director, Aquatics Director
• Responsible for all aquatics programs and staff including lifeguards, instructors, and swim coaches. Emergency Coordinator for the Recreational Sports Department.

Shanie Chambers, Fitness Director
• Responsible for weight room, cardio alley, fitness programs (i.e. group exercise classes), personal training, massage, and fitness equipment.

Jon Tao, Membership Coordinator/Business Manager
• Responsible for membership, business operations, donations, and waivers.

Mike Kelly, Intramural & Club Sport Coordinator
• Responsible for intramural sports, club sports, outdoor adventures, building supervisors, equipment desk, and vans.
University of San Francisco  
Department of Recreational Sports  
Division of University Life  

POSITION TITLE: Director Department Recreational Sports  
SUPERVISOR: Executive Director, Administrative Operations  
FTE: 1.0 (12 months, full-time)  

GENERAL SCOPE OF POSITION:  
Reporting directly to the Director Special Programs, the Director of the Department of Recreational Sports oversees a major complex Recreational facility and staff that serves the universities recreational needs in conjunction with outside community users... He or she serves as the chief administrator and operational manager of the university’s recreational sports facilities and programs. He or she monitors on an on-going basis all documents required for the safety and being of all participants including students, staff, faculty, and community users. He or she helps the University community to understand and respond to the unique needs of all users, especially those of students. 

ACCOUNTABILITY:  
• As part of the larger staff in University Life, Director of the Recreational Sports Department collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:  
  • Promoting a common good that includes the needs of all students  
  • Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community  
  • Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community  
  • Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills  
  • Creating an environment that supports a socially responsible way of being together in community  
  • Recognizing and celebrating the achievements and contributions of all students
As a designated member of the Leadership Team in University Life is accountable for:

- Manifesting the Mission, Vision and Values of the University
- Advancing the Division’s Mission and Commitments
- Embracing the Divisional Strategic Priorities and supporting other divisional or college priorities as applicable
- Fully participating in issue-driven Divisional meetings once a month
- Identifying problems at the departmental level and implementing solutions
- Evaluating departmental outcomes
- Ensuring departmental/program goals and decisions are consistent with Divisional and University priorities, policies, values, etc.
- Educating the Division and the University on current issues or trends in areas of expertise

SPECIFIC RESPONSIBILITIES:

- Set Department goals, short and long-term.
- Direct supervision of six (6) Full-time professional, Associate Director, Assistant Director Aquatics, Intramural/Outdoor Adventures Coordinator, Director of Fitness/Wellness, Business Manager/Membership Coordinator, Head Swim Coach.
- Indirect supervision of one full-time staff, five graduate assistants, approximately 300 student employees and 250 part-time employees annually.
- Responsible for the Administration of a 2.5 million dollar operational budget and a 2.5 million dollar revenue collections budget.
- Responsible for the implementation of all operational policies and procedures including emergencies.
- Hire, supervise, and evaluate all full-time professional staff members.
- Responsible for complying with University personnel policies and procedures and monitoring all hiring practices.
- Establish standards of quality for all programs and services. Implement assessment practices, policies and procedures to monitor the performance of the Department in respect to departmental, divisional, and University Mission and Vision Statement.
- Develop job descriptions and performance evaluation procedures for professional staff members that comply with University policies.
- Provide opportunities for the professional growth and development of professional staff.
- Responsible for the planning, budgeting, and staffing of all major repairs and remodeling/renovations for all recreational sports department facilities.
- Prepare, defend, and administer the Departmental budget.
- Coordinate the purchase, maintenance, and inventory of all office and capital equipment.
- Responsible for the administration and compliance of University payroll policies and procedures.
• Ensure that departmental cash collection/deposits comply with University cash collection policies and procedure.
• Approve all department purchasing requisitions, and expenditures
• Supervise marketing of Departmental programs and services
• Responsible for Departmental risk management policies and procedures.
• Responsible for responding to patron issues and concerns.
• Serve as a member of the Koret Advisory Board.

RELATED DUTIES:

• Serve on Divisional and University committees as assigned.
• Attend appropriate campus functions.
• Other duties as assigned by the Executive Director, Administrative Operations

SUPERVISION EXERCISED:

• Direct supervision of Full-time professional, Associate Director, Assistant Director Aquatics, Intramural/Outdoor Adventures Coordinator, Director of Fitness/Wellness
• Indirect supervision of one full-time staff, five graduate assistants, approximately 300 student employees and 250 part-time employees annually.

QUALIFICATIONS:

Understanding of USF’s Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Minimum of 5 to 7 years of management experience in recreational sports or related field. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus and community constituencies. CRSS Certificate preferred. Masters degree in Physical Education, Recreation, Student Personnel, Higher Education Administration, or a related field. Five to eight years of experience working within Recreational Sports or related a field in a fast-paced environment required. Interest in working within the context of a diverse, Catholic and Jesuit University located in an urban, multicultural area. Demonstrated knowledge of collegiate recreational sports and the ability to function in a large university setting. Candidate must have strong oral and written communication skills, including communication competencies, and the ability to advise and problem-solve around issues involving students, staff, faculty and an extensive community user population. Ability to work with little supervision but in a cooperative and collaborative manner.

2-02-04/CBW
University of San Francisco
Department of Recreational Sports
Division of University Life

POSITION TITLE: Business Manager / Membership Coordinator

SUPERVISOR: Associate Director of Recreational Sports Department

FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:

Reporting directly to the Associate Director of the Recreational Sports Department, the Business Manager/Membership Coordinator oversees and is responsible for all cash collections and memberships. This position manages specific internal business operations and external budgetary, fiscal, and inventory management policies, procedures including internal control systems within the Department. This is a highly collaborative position that encompasses interaction with students, staff, and faculty, University with heavy emphasis on and with neighborhood constituencies.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Business Manager / Membership Coordinator collaborates and cooperates across divisions, departments and neighborhood constituencies to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students
ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise all Department fiscal activities (accounting, budget, inventory, payroll, procurement).
- Work with the Director to develop multi-year budgets and revenue and expense projections.
- Prepare all documents submitted to the Controller, Finance Committee, or Board of Regents (fee increases).
- Monitor all Department transactions and track income and expenses on behalf of the Director.
- Establish Department policies and procedures to assure compliance with all University fiscal policies, procedures, and audit requirements.
- Maintain and submit all required University financial records, reconciliation forms such as DDR’s.
- Serve as Department liaison to other campus departments.
- Establish internal membership policies and procedures to assure compliance with all University requirements.
- Supervise the purchase, installation, and upgrade of information systems for internal management of various Department functions.
- Direct the development of computer use policies and employee training programs to insure staff competency with installed information systems.
- Work with appropriate staff members to develop policies for serving members and resolving membership discrepancies.
- Pay all Department bills
- Record and track all Invoices and Purchase Orders
- Track all distribution and redemption of Gift Certificates
- Donations
- Import all student, faculty and staff information into computer system
- Import all special groups into computer system
- Train all staff in sales of memberships, policies and procedures and customer service
- Create/Activate/Adjust all membership contracts
- Perform all membership transfers or refunds
- Process all renewal forms
- Work with all patrons with complaints/problems
- Draft letters, brochures, fliers, reports and memos
- Approve special member situations or members without adequate proof of affiliation with University
- Create, track, and distribute annual, disabled and monthly masters parking permits
- Serve on campus committees, as assigned.
- Perform other duties as assigned by the Associate Director or Director.
- Some evening and weekend hours required.
- Assist with any IT related issues that arises from daily operation of the Department.
• Update Department website according to University standards through Serena Collage web content management software and the use of Photoshop, Illustrator and Dreamweaver.
• Manage all digital media signage within the department.
• Extensive knowledge in the operation of The Active Network’s Class 6.03 Computer Software.
• Responsible for all maintenance and upgrades of The Active Network’s Class 6.03 Computer Software.
• Working knowledge of Oracle 10g Database system and use of Enterprise Manager Console for Class 6.03 networking.
• Use of CSGold software from CBORD (Diebold) to import student, faculty, and staff data into Class 6.03.

QUALIFICATIONS:

Master’s degree preferred in business administration, public administration, sport administration, or recreation administration with 1-2 years experience in business administration, public administration, or sport administration, including experience with accounting, budgeting, inventory management, and contract negotiations or Bachelor’s degree with 3 years experience. One (1) year direct responsibility for developing and/or managing networked financial and administrative information systems preferred. Understanding of USF’s Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus and neighborhood constituencies. Experience using spreadsheets or other software for financial trend analysis, forecasting, and budgeting.

2-1-04 CBW
POSITION TITLE: Associate Director Facilities-Marketing

SUPERVISOR: Director of Recreational Sports Department

FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Recreational Sports Department, the Associate Director oversees and is responsible for all Facility Scheduling, Marketing Strategies, including Membership and Business Operations for the Koret Health and Recreation Center. This position also requires that the individual be able to as well as respond to all emergencies within Koret. This is a highly collaborative position that encompasses interaction with students, staff, and faculty, University and neighborhood constituencies.

ACCOUNTABILITY:

As part of the larger staff in University Life, Associate Director collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
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- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students
As a designated member of Romero’s Team is accountable for:

- Further developing leadership in the Division
- Providing departmental leadership in the absence of a supervisor
- Actively modeling collaboration by developing relationships within the team and beyond the team
- Analyzing assigned issues and making recommendations to the Director of Recreational Sports.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

A. Personnel

- Manage student part-time staff of the Koret Health and Recreation Center to support a seven day/week, year round operation.
- Oversee selection, training, assignment, supervision, and evaluation of a large student staff or more part-time professional personnel.
- Develop and conduct customer service and emergency procedure training in conjunction with the Aquatics Director.
- Oversee procedures and process attendance records and submission of monthly payroll for front desk staff, office assistants, and graduate assistants.
- Oversee operations and supervision of front desk staff and office assistants.
- Develop and update job descriptions and related policies and procedures for each specific area of operation within her areas.
- Supervise the professional development of Graduate Assistants (up to 3) within her areas.
- Organize staff development opportunities.
- Responsible for training of all front desk staff on membership software.
- Facility Management: Develop policies and procedures monitoring internal computer and cash collection security for front desk staff.
- Develop and implement policies and procedures necessary for the appropriate safe and orderly use of the facility in conjunction with the Director.
- Ensure that logistical requirements are met for effective staging of events.
- Assist Director in developing major and minor capital improvement project proposals.
- Develop equipment replacement schedules and initiate purchasing procedures for departmental operations equipment.
- Submit work orders and requisitions to appropriate offices.
- Supervise, maintain, and recommend all supplies for technical support equipment such as ID cards, ribbon, receipt tape, timecards, office supplies, contracts, and forms.
- Responsible for all operations in the absence of the Director.
- Liaison for Telephone Upgrade through ITS.
• Responsible for filing and data entry of all waivers (student and otherwise).
• Responsible for making and distributing Annual Member and Masters Swim Team Parking Permits in conjunction with Business Manager/Membership Coordinator.
• Responsible for Will Call Box
• Responsible for computer software and equipment.

B. Scheduling
• Responsible for schedule all events and activities and programs with in the facilities
• Responsible for contracts, insurance, and collection of fees for all outside rentals
• Administer outside tournaments, leagues, and special events.
• Responsible for scheduling and posting all weekly facility schedules and special holiday hours.
• Coordinate with Exercise and Sports Science classes and Athletics use of the facility.
• Supervise and be responsible for facility scheduling both internal and external groups plus appropriate staff.
• Inspect all areas of operation on a daily basis especially before and after all scheduled events
• Responsible for coordination of Summer Guest Housing facility usage
• Responsible for all special group access
• Update the University “Scheduler Plus” system for Alumni Lounge events
• Assist in organization of Homecoming “Overtime” event held at Koret.

C. Marketing
• Assist with the development of and administration of community outreach programs.
• Represent the department as needed at campus and special events.
• Responsible for developing and implementing marketing strategies for the department to generate and meet revenue budget projections.
• Responsible for the website updates and e-newsletters.
• Serve on the Collaboration Committee
• Update University “Publications” and “What’s Happening Calendar”
• Responsible for creating and distributing all student, annual and summer brochures.
• Responsible for informational flyers at the Front Desk
• Responsible for sale of Sports Tickets
• Responsible for ads in the Yearbook, Athletics Media Guide, and College Player Playbills and on the College Television Network.
• Responsible for updating the Fogcutter and general Catalog
• Responsible for informational flyers regarding recreational passes/membership sales or price increases.
• Design new facility program contracts, agreements, and forms.
• Organize and Oversee Koret Night Orientation

D. Budget
• Competitive Analysis for Pricing Increases with the Center

QUALIFICATIONS:

Masters Degree in Recreation, Physical Education or other related field. Minimum of five (5) years experience in the areas of recreation, personnel management, and program supervision. Understanding of USF’s Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus and neighborhood constituencies. Working knowledge of health and safety standards as well as legal and risk management procedures.

2-02-04/CBW
POSITION TITLE: Aquatics Director

SUPERVISOR: Director of Recreational Sports Department

FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:

The Aquatics Director reports to the Director of Recreational Sports. The Aquatics Director is responsible for the coordination, maintenance and supervision of the Koret Health and Recreation Center Aquatics facility including responding to as well as the coordinating all emergencies within Koret including training and appropriate protocol for emergency response within the department. The Aquatics Director is also responsible for the development, organization, implementation, and coordination of all Aquatic Programs, as well as coordination and supervision of special aquatics events and clinics. This position also includes recruiting, hiring, training, supervising, and evaluating all aquatics staff and conducting periodic in-service trainings to maintain safety standards as required by the State of California and the University. In addition to having a thorough knowledge of the safety standards and requirements for aquatics facilities and staff, the Aquatics Director will act as a liaison with the American Heart Association, American Safety & Health Institute, and other agencies to facilitate the maintenance of those standards. This is a highly collaborative position that encompasses interaction with students, staff, and faculty, the university with heavy emphasis on and with neighborhood constituencies.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Fitness/Wellness Director collaborates and cooperates across divisions, departments and neighborhood constituencies to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students

- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
• Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community

• Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills

• Creating an environment that supports a socially responsible way of being together in community

• Recognizing and celebrating the achievements and contributions of all students

As a professional member of the Recreational Sports Department, is accountable for:

• Further developing leadership in the Department that supports the Division

• Providing departmental leadership in the absence of a supervisor

• Actively modeling collaboration by developing relationships within and beyond the department.

• Analyzing assigned issues and making recommendations to the Director of Recreational Sports.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

• Supervise all Department Aquatic functions and programs.
• Supervise a comprehensive student and professional staff.
• Work with the Director to develop multi-year budgets including revenue and expense projections.
• Monitor, assess and evaluate all programs with supporting documentation
• Enforce Departmental policies and procedures to assure compliance with all University and State safety requirements and emergency procedures
• Maintain program records.
• Serve as Department liaison to other campus departments and serve on appropriate University committees,
• Establish and implement procedures for processing Department’s biweekly payroll and assure compliance with all payroll schedules.
• Establish internal inventory control system and training to ensure that all safety policies and procedures are met and compliment with University and State policies.
• Supervise the purchase, installation, and upgrade of aquatic equipment
• Serve on campus committees, as assigned.
• Perform other duties as assigned.
• Some evening and weekend hours required.

Staff Management
• Recruit, hire, schedule, supervise, discipline, and evaluate part time staff, including: lifeguards, aquatics instructors, coaches, and pool maintenance personnel.
• Coordinate staff training and re-certification in Lifeguarding, CPR/AED, and First Aid for all positions requiring these certifications. Conduct general staff meetings. Complete Personnel Action Forms as required. Prepare and submit payroll.

Maintenance
• Schedule and supervise routine pool maintenance duties. These duties include: daily pool chemistry and temperature readings, daily deck hosing weekly bulkhead cleaning, and weekly pool vacuuming.

Policy Administration
• Recommend and administer policies and procedures for the aquatics section and associated programs.

Public Contact
• Act as liaison with outside service agencies such as the American Heart Association, American Safety & Health Institute or any groups that use the facilities on a rental basis. Interact with various user groups.

Financial Management
• Develop and monitor program budget. Recommend program fees and coordinate associated fee collection through the Departmental cashier. Recommend income generating strategies.

Publicity
• In coordination with the Associate Director - Marketing, prepare press releases, promotional brochures, flyers and mailings for on-going program promotion. Prepare seasonal brochure.

Program Development
• Develop, implement, and supervise a multi-faceted aquatic program. Identify University and Community needs, and recommend programs to meet those needs.

Risk Management
• Report unsafe facility conditions.
• Review and maintain a file/log of participant accident reports.
• Coordinate insurance requirements with Campus Risk Management.
• Assist the Director with Departmental Emergency training and procedures.

Records and Reports
• Track pool use, and prepare monthly pool use and program statistic reports.
• Prepare area updates and annual reports as needed.
QUALIFICATIONS:

Masters Degree preferred, in Physical Education, Recreation Administration, or Sport and Fitness Management. Understanding of USF's Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Minimum of 5 management experience in Aquatics in a recreational sports or related environment. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus and community constituencies. Documented current certifications in programs related to Aquatics (WSI Instructor, Lifeguard Instructor, CPR Instructor, AED,) or must be complete within one (1) year of employment. Proven experience in the management and maintenance of facilities related to all aquatic programs. Proven marketing and promotional skills. Demonstrate proficiency in the use of computers and related programs. Excellent oral and written communication skills.

2-02-04/CBW
University of San Francisco  
Department of Recreational Sports  
Division of University Life  

**POSITION TITLE:** Head Swim Coach  

**SUPERVISOR:** Director of Recreational Sports Department/Aquatics Director  

**FTE:** 1.0 (12 month appointment)  

**GENERAL SCOPE OF POSITION:**  
Reporting directly to the Director of the Recreational Sports Department, the Head Swim Coach oversees and is responsible for overseeing the training all aquatic swim team programs. This position manages specialized programs all equipment assessment and replacement schedules and repairs for the aquatic teams. This includes training, over 300 swimmers, and evaluating a large student and professional staff with extensive knowledge/training of safety factors related to aquatic team programs including all emergency procedures related to the Koret Health and Recreation Center. This is a highly collaborative position that encompasses interaction with students, staff, and faculty, of the university with heavy emphasis on and with neighborhood constituencies.  

**ACCOUNTABILITY:**  
As part of the larger staff in University Life, the Head Swim Coach collaborates and cooperates across divisions, departments and neighborhood constituencies to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:  
- Promoting a common good that includes the needs of all students  
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community  
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community  
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills  
- Creating an environment that supports a socially responsible way of being together in community
• Recognizing and celebrating the achievements and contributions of all students.

As a professional member of the Recreational Sports Department, is accountable for:

• Further developing leadership in the Department that supports the Division
• Providing departmental leadership in the absence of a supervisor
• Actively modeling collaboration by developing relationships within and beyond the department.
• Analyzing assigned issues and making recommendations to the Director of Recreational Sports.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under supervision of the Director of Recreational Sports and the Aquatics Director, the Head Coach is responsible for enforcing rules and regulations which encompass proper training practices as well as emphasis upon the health and safety of the USF Masters and Koret Youth Swim Club swimmers during program times. Assisting the Aquatics director in other programs areas maybe required. Responding to and assisting with any major emergency where you are present. The Head Coach must maintain current status in all required certifications.

Typical duties will include (Masters):

• Supervise, instruct, coach, and motivate the USF Masters swimmers during program times (“A” Groups): Monday - Friday 6:00 - 8:00am and 6:00 - 7:30pm.
• Supervise assistant coaches. Organize and attend weekly meetings.
• Workouts should be written/prepared in advance; attendance taken each session; messages picked up and phone calls returned.
• Return pool set-up and equipment to proper areas.
• Supervise swim team try-outs.
• Assist in the planning, organizing, and supervising of special team events; i.e., hosted swim meets, hosted swim clinics, and the annual championship meets.
• Attend and coach at USF hosted meet, short & long course championships and any major competition designated as a team event.
• Complete all necessary paperwork and computer work involving the masters program. Maintain enrollment of 250 swimmers.

Typical duties will include (Koret Youth Swim Club):

• Organize both dry-land and water workouts for the KYSC swimmers.
• Supervise, instruct, coach, and motivate the KYSC swimmers during program times (Monday - Friday 4:00 - 6:00pm, Sat 8:00 - 10:30am). Hours subject to change based on need.
• Supervise assistant coaches. Organize and attend weekly meetings.
• Workouts should be written/prepared in advance; attendance taken each session; messages picked up and phone calls returned.
• Return pool set-up and equipment to proper areas.
• Contact interested parents to arrange swim team try-outs for their child/children. Supervise swim team try-outs.
• Attend and coach at one meet per month and any major competition designated as a team event.
• Assist in the planning, organizing, and supervising of special team events; i.e., hosted swim meets, hosted swim clinics, and the annual swimmers' awards banquet.
• Complete all necessary paperwork and computer work involving the youth team program. Maintain enrollment of 100 swimmers.
  o Hours: Mon – Fri 6:00 – 9:00am and 3:30 – 7:30pm; Sat 8:00 – 10:30am. Hours subject to change based on need.

QUALIFICATIONS:

Understanding of USF’s Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Master degree preferred; three (3) years Previous competitive and coaching experience required. Must have current knowledge of the techniques and rules of United States Masters Swimming and United States Swimming. Must possess ability to comprehend and follow directions and communicate effectively in both written and verbal forms. Required Certifications in Safety for Swim Coaches, CPR, First Aid, Membership in Pacific Masters Swimming and USA Swimming. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus constituencies.

2-02-04/CBW
University of San Francisco  
Department of Recreational Sports  
Division of University Life

POSITION TITLE: Fitness/Wellness Director  
SUPERVISOR: Director of Recreational Sports Department  
FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Recreational Sports Department, the Fitness/Wellness Director oversees and is responsible for all fitness and wellness programs offered by the department. This position manages specialized programs and fitness equipment assessment and replacement for all fitness programs within the department. This includes hiring, training, and evaluating a large student staff and professional staff. Extensive knowledge of safety policies and procedures related to fitness/wellness and exercise in general is essential. This position also requires being able to respond to all emergencies within Koret. This is a highly collaborative position that encompasses interaction with students, staff, and faculty, University with heavy emphasis on and with neighborhood constituencies.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Fitness/Wellness Director collaborates and cooperates across divisions, departments and neighborhood constituencies to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
• Creating an environment that supports a socially responsible way of being together in community

• Recognizing and celebrating the achievements and contributions of all students

As a professional member of the Recreational Sports Department, is accountable for:

• Further developing leadership in the Department that supports the Division
• Providing departmental leadership in the absence of a supervisor
• Actively modeling collaboration by developing relationships within and beyond the department.
• Analyzing assigned issues and making recommendations to the Director of Recreational Sports.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

• Supervise all Department fitness/wellness activities
• Recruit, hire, train, evaluate a comprehensive student and professional staff.
• Work with the Director to develop multi-year budgets including revenue and expense projections.
• Monitor, assess and evaluate all programs with supporting documentation to ensure that all equipment is safe and well maintained.
• Train Staff on Departmental policies and procedures to assure compliance with all University and State safety requirements and emergency procedures
• Maintain and submit all required University financial records.
• Serve as Department liaison to other campus departments and serve on appropriate University committees.
• Establish and implement procedures for processing Department’s biweekly payroll and assure compliance with all payroll schedules.
• Supervise the purchase, installation, and upgrade of fitness equipment/systems.
• Serve on campus committees, as assigned.
• Perform other duties as assigned.
• Some evening and weekend hours required.
QUALIFICATIONS:

Masters Degree Required, in Physical Education, Recreation Administration, or Sport Management. Understanding of USF’s Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Minimum of 3 to 5 years of management experience in recreational sports or related field. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus and community constituencies.

Documented current certification/s in programs related to the fitness/wellness industry (AFAA, ACSM, and/or ACE certifications) or must be complete within one (1) year of employment. Proven experience in the management and maintenance of facilities related to fitness and wellness programs. Proven marketing and promotional skills. Demonstrate proficiency in the use of computers and related programs. Excellent oral and written communication skills.

2-02-04/CBW
University of San Francisco  
Department of Recreational Sports  
Division of University Life

**POSITION TITLE:** Intramural/Outdoor Adventure Coordinator  
**SUPERVISOR:** Director of Recreational Sports Department  
**FTE:** 1.0 (12 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Director of the Recreational Sports Department, the Intramural/Outdoor Adventure Coordinator oversees and is responsible for all league play, Outdoor Adventure trips, departmental vans, Club Sports, Building Supervisors and Equipment desk staff. This position manages specialized programs all equipment assessment and replacement schedules and repairs for the Intramural/Club Sports facilities and area. This includes, training, and evaluating a large student and professional staff and extensive knowledge/training of safety factors related to sports and all emergency procedures related to the Koret Health and Recreation Center. This is a highly collaborative position that encompasses interaction with students, staff, and faculty, the university with heavy emphasis on and with neighborhood constituencies.

**ACCOUNTABILITY:**

As part of the larger staff in University Life, the Fitness/Wellness Director collaborates and cooperates across divisions, departments and neighborhood constituencies to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
• Creating an environment that supports a socially responsible way of being together in community
• Recognizing and celebrating the achievements and contributions of all students

As a professional member of the Recreational Sports Department, is accountable for:
• Further developing leadership in the Department that supports the Division
• Providing departmental leadership in the absence of a supervisor
• Actively modeling collaboration by developing relationships within and beyond the department.
• Analyzing assigned issues and making recommendations to the Director of Recreational Sports.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Intramural Sports and Outdoor Adventures Programs:
• Recruit, hire, train, schedule, and supervise, student staff for Intramurals,
• Plan, coordinate, supervise and schedule all Intramural
• Coordinate and implement safety and risk management policies and procedures.
• Manage appropriate budgets for each area.
• Evaluate and make recommendations for all programs.

Equipment Desk:
• Recruit, hire, train, schedule, supervise, and review student staff for Equipment Desk.
• Coordinate and implement safety and risk management policies and procedures.
• Administer payroll
• Monitor equipment use, purchase new equipment as needed
• Supervise Locker rental and towel service programs
• Manage appropriate budget
• Evaluate and make recommendations for all programs

Responsible for Van Pool: (two vans)
• Ensure that vans are safe and well maintained at all times.
• Keep appropriate records and documentation of all use and repairs.
• Schedule van use.
• Manage budget.

Supervise Club Sports:
• Such as: The Rugby, Martial Arts Clubs, Ski Club, Volleyball, etc.
• Develop new clubs to meet demands and needs:
• Assist with the budget management for respective club

Building Supervisors:
• Recruit, hire, train, schedule, supervise, and review student staff Building Supervisors.
• Ensure that all safety and emergency policies/procedures are complied with.
• Other duties as assigned by Director

QUALIFICATIONS:

Understanding of USF’s Vision Mission and Values and a commitment to Jesuit Catholic values in creating a learning atmosphere that nurtures among students the faith that does justice. Minimum of 3 years of management experience in recreational sports or related field. Experience working effectively with diverse college student populations in an urban, multicultural environment. Solid analytical skills and knowledge of current assessment and evaluation practices. Strong interpersonal skills to provide direction in promoting and maintaining collaborative relationships with campus constituencies. CRSS Certificate preferred. CPR/AED certification required. Evening and weekend hours required. Must possess the physical abilities to perform the duties of the position.

2-02-04/CBW
University of San Francisco
Division of Student Affairs
Exempt Staff Performance Appraisal

Employee Name: ____________________________________________

Title: ___________________________________________________

Department: _____________________________________________

Date: ____________________________________________________

1. What were your major accomplishments during the past year; do they demonstrate achievement in meeting agreed upon goals and objectives that are consistent with departmental/divisional strategic priorities?

2. List your job-related strengths; how do these help you perform your essential duties and responsibilities?

3. Please describe how the Catholic and Jesuit values of the institution (as articulated in the University’s Vision, Mission and Values Statement and newly adopted University Life Commitments) have influenced your work.

4. Identify efforts you took in building partnerships with others that demonstrated a collaborative approach that was intentional and had a mutually beneficial impact.

5. Did you conduct evaluations of programs and services to measure the impact on student learning and engagement in order to promote their physical, emotional, spiritual, intellectual or psychological development?

6. Identify any difficulties or problems you encountered in the workplace and actions you took to overcome them.

7. Identify any job-related weaknesses where you believe additional development is needed. What resources can be provided which would assist you in these areas?

8. List any additional comments, observations or suggestions which would help your supervisor and the University evaluate your job performance.

Employee: ____________________________________________ Date: ____________

Supervisor: ____________________________________________ Date: ____________
University of San Francisco  
Division of Student Affairs  
Exempt Staff Performance Appraisal

Employee Name: ____________________________________________________________

Title: _____________________________________________________________________

Department: __________________________________________________________________

Review Date: ____________________________

This is a (check one):

_____ Mid-Year Appraisal   _____ Annual Appraisal   _____ Probationary Appraisal

Introduction
All exempt staff should be (a) familiar with the University of San Francisco's Statement of Mission, (b) committed to the characteristics of Jesuit higher education, (c) familiar with the philosophy and principles of the student affairs profession, and (d) knowledgeable and supportive of the Divisional priorities and initiatives.

General Instructions
Exempt staff in the Student Affairs Division will receive, at least annually, a performance appraisal from his or her supervisor. All appraisals should be discussed with the employee, and the employee is expected to acknowledge receipt of this appraisal by signing in the appropriate section. A copy of the completed appraisal should be submitted to the Vice President for Student Affairs. Upon signing a copy of the appraisal, the Vice President will forward copies to the Office of Personnel Services and the Director of the department to whom the employee reports. The Director is responsible for ensuring that his or her employee receives a copy with the Vice President's signature.

The following criteria should be used to rate employee accomplishments in each performance objective:

**Outstanding Performance (O)**
Superior performance
Performance significantly exceeds target performance requirements and expectations.

**Very Good Performance (V)**
Above target performance
Effective and efficient performance. Achieves all expected results and frequently exceeds these results.

**Satisfactory Performance (S)**
On target performance
Consistent and competent performance. Achieves expected results.

**Marginal Performance (M)**
Minimally achieves expected results.
Below target performance
May achieve some performance objectives but not expected results. Corrective action is often necessary.

Unsatisfactory Performance (U)
Significantly below target
Few requirements or expectations met. Immediate corrective action is necessary. Improvement is clearly needed.

Not Applicable (N/A)
Does not apply to this employee

Performance Objectives
The following performance objectives have been organized around the five general categories of leadership development associated with the Student Affairs SKILL Initiative: Service, Knowledge of Self and Others, Integrity, Literacy, and Linkages. Values associated with the SKILL Initiative are consistent with Institutional and Divisional Priorities and described below:

- **Service** (commitment to serving the needs of the broader community through volunteering your time or by coordinating others in service projects)

- **Knowledge of Self and Others** (commitment to efforts that promote personal and professional growth and development in yourself and to understand same in others)

- **Integrity** (congruency of your actions with the mission and direction of the University as Catholic and Jesuit)

- **Literacy** (establishing open, honest, and civil dialogue with members of the USF community whose values and viewpoints may be different from yours)

- **Linkages** (building partnerships with others as well as establishing collaborative activities for the common good of the campus community)

SERVICE

1. **Service** - (Creates or participates in service activities or projects in the University or its broader community; helps instill in students a strong sense of campus and civic responsibility)

KNOWLEDGE OF SELF AND OTHERS

2. **Originality/Creativity** - (Development of new program or service ideas that address Divisional priorities)

3. **Attitude** - (Approachable; flexible; supportive of the University's mission and Divisional priorities)
1. Organizational Skills - (Organizes work and time efficiently, exhibits problem-solving ability, follows through)

2. Judgment - (Analyzes essential factors and applies logistical common-sense approaches to solutions)

3. Autonomy - (Initiative, independent action, self-competency, ability to anticipate needs and problems without continued supervision)

INTEGRITY

4. Quality of Work - (Accurate, thorough, appropriate attention to detail, controls quality of the final product)

5. Dependability and Reliability - (Punctual, adheres to deadlines, commitments met in timely manner, consistent attendance record)

6. Fiscal Management - (Understands and implements budgetary procedures, makes sound financial decisions, adheres to USF guidelines)

LITERACY

7. Communication - (Effective listening skills, clear and direct in written and spoken word)

8. Staff Management - (Development of staff, appropriate use of authority, builds rapport with subordinates)

9. Responsiveness to Staff Diversity - (Exhibits sensitivity to diversity and actively promotes the University’s priority of having ethnic and gender representative staff)

10. Responsiveness to Student Diversity - (Providés multicultural, cocurricular programs and services that foster a University community supportive of individual differences in cultural traditions and heritage and which promote social justice for all students regardless of gender, ethnicity, religion, age, ancestry, national origin, medical condition, disability, marital status, and sexual orientation)

LINKAGES

11. Cooperation - (Respects others, accepts and responds to constructive feedback and works with others to achieve common objectives in and out of the Division; builds rapport with peers)

12. Professional Development - (Keeps abreast of current issues related to higher education and student affairs, seeks continuing education opportunities, joins appropriate associations, exchanges information with colleagues in and out of the University)
16. **Partnerships** - (Builds partnerships on campus or in the community in an effort to create powerful learning activities for students or to respond to a demonstrated need in the student body)

17. **Program Development** - (Regularly measures the impact of his or her programs, conducts needs assessments, evaluates programs)

18. **Planning** - (Sets goals and objectives consistent with institutional and Divisional priorities; meets established goals and priorities)

**OTHER** (List significant job responsibilities not covered above, and evaluate employee on each performance objective.)

19. **SKILL** – (Assumes a major role in the guidance and development of the SKILL Initiative)

20.

21.

**Summary Evaluation**

**Action Plan for Follow-Up on Goal Performance**

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Supervisor’s Name: ________________________________

Supervisor’s Signature: ________________________________

Supervisor’s Title: ________________________________

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EMPLOYEE'S ACKNOWLEDGMENT OF EVALUATION

Employee's Signature ___________________________ Date ____________

Signature indicates that you have reviewed the evaluation and discussed it with your supervisor. It does not mean that you agree or disagree.

VICE PRESIDENT'S COMMENTS

Signature of Vice President for Student Affairs ___________________________ Date ____________

Probationary Status Employment (To be completed by supervisor if applicable)

_____ has been continued  _____ has been completed  _____ other (explain)

DRB 7/00
Building Features

The University of San Francisco (USF) is proud to present the Koret Health and Recreation Center (KHRC). Since our grand opening in September 1989, the KHRC has offered USF students, its members and neighboring community the finest recreational and fitness programming.

At USF, our community provides itself by instituting a well-rounded curriculum, encompassing both health and body and education of the mind. The USF Department of Recreational Sports offers a full-range of recreational opportunities to meet the needs and expectations of students and the University community. The Recreational Sports Department is responsible for the operation of the KHRC.

Features:

*Olympic Size Swimming Pool* measures 50 meters by 25 yards, with 9-foot wide-lanes, 1 one-meter and 1 three-meter diving boards. The pool is open for lap swimming, various water sports, and youth/adult swim lessons.

*Cardiovascular Alley* includes lifecycles, treadmills, turbo bikes, wind racers, life-steps, pre-cores and rowing machines.

*Swig Pavilion Multi-Use Gymnasium* is large enough to accommodate three basketball, three soccer, four volleyball, six badminton courts or a combination of each.

*Sangiancomo Courts* include three full-size racquetball courts. Reservations are taken up to 24 hours in advance. We also offer special events and rentals.

*Weight Room* providing 320 square feet of aerobic and cardiovascular equipment, full circuit and free weights, and featuring weight machines by Cybex.

*Aerobic/Dance Room* custom low impact hardwood flooring with full length wall mirrors and built in stereo system.

*Hagan Gymnasium/Multi-Use Room* a high school size gym containing a tournament basketball court, locker rooms, showers and bleachers which can accommodate various indoor sporting events, badminton, indoor soccer, volleyball.

*Outdoor Tennis Courts* are located on the Lone Mountain Campus. Reservations are taken at the KHRC front desk.

*Alumni Lounge* club room with fantastic vistas of the Pacific Ocean, Point Reyes and Farallon Islands. Fully equipped for on-site catering, available through reservation.

*Student Lounge* includes big screen television, pool tables, food and beverage vending machines, table tennis, sun desk and views of the Koret Pool.
Social Change Model Overview
June 6, 2007

Seven C’s
INDIVIDUAL.
1. Consciousness of Self:
   • Aware of beliefs, values, attitudes, and emotions that motivate one to take action.
   • Necessary step to develop other stages of the model
   • Personality and mindfulness (being self aware); being present
   • Self paradigm affects behavior, but also how we see others
   • Group develops trust = allows individual to be oneself
   • 3 ways: Stop from doing and reflect, get feedback from the group, keep journal

2. Congruence:
   • Thinking, feeling, behaving with consistency and honesty toward others.
   • Actions are consistent with values
   • Individual: Check yourself. Do you treat everyone equally?
   • Group: Look for early warning signs to avoid large eruption. Speaking up can
     often lead to a third alternative that is better than the original two sides presented.

3. Commitment:
   • Energy that motivates an individual to serve and drives the collective effort.
   • Directed toward group and intended outcomes
   • Help group to find purpose, strategies for realizing purpose, sustaining group
     during controversy, and facilitating group goals. Originates from within; is an
     affective, subjective place in our hearts.
   • Helps us to make decisions about how to invest our time and talents; both limiting
     and liberating.
   • Commitment has both content and process dimensions. For example, telling
     people you are offended by a sexist joke, or working toward change with campus
     newspaper to reject sexist ads.
   • Group – people trust those they feel are honestly committed to the common
     purpose.
   • Individual commitments must be shaped to fit within community.

THE GROUP
4. Collaboration:
   • Work with others in common effort; clear cut division of labor is the most
     empowering.
   • Multiple group effectiveness; multiple talents and perspectives to solve problems
   • Definition: Working together toward common goals while sharing responsibility,
     authority, and accountability.
   • This also includes how people value and relate to each other across differences.
     Related to coalitions and alliances.
• Competencies: openness, empathy, trust, communication skills (active listening, feedback, clarity in self expression)

5. Common Purpose:
• Work with shared aims and values.
• Best achieved when all members share in vision and participants in articulating goals.
• Collaborative analysis of issues
• Two approaches: Enrolling (selling, persuading) vs. Engaging (partnership). The group members are more likely to have a stronger commitment if they have helped shape the common purpose.
• CP serves as a bridge in the SCM between the individual, group, and community.
• CP can pose threat to society. It is citizenship that steers CP in directions that are socially responsible and life enhancing.

6. Controversy with Civility:
• Recognizes two fundamental realities: Differences in opinion are inevitable and they must be dealt with in an open way. Civility implies respect for others, willingness to hear other viewpoints, and restraint from criticism.
• Positive nature of CWC. Useful ideas, improved solutions, creative response to problems, efficient use of resources, personal development.
• Tools gained: Negotiation, role playing, listening, repeat and recall, timeout/recess, reflection, ground rules.
• Barriers: strong self interest, unwillingness to compromise or cooperate, win/lose mentality, defensive communication.

THE COMMUNITY/SOCIETY
7. Citizenship:
• Where the individual and group become responsibly connected to the community through the leadership development activity.
• Work for positive change on behalf of others and community.
• Implications of the individual (and the leadership group) in an effort to serve that community, as well as a citizen’s mind – a set of values and beliefs that connects an individual in a responsible manner to others. Citizenship, in other words, implies social or civic responsibility.
• There are rights, privileges, and duties in serving others. Tied to democracy, but higher education needs to return to the purpose of citizenship.
• Democracy is a collaborative form of government. On campus, good citizenship implies connection to the students, faculty, staff, and institution.
• In developing Common Purpose, it is important for the group to consult with those who will receive the service.
• View citizenship as concentric circles starting with the individual, then the group, institution, community, society, world.

Adapted from A Social Change Model of Leadership Development Guidebook, Version III (HERI, 1996)
by Dr. Gregory V. Wolcott University of San Francisco
Emergency Procedures

General guidelines

녘 In any emergency situation remain calm, and reassure the victim and help them remain calm.

 недел If you have any reason to suspect that someone needs Emergency Medical Assistance, ALWAYS CALL 9911 (9 TO GET AN OUTSIDE LINE, 911 TO GET EMERGENCY ASSISTANCE). If the person wishes to decline such assistance, they can discuss the option with the paramedics. There is no fee for Paramedics to come out, only to transport.

녇 Never handle or move the victim of a traumatic injury. Remember, MEDICAL ASSISTANCE IS ONLY MINUTES AWAY.

녇 If you need to move a victim who is bleeding, a plastic bag or other non-permeable material may be placed over wounds or dressings to provide a barrier between the victim and any portion of the rescuers body that may have to be used to brace or support the victim.

녇 Remember that we are not authorized to administer any drugs or medication, including aspirin.

If a victim:

녇 Has any bleeding use Latex Gloves (on Key Ring) available at all first aid stations (see blood-borne pathogens). Have the victim, if able to, apply pressure to control their own bleeding, to limit the exposure of rescuer(s). Touch the victim of an injury as little as possible. Even if administering ice for an injury, let victim apply it himself/herself, if at all possible. (Ice is located in the back of the equipment desk).

녇 Needs Rescue Breathing, use the mask (on key ring), at First Aid Stations, or use anything impermeable and readily available as a barrier while someone brings you a mask.

녇 In any emergency situation, please do not discuss any details of the incident/accident with the public. Please refer any questions or inquiries to the Director and emergency agencies’ personnel.
Injury Accidents

Minor injuries
A minor injury will be defined as any injury requiring attention greater than a band aid for minor scrape or cut, but not requiring the summoning of immediate outside medical attention.

First Responder
❖ Contact the Membership Services Desk (x6811) and have them summon the Building Supervisor and Public Safety, at his/her discretion, (x2947) to request an officer.
❖ Treat the injured party as necessary.

Building Supervisor
❖ Write up our in-house accident report. Be sure to get complete information. The Public Safety officer will also write a report for their records. The injured party should remain here until you have gotten the information needed for these reports.

Major injuries
Major Injuries will include all injuries requiring immediate medical attention. If the injured party refuses medical attention, but such attention is advisable, the accident must still be handled as a major injury. If you feel that an ambulance should be called, call the ambulance. When the paramedics arrive, only then does the patron have the right to refuse attention. That determination will be best handled between the paramedics and the injured party.

First Responder
❖ Administer First Aid/CPR and AED as necessary
❖ Summon immediate assistance from another staff person, or a patron if no other staff people are present. Have this person call 9-911 to contact the emergency operator (always let the operator hang up first!). Ask for the paramedics to respond to 222 Stanyan (this Address is for emergency vehicle use only—not our mailing address)
❖ Have this same person call the Front Desk (x6811) and request the Building Supervisor or other back-up support from staff (if not already present)
❖ Send someone to get the lifeguard in the guard shack, if pool is open

Membership Services Desk
❖ Notify Building Supervisor (if they are not already aware) of the nature and location of the emergency and that emergency services have been called
❖ Call Public Safety to request an officer (x2911)
Check-in Desk
- Remain at post and continue checking in patrons

Building Supervisor
- Report to the area of emergency. Assist with First Aid as necessary
- Stand-by to direct the paramedics from the 10 doors along Stanyan Street to where ever they are needed. If you are needed to assist with First Aid, assign this duty to another staff member, i.e., cardio, weight room, equipment desk staff, etc.
- Write up our in-house accident report. Be sure to get complete information, and give details of the complete incident from the beginning until trained medical personnel take the victim from the facility. Be Thorough!
- Have the other staff involved prepare detailed statements of their own.
- Notify the Director of the emergency

Pool Emergencies

Lifeguard #1
- Lifeguard #1 (the guard who first responds) performs initial rescue and gives all directions directly related to the rescue and necessary First Aid
- Alert the other guard(s) of an emergency by sounding the air horn (located on the lifeguard stands). It should be sounded before beginning the rescue. NOTE: Air horn should be sounded for emergencies only. When attempting to clear groups (such as Kids Camp) from the pool please use whistles, not the air horn
- Continue to administer First Aid as necessary. Stay with and monitor the victim

Lifeguard #2
- Continue guarding, or clear the pool if you are needed to assist with First Aid
- If needed, assist Lifeguard #1 with caring for the victim

Lifeguard #3
- Call 9-911 to contact the emergency operator (always let the operator hang up first!). Ask for the paramedics to respond to 222 Stanyan (address for emergency use only—not our mailing address). If you are needed to assist with care of the victim, assign this call and the one following to someone else
- Call the Membership Services Desk (x6811) and request the Building Supervisor or other back up support from staff (if not already present).
- Assist as needed
Membership Services Desk
▷ Notify Building Supervisor (if they are not already aware) of the nature and location of the emergency
▷ Call Public Safety to request an officer (x2911)

Check-in Desk
▷ Remain at post and continue checking in patrons

Building Supervisor
▷ Report to the area of the emergency. Assist with First Aid as necessary
▷ Stand-by to direct the paramedics from the 10 doors along Stanyan Street to where ever they are needed. If you are needed to assist with First Aid, assign this duty to someone else
▷ Write up our in-house accident report. Be sure to get complete information, and give details of the complete incident from the beginning until trained medical personnel take the victim from the facility
▷ Have the other staff involved prepare detailed statements of their own.
▷ Notify the Director and the Administrative Supervisor responsible for the area involved of the emergency
Fire or Earthquake Emergencies
In the event of any emergency requiring the evacuation of the building, it is the job of the Koret staff to organize and direct patron evacuation. A key part of this task is keeping all patrons as calm as possible and avoiding panic as you direct everyone to the best location to exit the building. A staff that is well organized and prepared to deal with emergency situations and appears calm and confident will be best able to carry out a smooth evacuation, and avoid general panic and chaos.

General Evacuation Procedures
Each Recreational Sports department is responsible for the following areas during an evacuation:

Weight Room Staff
♀ Hall bathrooms, weight room, combatives room, and aerobics room. For a fire or earthquake, evacuate patrons out the emergency exit door in the weight room. In the event of an earthquake, direct the patrons down Stanyan to Turk Street

Equipment Desk Staff
♀ Multi-purpose gym and gym lobby area. Evacuate patrons out the gym emergency exit doors for a fire or an earthquake. In the event of an earthquake, evacuate out 10 doors to Stanyan Street

Membership Services Staff
♀ Remain at post if safe, handle phones.

Check-in Desk Staff
♀ Remain at post if safe, keep people out.

Building Supervisors and Professional Staff
♀ Racquetball courts, Hagan Gym, and lockers, lower student lounge, upper lounges, hall bathrooms, and sun deck. If soccer is going on, clear the back corridor as well. For evacuation procedures, see below (lifeguards)

Lifeguards
♀ Pool, locker room, cardiovascular alley and lifeguard locker area. Evacuate people off the pool deck and out the side exits, NOT through the locker rooms. Clear locker rooms after pool area is secured, or at the same time if sufficient staff are on duty. In the event of a fire, evacuate patrons out the emergency exits at 222 Stanyan. In the event of an earthquake, evacuate the patrons up the back stairs towards Hagan Gym, through Hagan gym and then out to the soccer field

Cardio-vascular alley staff
♀ Assist Lifeguards in clearing the locker rooms and cardio alley

5
Fire Alarm
A fire in the building might be detected by a patron or staff member, depending on the area of the building in which it occurs. In either instance, the staff person who first becomes aware of the emergency situation will be considered the “First Responder”.

First Responder
✓ If you become aware of, or have any reason to suspect that there is a fire, here at the Koret, immediately call the Front Desk (x 6811) and notify them of the nature and location of the emergency, then call 9-911 and ask for the Fire Department to respond. Remember – let the 911 operators hang up first. Finally, assist with the evacuation as appropriate for you area of the building.

Membership Services and Check-in Desk Staff
✓ Upon being notified of any emergency requiring evacuation, the Front Desk staff should pull the Fire alarm if that has not already been done. This will alert Public Safety as well as persons in the building. Notify the Building Supervisor and the staff in the other areas of the building of the need to evacuate, and the location of the fire so they will know which areas of the center to keep people away from during the evacuation. Unless you are in immediate personal danger, stay at your post to handle the phones and keep people from entering the facility. Direct people out of the building to safety.

Building Supervisor
✓ The building supervisor should select an appropriate staff person or a reliable patron to watch for the Fire Department at the Stanyan Street doors, and direct the emergency personnel to where ever they need to go. When the situation is under control notify director and administrative supervisor.

Earthquakes
During an earthquake, your main concern is shielding yourself, and assisting others in shielding themselves from falling objects, particularly glass. The actual movement of the earth is rarely the cause of death or injury. Since no one is immediately able to determine the severity of the earthquake, it is best to take emergency precautions immediately after the initial tremor is felt. As in any emergency situation, remain calm!

During the quake
✓ Stay inside the building. Do not attempt to leave the building during an earthquake.
✓ Get away from all windows and/or glass walls. Get under a table or desk or stand in a doorway, or get against a main wall of the facility or under a solid portion of the building, again, stay away from the glass windows and roof areas. Take cover whenever possible, but at least cover your head
with a binder or something that can help protect your head from falling objects.

Watch for falling or sliding objects such as bookcases, chairs, computers, machines, file cabinets, or TV monitors.

Do not be surprised if you feel aftershocks. Remain calm and protect yourself as well as you can!

After the quake

In the event of a minor quake, check the building for structural damage and broken or cracked windowpanes. If you smell gas, evacuate the building as calmly and as quickly as possible. If any damage or injuries are found, call Public Safety on the emergency phone line at x2911

In the event of a major quake, evacuate the building as quickly as possible. Check for injured or trapped people that cannot be moved. If you need to summon help, send word to the emergency command post in front of Gleeson Library.

Designated safe zones

The soccer field, and if necessary, the parking lot can be used as an “overflow” area. Keep in mind that there are light poles in the parking lot area, which may present a hazard.

Means of evacuation:

If at all possible, avoid the main lobby and central stairway areas of the building because of the great amounts of glass in these areas. Persons on the middle level of the building (pool, gym, cardiovascular alley, locker rooms, and racquetball courts) should exit through Hagan gym and onto the soccer field by going through the pool area to the stair well and up the stairs to the gym and through the gym and out to the soccer field.

Persons in the second and third floor lounges should also exit through Hagan gym and out to the soccer field. Do not cross the Bridges!

Persons in the entrance lobby, front desk, and office areas should exit through the front doors.

Persons in the basement level areas should exit through the exit at the north end of the basement hallway. Exit to Turk Street, and move to the parking lot and soccer field, staying close to building to avoid flying debris and watching for any electrical wires that may fall.

During evacuation

Do not attempt to move seriously injured persons unless they are in immediate danger of further injury. If you are forced to leave anyone
trapped in a building, note their exact location as well as any hazards in the building.

Expect aftershocks. Do not attempt to re-enter the building once the evacuation is complete.

Do not smoke or have open flames, as there may be gas leaks.

Check for fires, gas leaks, and other fire hazards.

WEAR SHOES – Watch for broken glass.

Once outside the building, check to see if anyone from your assigned area is missing. If so determine where they were last seen and communicate this to the search parties that arrive.

Power outages

DAYTIME POWER OUTAGES

Building Supervisor

Notify Director of outage
Walk through building checking each station
Wait for further instructions from Koret professional staff or Public Safety
Reboot computers and server when power goes back on

Check-in Desk

No further entries, stay at post if safe

Membership Services Desk Employee #1

Check Lobby Elevator, Koret Deli, Alumni Lounge, Upper Level Elevator, Middle Level Elevator, TV, and Student Lounge – Report back to front desk.
Assist as necessary

Membership Services Desk Employee #2

Notify Building Supervisor
Notify Public Safety (x2911)
Stay at post, if safe

Equipment Desk

Call Membership Services desk to report power outage
Check Elevator
Collect returned equipment and distribute IDs
Return and stay in your area

Weight Room

Call Membership Services desk and report power outage
Check elevator on bottom floor
Return and stay in your area if safe
Cardio Alley
✓ Call Membership Services desk and report power outage
✓ Evacuate all machines except for bikes (all other equipment is non-functional in an outage)
✓ Clear Swig Gym
✓ Return and stay in your area

Lifeguards
✓ Call Membership Services desk and report power outage
✓ Get patrons out of the pool: Do not let patrons continue to swim. Swimmers can wait on pool deck for 10 minutes.
✓ If power is not restored after 10 minutes then close down the pool area.
✓ Lock all doors: Locker rooms, Double doors at deep/shallow end (Call Supervisor), Guard entrance, Back Alley.
✓ Turn off all light switches: Pool Deck, Underwater pool lights, Dive lights, Office lights. Patrons may still use the locker rooms, Crossroads Too, Cardio alley, Hagan Gym, and the weight room.
✓ After pool area is locked down stay on the pool deck until further notice.

Instructors/Coaches – Aquatics
✓ Help lifeguards clear the pool (as stated above).
✓ Have unattended minors in your program get dressed as quick as possible. Meet them in the front desk lobby area to assist them in calling their parents/guardians to pick them up. Wait with kids in lobby until they are picked up.

NIGHTTIME POWER OUTAGES

Building Supervisor
✓ Clear and Secure the building, locking doors
  ✓ Check Back Elevator
  ✓ Hagan Gymnasium and Elevator
  ✓ Racquetball Courts
  ✓ Cardio Alley (Attendant should help with locker rooms)
  ✓ Check Locker Rooms/ Pool Deck
  ✓ Swig Pavilion
  ✓ Weightroom/Combatives/Aerobics (Attendants go to front lobby)
  ✓ Equipment Desk (bring entire cash register up)
  ✓ Check elevator
  ✓ Contact the Director
  ✓ Meet in lobby area with rest of staff and determine next step (Chuck or Public Safety instructions)
  ✓ Reboot computers and server when power goes back on
Check-in Desk
- No further entries
- Assist as necessary

Membership Services Desk Employee #1
- Check Lobby Elevator, Koret Deli, Alumni Lounge, Upper Level Elevator, Middle Level Elevator, TV, and Student Lounge – Report back to front desk.
- Assist as necessary

Membership Services Desk Employee #2
- Notify Building Supervisor
- Notify Public Safety (x2911)
- Be prepared to issue refunds

Equipment Desk
- Call Membership Services desk and report power outage
- Check elevator
- Take equipment in and distribute Identification cards
- Return and stay at desk until dismissed by Supervisor or Koret professional staff member

Weight Room
- Call Front Desk and Report Power Outage
- Evacuate via the front lobby weight room, bathrooms, aerobics room, and combative room – turn all switches, lights, and equipment off
- Check elevator
- No further entries. Remain at lower level stairs until supervisor comes to lock doors
- Go to front desk lobby area for further instructions
- Return to front desk lobby and wait until a building supervisor or a full-time Koret staff member dismisses you

Cardio Alley
- Call Membership Services desk and report power outage
- Clear patrons off of all equipment and turn equipment off
- Evacuate via the front lobby: Check Elevator on bottom floor, Racquetball courts and elevator on 2nd floor, Clear Swig Gym, Clear locker rooms with lifeguards, Check showers
- Stay in cardio alley until dismissed by Supervisor

Lifeguards
- Get patrons out of the pool. Do no let patrons continue to swim
- Get flashlights out of emergency bags
- Evacuate pool deck, back alley, and guard office
Help patrons through the locker area. DO NOT let them shower. Have them get dressed as quickly as possible and exit the building through the front desk lobby

Lock down pool area

Turn off all light switches

Check to see if patrons are gone from pool area, cardio alley, assist with clearing locker rooms, shower areas, and bathroom stalls

When all patrons are cleared out of designated areas report to the front desk lobby area for further instructions. DO NOT leave the building before your shift is over. People report to shift as normal – check in at front desk lobby area

Emergency opening procedures

Please note that if a Building Supervisor does not show up for an opening shift you must do the following:

Contact Public Safety to open Building. Use Emergency Phone in parking lot. Open building if sufficient staff is in place.

Allow patrons access free of charge until register can be set-up. Swipe all membership cards and passes.

Contact Director. Numbers are in the Supervisor Binder. Try Nextel Phone first. Try his home number next if unable to connect with Nextel phone.

Contact the Building Supervisor’s Supervisor if you cannot contact the Director.
Membership Coordinator Manual
University of San Francisco
Koret Health and Recreation Center
San Francisco, CA

Last Revised September 20, 2007
By: Jonathan Tao
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Membership Coordinator Class Manual

Signing In

1) Click on the Central Login Icon
2) Type in your User Code (last name) and Password (first letter of last name & last four digits of your social security number).
3) Make sure that the Location and Terminal match up with your location.
4) Click “ok”.

Signing Out

1) Open the register, prior to signing out. ****
2) In the POS screen, click on Clerk Signout.
3) Click “ok”. This will end all of the transactions under your account.

Selling a Membership to an Existing Member

*If a patron already has a rec pass (Red), but is purchasing a different one (Summer Gold), they must be entered as a New Member, not an existing member.*

1) From the Program Registration window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the correct patron.
2) Select each patron and confirm their information.
3) From the Account menu at the top of the screen choose View Memberships (type of pass). Confirm their purchase with their account information and close the window after confirmation.
4) From the Account menu at the top of the screen choose Maintain Family.
5) Make sure that all fields are correctly filled in: Birth Date; Male/Female.
6) For the patron’s phone number you must enter the Daytime Phone number in the bottom left field under the address.
7) Under the Other tab, enter the emergency contact information (name and phone number are required).
8) Leave the rest of the fields filled in as by default.
9) Click Close and Save the family record.
10) From the dropdown lists, select the Plan, Type, and Term of the membership being purchased.
11) Make sure that you get the type of payment (credit card) prior to hitting Register.
12) Click the Register button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.
13) If the Register button cannot be clicked, you need to go to the Registration menu and click on Registration Mode. This will allow you to process the transaction.
14) When a registration membership sale is done, click on YES enter payment now.
15) This opens the **Point of Sale** window with the client and sales information already displayed.
16) Sell any additional **Point of Sale** items.
17) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period – ex. 20. not 20).
18) Click OK.
19) Transaction will take a moment to process and the display window will say “complete.”

**Creating an Account for a New Patron**

1) With the **Program Registration/Membership Pass Sale** window display, choose the **Client** button. The search for client window appears.
2) Search for the client’s last name to make sure they do not already have an account.
3) Choose “**Okay**” to create a new family or click “**New**” on the bottom right.
4) Enter the first and last name.
5) Tab to the **Birth Date** and **Male/Female** field; enter information
6) For the patron’s phone number you must enter the **Daytime Phone** number in the bottom left field under the address.
7) Under the **Other** tab, enter the emergency contact information (**name** and **phone number** are required).
8) Leave the rest of the fields filled in as by default.
9) Click **Close** and **Save** the family record.
10) From the dropdown lists, select the **Plan**, **Type**, and **Term** of the membership being purchased.
11) Click the **Register** button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.
12) When a registration membership sale is done, click on **YES** enter payment now.
13) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period and the cents – ex. 20. not 20).
14) Click OK.
15) Transaction will take a moment to process and the display window will say “complete.”

**Cancelling a Transaction after a Patron has been Registered**

1) After you have registered the patron and you are looking at the POS screen, you will need to hit **Cancel Transaction**, which is located above the green buttons on the right side.
2) Once the transaction has been cancelled, you will have to return to **Program Registration** screen. You will see a balance on the patrons account (located on the top right next to the client button). You **MUST Withdraw** the client in order to get the balance back to zero.
To Modify/Update Client Information

1) From the Program Registration window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the patron. If the phone number is not listed you will have to look at their membership. Select each patron and go to Account and View Memberships.

2) Once the correct patron has been discovered; make sure you go back and Select them.

3) From the Account menu at the top of the screen choose Maintain Family.

4) Make changes to the account information as required.

5) Choose Close to save the changes and close the window. You will return to the Program Registration window.

Point of Sale Notes

1) When a patron is utilizing the check method of payment record the check number (usually in the upper left hand corner of the check).

2) You can split payments between two methods. When they are using a check as one method (Visa and Check), you must always put in the “other” method before entering the check amount or you must click the amount for the check prior to clicking on the check. (ex. 100, click check, enter check number, and press okay)

3) You CANNOT pay for two people at one time when they are purchasing memberships. You must register them separately.

4) Whatever register/computer the FD worker signs in on, is the one they must ring transactions into. *Shifts with two people at FD will require two registers at one time.

5) There are two gift certificate buttons. The green button is used when paying with a gift certificate. The gray button (located on the left) is used when a patron is purchasing a gift certificate. Make sure you select the appropriate department for purchasing gift certificates.

Adding an Item to a Sale

1) Choose what the member would like to purchase form the appropriate list in the POS module.

2) Highlight the item the member would like to purchase.

3) If the member is purchasing more than one of the item, you have to repeat steps 1 and 2.

4) Click “OK.” The item will now be listed in the box on the right.
Removing an Item from a Sale

1) To remove an item that has been added to the box, click void item and highlight that item by clicking on it.
2) A V will appear next to the voided item.
3) The item will remain in the box, but the consumer will not be charged for the item.

Selling a Session
Remember that “Sessions” are personal training or massage appointments.

1) Fill out their appointment in the book.
2) Go to Point of Sale in Class.
3) If the customer is a member, click on the client search button.
4) Enter the last name, member number, or swipe the membership card of the person buying the massage/personal training.
5) Select the right person from the list if necessary.
6) Click “OK”.
7) The session will now be linked to the member’s account.
8) Click whatever they wish to purchase. (Reminder: If purchasing multiple sessions the number of sessions must be clicked prior.)
9) Highlight the appropriate Session.
10) Click “OK”.

Regular Check-In Procedures
All notes will be visible in the “Extra” area of the screen.

1) Open the Membership Pass Validation module. The Select a pass scanning station window appears.
2) Double-click on a scanning station in the list. The Membership Pass Validation window appears.
3) In the Client field scan in the client’s pass card, then press the ENTER key.
4) Once the card is swiped they are checked-in.
Check-In Procedures when the Patron Forgot their I.D. – ONLY AT THE FRONT DESK
All notes will be visible in the “Extra” area of the screen.

1) Open the Program Registration module.
2) If the patron forgot their membership ID, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.
3) Select each patron and go through this process to confirm that you have the correct account.
4) From the Account menu at the top of the screen choose Maintain Family. You will be able to view the detailed information.
5) Make changes to the account information as required.
6) Once you discover the correct account, copy their barcode number from the Maintain Family screen and paste the barcode into the Membership Pass Sales/Program Registration window.
7) You MUST hit ENTER. (Do NOT click Search.)
8) Once the card is swiped they are checked-in.

Viewing the Number of Passes Remaining Without Checking-In
All notes will be visible in the “Extra” area of the screen.

1) With the Membership Pass Sales/Program Registration window displayed, click on the Client button. Search for the client.
2) If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.
3) Select each patron and go through this process to confirm that you have the correct account.
4) From the Account menu at the top of the screen choose Maintain Family. You will be able to view the detailed information. Match the information listed with the client’s actual information.
5) Once you discover the correct account, double click on the row for the desired client. You will return to the Membership Pass Sales/Program Registration window.
6) From the Account menu at the top of the screen choose View Memberships. The View Memberships window appears.
7) The number of passes remaining will be listed all the way to the right under Remaining.
Looking up a Member’s Expiration Date

1. Open program registration from central login
2. Hit “client” and enter member’s last name / member number and press search
3. Then Select the account you want to view
4. Use the account menu at the top of the screen and select “view memberships”
5. Other information available through member lookup includes:
   - Account Status (Active v. Expired)
   - Historic record of old memberships
   - Club usage

Alerts or Special Text

Alerts and Messages can be viewed at the Validation Screen and Program Registration, keep in mind the purpose and who needs to view it.

1. From the Program Reg Module, search for the account to place the alert
2. Once the account has been selected go to the top menu and hit “client”
3. Select “maintain details” and type the alert in the “alert or special text” box and click ok when finished.
4. Make the message brief and to the point
5. The message will be viewed every time the member checks in until it is removed
6. To remove, follow previous direction and delete from the “alert or special text” box

Reports

From the “Report Printing” module select the category for the report you want. Ie: Memberships for membership reports, Accounting for accounting reports.

Select the Appropriate Report (here’s a sample list):

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memberships</td>
<td>Memberships Pass Summary</td>
<td>Shows amount of memberships sold</td>
</tr>
<tr>
<td>Receipts</td>
<td>Reprint online printouts</td>
<td>Shows past receipts</td>
</tr>
<tr>
<td>Accounting</td>
<td>Daily Cash Balance</td>
<td>Shows financial transactions for a specified period of time</td>
</tr>
</tbody>
</table>
Maintain Staff/Users

Front Desk Staff, Supervisors and anyone working at the Equipment Desk will need to be added into the system in order to have register codes.

**Employee**
1. Select “system maintenance” from central login
2. Go to the accounts tab and select “maintain staff/users”
3. Search for the employee
4. Click “user”
5. Change user status to active
6. For “user code” we have been using the last name of the employee
7. For “password” we will use the first letter of the last name and the last four digits of the employee’s SSN, if the employee has a code he/she would prefer, use that
8. For “User group” choose the appropriate group
9. Only Professional Staff and certain students have Manager Privileges, however all front desk, supervisors and equipment desk will need to have POS Privileges so they can sell items
10. To deactivate the employee’s access just click “frozen by user” to deactivate.

POS Items

Adding Items
1. From central login select “POS maintenance”
2. Select “Maintain Items”
3. To add a new item just type in the item name click the “…” for a new number. Please be consistent with the wording your inventory items
4. Select the appropriate type of GL accounts. “PLU” is for set prices and “Departmental” is for amount that varies.
5. Select the appropriate GL account from the drop down menu
6. Fill in the price of the item and effective date
7. Under the details tab click the “requires immediate payment” box
8. Under the groups tab click the appropriate tab
9. Under payment tab select all of the methods
10. Hit close and save
11. Then go to maintain lookup list
12. Click locate and select the list you want to update
13. Click the include tab and the “…” button
14. Hit search and just select an item and hit ok
15. Then select all the items you want to show up on the POS screen
16. Hit close and save

**How to create a new type of Membership in Class**

This will show you how to add a pass or membership type

1. Select membership pass maintenance from central login
2. Choose maintain membership pass plans
3. Click locate
4. Select the pass plan category
5. Choose an existing pass/membership that is similar to the new one you are creating.
6. Hit new
7. Select “duplicate the selected pass”.
8. Change the pass type and term
9. Enter membership fees on the membership fee tab
10. Enter the appropriate times for each scanning station when the pass/membership can be checked in.
11. Hit close and then save
Printing out Account Histories/Receipts

Usually at the end of the year you will get a lot of requests from people for receipts. Typically this is so that they can get reimbursed by an employer etc., for health club fees.

1. Go to report printing in Class
2. Click on “receipts”
3. Click on “reprint online printouts”
4. Enter the patron’s last name or account number under the accounts button
5. Hit view list
6. A screen will be displayed showing the dates the person bought/renewed his/her pass, how much he/she paid and the method of payment
7. Click Print to print this screen
8. You can also send a receipt with a letter stating the following:

To Whom It May Concern:

Let this memorandum serve as receipt for Andrew Kanas.

Mr. Kanas purchased a Gold Pass from the University of San Francisco Koret Health and Recreation Center October 19, 2007, and has since renewed this pass several times.

Attached please find the print out of our computer screen showing the transaction history for Mr. Kanas’ Gold Pass account number 400-004-325.

If I can answer any questions, or be of any other assistance, feel free to contact me at (415)422-2943.

Sincerely,

Jessica Alba
Membership Coordinator
USF Recreational Sports Department

This way there is something joining the account number with the person’s name.

That’s it! Fax it, send it or leave it in Will Call.
Performing a Membership Freeze

A freeze on a membership is for monthly or annual members who are sick or go on vacation so that the membership cannot be used while the person is away and the expiration date of the membership gets extended by the number of days the membership is frozen for.

Setting up a Freeze
If a person wants a freeze, get from them the exact date to start the freeze and the exact date to end the freeze. We do not retroactively freeze accounts, which means a person cannot say, “Well I want my freeze to be activated as of last Tuesday.”

1. Open program registration
2. Hit close so the “open form” box appears.
3. Click on membership pass extend and suspend
4. Click individual pass tab
5. Enter client’s name or account number
6. Select the right account and membership to perform the freeze.
7. You can start a freeze on any date, you can set up today for the freeze to start next week.
8. For the anticipated end date put the end date of the extension
9. In the reasons drop down box write in that the person is in the hospital or whatever
10. Click extend
11. The freeze is now set up
Writing Monthly Reports

Each month you will have to provide a report to the Director that shows our usage and membership sales for the month. This requires running several reports in Class, entering the information into two different spreadsheets and then compiling the information into one report to be submitted to the Director.

The Monthly Usage Report

The monthly usage report records all check-ins for the month broken down into the categories of Student, Fac/Staff, Alumni, Annual Members (except Masters), Red/Orange, Gold/Green, Other (all Masters and Sport Clubs), and Drop Ins.

1. Run “report printing” in the Reports Module
2. Select “membership scanned summary report”
3. Set the date filter on “effective date from:” and “to:” for the month you wish to write the report for (ie: Jan 1, 2007 through Jan 31, 2007)
4. Set other desired membership filters for the time you wish to report for in the “client area”. If you wish to combine all of the areas just leave it at “all”.
5. Make sure to select “both” on the button menu and then press the “preview” button.
6. When the report is done, you can export the file to excel.
7. To export the file, click on the button on Class that looks like an Envelope with an Arrow going into it
8. From the “Format” drop-down box, select “Excel 8.0 (XLS)
9. From the “Destination” drop-down box, select “Disk File”
10. Save the exported file on the Z Drive so that you will be able to open it from your workstation
11. Go back to your workstation to open the usage report
12. Remember to save the usage report to your personal computer so that you can delete it from the Z Drive later (and remember to delete it from the Z Drive later)
13. The spreadsheet you’ll see will list all of our different card types alphabetically with the number of times someone with that card type checked in each hour of the day
14. All you will need to know is how many Alumni etc., checked in
15. This means totaling the number of check ins for each Alumni account including Annual, First Year Annual, Monthly, Alumni Green and Gold and all Back Office Alumni accounts
16. Highlighting the boxes is the fastest way to total them
17. Hold down the Control button as you highlight all of the Alumni Gold (15) check ins
18. Scroll through all accounts that are not an alumni account, and hit Control and highlight any other alumni account that you see
19. Enter the grand total of Alumni check ins for the month into the annual usage report (ie: 2006 2007 Usage Report by Month and Type)
20. Do this for all categories listed on the annual usage report
21. DO NOT collect totals for: Koret Staff or Any Instructor
22. Student includes: Registered Students, FROMM/ESL/IEP Students, Students listed by their class, Student Spouses and Children, and students who buy Summer Memberships, and any Back Office Student account
23. Faculty/Staff includes: Full Time Fac/Staff, Part Time Fac/Staff, USFFA Spouses and Dependents, Fac/Staff Spouses and Children, USF Emeritees, and any Back Office Fac/Staff account
24. Alumni includes: see #13
25. Annual includes: All Annual Memberships except Annual Masters, Annual also includes Jesuits and any Back Office Annual account
26. Red/Orange includes: just Red and Orange accounts including Back Office
27. Gold/Green includes: Gold, Green, Summer Gold, Summer Green and Back Office, 
   Alumni Gold and Alumni Green are counted as Alumni
28. Other includes: All Masters and Sport Clubs (ie: Shotokan)
29. Drop In: this information can be found in two places, either the closing reports or on the daily drop in waivers. I use the waivers because the supervisors often forget to file a closing report at all
30. Now open the monthly report for the appropriate month (ie: January 2004 Monthly Report)
31. In the Facility Usage section, enter the usage amounts that you have listed in your annual usage spreadsheet
32. The Monthly Usage Report is now done!
The Monthly Membership Sales Report

Obviously this is the report for all memberships sold for that month. Compiling this report requires generating two reports from Class, entering that information into a spreadsheet and then entering the information into the Monthly Report.

1. Run “report printing” in the Reports Module
2. Select “membership pass summary report”
3. Set the date filter on “effective date from:” and “to:” for the month you wish to write the report for (ie: Jan 1, 2007 through Jan 31, 2007)
4. Set other desired membership filters for the time you wish to report for in the “membership type”, “membership term”, “membership plan”, or “client area”. If you wish to combine all of the areas just leave it at “all”.
5. Then press the “preview” button.
6. You can print out the reports and do the calculations on the print outs or export it to excel.

7. Open the 2003 2004 Annual Report file
8. This is the spreadsheet where you tally all membership sales per month for the entire year
9. Enter the appropriate amount of each membership sold into the annual report
10. Once the annual report spreadsheet is filled out, you can use it to fill out the Membership Sales section of the monthly report
11. After that is done, you are done with usage and membership report information and you can close all of those
12. Now just fill in the Revenue Summary Section of the Report
13. We count each month as having four weeks and run Monday through Sunday, this means that you could have long or short weeks at the beginning or end of the month to keep it at four
14. Calculate the total amount of money we collected for this period of time from the Daily Deposit sheets and then list the day of the week on which we collected the most money for that week and the least money for that week
15. The Monthly Report is now finished!
Parking Permits

The Parking Permit distribution process is subject to change and at the time this manual is written, is currently in a state of flux. So this is how we had been handling parking permits, but this section will require updating as soon as a new procedure has been developed and implemented.

Parking permits are only given to Annual Koret Members, Persons with Permanent Disabilities, Masters Swimmers and Koret Vendors

Annual and disabled permits are given out only by the Membership Coordinator and the Associate Director in person. Annual and disabled permits are not mailed or left with student staff.

Monthly Masters Parking permits are given out by Koret Student Staff at the Front Desk

Annual Permits:

- Given to Koret Annual Membership Holders (Annual Neighborhood, Annual Alumni, Annual Masters, Special Affiliate, Saint Mary’s)
- Permits are valid for only two hours
- Permits cost $60 annually, half of which is transferred to DPS each month
- Permits are valid only for Koret Platform Lot (top lot)
- Permits have holographic sticker to prevent photocopying
- Permits are stamped with the date permit is issued, and expiration date
- License plate number is written on permit with magic marker
- Up to two license plates may be written on a permit
- Customers receive only one permit
- Customers must present membership card, driver’s license and license plate numbers to receive permit
- Spreadsheet of permits given out and license numbers etc, is submitted to DPS each Friday
- Permits change colors at the start of each new year, customers may receive a permit that expires December 31, 2006, with a membership that expires in 2007
- We charge $25 to replace a lost parking permit

Disabled Permits:

- Given to Koret patrons with permanent disabilities
- Permits have no cost and no time restrictions
- Permits are valid for any spot in either lot so long as they are displayed with disabled parking placard from DMV
• Permits are valid for six months
• Customers must present membership card, driver’s license, license plate numbers and proof of permanent disability to receive permit (ie: DMV Disabled Parking Placard)

Monthly Masters Permits:

• Given to Koret Masters Swim Team Members
• Fee is currently being determined
• Permits are valid from 6 to 8:30am and 5:45 to 9:30pm
• Permits are valid for Koret Platform lot PAN #2 or Surface Lot #3B
• Permits are distributed by student staff
• Permits are valid only for the current month, and change color each month
• Customers must present membership card and must be current members of masters swim team to receive permit

Koret Vendor Permits:

• Given to Koret Vendors, valid in PAN #2 and PAN #3B

Logging Parking Permits:

The Parking Permit Log Sheet is saved on the Z Drive. Please log each permit as you issue it. In addition to logging each permit on the computer, please fill out the Parking Permit Application.

In addition, you need to log each permit sold on the spreadsheet Parking Permits Sold 2006 because we need to transfer that money to Public Safety (Reports/Parking Permits Sold 2006)

Do not log fees collected for lost permits ($25 fee).

Public Safety:

1. Each Friday, send an email to Public Safety (our current parking contact is Nicole Beamer, beamer@usfca.edu) and attach the latest version of the Parking Log Sheet
2. Each month you have to transfer half of the money we collected for parking permits to Public Safety
   a. Open the Parking Permits Sold 2006 spreadsheet
   b. Divide the total amount of parking fees collected for the month in half
   c. Rec Sports gets to keep half of the fees collected
   d. For the remaining half, follow these instructions:
   e. Send an email to Terry Dahl dahl@usfca.edu and ask her to make the following transfers:
      i. 80% of the total collected for that month from Koret Account 3-1350-0540 to Public Safety Account 3-17105-0540
      ii. 20% of the total collected for that month from Koret Account 3-10350-0540 to Public Safety Account 0-10000-2322
USFFA Spouses and Dependents

USFFA (University of San Francisco Faculty Association) is one (of three) faculty unions at USF. This union includes most faculty except Law School and some others.

USFFA has successfully negotiated to get free memberships for the Spouses and Dependent Children of USFFA members. Because this arrangement requires a lot of explanation of benefits etc., to the union members, Front Desk staff do not enroll these memberships themselves.

If a USFFA faculty member wants to get a membership for his/her spouse/dependent, then the faculty member must go to the Human Resources office and get a “USFFA Spouse/Dependent Verification Form.” Human Resources will sign off this form indicating that the faculty person is in fact a USFFA member and that the people to be enrolled are in fact spouses/dependents of the faculty person.

Once you have received the USFFA Faculty Spouse and Dependent Verification Form, follow these steps to perform enrollment:

If the Spouses/Dependents are there with you:

1. Activate the appropriate USFFA contract in class by
   a. Selecting the Membership Pass Maintenance Module
   b. Select the Maintain Membership Pass Plan menu
   c. Hit “locate”
   d. Select the “full time faculty/staff” pass plan
   e. Double-Click on the appropriate USFFA contract (Spouse or Dependent)
   f. Check the box next to Active

2. Enroll the membership/renew the membership as you would any pass/membership

3. Have waivers signed and photos taken as usual

4. Attach copies of waivers to the verification form and file form with other forms in Jon’s office

If you just get the form and the Spouses/Dependents are not there:

1. Follow steps 1, 2 and 3 from above

2. Leave a memo in Will Call under the name of the appropriate person with a waiver for that person as well as instructions to have photos taken and to have waivers left in Jon’s mailbox

3. Call the Faculty person and let him/her know the instructions for taking photos and signing waivers

4. Attach copies of waivers to the verification form and file form

Revised on: September 20, 2007
Cards for people who have not returned equipment (ie: locks)

When a person has taken one of our locks or towels, etc, we deactivate their card just like we do with a bounced check.

1. If the card is a Rec Pass:
   a. Write the person’s account number and number of uses remaining on a post-it and attach that post-it to the person’s ID card
   b. Swipe the card to zero
   c. Add an alert stating: “LOST EQUIPMENT, MUST SEEK EQUIPMENT DESK SUPERVISOR” (use a name for the E.D. supervisor, at the time I am writing this, that person is also leaving and I don’t know what name to put down)
   d. When you get notice that the card has been returned, you should get that post-it back. Return the patron’s card to the correct number of uses and delete the alert

2. If the card is monthly, annual, or anyone else:
   a. Write the person’s account number and membership expiration date (if applicable) on a post-it and attach that post-it to the person’s ID card
   b. Freeze the membership (see instructions for freezing above)
   c. Set the Freeze End Date for one year out or longer just in case the person is very delinquent in returning the equipment/paying us for it
   d. Add an alert stating: “LOST EQUIPMENT . . .”
   e. When you get notice that the card has been returned, you should get that post-it back. Unfreeze the membership, and be sure to set their expiration date back to the original expiration date
   f. If the freeze was for a student or full-time faculty/staff (people who don’t have expiration dates to begin with) the computer will reactivate the card without setting an expiration date, so you won’t need to adjust anything for them
   g. Delete the alert

You’re Done!
Verifying that a Student, Faculty or Staff Person Gets Koret Access

Throughout the year you will receive discrepancies for people who claim to be currently registered students or full-time faculty or staff. You must verify this first before granting the person Koret Access because we get a lot of liars or generally confused folks over here who should be paying us.

How to Verify if you Have Access to the SI and HR Systems via an Alpha Account:

How to Verify if a Student is Currently Registered:

Log on to the Alpha/VAX system
Open the student menu

1. Type in 101
2. Type in IE1
3. Type in IEM
4. Type in the students SSN (if you have it)
5. If you don’t have the SSN, type in the last name
6. You may have to scroll through all people with that last name
7. To advance to the next page, just hit enter
8. When you find the right student, type in the number to the left of the student’s name and hit enter
9. The left most column of the screen shows the last semester for which the student is registered in the following format: YYT (YY is the two digit year and T is the Term, S=Spring, F=Fall, M=Summer)
10. If the current term is not listed, then the student is not registered
11. If the current term is listed, but shows 0 credits then the student has not registered yet, but may register later. Students do not get their cards activated until they are taking credits.
12. Once you have verified that a student is registered, check for the students class
13. We break students down into the following classes: Freshman (FR), Sophomore (SO), Junior (JR), Senior (SR), Grad (will say something like LAW, MBA or GRAD) and Other (everything else)
14. Once you know that the student is registered and his/her class you can import him/her into Centrec
How to Verify if a Faculty/Staff Person is Full/Part Time:

Log on to the Alpha/VAX system
Open the HR menu

15. Type in LIB
16. Enter in the F/S persons SSN
17. If the number listed to the far right of the current term is 81.2, then the Fac/Staff person is full time
18. If it says anything else, then he/she is not
19. Often the screen won't display anything or can be difficult to interpret, in these instances, contact a staff person at Human Resources like Ingrid Coco or Diane Sweeney

How to Verify if you DO NOT have access to the SI and HR systems via an Alpha Account:

How to Verify a Student is Currently Registered:

1. Call the Registrars office at x6316
2. This person will be able to tell you if the student is currently registered
3. Don’t forget to get the students class of Freshman, Sophomore, Junior, Senior, Grad or Other
4. This person will not be able to give you Social Security Numbers. If you need the student’s SSN:
   a. And you have the student’s phone number then call the student and get it from him/her over the phone
   b. If you don’t have the student’s phone number, then contact your resource at Academic Services who gives you the student information to import into Centrec. Currently this is Fred Baldwin who is easiest to reach via email at Baldwin@usfca.edu
5. Once you have verified that the student is currently registered, import him/her into Centrec

How to Verify a Fac/Staff Person if Full-Time:

1. Contact your resource at Human Resources for Fac/Staff info
2. Currently this person is Ingrid Coco who is easiest to reach via email at cocoii@usfca.edu
3. Ingrid will be able to tell you if the staff person is Full Time, Part Time and she can give you SSNs if necessary
Discrepancies

It is impossible to give instructions on how to handle all of the different types of discrepancies you will receive, but here are some of the more popular yet difficult ones.

1. If the person says that they paid but the card is not activated, look them up by last name to make sure the front desk did not renew the wrong card. Many of our patrons have 2+ cards each and often it happens that the front desk puts their red uses on their summer gold pass etc.. If this does happen, we need to make sure BOTH passes have the correct number of uses. For example, Mary Smith has a red pass and a summer gold pass. She wanted to renew her red pass, and when you look at her summer gold account it says Red Pass (15). So you activate her red card with 15 uses, but the uses she had on that gold pass have been wiped out! To find out how many uses she should have on her summer gold pass, go to Point of Sale and click account payment. Type in her summer gold pass account number and click on Account History. This screen will show you each time the account has been renewed. Check the last time the summer gold pass was renewed and then count the number of time Mary has come in since then. Remember that you may have to check the pink renewal sheet in case her card was updated after her last renewal. You’ll know if it was because at the account history screen it will show that the card was activated for $0.

2. If a person has a card that says “Old Expired Public Pass” or something like that, the card needs to be updated in Centrex. To find out how many uses this card should have open the following file: C:\Christine’s Stuff\Centrex\Koret Accounts from Old Diebold System

   This file will show all the cards from the old membership system. The numbers on the tabs at the bottom of the page correspond to a card type. For example, the tab numbered 4 means red passes. The tab numbered 3 means gold passes. Click on the appropriate tab and do a search for the person’s name. It will show you how many uses he/she should have. If the card is not listed on this spreadsheet, check the paper reports downstairs. If the card is not listed there either, I just ask the person to guess how many uses they had and give them that many.

3. Masters. Now that anyone is actually paying attention to the masters team, I am getting a lot of requests to turn a red pass into a masters card or something like that. Go ahead and do it, it is easier than arguing with these people. One day on the masters swim team is worth $2. Figure out the cash value of the person’s pass and then divide it by $2. That is the number of days of masters swim they get. My preference is for the person to purchase a regular masters membership and then we can extend it, but you will probably have to set up a few accounts yourself as a Back Office MM, give them the correct number of days and then leave instructions for a photo to be taken.
No Utility Bill Gold and Neighborhood Memberships

People who do not get the PG&E or SBC/Pacific Bell statement need to have their proof of residency cleared by you or Joanne. A bank statement, credit card bill, cell phone bill, etc is fine for proof so long as it is dated within one month and is in the person’s name. We do not take leases unless they are dated within one month. I let people know that I am in the office M-F from 9 to 5pm, but sometimes I have to schedule alternate times to meet with people in the evenings or mornings.

Outside Neighborhood Memberships

You will receive calls from a lot of people who live outside of the neighborhood boundaries, but that want to either get in after 2pm, or they think they will work out so much that a Red Pass will just end up costing way too much money.

What we can offer them is an Outside Neighborhood Membership. Here is the speech that I usually give to someone in this situation:

“Each year the university allows us to sell a certain number of memberships to people who residences fall outside of our Neighborhood boundaries, but who cannot workout in the Red Pass time restrictions.* We call this membership the Outside Neighborhood membership. It is $650 for a membership that is valid for one year from the day that you enroll. There are no time restrictions with this membership, and our annual members are eligible for discounted rates on services like personal training and massage, and can also purchase a parking permit for an additional $60 annually.”

If a person is interested in buying an Outside Neighborhood membership he/she needs to submit a request in writing which you have to get approved by the Director.*

After the person’s request has been approved by the Director, you can contact the patron and let him/her know the request has been approved. After that you leave a memo in Will Call instructing the Front Desk staff to enroll this person for the Outside Neighborhood membership. Here is the text I usually put in the memo:

Kareem Abdul-Jabaar has been approved for a $650 Outside Neighborhood Membership. Please enroll him selecting the “Neighborhood (Outside $650)” option from the list of terminating memberships. Please have him sign a waiver and take a picture as usual. If you have any questions, please contact me.

Once a person is approved for an Outside Neighborhood membership, they do not need approval to renew a year later, they can continue to keep the membership so long as they continue to pay for it.

*To date we have never turned anyone down for an Outside Neighborhood membership, but we have this clause just in case the University has a change of heart and all of a sudden no longer wants us to make money.
Business Manager Manual
University of San Francisco
Koret Health and Recreation Center
San Francisco, CA

Last Revised September 20, 2007
By: Jonathan Tao
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Business Manager Daily Cash Count Procedure

Each day you will have to count the cash that was collected for the previous day, account for any mistakes that may have been made, fix any mistakes that need fixing and deposit the cash to Business Finance.

1. Open the Top Safe and take all of the bags out of it

2. Open the Bottom Safe and take out the Weekend Change Bag

3. Take the Weekend Change Bag and the Petty Cash Bag and leave them to the side

4. Take the regular deposit bags and organize them
   a. Separate the bags according to Equipment Desk, Front Desk #1 and Front Desk #2
   b. Make sure that the bags are arranged chronologically (the 8am closeout comes before the 2pm closeout)

5. Now that you have your bags organized, you can begin counting

6. Starting with the first Equipment Desk closeout bag
   a. Take out the Closeout Form and the Reset receipt

   b. Staple the Reset receipt to the upper-left corner of the Closeout Form

   c. Total the amounts for Cash, Check, VISA and Mastercard and record that in the “Office Use Only” column

   d. Now count the cash that was in the bag, enter the total you counted in the “For Office Use Only” column on the Closeout Form

   e. Subtract the “Register” total from the “Office Use” total to see if there has been an overage or shortage

   f. If there has been an over/shortage:
      i. Record the amount over/short in the column labeled “Over/Short”
      ii. Figure out where the over/short has come from (ie: an Alumnus was rung in for a regular price drop in, but paid the correct price for an alumni drop in, a check for an Orange pass is missing, a transaction that was paid with VISA was rung in as a Mastercard)
      iii. Write on the bottom of the receipt the nature of the over/shortage like this: Over $5 Cash Drop In
iv. Now open the file “Cash Mistakes January 2004” and record the over/shortage with more detail: Joe Smith was charged $15 for an Alumni Drop In but paid the correct amount of $10

g. Now lay out the cash in piles according to the bill, (ie: a pile of ones, a pile of fives, a pile of tens etc.,)

h. Now you can count each other method of payment and perform the previous steps

i. After you have counted the checks, place them in a pile of ascending amount

j. After you have counted the Credit Card receipts, place them in a pile of ascending amount* (see special instructions for how to handle recording CC refunds)

7. Perform this process for each bag

8. Now that all of the cash, checks and credit cards for the day have been counted, it is time to bring out the Weekend Change and Petty Cash bags

9. Use the cash that you have just counted to ensure that the Weekend Change Bag is filled with small bills (ones and fives)

10. If you have any small bills left over, use them to ensure that the Petty Cash Bag is filled with small bills as well

11. When this is done, it is time to bundle the money

12. If you have any coins, place them in a small envelope.
   a. On the envelope, write the date of the transactions
   b. Write down the number of each type of coin you have and the total (ie: $.05 x 5 = $.25)
   c. Total those coins and write that on the bag

13. Use the adding machine to make a receipt tape of the cash
   a. Punch in the amount of money you have in coins
   b. Punch in the amount of money you have in singles
   c. Punch in the amount of money you have in fives
   d. Do this for all the bill denominations you have on hand, if you have no singles, skip the singles and start with the fives etc.,
   e. Make sure you have a grand total at the end of the receipt

14. If you have any bills larger than $20, make sure to mark them with the Counterfeit Pen
15. Now collect all of the bills into one stack in ascending order and wrap the coin envelope around them
   a. You may have to make smaller bundles within your big stack of cash
   b. You make smaller bundles in the following denominations
      i. 25 ones = $25
      ii. 20 fives = $100
      iii. 20 tens = $200
      iv. 25 twenties = $500
   c. Wrap these smaller bundles in a rubber band and include with the rest of the cash
      (if you have 30 twenties, put the extra 5 twenties on top of the bundle of twenties)

16. Write “Cash” at the top of the receipt, place the receipt on top of the envelope and wrap the bundle with a rubber band

17. For the checks, you will first need to stamp them with account numbers (ie: Stamp all checks for Rec Pass with the “Rec Pass” stamp. This way, if a person bounces a check, the Business Finance knows to take the money out of the Rec Pass account instead of Fitness etc.)

18. After the checks have been stamped, make a receipt on the adding machine for them, too adding them in ascending order with a grand total listed on the receipt

19. Write “Checks” at the top of the receipt, place the receipt on top of the stack of checks and bundle them with a paper clip, binder clip or rubber band

20. Now make the receipt for the Credit Cards, again adding them in ascending order
    with a Grand Total at the bottom of the receipt

21. Now compare the Grand Total on the bottom of the receipt with the total for credit card transactions listed on the batch report from the credit card machine for that day

22. If the supervisors did not print out a batch report for you, then call Bank of America’s Merchant Services and ask them to fax you a copy of the batch report. While you have them on the phone, ask for the total of CC receipts because it will take about 1 hour for the fax to arrive, this way you can continue to work while you are waiting for the fax.

23. If the amounts match, move on to step 24. If they do not:
   a. Recount your credit card receipts again to ensure that your first count was accurate
   b. If your count was accurate, compare the two grand totals that you have and find out the amount of the difference
   c. If the amount of the difference is an amount that would probably be for one transaction (ie: $35, $15, $75) then compare the receipts that you have in hand for that amount against the transactions for that amount listed on the batch report
d. If you find that the batch report lists a transaction that you do not have a receipt for, then take out a blank CC receipt and fill it out writing “Lost Receipt” on the signature line.

e. If you have a receipt for a transaction that is not on the batch report then call Merchant Services to see if there has been a reversal, if your batch report is incorrect or if you need to perform a post-authorization.

f. If the amount of the difference is an unusual amount or you just can’t find the mistake, then compare each receipt you have in hand against the transactions listed on the batch report.

   i. When you are done, if you have transactions on the batch report for which you don’t have a receipt, then write a receipt out listing “Lost Receipt” on the signature line.

   ii. If you have receipts for which you don’t have transactions listed on the batch report, then call Merchant Services.

24. Once your credit card receipt totals match the total on the batch report, then you can separate the Cash Register Receipts from the Credit Card Receipts. Throw the Cash Register Receipts away, make a stack of credit card receipts, and bundle them with the receipt from the adding machine (writing Credit on top of that receipt).

25. Now that each bag has been counted, you can compare what you have counted to what the computer has counted.

26. Run and print the Daily GL and Daily Cash Balance report from the list of Accounting Reports in Class.

27. On the Daily Cash Balance Report, write down the total you have for Cash, Checks and Credit and calculate a grand total for the payments that were collected for that day.


29. If you had any over/shorts in cash, it is time to record that now.

30. On the Daily Cash Balance write down the overs and shorts you had in cash, just like you have it written on the Reset receipt (Over $5 Cash Drop In).

31. Now add any overs and subtract any short both from the Cash in the Net column and from the corresponding account on the Credit column in the Daily GL in the Net Column (for example, add $5 to cash and $5 to Drop In).

32. When you have accounted for all overs/shorts, the total for the Cash should equal what you have in hand.
33. If it does not, then recount your Cash, check the total you have written on the Daily Cash and check your math on the Daily Cash, also make sure you haven’t missed any over/shorts from your Closeout Forms.

34. Once you have your accurate totals, write the accurate cash total to the right of the Cash total listed on the Daily Cash.

35. For Checks and Credit Cards follow steps 32 through 37.

36. Once you have accurate totals for each method of payment, write the total for that at the bottom of the Daily Cash Report.

37. If you have any totals in the Gift Liability Column:
   a. If the amount is in the Credit Column, this means that someone purchased a Gift Certificate that day.
   b. Write on the Daily Cash that a Gift Certificate was purchased, the amount and the account the money goes into (i.e.: GC Bought $75 Rec Pass).
   c. Now subtract that amount from the Gift Liability row and add it to the row for the account in Daily GL and Daily Cash.
   d. If the amount is in the Debit Column, this means that someone cashed a Gift Certificate on that day.
   e. Write on the Daily Cash that a Gift Certificate was cashed, the amount and the account the money is coming out of (i.e.: GC Cashed $40 Fitness).
   f. Now subtract that amount from the Gift Liability row and subtract that amount from the account.

38. Once you have made any adjustments to the Credit Column, add up the amounts and total it at the bottom of the column, the total should match the total of payments you collected that day.


40. On the back of the Daily Cash, record each Credit Card Receipt according to the account that the money goes into (i.e.: Each CC receipt for Drop In gets counted for Drop In, each Gold Pass to Rec Pass etc).

41. When you are done you should have several accounts with amounts listed under them.

42. Total the amount for each account.

43. Also, double-check that the grand total for each account equals the total of credit card payments you have received.

44. Open the file called “Electronic Deposit Reconciliation” (in the Blank Forms folder on your computer).
45. Fill in the date of the day you have been counting and save the spreadsheet with the Cash Reports for the current month (ie: Reports/Cash Comparisons/Current Month/DDR JAN 15 2004)

46. Now enter the totals you have for each account on the Daily Cash into the box immediately to the right of the corresponding account on the Electronic Deposit Reconciliation

47. When you get to the Masters Account on the Electronic Reconciliation Form you’ll see that Masters splits into two accounts; Masters and Masters II. To get the right amounts for those accounts:
   a. Take the total that you have listed for Masters on the Journal Entry Summary and multiply by .092
   b. The result is the amount for Masters II
   c. Subtract Masters II from the total for Masters on the Journal Entry Summary
   d. The result is the amount for Masters

48. When you have filled in all the necessary accounts, the total listed in the Adjusted Register box should be the totals you have on the Daily Cash

49. Now fill in the Currency, Checks and VISA/MC section at the bottom of the Electronic Deposit Reconciliation

50. The total listed in the Total Deposit box should be the totals you have on the Daily Cash

51. Now take the totals on the back side of the Daily Cash, and enter them as a negative number (ie: $450 for fitness will be entered as -450 and will appear as ($450.00) into the corresponding account in the Adjust (VISA/MC) column

52. When that is done, the total in the Adjusted Register box should match the total of cash and checks collected

53. You can now print the Electronic Deposit Reconciliation

54. On the Electronic Deposit Reconciliation, choose the tab for DDR Cash & Check

55. Enter in the date that you are counting in boxes l4 and C6

56. Fill in column G with the totals that you have listed in column L from the Electronic Deposit Reconciliation

57. At the bottom of the DDR Cash & Check, ensure that the amount listed for Total Deposit equals the amount that is listed in the Adjusted Register box on the Electronic Deposit Reconciliation
58. Fill in the totals for Cash and Check

59. Print 3 copies of this sheet

60. Now choose the tab for DDR Credit

61. Enter in the date that you are counting in boxes I4 and C6

62. Fill in column G with the totals that you have listed in column D from the Electronic Deposit Reconciliation

63. At the bottom of the DDR Credit sheet, ensure that the amount listed for Total Deposit equals the total for your credit card transactions

64. Fill in the total for Credit

65. Print 3 copies of this sheet

66. Save and Close this spreadsheet

67. Take the 3 copies of the DDR Cash & Check and staple them together

68. Now run a tape receipt from the Adding Machine of the totals for each account on the DDR Cash & Check as well as a grand total

69. Label this tape “Lines” and tape it to the back side of the middle copy

70. Next to the Lines tape, tape the receipt that you ran for the Checks

71. Take the cash and checks, and wrap them in the DDR Cash & Check forms and place this bundle in a deposit bag.

72. Perform the same tasks with the DDR Credit forms, taping the Credit receipt next to the Lines receipt on the back of the middle copy

73. When you wrap the Credit Card receipts in the DDR Credit forms, also include the white copy of the batch report that was printed out from the credit card terminal

74. Before you go to Business and Finance, don’t forget to fill in the Daily Cash Totals spreadsheet with the amount of cash, checks and credit cards collected for that day. Take this with you to Business and Finance, they will sign off on it stating that what you claim to have brought over to them, they have received.
75. Now take the Electronic Deposit Reconciliation, Daily GL and Daily Cash, Closeout Forms and Batch Report and staple them together.

76. You are done! (except for some spreadsheets that need to be filled out 😊)
Sales Tax

For each merchandise item that we sell (i.e., goggles, swim caps) we have to pay the State of California sales tax. You don’t have to do anything except make sure that each time we deposit money to the Merchandise account, we are also depositing the correct amount of money to the Tax account.

1. Merchandise and Tax are already separated out and listed separately on the Daily GL.
2. When separating out the Credit Card receipts, make sure that for each receipt you have for Merchandise, you separate the tax out for the deposit.
3. If you get a receipt for a Merchandise item, check the Register receipt that is attached.
4. Enter the Merchandise amount in as Merchandise and the tax amount in as tax.
5. For example: at 8.5%, a swim cap that sells for $4 is actually a $3.69 swim cap and $.31 tax.
6. If you get a CC receipt for $4 that has “Swim Cap” as the program notes, then when you write that out on the back of the Daily Cash, you should be writing Merch - $3.69 and TAX $.31.

Weekend Change Bag

The Weekend Change Bag is a store of cash in small bills that we keep available for the Front Desk and Equipment Desks in case their drawers get filled with large bills and they need change.

On weekdays we keep $100 of small bills in the Weekend Change Bag. The optimal count for this is $25 in singles and $75 in fives. However, I like to ask the supervisors every once in a while if that is working for them because they are the ones who keep track of it.

For the weekend, we up the count to $200 because the staff will have to go for three days without anyone clearing out the change bag and getting them smaller change.

The extra $100 gets added on Fridays when you perform the cash count. Read the Friday Cash Instruction section for exactly what to do on Fridays with the Weekend Change Bag.

Petty Cash Bag

The Petty Cash Bag is where we keep the extra $100 for the Weekend Change Bag. The Petty Cash Bag is also where we keep extra money for various refunds and needs such as:

1. Filling the Petty Cash Box in order to refund people who lose their money in the Vending Machines.
2. Refund staff who need to buy stuff for the department such as small office supplies, birthday cake, tips for pizza delivery etc.,

We get the money for the Petty Cash Bag from two sources:
1. Quarters that is cleared out from the small lockers. Roll these quarters into $10 rolls and then either trade them out with staff for cash (so they can have quarters for laundry etc.) or take them to the bursar and get cash.

2. When we refund patrons for money lost in vending machines etc., we get that back, that money goes back to the Petty Cash Bag.

Just be sure to fill out the log sheet in the Petty Cash Bag and count the Petty Cash Bag often to ensure that you have not missed recording any money taken out or put back in.

**Friday Cash Instructions**

Perform cash count as usual.

**For Petty Cash Box:**

1. The Petty Cash Box should have $10 in it.
2. Take out all filled log sheets and put in my inbox.
3. (For instructions on what to do with the Petty Cash sheets, see the instructions for Vending Machine Refunds.)
4. Replenish the petty cash box to $10 from petty cash BAG.

**For Petty Cash Bag:**

1. Fill in money taken out for petty cash box.
2. Count and make a tape of the total.
3. Take out $100 and add to Weekend Change Bag.
4. On Monday, Put the $100 back in petty cash bag.

**For Weekend Change Bag:**

1. Add $100 extra from petty cash bag.
2. Write “As of mm/dd/yy” on the tape.
3. Staple the tape to the sheet.
4. On Monday, put the $100 back in the petty cash bag.
Logging Deposit Information onto Spreadsheets

After you have finished counting each day, you’ll need to log the deposit information onto two spreadsheets. You will need these when you write your semi-monthly financial statements for the Director.

1. Take the Electronic Deposit Reconciliation that you have printed out for the day you counted
2. Open the Departmental Deposit spreadsheet for the appropriate time period (ie: JAN 1 – 15 2004 Drep or JAN 1 – 13 2004 Drep)
3. Fill in the total deposited to each account for the day you have just counted
4. Save and Close
5. Open the Over and Short spreadsheet for the current month (ie: January 2004 Over and Short)
6. Record any overs and shorts that you had for that day
7. Remember to record any Gift Certificates purchased or redeemed here
8. Save and close

When you have finished logging this information, you can file the Electronic Deposit Reconciliation packet
Writing Monthly Financial Reports

Each month, the Business Manager has to prepare two financial statements to give to the director. One report is to be given as soon as possible after the 15th of the month and is for the period of the 1st through the 15th of that month. The second report is to be given as soon as possible after the end of the month and is for the period of the 1st through the end of that month.

Each report shows all deposits made to each account, the amount we are over or short in each account compared to the same time period of the previous year, and projects whether this account will meet, exceed or fall short of our anticipated budget for the fiscal year.

1. Print/open the daily departmental deposit spreadsheet for that time period (ie: JAN 1 – 15 DREP)
2. Print/open a “GL Report” report from the list of Account reports from the Reports Module in Class
3. Set the date filter for this report for the appropriate time period (ie: JAN 1 – 15 2XXX)
4. Open the Over/Short Summary file for the appropriate month
5. Fill in the Deposit column with the numbers you have from the JAN 1 – 15 DREP spreadsheet
6. Fill in the Register column with the numbers you have from the GL Report
7. The numbers listed in the Difference column show the difference between what Class says we have collected for that account and what you have deposited for that account

These differences must all be accounted for to ensure that we are not mis-reporting our finances.

To ensure all differences have been accounted for:

1. Open the over/short spreadsheet for that time period (ie: January 2004 over and short)
2. For each different account, calculate the total dollar amount over and short you have recorded for that account
3. Remember that GC bought counts as an over and GC Cashed counts as a short
4. If the Total column matches the Difference column, then you have properly accounted for each over and short, and you can move on for that account
5. If the Total column does not match, then you have not accurately accounted for that account and you need to do some research to assess where the mistake has been made
To fix any mistakes found in the Over/Short Summary:

1. First double-check the totals you have listed in the Register and Deposit column for transposition or other errors
2. Then double-check the totals you have listed in the Over and Short column for transposition and other errors
3. Next double-check the totals that you have listed for each days deposit in the daily departmental deposit spreadsheet (JAN 1 – 15 Drep)
4. Finally double-check the over and short spreadsheet for the following things:
   a. Ensure that each over/short you have recorded on the Journal Entry Summary for that day is recorded in the over and short spreadsheet
   b. Ensure that any gift certificates cashed or purchased are recorded in the over and short spreadsheet
   c. Don’t forget, any amount that is added/subtracted from the Credit column of the Daily Cash Report must be recorded unless it is a refund, in which case you will see the equal amount listed in the Debit column of the Daily Cash Report—so make sure that any adjustments to totals in the Credit column of the Journal Entry Summary have been written in the bottom section of the page and then recorded in the over and short spreadsheet
5. If this process does not reveal the error, then you have missed something, start over

Once all of the amounts in the Difference column match the amounts in the Total column then you can go on and finish writing your report.

Open the financial comparison report for that time period (ie: JAN 1 – 15 2004). This is the report that lists deposits made to each account for this year, compared to last year.

1. From the JAN 1 – 15 Drep report, fill in the corresponding columns in the JAN 1 – 15 2004 report
2. You can fill in the column for the previous year by opening the corresponding file from the previous years financial reports (ie: JAN 1 – 15 2003)
3. The differences will be calculated automatically
4. Ensure that the Status column is labeled appropriately as Over, Short or Same
5. Ensure that the Status column is color-coded to match the colors in the Difference column
6. Now do the same for Page 2 of the of the spreadsheet
7. You’re done with this part, wasn’t that easy!

Open the fiscal year financial report (ie: JUNE2003THRUJUNE2004 Drep). This report tracks the departmental totals for each month, compares these totals to the previous year and projects our budget for the remainder of the fiscal year.

2. Verify that the total listed on Page 1 of the JAN 1 – 15 2004 report matches the total listed in box R14 so that no numbers have been improperly entered.

3. Go to the Projected Over/Short row in the fiscal year financial report.

4. Click on B36.

5. This box contains a formula, not a figure that you type in. The formula must be adjusted each time you generate the report to ensure that the budget is properly projected.

6. If the formula box reads: (((B14/7)*12)-B19) This means that the report is for the period of June 1 through December 31. As you can see, the number 7 represents the total number of months of the fiscal year that have passed at the time you generate the report.

7. If you are generating the report for the period of June 1 through January 15 then the number in blue should be 7.5 because 7.5 months have passed for the fiscal year. The report for June 1 through January 31 should be 8 because 8 months of the fiscal year have passed by this point. The report for June 1 through June 15 should be .5 because .5 months of the fiscal year have passed.

8. Hence! Adjust this number appropriately!

9. Now fill in the columns for Page 2 of the spreadsheet. You will not have to adjust anything for the sake of projecting because we do not do this for these numbers.

10. You're done with this part, wasn't that easy.

Print out the completed:
   JAN 1 – 15 2004 Spreadsheet
   JUNE2003THRUJUNE2004 Spreadsheet
   JAN 1 – 15 Drop Spreadsheet
   Over and Short Summary Spreadsheet

Compile these papers in this order and staple, that is the first report in the packet you need to submit.

The report you just compiled shows information for half of a month or a month. Now you must compile a report that shows the fiscal year to date. I know some of that information is on the JUNE2003THRUJUNE2004 Spreadsheet, but that does not line each department up for comparison, which is what we want here.

Open the financial comparison report for that time period (ie: JUNE 1 TO JAN 15 2004)

1. Fill in the current year column by using the fiscal year totals listed on the JUNE2003THRUJUNE2004 Spreadsheet.

2. Fill in the previous year column by opening the JUNE 1 TO JAN 15 2003 spreadsheet.

3. Just as before, ensure the Status column is properly labeled and color-coded.

4. Now do the same with Page 2.

5. Print these two pages and staple them.
Submit both packets to the Director. The semi-monthly financial reporting process is done!
Monthly Financial Reconciliations

Each month there are two financial statements that you need to reconcile. One is the Sales Tax and the other is the DDR (Daily Deposit Record). You will receive via campus mail the records that the Bursar’s office has for your deposits and you need to compare your records versus the Bursar to ensure that everything has been deposited and recorded correctly.

Sales Tax Reconciliation

We only collect sales tax for sales of merchandise. But sometimes we submit the wrong amount of tax to the Bursar, so Terry Dahl from Business and Finance reviews all these deposits to make sure the right amount of sales tax is given to the State of California. She then sends us a copy of her reconciliation sheet, and we do pretty much the same thing. I really don’t know why we do this, but we do. Luckily there is a spreadsheet where all you have to do is type in some numbers, so it is very easy.

1. Take the Sales Tax record that you get from Terry Dahl
2. Open the sales tax recon sheet for the month you are reconciling (ie: Sales Tax Recon January 2004)
3. Columns A, B, C, F, and I should be empty, you will fill these in
4. The other columns are filled with formulas and will fill in themselves when you type in information
5. Take out the expanding file folder for the month you are reconciling
6. You will only need the sheets for days in which there was a deposit to the Merchandise account. If the day had no deposits to Merchandise, then skip it
7. For all the days with deposits to the Merchandise account, you will need the DDR sheet that the Bursar has written DDR numbers on (look in the lower right-hand corner)
8. Remember, we deposit cash and checks separate from Credit Cards, for this reason, you will have to record each credit card DDR with a Merchandise deposit separately from the cash, check DDRs (Credit Card DDR forms start with a KT)
9. In the Sales Tax Recon spreadsheet fill in:
   a. In column A: The date of the transaction
   b. In column B: The DDR number that the bursar staff has written in
   c. In column C: The Gross Amount (Merchandise + Tax)
   d. In column F: Just what you deposited to the Merchandise Account
   e. In column I: Just what you deposited to the Tax account
10. The rest of the cells are filled in automatically. When done, save and print the spreadsheet. Staple it to the form you received from Terry Dahl and file it. You could try to compare the numbers, but you will learn that the month they send you may include days from the previous month or next month or be missing some days from the right month. It is kind of impossible to double-check against Terry’s sheet.
DDR Reconciliation

Each month you will receive a report from Terry Dahl that lists all the deposits made to the regular Koret Accounts (the 3-10350- accounts, not the 9- accounts). If the Bursar made a mistake when depositing our money, you will see it here. Often they deposit money to the wrong day (ie: Money collected on January 3rd will be deposited to January 4th) sometimes they give us other peoples money (ie: We get a deposit that was supposed to go to Dons Depot) and all sorts of stuff that can otherwise get screwed up.

For this reason, this reconciliation is very important to make sure we get all the money that we have deposited.

1. You will receive a report from Terry Dahl in the Business and Finance office that shows daily deposits to the Rec Sports Department
2. The report she sends you will be for 12 months, just pull out the month you need to reconcile and shred the rest
3. Take out the expanding file of all the DDRs for the month you are reconciling, or else use the electronic versions that you have been saving along the way
4. Open the DDR Reconciliation Spreadsheet (ie: DDR Reconciliation 2003-2004)
5. For each day, fill in the starting balance, which is the total deposit for the day (cash, check and credit)
6. Then enter any 9- accounts that need to be subtracted out from the total, these include Masters II, Tax, Kids Kamp and sometimes clubs, but sometimes not, you'll have to see if they are listed on the report you got from Terry Dahl. If the clubs are listed on the report from Terry Dahl, then leave them in the total, if not then subtract them out
7. The new total (grand total minus Masters II etc.) should show up in the Ending Balance box. Remember that you may have to adjust the formula in the Ending Balance box if you have had to add extra rows for additional subtracting
8. Now in the Bursar box, type in what the Bursar has listed on the report as the total deposit
9. If the amounts match, then you can move on to the next day, if not then you have to find the mistake:
   a. If the amount is very large, like a few thousand dollars, then continue to reconcile the next few days. Most likely, some deposits were keyed to the wrong day so whatever amount you are over/short on this day you will be over/short on a following day
   b. If the amount is not that large, then compare the line item deposits from your DDR sheets to the line item deposits from the Bursar report
   c. When you find the missing/extra item, highlight it and photocopy that page of the Bursar report
   d. Then copy the DDRs from that day
   e. Take these copies as well as the Bursar reconciliation report to the Bursar's office. Show them the discrepancy and they should be able to fix it from there
10. Adjust your financial records as necessary to report any additions/subtractions that you have learned of
11. Print out your reconciliation spreadsheet and file with the DDR recon sheet you got from Business and Finance and file in the DDR Reconciliation binder

That's it. Save it and you're done!
Refunds

*The preferred method for all refunds is by issuing a check. Cash is only to be used for small amounts such as drop in, preferably when the person can pick it up from you in person.*

You are responsible for the following refunds:

1. Any membership refund, drop in refund, lost card refund and any other refund that effects your area
2. All refunds being done to a credit card regardless of which area the refund is for (this is to ensure that one of your coworkers does not make a mistake when refunding a credit card for a session etc.,)
3. All cash refunds regardless of which area the refund is for (this is to ensure that one of your coworkers does not make a mistake that effects the cash count for you)

All refunds that do not affect your area and are not refunds to a credit card should be processed as a check request by the person responsible for that area.

Membership Refunds

1. We automatically refund anyone who moves more than 25 miles away from the facility.
2. Anyone who wants a refund for a reason other than moving must have his/her refund approved by the director and will be subject to a $10 handling fee to cover the cost of issuing the check (this means that if the person’s refund is supposed to be $50, we only refund $40)
3. We only refund memberships by issuing a check
4. Anyone who wants a refund must submit a request in writing stating his/her name, card type, reason for refund and a mailing address for the check refund
5. The check comes from the Business and Finance office, not our office, for this reason it takes 2 to 3 weeks for a refund to arrive at the person’s address
6. After you have had the Director sign your check request, call the patron and let them know the amount of the refund and how long it should take to arrive (it should be put in the mail ten business days from the day B&F receives it)
7. Delete the person’s membership from Class and file a copy of the check request along with the written request for refund

Credit Card Refunds

1. You will perform all refunds to credit cards even if it is for aquatics or fitness etc.
2. This is to ensure that the registers do not get screwed up
3. If you have the card in your hand, press “Refund” and type in 0000 on the CC machine and swipe the card, then follow all instructions from the CC terminal (just hit Enter when asked for the zip code)
4. If you do not have the card in hand, but instead have the CC number and expiration date, press “Refund” and type 0000 on the CC machine and punch in the CC number
and expiration date, follow all instructions from the CC terminal (just hit Enter with asked for the zip code)

5. On the CC receipt, write a program note, circle the part that reads “Refund”
6. If you have the customer in front of you, then have him/her sign the receipt
7. If the customer is not there, write “Phone In” on the signature line and write the customer’s name underneath the signature line

Cash Refunds

1. Follow refund instructions in the Class manual to refund cash out of Point of Sale
2. Cash refunds should only be for small amounts like drop in or refunding a lost card
3. It is best to give the patron the refund in person

*How to Handle Recording CC Refunds*

When you have a Credit Card refund there are additional guidelines to follow to process the day correctly:

1. When making your stack of CC receipts in ascending order, CC Return Receipts always come at the end of the stack. If you have multiple CC Return Receipts, then they come at the end of the stack in ascending order (ie: a $5 return receipt comes before a $50 return receipt)
2. On the Daily Cash, if the CC Return has been entered in Class:
   a. The amount of the return will be listed in the Refund Row of the Column that credit card type (ie: VISA or Mastercard)
   b. Subtract the amount from its self on the credit side, as well as from the CC total on the debit side
   c. The amount of the return will also be listed in the debit column of the row for the account it is to be taken out of (ie: a CC return of a drop in will be listed in the debit column on the same row as Drop In)
   d. Subtract the amount from its self on the debit side as well as from the account total on the credit side
3. On the Daily Cash, if the CC Return has NOT been entered in Class:
   a. If it was to instantly correct for an overcharge (ie: patron was overcharge $10 on a transaction, so was immediately refunded $10 to make total payment the correct amount) then you don’t have to do anything on the Daily Cash
   b. If it was just not rung in, then make a notation on the bottom of the Daily Cash, “CC Not Rung In” and then the amount of the refund [in brackets], the credit card type and the account the refund is coming out of (ie: CC Not Rung In – [$45] VISA Fitness)
4. On the Reverse Side of the Daily Cash
   a. CC refunds are not included in the general account total that you are going to total on the back of the Daily Cash
   b. When you add up the total for an account that has a refund, you should have a total for all charges, and then the refund amount next to it [in brackets] (ie:
Fitness has $300 of credit card charges and one refund for $45 – the total you would tally on the back of the Daily Cash is $300[$45])

5. On the Electronic Deposit Reconciliation
   a. Regular charges are entered in Column D on the Electronic Deposit Reconciliation as a negative amount (for fitness, in column D you would type in -300, which would show as ($300.00) on the spreadsheet)
   b. Credit card returns are entered in Column F on the Electronic Deposit Reconciliation as a negative amount (for fitness, in column F you would type in -45 which would show as ($45.00) on the spreadsheet)
   c. On the bottom of the Electronic Deposit Reconciliation in cell B66 instead of listing the grand total for Credit Card receipts, you will enter the total of credit card charges PLUS the total of refunds (so you are adding the amount of the refund even though technically it gets subtracted)
   d. In cell J66 enter the total of credit card refunds as a negative amount (type in -45 which would show at ($45.00) on the spreadsheet)
   e. The grand total for the credit card receipts will appear in cell L66

6. On the Credit Card Deposit Form
   a. For the account that has a refund, first enter the amount of credit card charges as usual (if applicable)
   b. Next, add another deposit line for that account on the Deposit Form
   c. Fill in the cells for that account as usual, but enter the refund amount as a negative amount
   d. In column l of that row, write “D”

Process the rest of the deposit as usual

Vending Machine Refunds

When a patron loses money in the vending machines, they can get refunds from the Supervisors out of the Petty Cash Box.

The Petty Cash Box gets replenished from the Petty Cash Bag.

But how does the Petty Cash Bag get replenished?

1. From $.25 lockers and foosball machine
2. From the Vending Machine Companies!
   a. Each time the building supervisor gives a refund out of the Petty Cash Box, the supervisor should fill out a sheet of paper stating the amount of the refund and the reason for the refund
   b. At the end of the month, tally these sheets
   c. Make two stacks, one for the Coke vending Machines, and one for the snack vending machines
   d. Calculate the total amount of refunds we have given out for coke and snack refunds and write it down
e. Send the Petty Cash Box slips and the total of refunds to Barbara White at the Purchasing Office.
f. She submits this information to the vending companies who reimburse us for our expenses.

That’s it!

**Bounced Checks**

If a person’s check bounces you will receive a notice from the Bursar's office that states the person’s name, the amount of the original check and usually a copy of the bounced check as well as a copy of the letter mailed to the individual who bounced the check.

Remember that bounced checks can only be paid at the Bursar’s office by Cash, Cashier’s Check or Money Order. The Bursar also requires the person to pay a $25 returned check fee.

1. If the check was for anything other than a membership, notify the person in charge of that area and give them a copy of the notice you receive.
2. If the check was for a membership, read the letter attached to the notice. That letter will specify a due date for the payment. If no payment is received by the bursar by that date, we will deactivate the person’s card.
3. On the notice write down the person’s membership number and type.
4. If the pass is a rec pass, write down the number of uses he/she has now.
   a. Swipe the card to zero.
   b. Put an alert on the account that reads, “BOUNCED CHECK, MUST SEE BURSAR.”
   c. Once you have received confirmation from the Bursar that the check has been paid, you can re-activate the card with the number of swipes you took off.
5. If the pass is a monthly/annual membership, write down the expiration date of the membership.
   a. Freeze the membership (see instructions above). Use 12/31/20XX as the anticipated end date of the freeze.
   b. Put an alert on the account that reads, “BOUNCED CHECK, MUST SEE BURSAR.”
   c. Once you have received confirmation from the Bursar that the check has been paid, you can re-activate the card by unfreezing it.
   d. Remember to set the expiration date to the original expiration date that you wrote on the paper.
6. Remember to file notices that haven’t been paid in the “Pending” binder and notices that have been paid in the “Paid” binder.
Chargebacks

1. A Chargeback is a notice that you get from Bank of America. It means that we charged someone's credit card, and the credit card holder is disputing the transaction.
2. You may notice this is going to happen before you get a letter from Bank of America because you will see it on the daily fax of credit card totals.
3. When you get the letter from Bank of America, it will state the date of the transaction, the amount of the transaction and the credit card number.
4. You WILL NOT get the name of the customer.
5. Bank of America will probably give you the reason for the chargeback.
6. The most typical are “Duplicate Transaction” (meaning the person claims they were charged twice) or a statement that basically says the person does not recognize the transaction and is claiming they have never been here or authorized the Koret Center to charge anything to the card.
7. The letter you receive from Bank of America will give you instructions what to do, but they typically include the following:
   a. Get a copy of the original credit card receipt from the bursar.
   b. You will have to tell the bursar the day of the transaction, the amount and the credit card number.
   c. You can get a better copy by blowing it up.
   d. Research what the charge was for and make sure the person has either already used the service or will be prevented from using the service (personal training/outdoor adventure) until this is resolved.
   e. Write a letter to Bank of America stating what the receipt is for and why it is a valid transaction.
   f. Fax it to them and file the originals.
8. Bank of America will respond in writing and either return the money to your accounts, or will approve the dispute and you will lose the money.
9. This process takes a really long time, I mean really long, but you can call Bank of America to try to get updates.
10. You can also call the patron (if you can find out the person's name – which is why we write the customers name on credit card receipts!) and explain the charge to get them to drop the dispute.

The next page contains a sample of a letter that I sent to Bank of America because of a chargeback – and yes we got the money back!
October 9, 2006

Merchant Services
Chargeback Processing #57022
PO Box 2485
Spokane, WA 99210-2485

To Whom It May Concern:

This letter is in response to Chargeback Adjustment Advise Case Number 2325710149 regarding a retail sale for $100 on August 11, 2003 at the Koret Health and Recreation Center.

Mr. Keeve was notified by our offices that he was not eligible for the service for which he paid. He received a phone call on August 11th requesting his mailing address so that we could refund his $100. He returned the phone call on August 12th leaving his mailing address for his check refund.

Attached is a copy of the request for Mr. Keeve’s refund check, please note the date of the request is August 11, 2003.

Mr. Keeve’s refund was mailed on August 27th 2003 to the home address that he supplied. The check number for his refund check was 685949.

I hope you will see that our office took action to refund this transaction already, and that further chargebacks would result in a net loss to our accounts.

The refund was handled by Mike Kelly. If you have any further questions regarding this matter, feel free to contact him at (415) 422-2947.

Sincerely,

Jonathan Tao
Business Manager
USF Recreational Sports Department
(415) 422-2943

Enc.
Bamtrak Faxes

Each day you will receive a fax from Business and Finance showing the Credit Card total charged to each department on campus each day. Business and Finance usually circles the total for Koret before faxing it.

Check the amount listed on the fax and make sure that it corresponds to the amount you have listed either on your Deposit Reconciliation form or the spreadsheet where you write your totals before bringing it over to the Bursar.

The Bamtrak Fax is usually the first notification you will receive of a Chargeback Dispute. If you get a Bamtrak Fax that shows a normal amount for one day of transactions as well as a small amount listed individually, that is usually a sign that Bank of America has taken that amount out of your account because of a Chargeback, or has re-deposited that money into your account after you have successfully defended a Chargeback.
Donations

Each year many schools around the area will ask us for donations to their fundraising auctions. You will get a letter from them, usually with a form that needs to be filled out.

1. Take the donation request to the Director and get the donation approved, also find out what the Director is willing to donate (typically 2 red passes)
2. Fill out the form that came with the request letter
3. Fill out Gift Certificates for the items that are being donated
4. Send the White Copies along with the donation form, and keep the yellow ones
5. Staple together the original request letter as well as any copies of the donation form that you have kept
6. Write on the top of one of the pages, exactly what was donated and what Gift Certificate Numbers we used
7. File these papers in the Donations binder
8. Open the Donations spreadsheet (Reports/Donations) and log the school, what was donated, the cash value of the donation and the Gift Certificate Numbers
9. You are done!

Gift Certificates

Patrons can also purchase gift certificates for services and memberships. Gift Certificates can only be issued by a professional staff person. The patron gets the white copy of the Gift Certificate and we keep the yellow copy. When the Gift Certificate is redeemed, the white copy is given to the Front Desk staff as a method of payment.

After you fill out a Gift Certificate/Receive one in your mailbox or in the register drawer, log it on the spreadsheet (Z:/Back Office Shared Documents/Gift Cert Log.xls)

Log the Gift Certificate number, what it was for, who issued it and whether or not it was cashed (if you get the white copy back, then it has been cashed).

Then file the Gift Certificates in the expanding file for them.
IVIS Manual
University of San Francisco
Koret Health and Recreation Center
San Francisco, CA

Last Revised September 20, 2007
By: Jonathan Tao
How to take a picture and print out a new ID card on IVIS

1. Click “new”
2. Enter the following information using the tab or mouse to move between fields
   a. Last Name
   b. First Name
   c. Phone #
   d. Emergency contact name and phone #
   e. Badge # example: 400-000-001
   f. Mag # example: 400000001
   g. Date enrolled
3. Select the new card type
4. When finished, click on the Disk icon to save
5. Click gray picture box to the right
6. Wait for preview picture to appear
7. Tell patron to hold smile on the count of 3
8. Count to three (out loud) and click take picture button on 3
9. New picture will appear in 5 seconds
10. Crop picture to head only. To crop, click and drag using tiny box on lower right corner of frame. To move box, click anywhere and drag box to frame face.
11. Click OK
12. Click PRINT
13. After printing make sure card has been magnetized. Test it out by swiping card through the mag stripe on the monitor.
14. Make sure Class is open and on the program reg module and see if the swipe brings up the correct account.
How to add Card Types and Perform Badge Logic in IVIS

15. To add a card type, from the Modules menu, choose Screen
16. Double click on the Card Type box
17. Click Add
18. Type in the name of the new card type
19. Do the same to remove or edit, just click the right button
20. When finished, click on the Disk icon to save
21. To go back to taking pictures, choose Data Module from the File Menu

1. To make badge logic
2. From the Modules menu, choose Badge
3. Click “Add”
4. Click “Add” again
5. Select Card Type as the Field from the drop down box
6. Type in the name of your card type exactly how you typed it in to the screen module
7. Click “Format”
8. From the list, select the .cdf file that corresponds to your card type, for example a Neighborhood is an annual.cdf
9. Click “Save”
10. Instead of Logic 1, name it after the card type you are using
11. You are all done!
**FRONT DESK CLASS MANUAL**

**Signing In**

1) Click on the **Central Login** Icon
2) Type in your **User Code** (last name) and **Password** (first letter of last name & last four digits of your social security number).
3) Make sure that the **Location** and **Terminal** match up with your location.
4) Click “ok”.

**Signing Out**

1) Open the register, prior to signing out. ****
2) In the POS screen, click on **Clerk Signout**.
3) Click “ok”. This will end all of the transactions under your account.
Selling a Membership to an Existing Member

If a patron already has a rec pass (Red), but is purchasing a different one (Summer Gold), they must be entered as a New Member not an existing member.

1) From the Program Registration window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the correct patron.

2) Select each patron and confirm their information.

3) From the Account menu at the top of the screen choose View Memberships (type of pass). Confirm their purchase with their account information and close the window after confirmation.

4) From the Account menu at the top of the screen choose Maintain Family.

5) Make sure that all fields are correctly filled in: Birth Date; Male/Female.

6) For the patron’s phone number you must enter the Daytime Phone number in the bottom left field under the address.

7) Under the Other tab, enter the emergency contact information (name and phone number are required).

8) Leave the rest of the fields filled in as by default.

9) Click Close and Save the family record.

10) From the dropdown lists, select the Plan, Type, and Term of the membership being purchased.

11) Make sure that you get the type of payment (credit card) prior to hitting Register.

12) Click the Register button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.

13) If the Register button cannot be clicked, you need to go to the Registration menu and click on Registration Mode. This will allow you to process the transaction.

14) When a registration membership sale is done, click on YES enter payment now.

15) This opens the Point of Sale window with the client and sales information already displayed.

16) Sell any additional Point of Sale items.

17) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period – ex. 20. not 20).

18) Click OK.

19) Transaction will take a moment to process and the display window will say “complete.”
Creating an Account for a New Patron

1) With the Program Registration/Membership Pass Sale window display, choose the Client button. The search for client window appears.
2) Search for the client’s last name to make sure they do not already have an account.
3) Choose “Okay” to create a new family or click “New” on the bottom right.
4) Enter the first and last name.
5) Tab to the Birth Date and Male/Female field; enter information
6) For the patron’s phone number you must enter the Daytime Phone number in the bottom left field under the address.
7) Under the Other tab, enter the emergency contact information (name and phone number are required).
8) Leave the rest of the fields filled in as by default.
9) Click Close and Save the family record.
10) From the dropdown lists, select the Plan, Type, and Term of the membership being purchased.
11) Click the Register button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.
12) When a registration membership sale is done, click on YES enter payment now.
13) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period and the cents – ex. 20. not 20).
14) Click OK.
15) Transaction will take a moment to process and the display window will say “complete.”

 Cancelling a Transaction after a Patron has been Registered

1) After you have registered the patron and you are looking at the POS screen, you will need to hit Cancel Transaction, which is located above the green buttons on the right side.
2) Once the transaction has been cancelled, you will have to return to Program Registration screen. You will see a balance on the patrons account (located on the top right next to the client button). You MUST Withdraw the client in order to get the balance back to zero.
To Modify/Update Client Information

1) From the **Program Registration** window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the patron. If the phone number is not listed you will have to look at their membership. **Select** each patron and go to **Account** and **View Memberships**.

2) Once the correct patron has been discovered; make sure you go back and **Select** them.

3) From the **Account** menu at the top of the screen choose **Maintain Family**.

4) Make changes to the account information as required.

5) Choose **Close** to save the changes and close the window. You will return to the **Program Registration** window.
Point of Sale Notes

1) When a patron is utilizing the check method of payment record the check number (usually in the upper left hand corner of the check).
2) You can split payments between two methods. When they are using a check as one method (Visa and Check), you must always put in the "other" method before entering the check amount or you must click the amount for the check prior to clicking on the check. (ex. 100, click check, enter check number, and press okay)
3) You CANNOT pay for two people at one time when they are purchasing memberships. You must register them separately.
4) Whatever register/computer the FD worker signs in on, is the one they must ring transactions into. *Shifts with two people at FD will require two registers at one time.
5) There are two gift certificate buttons. The green button is used when paying with a gift certificate. The gray button (located on the left) is used when a patron is purchasing a gift certificate. Make sure you select the appropriate department for purchasing gift certificates.

Adding an Item to a Sale

1) Choose what the member would like to purchase form the appropriate list in the POS module.
2) Highlight the item the member would like to purchase.
3) If the member is purchasing more than one of the item, you have to repeat steps 1 and 2.
4) Click "OK." The item will now be listed in the box on the right.

Removing an Item from a Sale

1) To remove an item that has been added to the box, click void item and highlight that item by clicking on it.
2) A V will appear next to the voided item.
3) The item will remain in the box, but the consumer will not be charged for the item.
Selling a Session
Remember that "Sessions" are personal training or massage appointments.

1) Fill out their appointment in the book.
2) Go to **Point of Sale** in Class.
3) If the customer is a member, click on the client search button.
4) Enter the last name, member number, or swipe the membership card of the person buying the massage/personal training.
5) Select the right person from the list if necessary.
6) Click "OK".
7) The session will now be linked to the member’s account.
8) Click whatever they wish to purchase. (*Reminder:* If purchasing multiple sessions the number of sessions must be clicked prior.)
9) Highlight the appropriate Session.
10) Click "OK".
Regular Check-In Procedures

All notes will be visible in the “Extra” area of the screen.

1) Open the Membership Pass Validation module. The Select a pass scanning station window appears.
2) Double-click on a scanning station in the list. The Membership Pass Validation window appears.
3) In the Client field scan in the client’s pass card, then press the ENTER key.
4) Once the card is swiped they are checked-in.

Check-In Procedures when the Patron Forgot their I.D. – ONLY AT THE FRONT DESK

All notes will be visible in the “Extra” area of the screen.

1) Open the Program Registration module.
2) If the patron forgot their membership ID, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.
3) Select each patron and go through this process to confirm that you have the correct account.
4) From the Account menu at the top of the screen choose Maintain Family. You will be able to view the detailed information.
5) Make changes to the account information as required.
6) Once you discover the correct account, copy their barcode number from the Maintain Family screen and paste the barcode into the Membership Pass Sales/Program Registration window.
7) You MUST hit ENTER. (Do NOT click Search.)
8) Once the card is swiped they are checked-in.
Viewing the Number of Passes Remaining Without Checking-In

All notes will be visible in the “Extra” area of the screen.

1) With the Membership Pass Sales/Program Registration window displayed, click on the Client button. Search for the client.
2) If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.
3) Select each patron and go through this process to confirm that you have the correct account.
4) From the Account menu at the top of the screen choose Maintain Family. You will be able to view the detailed information. Match the information listed with the client’s actual information.
5) Once you discover the correct account, double click on the row for the desired client. You will return to the Membership Pass Sales/Program Registration window.
6) From the Account menu at the top of the screen choose View Memberships. The View Membership Passes window appears.
7) The number of passes remaining will be listed all the way to the right under Remaining.
1) How do you sign-in when you first arrive for your shift?

2) Jack Frost (existing member) tells you he would like to purchase a gold pass (30 uses) with a balance of 0 uses left (paying with a Master card). He also has a new phone number (415-422-2946) which needs to be changed.

3) (A relative) has just moved into town with (his wife) and wants to purchase an annual membership for his wife (He was recently hired full-time at USF and will be paying for the membership with a check).

4) (A relative) arrives at the front desk wishing to purchase a red pass (paying with a credit card).

5) Ester Bunny (existing neighborhood member) has decided to purchase two personal training sessions and one massage (She will be paying with cash).

6) (A relative) has just moved to the neighborhood and would like to purchase an annual membership and a parking pass (paying with a Mastercard).

7) Olive Oyl (a summer student) would like to purchase a ski outdoor adventure trip (paying with a Visa card) and sign up for Boxing.

8) (A relative) comes in to purchase a 6th month FROMM membership pass (paying with a check).

9) Happy Feet wants to reserve the tennis courts for 1 hour this Saturday. He will be “dropping in” to swim in the pool today. Also, he needs to purchase a pair of swimming goggles. Happy Feet decided he does not want the tennis court reservation. You need to void the item. (He is paying with a Visa card).

10) Mickey Mouse arrives at the check-in desk with his membership card. He would like to check-in.

11) Minnie Mouse has forgotten her membership card, but is a USF student. Her apartment is too far away and she does not want to go get it. Can she workout today? If so, how do you check her in?

12) Flash Gordon would like to know how many uses he has left on his red card membership.

13) Wonder Woman (existing member) tells you she would like to purchase an orange pass (15 uses) with a balance of 3 uses left (paying with a check).

14) Porky Pig needs to pay for Porkchops’ (his son) swimming lessons with cash. What do you do?

15) Daffy Duck would like to check-in, but he has forgotten his membership card. Fortunately, he has a photo I.D. When you look him up by his last name, Duck, you notice that there are three membership accounts under the name Daffy Duck. How do you check-in Daffy Duck, who has a phone number of 415-422-2946 on his red pass?

16) (A relative with the birth date of 2/28/49 and a phone number of 415-422-2943) wants to join the Masters Swim Team (he has already passed the tryouts). He would like to purchase a senior monthly membership paying with a check.

17) Fred Flintstone (existing member) would like to purchase 2 pairs of goggles, 2 personal training sessions, and 3 swim caps. Fred tells you that he wants to change the number of swim caps from 3 to 2. He will be paying $100 cash and the remaining balance on his Visa card.

18) When your shift is over, how do you sign off the computer?
CLASS TRAINING CHECK LIST

1) **Santa Claus** (summer gold and red pass member) tells you he would like to renew his red pass (30 uses) (paying with a Master card). His phone number is 415-555-6699, his birth date is 01-22-81, and his emergency contact is Christmas Claus @ 800-888-8888.

2) **(A relative)** arrives at the front desk wishing to purchase a neighborhood membership (paying with a gift certificate).

3) **Sweet November** (existing neighborhood member / 415-568-9878) has decided to purchase 7 personal training sessions and one $40 gift certificate for a massage (She will be paying with a check).

4) **(A relative)** has just moved to the neighborhood and would like to purchase an annual membership and a parking pass. Before she/he pays, they realize that they do not have their wallet and cannot sign up today. How do you cancel the entire transaction?

5) **Mickey Mouse** realized that his membership information is incorrect. His name is actually **Mouse Mickey**. How do you change it?

6) **(A relative)** comes in to purchase a part/staff membership. They want to purchase the 6am-6pm option (paying with a Visacard).

7) **Power Puff** has forgotten her membership card, but has a photo I.D. Her apartment is too far away and she does not want to go get it. **(Green pass member, 415-422-2946, 7/9/79)** Can she workout today? If so, how do you check her in?

8) **Dead End** would like to know how many uses he has left on his summer gold card membership.

9) **(A relative)** wants to join the Masters Swim Team (he has already passed the tryouts). He would like to purchase a monthly membership paying with a Mastercard. After you ring up the transaction, he decides that he wants to sign up again for another month. (He will have paid for a total of two months.)

10) **Frank Footer** would like to purchase 2 pairs of goggles, 2 personal training sessions, and 3 swim caps. He will be paying $100 check and the remaining balance on his a Mastercard.
FRONT DESK CLASS MANUAL

Signing In

1) Click on the Central Login Icon
2) Type in your User Code (last name) and Password (first letter of last name & last four digits of your social security number).
3) Make sure that the Location and Terminal match up with your location.
4) Click “ok”.

Signing Out

1) Open the register, prior to signing out. ****
2) In the POS screen, click on Clerk Signout.
3) Click “ok”. This will end all of the transactions under your account.
Selling a Membership to an Existing Member

If a patron already has a rec pass (Red), but is purchasing a different one (Summer Gold), they must be entered as a New Member not an existing member.

1) From the Program Registration window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the correct patron.

2) Select each patron and confirm their information.

3) From the Account menu at the top of the screen choose View Memberships (type of pass). Confirm their purchase with their account information and close the window after confirmation.

4) From the Account menu at the top of the screen choose Maintain Family.

5) Make sure that all fields are correctly filled in: Birth Date; Male/Female.

6) For the patron’s phone number you must enter the Daytime Phone number in the bottom left field under the address.

7) Under the Other tab, enter the emergency contact information (name and phone number are required).

8) Leave the rest of the fields filled in as by default.

9) Click Close and Save the family record.

10) From the dropdown lists, select the Plan, Type, and Term of the membership being purchased.

11) Make sure that you get the type of payment (credit card) prior to hitting Register.

12) Click the Register button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.

13) If the Register button cannot be clicked, you need to go to the Registration menu and click on Registration Mode. This will allow you to process the transaction.

14) When a registration membership sale is done, click on YES enter payment now.

15) This opens the Point of Sale window with the client and sales information already displayed.

16) Sell any additional Point of Sale items.

17) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period – ex. 20. not 20).

18) Click OK.

19) Transaction will take a moment to process and the display window will say “complete.”
Creating an Account for a New Patron

1) With the Program Registration/Membership Pass Sale window display, choose the Client button. The search for client window appears.
2) Search for the client’s last name to make sure they do not already have an account.
3) Choose “Okay” to create a new family or click “New” on the bottom right.
4) Enter the first and last name.
5) Tab to the Birth Date and Male/Female field; enter information
6) For the patron’s phone number you must enter the Daytime Phone number in the bottom left field under the address.
7) Under the Other tab, enter the emergency contact information (name and phone number are required).
8) Leave the rest of the fields filled in as by default.
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12) When a registration membership sale is done, click on YES enter payment now.
13) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period and the cents – ex. 20. not 20).
14) Click OK.
15) Transaction will take a moment to process and the display window will say “complete.”

Cancelling a Transaction after a Patron has been Registered

1) After you have registered the patron and you are looking at the POS screen, you will need to hit Cancel Transaction, which is located above the green buttons on the right side.
2) Once the transaction has been cancelled, you will have to return to Program Registration screen. You will see a balance on the patrons account (located on the top right next to the client button). You MUST Withdraw the client in order to get the balance back to zero.
To Modify/Update Client Information

1) From the **Program Registration** window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the patron. If the phone number is not listed you will have to look at their membership. **Select** each patron and go to **Account** and **View Memberships**.

2) Once the correct patron has been discovered; make sure you go back and **Select** them.

3) From the **Account** menu at the top of the screen choose **Maintain Family**.

4) Make changes to the account information as required.

5) Choose **Close** to save the changes and close the window. You will return to the **Program Registration** window.
Point of Sale Notes

1) When a patron is utilizing the check method of payment record the check number (usually in the upper left hand corner of the check).
2) You can split payments between two methods. When they are using a check as one method (Visa and Check), you must always put in the “other” method before entering the check amount or you must click the amount for the check prior to clicking on the check. (ex. 100, click check, enter check number, and press okay)
3) You CANNOT pay for two people at one time when they are purchasing memberships. You must register them separately.
4) Whatever register/computer the FD worker signs in on, is the one they must ring transactions into. *Shifts with two people at FD will require two registers at one time.
5) There are two gift certificate buttons. The green button is used when paying with a gift certificate. The gray button (located on the left) is used when a patron is purchasing a gift certificate. Make sure you select the appropriate department for purchasing gift certificates.

Adding an Item to a Sale

1) Choose what the member would like to purchase form the appropriate list in the POS module.
2) Highlight the item the member would like to purchase.
3) If the member is purchasing more than one of the item, you have to repeat steps 1 and 2.
4) Click “OK.” The item will now be listed in the box on the right.

Removing an Item from a Sale

1) To remove an item that has been added to the box, click void item and highlight that item by clicking on it.
2) A V will appear next to the voided item.
3) The item will remain in the box, but the consumer will not be charged for the item.
Selling a Session
Remember that “Sessions” are personal training or massage appointments.

1) Fill out their appointment in the book.
2) Go to Point of Sale in Class.
3) If the customer is a member, click on the client search button.
4) Enter the last name, member number, or swipe the membership card of the person buying the massage/personal training.
5) Select the right person from the list if necessary.
6) Click “OK”.
7) The session will now be linked to the member’s account.
8) Click whatever they wish to purchase. (Reminder: If purchasing multiple sessions the number of sessions must be clicked prior.)
9) Highlight the appropriate Session.
10) Click “OK”.
Regular Check-In Procedures
All notes will be visible in the “Extra” area of the screen.

1) Open the Membership Pass Validation module. The Select a pass scanning station window appears.
2) Double-click on a scanning station in the list. The Membership Pass Validation window appears.
3) In the Client field scan in the client’s pass card, then press the ENTER key.
4) Once the card is swiped they are checked-in.

Check-In Procedures when the Patron Forgot their I.D. – ONLY AT THE FRONT DESK
All notes will be visible in the “Extra” area of the screen.

1) Open the Program Registration module.
2) If the patron forgot their membership ID, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.
3) Select each patron and go through this process to confirm that you have the correct account.
4) From the Account menu at the top of the screen choose Maintain Family. You will be able to view the detailed information.
5) Make changes to the account information as required.
6) Once you discover the correct account, copy their barcode number from the Maintain Family screen and paste the barcode into the Membership Pass Sales/Program Registration window.
7) You MUST hit ENTER. (Do NOT click Search.)
8) Once the card is swiped they are checked-in.
Viewing the Number of Passes Remaining Without Checking-In
All notes will be visible in the “Extra” area of the screen.

1) With the **Membership Pass Sales/Program Registration** window displayed, click on the **Client** button. Search for the client.

2) If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.

3) **Select** each patron and go through this process to confirm that you have the correct account.

4) From the **Account** menu at the top of the screen choose **Maintain Family**. You will be able to view the detailed information. Match the information listed with the client’s actual information.

5) Once you discover the correct account, double click on the row for the desired client. You will return to the **Membership Pass Sales/Program Registration** window.

6) From the **Account** menu at the top of the screen choose **View Memberships**. The **View Membership Passes** window appears.

7) The number of passes remaining will be listed all the way to the right under **Remaining**.
1) How do you sign-in when you first arrive for your shift?

2) **Jack Frost** (existing member) tells you he would like to purchase a gold pass (30 uses) with a balance of 0 uses left (paying with a Master card). He also has a new phone number (415-422-2946) which needs to be changed.

3) **(A relative)** has just moved into town with *(his wife)* and wants to purchase an annual membership for his wife (He was recently hired full-time at USF and will be paying for the membership with a check).

4) **(A relative)** arrives at the front desk wishing to purchase a red pass (paying with a credit card).

5) **Ester Bunny** (existing neighborhood member) has decided to purchase two personal training sessions and one massage (She will be paying with cash).

6) **(A relative)** has just moved to the neighborhood and would like to purchase an annual membership and a parking pass (paying with a Mastercard).

7) **Olive Oyl** (a summer student) would like to purchase a ski outdoor adventure trip (paying with a Visa card) and sign up for Boxing.

8) **(A relative)** comes in to purchase a 6th month FROMM membership pass (paying with a check).

9) **Happy Feet** wants to reserve the tennis courts for 1 hour this Saturday. He will be “dropping in” to swim in the pool today. Also, he needs to purchase a pair of swimming goggles. **Happy Feet** decided he does not want the tennis court reservation. You need to void the item. (He is paying with a Visa card).

10) **Mickey Mouse** arrives at the check-in desk with his membership card. He would like to check-in.

11) **Minnie Mouse** has forgotten her membership card, but is a USF student. Her apartment is too far away and she does not want to go get it. Can she workout today? If so, how do you check her in?

12) **Flash Gordon** would like to know how many uses he has left on his red card membership.

13) **Wonder Woman** (existing member) tells you she would like to purchase an orange pass (15 uses) with a balance of 3 uses left (paying with a check).

14) **Porky Pig** needs to pay for **Porkchops’** (his son) swimming lessons with cash. What do you do?

15) **Daffy Duck** would like to check-in, but he has forgotten his membership card. Fortunately, he has a photo I.D. When you look him up by his last name, **Duck**, you notice that there are three membership accounts under the name **Daffy Duck**. How do you check-in Daffy Duck, who has a phone number of 415-422-2946 on his red pass?

16) **(A relative with the birth date of 2/28/49 and a phone number of 415-422-2943)** wants to join the Masters Swim Team (he has already passed the tryouts). He would like to purchase a senior monthly membership paying with a check.

17) **Fred Flinstone** (existing member) would like to purchase 2 pairs of goggles, 2 personal training sessions, and 3 swim caps. Fred tells you that he wants to change the number of swim caps from 3 to 2. He will be paying $100 cash and the remaining balance on his Visa card.

18) When your shift is over, how do you sign off the computer?
CLASS TRAINING CHECK LIST

1) Santa Claus (summer gold and red pass member) tells you he would like to renew his red pass (30 uses) (paying with a Master card). His phone number is 415-555-6699, his birth date is 01-22-81, and his emergency contact is Christmas Claus @ 800-888-8888.

2) (A relative) arrives at the front desk wishing to purchase a neighborhood membership (paying with a gift certificate).

3) Sweet November (existing neighborhood member / 415-568-9878) has decided to purchase 7 personal training sessions and one $40 gift certificate for a massage (She will be paying with a check).

4) (A relative) has just moved to the neighborhood and would like to purchase an annual membership and a parking pass. Before she/he pays, they realize that they do not have their wallet and cannot sign up today. How do you cancel the entire transaction?

5) Mickey Mouse realized that his membership information is incorrect. His name is actually Mouse Mickey. How do you change it?

6) (A relative) comes in to purchase a part/staff membership. They want to purchase the 6am-6pm option (paying with a Visacard).

7) Power Puff has forgotten her membership card, but has a photo I.D. Her apartment is too far away and she does not want to go get it. (Green pass member, 415-422-2946, 7/9/79) Can she workout today? If so, how do you check her in?

8) Dead End would like to know how many uses he has left on his summer gold card membership.

9) (A relative) wants to join the Masters Swim Team (he has already passed the tryouts). He would like to purchase a monthly membership paying with a Mastercard. After you ring up the transaction, he decides that he wants to sign up again for another month. (He will have paid for a total of two months.)

10) Frank Footer would like to purchase 2 pairs of goggles, 2 personal training sessions, and 3 swim caps. He will be paying $100 check and the remaining balance on his a Mastercard.
FRONT DESK CLASS MANUAL

Signing In

1) Click on the **Central Login** Icon
2) Type in your **User Code** (last name) and **Password** (first letter of last name & last four digits of your social security number).
3) Make sure that the **Location** and **Terminal** match up with your location.
4) Click “ok”.

Signing Out

1) Open the register, prior to signing out.  ****
2) In the POS screen, click on **Clerk Signout**.
3) Click “ok”. This will end all of the transactions under your account.
Selling a Membership to an Existing Member

*If a patron already has a rec pass (Red), but is purchasing a different one (Summer Gold), they must be entered as a **New Member** not an existing member.*

1) From the **Program Registration** window, click **Client**. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the correct patron.

2) Select each patron and confirm their information.

3) From the **Account** menu at the top of the screen choose **View Memberships** (type of pass). Confirm their purchase with their account information and close the window after confirmation.

4) From the **Account** menu at the top of the screen choose **Maintain Family**.

5) Make sure that all fields are correctly filled in: **Birth Date; Male/Female.**

6) For the patron’s phone number you must enter the **Daytime Phone** number in the bottom left field under the address.

7) Under the **Other** tab, enter the emergency contact information (**name** and **phone number** are required).

8) Leave the rest of the fields filled in as by default.

9) Click **Close** and **Save** the family record.

10) From the dropdown lists, select the **Plan, Type, and Term** of the membership being purchased.

11) Make sure that you get the type of payment (credit card) prior to hitting **Register**.

12) Click the **Register** button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.

13) If the **Register** button cannot be clicked, you need to go to the **Registration** menu and click on **Registration Mode**. This will allow you to process the transaction.

14) When a registration membership sale is done, click on **YES** enter payment now.

15) This opens the **Point of Sale** window with the client and sales information already displayed.

16) Sell any additional **Point of Sale** items.

17) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period – ex. 20. not 20).

18) Click **OK**.

19) Transaction will take a moment to process and the display window will say “complete.”
Creating an Account for a New Patron

1) With the **Program Registration/Membership Pass Sale** window display, choose the **Client** button. The search for client window appears.
2) Search for the client’s last name to make sure they do not already have an account.
3) Choose “**Okay**” to create a new family or click “**New**” on the bottom right.
4) Enter the first and last name.
5) Tab to the **Birth Date** and **Male/Female** field; enter information
6) For the patron’s phone number you must enter the **Daytime Phone** number in the bottom left field under the address.
7) Under the **Other** tab, enter the emergency contact information (**name** and **phone number** are required).
8) Leave the rest of the fields filled in as by default.
9) Click **Close** and **Save** the family record.
10) From the dropdown lists, select the **Plan**, **Type**, and **Term** of the membership being purchased.
11) Click the **Register** button. Make sure you click “No” to printing the confirmation and “Ok” in the client successfully registered field.
12) When a registration membership sale is done, click on **YES** enter payment now.
13) Select the payment type (tender) on the keyboard and enter the amount (you must enter the amount with a period and the cents – ex. 20. not 20).
14) Click OK.
15) Transaction will take a moment to process and the display window will say “complete.”

Cancelling a Transaction after a Patron has been Registered

1) After you have registered the patron and you are looking at the POS screen, you will need to hit **Cancel Transaction**, which is located above the green buttons on the right side.
2) Once the transaction has been cancelled, you will have to return to **Program Registration** screen. You will see a balance on the patrons account (located on the top right next to the client button). You **MUST Withdraw** the client in order to get the balance back to zero.
To Modify/Update Client Information

1) From the **Program Registration** window, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, date of birth, and/or membership type with the patron. If the phone number is not listed you will have to look at their membership. **Select** each patron and go to **Account** and **View Memberships**.

2) Once the correct patron has been discovered; make sure you go back and **Select** them.

3) From the **Account** menu at the top of the screen choose **Maintain Family**.

4) Make changes to the account information as required.

5) Choose **Close** to save the changes and close the window. You will return to the **Program Registration** window.
Point of Sale Notes

1) When a patron is utilizing the check method of payment record the check number (usually in the upper left hand corner of the check).
2) You can split payments between two methods. When they are using a check as one method (Visa and Check), you must always put in the “other” method before entering the check amount or you must click the amount for the check prior to clicking on the check. (ex. 100, click check, enter check number, and press okay)
3) You CANNOT pay for two people at one time when they are purchasing memberships. You must register them separately.
4) Whatever register/computer the FD worker signs in on, is the one they must ring transactions into. *Shifts with two people at FD will require two registers at one time.
5) There are two gift certificate buttons. The green button is used when paying with a gift certificate. The gray button (located on the left) is used when a patron is purchasing a gift certificate. Make sure you select the appropriate department for purchasing gift certificates.

Adding an Item to a Sale

1) Choose what the member would like to purchase form the appropriate list in the POS module.
2) Highlight the item the member would like to purchase.
3) If the member is purchasing more than one of the item, you have to repeat steps 1 and 2.
4) Click “OK.” The item will now be listed in the box on the right.

Removing an Item from a Sale

1) To remove an item that has been added to the box, click void item and highlight that item by clicking on it.
2) A V will appear next to the voided item.
3) The item will remain in the box, but the consumer will not be charged for the item.
Selling a Session
Remember that “Sessions” are personal training or massage appointments.

1) Fill out their appointment in the book.
2) Go to Point of Sale in Class.
3) If the customer is a member, click on the client search button.
4) Enter the last name, member number, or swipe the membership card of the person buying the massage/personal training.
5) Select the right person from the list if necessary.
6) Click “OK”.
7) The session will now be linked to the member’s account.
8) Click whatever they wish to purchase. (Reminder: If purchasing multiple sessions the number of sessions must be clicked prior.)
9) Highlight the appropriate Session.
10) Click “OK”.
Regular Check-In Procedures
All notes will be visible in the “Extra” area of the screen.

1) Open the Membership Pass Validation module. The Select a pass scanning station window appears.
2) Double-click on a scanning station in the list. The Membership Pass Validation window appears.
3) In the Client field scan in the client’s pass card, then press the ENTER key.
4) Once the card is swiped they are checked-in.

Check-In Procedures when the Patron Forgot their I.D. – ONLY AT THE FRONT DESK
All notes will be visible in the “Extra” area of the screen.

1) Open the Program Registration module.
2) If the patron forgot their membership ID, click Client. Search for the client by entering the Last Name and First Name. If there are multiple clients with the same name, make sure you match up the phone number, the date of birth, and/or membership type.
3) Select each patron and go through this process to confirm that you have the correct account.
4) From the Account menu at the top of the screen choose Maintain Family. You will be able to view the detailed information.
5) Make changes to the account information as required.
6) Once you discover the correct account, copy their barcode number from the Maintain Family screen and paste the barcode into the Membership Pass Sales/Program Registration window.
7) You MUST hit ENTER. (Do NOT click Search.)
8) Once the card is swiped they are checked-in.
FRONT DESK ATTENDANT TRAINING CHECKLIST

Name: ________________________________

After each topic is covered, please initial and date, and have your supervisor do the same.

<table>
<thead>
<tr>
<th></th>
<th>Supervisor</th>
<th>Trainee</th>
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<tbody>
<tr>
<td>1) Job duties and responsibilities of Front Desk Staff.</td>
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<td>2) Job duties and responsibilities of Professional Staff.</td>
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<td></td>
<td>-List each staff member and their duties.</td>
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<td>3) Policies regarding scheduling and substitutions.</td>
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<td></td>
<td>-Where are sub forms?</td>
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<td></td>
<td>-How do I confirm that a sub shift has been taken?</td>
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<td>4) Koret’s expectations of Customer Service.</td>
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<td>5) Telephone policies, etiquette and transferring calls.</td>
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<td></td>
<td>-How do you answer phone calls?</td>
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<td></td>
<td>-How do you transfer phone calls to staff?</td>
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<td>6) General building rules, including policies for minors.</td>
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<td></td>
<td>-Who is considered a minor?</td>
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<td>-What are the differences between the long, short, &amp; minor waivers?</td>
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<td>-Where do you file these waivers?</td>
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<td></td>
<td>-Give handout of building rules.</td>
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<td>7) Entry into building and swiping cards.</td>
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<td></td>
<td>-Have trainee swipe cards.</td>
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<td>8) Entry for individuals that forget their USF/Koret ID.</td>
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<td></td>
<td>-What do you do for patrons?</td>
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<td></td>
<td>-What do you do for students/faculty/staff?</td>
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<tr>
<td>9) Annual Membership sign-up fees and procedures.</td>
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<td></td>
<td>-Who can sign-up for an annual membership?</td>
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<td>-What type of proof can the patron show?</td>
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<tr>
<td>10) Rec Pass sign-up fees and procedures.</td>
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<td></td>
<td>-What types of rec passes are there?</td>
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<td>-What items are needed to purchase a rec pass?</td>
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<td>-Qualifications for “disability” (Orange/Green passes)</td>
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<td>11) Other membership types</td>
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<td>-i.e.St. Mary’s, Fromm, ESL membership, SF Community memberships</td>
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<td>-President’s Ambassador cards</td>
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<tr>
<td>12) Drop-In fees, Guests and policies.</td>
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<td>-When can a patron drop in?</td>
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<td>13) Part-time adjunct faculty</td>
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<td></td>
<td>-Entry to get to offices in the Alumni Lounge</td>
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<td>14) Dealing with membership discrepancies.</td>
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<td>-What form needs to be filled out when there is a discrepancy?</td>
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<td>15) Parking, Locker and Towel Service policies.</td>
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<tr>
<td></td>
<td>-Who can receive a parking permit?</td>
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<tr>
<td></td>
<td>-Who can receive locker and towel service?</td>
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</tbody>
</table>
16) Masters Swim Program
   - Parking permits
   - How does a patron sign-up to be a part of the Masters Team?

17) Other Aquatics Programs, check-in and payment procedures.
   - How do you check-in swimmers?
   - How would you process payments for aquatics programs?
   - Where do you transfer Aquatics inquiries?

18) Personal Training and Massage and payment procedures.
   - Go over waiver forms
   - Go over box when PT or masseuses call in for appts.
   - Cancellations & Special Appts.

19) Fitness/Wellness.
   - Weight room orientations (only booked through Shanie)

20) Training on Register.

21) Using Credit Card Terminal.

22) Register Close-outs.
   - What is the procedure for closeouts?
   - Incorrect entries into register. What do you do?
     * Get Jon to make the correction or add incorrect receipt into drop bag and note on closeout form.

23) Emergency Procedures.
   - Where are the emergency procedure cheat sheets?
   - What number do you call for minor emergencies/major emergencies?
   - What address should be given during emergencies?

24) Tennis Court Reservations.
   - Who can reserve a tennis court?
   - What form needs to be filled out for a reservation?

25) Memo Binder and Will Call.
   - What can you find in the memo binder and will call box?

26) Outdoor Adventures and Intramural sign-ups.
   - Who can sign-up for outdoor adventure & intramurals?
   - What should you do if a rec pass holder wants to sign-up for an outdoor adventure?
   - What form needs to be filled out for an outdoor adventure?

27) Check-in for Club Sports – clarify with Mike???

28) Special Groups check-in.
   - JVC, Olympic Club, Dance Studio

29) Time Card and Punch-In.
   - E-timesheets
   - Time periods

30) Nextel Phones.

31) Sports Tickets
32) Summer Issues
   - What are the policies for facility use for students during the summer?
   - What are the policies for summer-gold/green rec passes?

33) Panic button (locations) - 2
   - When should these buttons be used?
CLASS TRAINING MASTER CHECK LIST

1) How do you sign-in when you first arrive for your shift? *(POS #1)*

2) **Jack Frost** (existing member) tells you he would like to purchase a gold pass (30 uses) with a balance of 0 uses left (paying with a Master card).

3) **(A relative)** has just moved into town with **(their wife)** and wants to purchase an annual membership for himself and his wife (He was recently hired full-time at USF and will be paying for the memberships with a check).

4) **(A relative)** arrives at the front desk wishing to purchase a red pass (paying with a credit card).

5) **Ester Bunny** (existing neighborhood member) has decided to purchase two personal training sessions and one massage (She will be paying with cash). *(If barcode isn’t available use phone #)*

6) **(A relative)** has just moved to the neighborhood and would like to purchase an annual membership and a parking pass (paying with a Mastercard).

7) **Olive Oyl** (a summer student) would like to purchase a ski outdoor adventure trip (paying with a Visa card) and sign up for Shotokan.

8) **(A relative)** comes in to purchase a 6th month FROMM membership pass (paying with a check).

9) **Happy Feet** wants to reserve the tennis courts for 1 hour this Saturday. He will be “dropping in” to swim in the pool today. Also, he needs to purchase a pair of swimming goggles (paying with a Visa card). **Happy Feet** decided he does not want the tennis court reservation. You need to Void the item.

10) **Mickey Mouse** arrives at the check-in desk with his membership card. He would like to check-in.

11) **Minnie Mouse** has forgotten her membership card, but is a USF student. Her apartment is too far away and she does not want to go get it. Can she workout today? If so, how do you check her in? *(Tell 2 go to FD – note should be in “extras” box)*

12) **Flash Gordon** would like to know how many uses he has left on his red card membership.

*(Account – View Memberships)*

13) **Wonder Woman** (existing member) tells you she would like to purchase an orange pass (15 uses) with a balance of 3 uses left (paying with a check).

*(Different type of pass)*

14) **Porky Pig** needs to pay for **Porkchops’** (his son) swimming lessons with cash. What do you do?

15) **Daffy Duck** would like to check-in, but he has forgotten his membership card. Fortunately, he has a photo I.D. When you look him up by his last name, **Duck**, you notice that there are three membership accounts under the name **Daffy Duck**. How do you check-in Daffy Duck, who has a birth date of 1/31/83 and phone number of 415-422-2946 on his red pass? *(Verify his phone number)*
16) (A relative with the birth date of 2/28/49) wants to join the Masters Swim Team (he has already passed the tryouts). He would like to purchase a senior monthly membership.

17) Fred Flinstone (existing member) would like to purchase 2 pairs of goggles, 2 personal training sessions, and 3 swim caps. He will be paying $100 cash and the remaining balance on his Visa card. After you ring him up and tell him the total cost (before completing the transaction), Fred tells you that he wants to change the number of swim caps from 3 to 2. How do you change it?

18) When your shift is over, how do you sign off the computer?
1) **Santa Claus** (summer gold and red pass member) tells you he would like to renew his red pass adding 30 uses (paying with a Mastercard). His phone number is 415-555-6699, his birth date is 01-22-81, and his emergency contact is Christmas Claus @ 800-888-8888. *(must enter information into account – there will be 5 similar accounts)*

2) **(A relative)** arrives at the front desk wishing to purchase a neighborhood membership (paying with a gift certificate).

3) **Sweet November** (existing neighborhood member/415-568-9878) has decided to purchase 7 personal training sessions and one $40 gift certificate for a massage (She will be paying with a check). *(there are multiple accounts under the same name-have to find the right one)*

4) **(A relative)** has just moved to the neighborhood and would like to purchase an annual membership and a parking pass. Before she/he pays, they realize that they do not have their wallet and cannot sign up today. How do you cancel the entire transaction?

5) **Mickey Mouse** realized that his membership information is incorrect. His name is actually **Mouse Mickey**. How do you change it?

6) **(A relative)** comes in to purchase a part/staff membership. They want to purchase the 6am-6pm option (paying with a Visacard).

7) **Power Puff** has forgotten her membership card, but has a photo I.D. Her apartment is too far away and she does not want to go get it. *(Green pass member, 415-422-2946, 7/9/79)* Can she workout today? If so, how do you check her in? *(3 accounts)*

8) **Dead End** would like to know how many uses he has left on his summer gold card membership. *(4 accounts)*

9) **(A relative)** wants to join the Masters Swim Team (he has already passed the tryouts). He would like to purchase a monthly membership paying with a Mastercard. After you ring up the transaction, he decides that he wants to sign up again for another month. *(He will have paid for a total of two months.)*

10) **Frank Footer** would like to purchase 2 pairs of goggles, 2 personal training sessions, and 3 swim caps. He will be paying $100 check and the remaining balance on his a Mastercard. *(must process the check LAST)*

**Note:**

*Whatever register/computer the FD worker signs in on, is the one they must ring transactions into.*

*Shifts with two people at FD will require two registers at one time.*
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MEMBERSHIP SERVICES DESK</th>
<th>CHECK IN DESK</th>
</tr>
</thead>
<tbody>
<tr>
<td>INJURY ACCIDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td>• Contact Building Supervisor</td>
<td>• Treat as necessary</td>
</tr>
<tr>
<td>Major (including pool emergencies)</td>
<td>• Notify Building Supervisor Professional Staff Person</td>
<td>• Call 911 (222 Stanyan or for injuries on the soccer field - Golden Gate &amp; Parker Street</td>
</tr>
<tr>
<td></td>
<td>• Be specific as to the nature and location of the injury</td>
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<tr>
<td></td>
<td>• Call 911 (222 Stanyan or for injuries on the soccer field)</td>
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<td></td>
<td>• Call Public Safety if instructed to do so</td>
<td></td>
</tr>
<tr>
<td>GENERAL EVACUATION PROCEDURES</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Remain at post, if safe</td>
<td>• Remain at post, if safe</td>
</tr>
<tr>
<td></td>
<td>• If not safe, help to evacuate</td>
<td>• If not safe, help evacuate</td>
</tr>
<tr>
<td>FIRE ALARM</td>
<td>• Notify Building Supervisor</td>
<td>• Notify Building Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Notify Professional Staff</td>
<td>• If Fire Alarm has not been pulled, pull alarm (near front door), to notify patrons</td>
</tr>
<tr>
<td></td>
<td>• Remain at post, if safe</td>
<td>• No further entries to building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remain at post, if safe</td>
</tr>
<tr>
<td>EARTHQUAKE</td>
<td>• Shield yourself during the quake</td>
<td>• Shield yourself during the quake</td>
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<tr>
<td></td>
<td>• Evacuate the building to the soccer field through front doors [Public Safety to unlock field gate]</td>
<td>• Evacuate the building to the soccer field through front doors [Public Safety to unlock field gate]</td>
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<tr>
<td></td>
<td>• Do not attempt to move seriously injured people</td>
<td>• Do not attempt to move seriously injured people</td>
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<tr>
<td>POWER OUTAGES</td>
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<tr>
<td>Daytime</td>
<td>• No further entries</td>
<td>• No further entries</td>
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<tr>
<td></td>
<td>• Notify Building Supervisor</td>
<td>• Evacuate lobby, elevators and Deli Lounge</td>
</tr>
<tr>
<td></td>
<td>• Notify Public Safety, x2911</td>
<td>• Report back to Front Desk</td>
</tr>
<tr>
<td></td>
<td>• Call Associate Director or Membership Coordinator via direct connect to reboot computers</td>
<td>• Assist as necessary</td>
</tr>
<tr>
<td></td>
<td>• Be prepared to issue refunds</td>
<td></td>
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<tr>
<td>POWER OUTAGES</td>
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<tr>
<td>Night-time</td>
<td>• No further entries</td>
<td>• No further entries</td>
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<td></td>
<td>• Notify Building Supervisor</td>
<td>• Evacuate lobby, elevator and Deli Lounge</td>
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<td></td>
<td>• Be prepared to issue refunds</td>
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<tr>
<td>EMERGENCY OPENING PROCEDURES</td>
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<td></td>
<td>• If present, have professional staff open the building</td>
<td>• Swipe all membership cards and Rec Passes</td>
</tr>
<tr>
<td></td>
<td>• Otherwise contact Public Safety to open building</td>
<td>• Allow drop-in patrons free entry until register is set up</td>
</tr>
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<td></td>
<td>• Contact the director via direct connect</td>
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<tr>
<td></td>
<td>• Contact supervisor of Building Supervisors</td>
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<tr>
<td>BOMB THREAT</td>
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<tr>
<td></td>
<td>• No further entries</td>
<td>• No further entries</td>
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<td>• Notify Building Supervisor</td>
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<td>• Assist as necessary</td>
<td>• Assist as necessary</td>
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</table>
FACILITY USE APPLICATION – REC SPORTS

Department/Organization

If sponsored by the University, please specify the department

Contact Person __________________________ Department Account # __________________________ USF Departments & Organizations must complete

Day Phone ______________ Evening ______________ FAX ______________ e-mail ______________

Campus Address/ Mailing Address

City __________________________ Zip __________________________

Please specify the facility of interest:

☐ Alumni Lounge
☐ Tennis Courts
☐ Negoesco Field
☐ Swig Gym
☐ Hagan Gym

Event Day/Date ______________

Set-Up Ready By: ______________ Title of Event ______________

Event Start ______________ Estimated Attendance ______________

Event End ______________ Food and/or Beverage ______________

Please indicate the amount of any additional equipment that may be needed:

6' Table _______ Round Table _______ Chairs _______ Sound System ______ Yes / No

*Note that labor and/or a sound charge may be incurred.

Briefly Describe the Event:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Signature: __________________________ Date: __________________________

Approved
Director ________
Asst. Director ________

For Office Use Only

Additional Insurance ______
Public Safety ______
Facilities Use Agreement

This Agreement is entered into as of the ___ day of _____________ between the University of San Francisco ("the University") and ______________ (the "Licensee").

1. Licensee. The University hereby grants to the Licensee, and the Licensee hereby accepts from the University, a license to occupy and utilize The Koret Health and Recreation Center known as (the "Licensed Space"), more particularly described in Exhibit A attached hereto and incorporated by this reference. The license is solely for the purpose (s), and is only for the day(s), date(s) and time period(s), specified in Exhibit B attached hereto and incorporated by this reference. Also set forth in Exhibit B are the anticipated attendance at the events(s) and, if applicable, admission charges and the identity of each person and entity who will receive any portion of the proceeds.

2. Limitations.
   (a) The Licensee shall not occupy or utilize the Licensed Space, or permit the Licensed Space to be occupied or utilized, for any purpose other than as expressly set forth in Exhibit B.
   (b) This Agreement may be revoked at any time by the University upon written notice to the Licensee delivered or mailed to the address specified below; without limiting the generality of the foregoing, at the sole discretion of the Director of Recreational Sports of the University, athletic fields may be closed and scheduled events cancelled due to poor turf/field conditions. In the event of such revocation or cancellation, the sole obligation and liability of the University will be to refund any fees previously paid by the Licensee to the University with respect to the cancelled use of the licensed Space, with the exception of special rental equipment fees, which are non-refundable; provided, however, that the University shall not be obligated to refund any fees in the event cancellation is due to a breach of this Agreement by the Licensee or to abandonment of the Licensed Space by the Licensee.
   (c) Neither this Agreement nor any right hereunder constitutes a deed or a lease or the grant of an easement.
(3) **Insurance.** The Licensee shall maintain until termination of this Agreement an insurance policy or policies meeting the following requirement, and the Licensee shall not have the right to occupy or utilize any portion of the Licensed Space unless and until such coverage has been obtained:

(a) Licensee shall, at its own expense, provide and keep in force during the continuance of this Agreement, a commercial general liability insurance policy, to protect Licensee, its officers, and employees against liability arising out of the Licensee's operations, including contractual liability, products and completed operations, resulting from injury to or death of, any person occurring in or about said work, and for injury or damage to property in the amount of not less than a combined single limit of $3,000,000 per occurrence with a $5,000,000 aggregate.

In addition the following limits shall also be provided:

- Products/Completed Operations: $5,000,000 aggregate
- Personal/Advertising Injury: $3,000,000 per occurrence

(b) Vehicular liability coverage, with the same limits of not less than $1 million combined single limit per occurrence applicable to all owned, non-owned and hired vehicles. Each such policy shall be issued by an insurance company authorized to do business in the State of California and shall include an additional named insured naming "the University of San Francisco, its Trustees, officers, employees, and volunteers." All policies required hereunder, or certificates of insurance evidencing same, shall be delivered to the Director of Recreational Sports of the University not less than forty-eight (48) hours prior to commencement of the term of the license.

(c) Any employee and/or volunteer of the Licensee is required by the Labor Code of the State of California to provide proof of Worker's Compensation insurance, including waiver of subrogation and Employers Liability insurance for not less than $1 million per accident.

(d) If minors will attend Licensee's event, Licensee must state whether Licensee's insurance includes coverage for sexual abuse and molestation.

(4) **Indemnification.** The Licensee shall indemnify and hold the University, its Trustees, officers, employees, agents and students, harmless against all damages, losses and liabilities (including reasonable attorneys' fees), including, without limitation, all damage to property and injury or death of persons, arising directly or indirectly out of or in connection with the license granted hereunder for occupation
or use of the Licensed Space by the Licensee or invitees of the Licensee. The Licensee may examine the Licensed Space and deliver a written list of existing damage or other irregularities to the Director of Recreational Sports not less than twenty-four (24) hours prior to the commencement of the term of the license.

(5) **Responsibilities of The Licensee.** The Licensee shall at all times exercise necessary diligence and care in protecting the Licensed Space from trespassers and unauthorized or improper use. Professional security must be provided for the protection of the Licensed Space throughout the term of the license granted hereunder. Unless different arrangements are agreed to specifically in writing by the University, the Licensee must hire and use the security, technical and custodial services of the University.

(6) **Parking/Concessions.**

(a) Parking Permits are required at all times in all University parking lots. On-campus parking at night and on weekends is limited, but the Licensee may request that some parking places be reserved on a space available basis. The University does not provide parking attendants.

(b) The licensee shall obtain the prior express written approval of the Director of Recreational Sports with respect to all proposed food, beverage, program and souvenir sales. The Licensee's proposal must be submitted to the Director of Recreational Sports not less than ten (10) days prior to the commencement of the term of the license.

(c) The University shall have the right to share in all revenues generated by admission fees and concessions, including program and souvenir sales, after deduction of direct expenses. The Licensee shall maintain such books and records as are necessary to reflect accurately such revenues and expenses. The portion of such revenues due to the University shall be paid within twenty (20) days following expiration of the license.

(7) **Condition of the Licensed Space.** The Licensee shall at all times keep the Licensed Space in good, safe, sanitary and sightly condition so far as such Space may directly or indirectly be affected by the Licensee's use or occupancy of it. No structures of any kind shall be erected or otherwise placed on the Licensed Space without the prior express written consent of the Director of Recreational Sports.
(8) **Fees.** The Licensee shall pay to the University the fees specified in Exhibit C attached hereto and incorporated by this reference, not less than forty-eight (48) hours prior to the commencement of the term of the license. The University shall bill the Licensee for any additional expenses in accordance with Exhibit C, which shall be due and payable within thirty (30) days following termination of the license. All fees shall be paid in cash or by check payable to USF KORET CENTER, and shall be delivered or, in the case of checks only, mailed to: Director of Recreational Sports, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

(9) **Abandonment.** In the event that the Licensee abandons the Licensed Space or fails or refuses to comply with any term or condition specified herein, or in the event that the license granted hereunder is revoked by the University, all rights of the Licensee with respect to use or occupancy of the Licensed Space shall terminate immediately. In the event of abandonment by the Licensee, all fees and expenses shall nevertheless be due and payable by the Licensee.

(10) **Compliance With Laws.** The Licensee shall comply with all federal, state and local laws and regulations applicable to the use or occupancy of the Licensed Space, as well as such additional rules and regulations as are prescribed by the University. The Licensee shall provide to the Director of Recreational Sports not less than forty-eight (48) hours prior to the commencement of the term of the license copies of all permits and additional licenses, if any, that may be required with respect to the Licensed Space.

(11) **Assignments.** The Licensee shall not assign this Agreement or any right or obligation hereunder without the prior express written consent of the Director of Recreational Sports.

(12) **Entire Agreement.** The Agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and supersedes all prior agreements and understandings with respect thereto. This Agreement may only be modified by a written instrument signed by both parties hereto.

(13) **Attorneys' Fees.** In the event any suit or other action is commenced to construe or enforce any provision of the Agreement, the prevailing party, in addition to all
amounts the prevailing party may otherwise be entitled to receive, shall be paid by
the other party a reasonable sum for attorneys' fees and costs.

(14) **Governing Law.** The terms and conditions of this Agreement shall be interpreted
in accordance with the laws of the state of California.

(15) **Disputes.** In the event that a dispute occurs between the parties with regard to
the rights or duties created by this agreement, or in the event of a breach of this
Agreement by either party, the parties hereto agree to meet and confer in good
faith in an effort to resolve the dispute or issue.
(a) In the event that the parties are not able to informally resolve the dispute
within thirty (30) days after the dispute has arisen, the parties agree to decide
whether to attempt to settle the dispute to arbitration, both parties must agree
in writing that this is their chosen method of resolving the dispute in question.
IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date first above written.

Licensee

By ________________________________
Name:
Date: ______________________________
Title:
Address:
Phone:
Fax:

UNIVERSITY OF SAN FRANCISCO

By ________________________________
Name: Chuck White
Title: Director of Recreational Sports
Date: ______________________________

By ________________________________
Name: Joanne Campbell
Title: Associate Director
Date: ______________________________
EXHIBIT A

to
Facilities Use Agreement

The Licensed space pertaining to the Facilities Use Agreement between
_______________ and The University of San Francisco Recreational Sports Department
is defined as _______________.

Parking lot is under the jurisdiction of USF Public Safety and is not available unless
arrangements are made through Public Safety.

The remaining facilities within the Koret Health and Recreation Center are not to be
considered licensed space as pertains to the Facility Use Agreement with the exception
of the normal use of the locker rooms.
EXHIBIT B

to
Facilities Use Agreement

(1) The Licensee may only occupy or otherwise utilize the Licensed Space during the following term of the license:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
</table>

(2) The Licensee may only utilize the Licensed Space for the following purposes:

(3) The participants in the event will be:

Will the event be open to the public? Yes / No

The anticipated attendance is: _______

* Attendance of 100 persons or more requires a Public Safety Officer to be present. The fee for the officer is $25.00 hourly. Public Safety must be notified at least two weeks prior to the event.

(4) Will Admission be charged? Yes:___ No:___

If yes, the price of admission will be:

Following are individuals and entities who will receive any portion of the proceeds of admission:
EXHIBIT C

to

Facilities Use Agreement

1. Fees:
Parent-Tot Registration and Class Policies

1) This course is offered once each semester. The course meets once per week for ten weeks. Persons enrolled in this course can come to any eight sessions.

2) Registration for this course is held during the Aquatics Registration hours only. These hours are printed in the brochure.

3) Class size is limited to 12 children. A wait list will be started when the class has been filled.

4) Parents registering more than one child must show up in the water with one adult for each child. No flotation devices are allowed.

5) Fees must be paid and waivers must be signed at the time of registration.

6) Program refunds are available only if requested a minimum of seven days prior to the start of the program. There are no make-up sessions.

7) Swimmers and parents must check in at the Front Desk no more than 30 minutes before the start of the program.

8) Please remove regular diapers from young children before entering the water. “Swim” diapers must be used.

9) Please observe all of the pool and building rules.

For a complete list of building rules and policies, please read the Youth Swim Program policy sheet.
Parent Tot Check In Policies

1. DO NOT SIGN ANYONE UP FOR PARENT TOT OR TAKE PAYMENT FOR THIS PROGRAM.
   CALL CATHY (x6247) OR AQUATICS REG. (x6697)

Each parent/toddler must check in at the Front Desk no more than 30 minutes before lesson time. If they arrive earlier...they must wait in the lobby.
Youth Group Swim Lessons Check In Policies

1. DO NOT SIGN ANYONE UP FOR YOUTH GROUP LESSONS OR TAKE PAYMENT FOR THIS PROGRAM. CALL CATHY (x6247) OR AQUATICS REG. (x6697)

2. Each swimmer must check in at the Front Desk no more than 30 minutes before lesson time. If they arrive earlier...they must wait in the lobby.
Advanced Water Skills Check In Policies

1. DO NOT SIGN ANYONE UP FOR ADVANCED WATER SKILLS OR TAKE PAYMENT FOR THIS PROGRAM. CALL CATHY (x6247) OR AQUATICS REG. (x6697)

2. Each swimmer must check in at the Front Desk no more than 30 minutes before lesson time. If they arrive earlier...they must wait in the lobby.
**Adult Group Swim Programs Registration & Class Policies**
(Adult group swim lessons & Lifeguard Training)

1) Registration for these courses are held during the Aquatics Registration hours as listed in the Aquatics brochure.

2) Fees must be paid and waivers must be signed at the time of registration. Waiver cards must be filled out and signed by the patron. Patron receives the top copy of the waiver card. They also must receive our refund policies flyer. Log the swimmer in the appropriate registration book.

3) Program refunds are available only if requested a minimum of seven days prior to the start of the program. There are no makeup sessions.

4) Class size is limited as follows: Adult group lessons: 8 swimmers maximum in each level,

5) Classes will be cancelled unless there is a minimum enrollment one week before the class is scheduled to start. These minimum numbers are: Adult group lessons minimum of 4 swimmers in each level, Lifeguard classes minimum of 6 swimmers. Full refunds will be given if a class is cancelled.

6) Adults enrolled in these programs must check in at the Front Desk no more than 30 minutes before their program.

7) Swimmers must observe all of the pool and building rules (as posted in the Koret Center).
Private Lesson Check In Policies

1. DO NOT SIGN ANYONE UP FOR PRIVATE LESSONS OR TAKE PAYMENT FOR THIS PROGRAM. CALL CATHY (x6247) OR AQUATICS REG. (x6697)

2. Find out who the instructor is for each swimmer. Each instructor has their own page. Check the swimmer in.

3. If a swimmer calls in to cancel a lesson, please find their name on the appropriate instructor’s sheet and circle the cancellation spot under the swimmer’s name. Also mark the date/time of the phone call.

4. Each private lesson must check in at the Front Desk no more than 30 minutes before lesson time. If they arrive earlier…they must wait in the lobby.
Little Seals Check In Policies

1. Try-outs for the Little Seals will be held the first Monday and Tuesday of each month at 3:45 sharp. Swimmers must check in at the Front Desk and a parent/guardian must sign a youth waiver form. The swim coach will meet the swimmers on the shallow end bleachers.

2. Current members of the Little Seals must pay before the 10th of the month. When a payment is made...please fill out an Aquatics Payment Form. On that form please note the child’s name, program, amount paid & date. This form should go into Cathy’s box. The checks/credit card slip should be put in the register.

3. Aquatics Reg staff will highlight the names of swimmers that have paid for the month. If a name is not highlighted...tell them they MUST bring payment the next time.

4. Each swimmer must check in at the Front Desk no more than 30 minutes before practice time (4:00). If they arrive earlier...they must wait in the lobby.
Koret Youth Swim Club  Check In Policies

1. Try-outs for the swim club will be held the first Monday and Tuesday of each month at 3:45 sharp. Swimmers must check in at the Front Desk and a parent/guardian must sign a youth waiver form. The swim coach will meet the swimmers on the shallow end bleachers.

2. Current members of the swim club must pay before the 10th of the month.
   When a payment is made...please fill out an Aquatics Payment Form. On that form please note the child’s name, program, amount paid & date. This form should go into Cathy’s box. The checks/credit card slip should be put in the register.

3. Aquatics Reg staff will highlight the names of swimmers that have paid for the month. If a name is not highlighted...tell them they MUST bring payment the next time.

4. Each swimmer must check in at the Front Desk no more than 30 minutes before practice time (4:00). If they arrive earlier...they must wait in the lobby.
Koret Youth Swim Club Check In Policies

Building Policies:
- Swimmers should not enter the building (past the turnstiles) before 3:30. Swimmers being dropped off before that can sit in the lobby area to wait. After 3:30 swimmers can go down to the pool deck bleachers or older swimmers (12 & over) can sit in the 3rd floor lounge area (the front lounge) if they are doing homework. Younger swimmers should be supervised by an adult in the lounge area. Swimmers are not allowed in the Alumni Lounge (the lounge beyond the cafe area), the TV lounge, & the basketball courts. Swimmers are not allowed to check out equipment (ping pong, pool table stuff or basketballs) from the Equipment Desk.
- Boys are not allowed in the locker area of the locker room. They can enter the shower/changing area through the pool deck doors to the men's locker room.
- Swimmers should be picked up before 6:30pm. Swimmers can wait for parents in the lobby area of Koret. Remember to keep the noise down because the Front Desk personnel will be helping clients, answering phones and conducting business.
- The Front Desk will not allow friends of KYSC swimmers, access to the building. If there is a special circumstance please clear it with Cathy first.

Practice times
- Monday – Friday 4 – 6pm

Expectations for all KYSC Swimmers:

- Safety:
The coaches are expected to maintain a safe environment for the swimmers during practice...so the swimmers will be expected to follow some basic safety rules:
  1. All swimmers will enter the water with a USA swimming “3 point entry”. This is the same entry that is mandatory during warm-ups at swim meets. Basically it means that you must sit down and slide into the pool. We will be very strict with this as we have had a couple close calls with swimmers landing on top of each other in the water.
  2. No running or “horseplay” will be allowed on the pool deck.

- Lane etiquette:
  1. Swimmers must allow 5 second send offs between themselves. If you find that you are catching up consistently with the swimmer in front, ask the coaches to adjust the order of the swimmers in your lane.
2. Circle swim by staying close to the lane lines on each side of the lane. Do not swim down the middle.

• Respect:
  1. Swimmers are expected to show respect for all of the KYSC coaches. This means paying attention when the coach is addressing the swimmers and doing the swim sets exactly how the coach wants it to be done. If you are injured or not feeling well, you should address this with the coach so that they can adjust your workout or have you sit out.

  2. Swimmers are expected to show respect for all of the KYSC swimmers. It is not expected that you be “friends” with everyone on the team, but it is expected that you are friendly and respectful with team members. This will help to build team spirit and pride in your team – things that we as a team need to show at swim meets and during practices.

Swimmers are not allowed to use inappropriate language while in the Koret facility or at swim competitions. This is disrespectful to both your team mates and your coaches. The coaches will remove swimmers from the workout/swim meet if inappropriate language is used. Swimmers are also expected to show respect to team mates by keeping “your hands to yourselves”. If you have a conflict with a swimmer on the team, tell the coaches. They will help to resolve it. Bullying is not tolerated.

  3. Swimmers are expected to show respect for the University Community. Be aware that you are sharing the USF Koret building with many people from the University (the USF President and other administrators, faculty/staff, USF students, Jesuit priests, etc...). Please be aware of this fact while you are in some of the shared areas – showers or locker rooms, lounges and lobby area.

  4. Swimmers are expected to show respect for the USF equipment that is used during workouts. Do not throw the pull buoys and kickboards up into the ledges, or toss the equipment around on deck. You may injure another swimmer or damage the equipment. Use the swim benches and the stretch cords as shown...to do otherwise may cause injury to you or another swimmer or damage to the equipment.
Koret Youth Swim Club Registration Policies

1. Try-outs for the swim club will be held the first Monday and Tuesday of each month. Try-outs will start at 3:45pm. Swimmers must check in at the Front Desk and a parent/guardian must sign a youth waiver form.

2. The swim coach will meet the swimmers on the pool deck at the shallow end of the pool at 3:45 sharp.

3. If the swimmer and the coach agree that the swim club will work out for the child, then the parent/guardian may register that swimmer for the swim club. A youth program card must be filled out and signed when the child is initially signed up. The first monthly payment is also due at this time. All KYSC swimmers are also required to register with U.S. Swimming. (The coach will give out the form for this).

4. Current members of the swim club must pay before the 10th of the month. Swimmers that have not paid by the 10th of the month will not be allowed to participate until payment has been made. Payments must be logged on the KYSC registration pages and the swimmer’s name should be “highlighted” in the KYSC roll sheet at the Front Desk.

5. Each swimmer must check in at the Front Desk no more than 30 minutes before practice time.

For a complete set of building rules and policies, please read the Youth Swim Program policy sheet. For swim team rules, please read the KYSC Policies & Procedures.
Building Supervisor Job Description

Individuals applying for the building supervisor position within the Recreational Sports Department must have and be able to demonstrate the following: knowledge of customer service, cash collections, accountability procedures, proper phone etiquette, ability to multi-task, acquire knowledge of membership information, building operations and procedures. This position requires an individual who can assimilate a vast amount of information in a short period of time. This is a high-energy position that requires an individual who can think on his/her feet, and disseminate correct and accurate information at all times.

Employment as a building supervisor is very important to the day-to-day operations of the Koret Center. You are the eyes and ears of the professional staff. It is your responsibility to be liaison between the patrons, professional staff, part-time and student staff. In this position, you must have a highly proficient understanding of the front desk, its rules and regulations, as well as each of the following areas: cardiovascular alley, weight room, equipment desk, and the pool deck.

Daily responsibilities include, but are not limited to:

- Koret’s expectations of customer service.
- Answering building, membership, and program related questions.
- Thorough knowledge of all building policies, rules, and procedures.
- Extensive knowledge of emergency procedures throughout Koret Center.
- Problem solving of membership discrepancies.
- Being able to operate cash register and credit card terminals and accountability of income collected on shift.
- Opening and closing out the cash registers, credit card and head-count machines.
- Knowledge of policies regarding parking, lockers, and towel service.
- Selling recreation passes and memberships where applicable.
- Making consistent rounds in the building (at least four times an hour). General policing of the building is a priority at all times.
- Setting up and taking down banquets, lunches, dinners and parties.
- Assisting with set-up and supervision of intramural activities and special events (tournaments).
- Supervision of part-time employees in all areas.
- Taking membership photographs.
- Lost and found collection and distribution.
- Setting up and taking down of sports equipment.
- Helping out professional staff as needed.
- Weekly locker checks.
- The use of the Nextel phones, building alarms, and security procedures.
- CPR, AED, and First Aid Certified.
- Other duties as assigned by their supervisor.

The building supervisor is a proactive, highly visible staff person who anticipates and prevents problems before they occur.

Signature of Employee

Date
### Koret Staff Phone Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chuck White</td>
<td>650-219-1262 (Cell)</td>
</tr>
<tr>
<td></td>
<td>650-728-5942 (Hm)</td>
</tr>
<tr>
<td>Cathy Huang</td>
<td>415-264-9854 (Cell)</td>
</tr>
<tr>
<td></td>
<td>415-387-4032 (Hm)</td>
</tr>
<tr>
<td>Joanne Campbell</td>
<td>415-726-0763 (Cell)</td>
</tr>
<tr>
<td></td>
<td>650-312-9905 (Hm)</td>
</tr>
<tr>
<td>Valeriy Boyeko</td>
<td>415-726-0765 (Cell)</td>
</tr>
<tr>
<td>Shanie Chambers</td>
<td>415-726-1638 (Cell)</td>
</tr>
<tr>
<td></td>
<td>415-543-1020 (Hm)</td>
</tr>
<tr>
<td>Mike Kelly</td>
<td>415-850-2995 (Cell)</td>
</tr>
<tr>
<td></td>
<td>415-387-8794 (Hm)</td>
</tr>
<tr>
<td>Jon Tao</td>
<td>510-364-3646 (Cell)</td>
</tr>
<tr>
<td>Supervisor Nextel</td>
<td>415-726-0008</td>
</tr>
<tr>
<td>Supervisor 2 Nextel</td>
<td>415-850-2788</td>
</tr>
</tbody>
</table>
Computer Passwords

Logging on the Computer and CLASS

Each Computer will need passwords to log on to windows. In addition, some computers use generic CLASS login codes. Please note that all are case sensitive:

Front Desk computers Windows Logon:
  Username: koret
  Password: koretkoret

Equipment Desk Computer Windows Logon:
  Username: koret
  Password: koretkoret

Picture Desk Class Logon:
  Username: picturedesk
  Password: usfkoretko

Check-in Desk Class Logon:
  Username: checkin
  Password: usfkoretko
Building Alarm and Pool Alarm

How to arm the building alarm:
1. Make sure all exterior doors are closed and locked
2. Enter your building code once and check read out on screen (It should say Ready to Arm)
   a. If it says Not Ready to Arm, double check and secure all doors. Hold down “1” on the keypad for a second or two. This should tell you which doors are unsecured.
3. Enter your building code a second time (It should say All Secure Exit Now)
4. If you have double checked all doors and the screen on the alarm still reads Not Ready to Arm, you will need to force arm the alarm
5. To Force Arm the alarm, enter in your building code twice (consecutively) and hold down the last digit of your code until it reads All Secure Exit Now.

How to disarm the building alarm:
1. Enter your building code
2. The alarm should read Not Ready to Arm.
3. Press “Command 8 Command” on the alarm key pad to bring up the different zones that are armed
4. Press the number representing the area/zone that you want to disarm. The number you press should disappear. This means the alarm for that zone is turned off.

Arming/Disarming the Pool Alarm:
1. To arm/disarm the pool alarm, enter the code 2490 followed by Enter. The red light will come showing if the alarm is armed. The red light will disappear if the alarm is off.
Opening Procedures

Front Desk
1. Enter the front door but keep it locked
2. Deactivate the building alarm
3. Open the safe and retrieve:
   a. Building keys
   b. Cash Drawers for the front desk
   c. Cash bag for Equipment desk ($20)
   d. Nextel phone
4. Count both registers and make sure they have the correct amount of change to start with ($100)
5. Count the Equipment desk cash bag and make sure that it has the correct amount of $20
6. Turn on both computers and place the cash drawers in both of the registers
7. Log on the computer and Class
8. Turn on the front desk lights
9. Turn on the check in desk computer and log on to Class

Equipment desk
1. Place the $20 in the cash drawer that should be left open and empty from the night before
2. Turn on the equipment desk computer
3. Log on to computer and to Class

Swig Gym
1. Open one door to Swig Gym
2. Use the Allen wrench to open the other three doors (keeping the doors handles locked)
3. Turn on all lights
4. Raise the drop curtain if necessary

Basement
1. Turn on the lights at the bottom of the stairs to the basement
2. Unlock and prop open one door to the weight room entrance (on right)
3. Turn on weight room lights and fan
4. Be sure that all weights are in their appropriate place
5. Open the door to the aerobics room
6. Turn on lights to aerobics room
7. Open the door to the combatives room
8. Turn on lights to combatives room
9. Make sure that all closets and stereo boxes are locked appropriately

Cardio Alley
1. Check and make sure that Cardio Alley is clear of all trash from the night before
2. Turn on machines as necessary
3. Turn on the lights next to the men’s and women’s locker rooms

Locker Rooms
1. Turn on all lights in both locker rooms
2. Check to make sure that no water is running and keep your eyes open to anything that looks out of the ordinary
Racquetball Courts
1. Turn on the lights to Racquetball court #1
2. Make sure Racquetball court #2 (boxing room) is locked. Turn on the lights.
3. Go to the end of the hall (next to dance studio) and turn on the lights for the entire hallway.

Student Lounge
1. Open the cabinet and turn on the Plasma TV, stereo volume, and Satellite receiver
2. Use the small Allen wrench to prop open the door to the sun deck
3. Turn on the lights below the plasma TV

Hagan Gym
1. Open all doors
2. Turn on all lights
3. Check to make sure that the equipment closet is closed
4. Check to make sure that the windows are closed and close them if necessary
5. Check to see if the emergency exit doors to the soccer field are closed
6. Walk through both the men’s and women’s locker room and check for anything out of the ordinary

Soccer Hallway
1. Unlock the door to the soccer hallway
2. Check to see if the exterior door is closed
   a. If it wasn’t closed from the night before, close it and include that in your opening report to Chuck
3. Walk through both the men’s and women’s bathrooms
4. Secure the door to the soccer hallway

Deli Area
1. Turn on the lights in the deli area
2. Turn on the lights in the men’s and women’s restrooms
3. Make sure that the furniture is straightened and pick up any trash
Closing Procedures

Front Desk
1. Close out the registers appropriately
2. Batch out the credit card machine
   a. Press Reports
   b. Press 2 (for detailed)
   c. Drop this batch out in the same cash bag that you drop with the front desk closeout
3. Turn off lights
4. Turn off computers
5. Place building keys in the safe
6. Plug in the Nextel to charge
7. Arm both the building and pool alarms

Equipment desk
1. Closeout equipment desk register
2. Turn off computers
3. Bring all ID’s that were not returned to their owners up to the front desk and put in Mike’s box (with appropriate equipment identification attached)
4. Be sure that towels are ready for the next morning
5. Pull down the gate and close down the equipment desk

Swig Gym
1. Turn off all lights
2. Raise drop curtain (if necessary)
3. Check to see that all emergency exits are secure
4. Use the Allen wrench to lock the doors to Swig

Basement
1. Turn off the hallway lights
2. Place equipment back in appropriate places
3. Turn off lights and fan to weight room
4. Lock weight room
5. Turn off lights to aerobics room and lock aerobics room
6. Turn off lights to combatives room and lock combatives room
7. Be sure that all doors and storage closets are locked and secure

Cardio Alley
1. Have the cardio worker close all of the blinds
2. Turn off the lights next to the men’s and women’s locker rooms

Locker Rooms
1. Check and make sure all patrons are cleared from both locker rooms
2. Ensure that all shower faucets are turned off completely
3. Turn off the lights to both locker rooms

Racquetball Courts
1. Turn off the lights to both racquetball courts
2. Double check that the boxing room is locked
3. Turn off the lights to the racquetball hallway

**Student Lounge**
1. Turn off TV, Satellite receiver, and stereo system
2. Use the small Allen wrench to close the sun deck door
3. Turn off all lights

**Hagan Gym**
1. Check that all patrons are out of both locker rooms
2. Check that the emergency exit to the soccer field is secure
3. Close and lock the storage closet
4. Turn off all lights
5. Lock the front doors

**Soccer Hallway**
1. Open the soccer hallway door
2. Close the exterior door to the soccer field
3. Check both bathrooms and turn off bathroom lights
4. Turn off hallway lights

**Deli Area**
1. Check both bathrooms and turn off bathroom lights
2. Turn off the lights to the deli area
Electronic Filing of Reports

1. Login to the Building Supervisor Computer
   a. Username: building supervisor
   b. Password: koretkoretkoretkoretkoretkoretkoretkoretkoret
   c. Log on to: RP02-0922 (This computer)

2. Access the folder "Supervisor Forms"
   a. Double click on the appropriate forms
   b. Use the tabs or mouse to move the cursor to the fields
   c. Fill in the forms completely
   d. Click on file and go to "Save as"
   e. Click on appropriate folder to save files in
   f. Save the files in date format
      i. Example: Koret closing report 2-12-07

3. Access the following web site: http://exchange.usfca.edu/exchange/koreth
   a. Login using your USF account username and password
   b. This exchange business is a web-based email client which uses the
      koretb@usfca.edu account

4. Send the files to Chuck
   a. Click on "contact" on the left hand side of the menu
   b. Double click on Chuck’s name
   c. Click on the “Send mail to Contact” (located on top bar)
   d. Click on “attachments”
   e. Click on "browse"
   f. Click the form you want to send
   g. Hit “attach” then “close”
   h. In the Subject line, copy and paste the name of the form you are sending to Chuck
      i. Example: Koret closing report form 2-12-07
   i. In the body of the email, write your name, time, date and nature of the report.
      i. Whatever is in the body of the report, copy and paste that into the body of
         the email so Chuck can access it quickly and does not have to open the
         attachment.
   j. Finally, hit “send”

5. All files go to Chuck
First Aid General Guidelines

In any emergency situation, **REMAIN CALM**, reassure the victim and help them remain calm.

If the victim has any bleeding **USE LATEX GLOVES** (on key ring) available at all First Aid Stations (see blood-borne pathogens).

The victim, is able, should apply pressure to control their own bleeding. **Touch an injured victim as little as possible**. If administering ice for an injury, let the victim apply it to himself/herself if possible.

If you need to administer **rescue breathings, use the mask (on the key ring)** at First Aid stations. Use clothing or anything readily available as a barrier while someone brings you a mask.

**NEVER handle or move the victim** of a traumatic injury unless absolutely necessary.

If you **need to move** a victim who is bleeding, a plastic bag or other non-permeable material may be placed over wounds or dressings to provide a barrier between the victim and any portion of the rescuers body that may have to be used to brace or support the victim.

**Remember- medical assistance is only minutes away. We are not authorized to administer any drugs or medications, including aspirin.**

If you have any reason to suspect that someone needs emergency medical assistance, always call the paramedics (911) **from your Nextel Supervisor phone**. If a person wishes to decline such assistance, they can discuss that option with a paramedic.

**EMERGENCY ADDRESS – 222 STANYAN STREET**
CPR & AED

1. Phone 911, get the AED, and proceed to victim (or send someone to phone and get the AED)
2. **A Open the Airway** with head tilt – chin lift
3. **B Check for Breathing** (look, listen, feel)
   a. If the victim is not breathing normally, provide two (2) slow rescue breaths (2 seconds each)
   b. If chest does not rise, reopen airway and try again
4. **C Check for signs of Circulation** (normal breathing, coughing or movement)
   a. If signs of circulation present but no breathing – provide rescue breathing (1 breath every 5 seconds)
   b. If no signs of circulation present – perform chest compressions
      i. Compress lower half of breastbone (at nipple line) 1 1/2 to 2 inches
      ii. Rate of about 100 times per minute
      iii. 30 compressions, then 2 rescue breaths (repeat)
5. **D Perform Four Universal Steps of AED Operation**
   a. Power on the AED first!
   b. Attach the AED pads to victim’s bare chest
   c. “Clear” the victim while the AED checks rhythm
   d. “Clear” the victim and push the shock button if the AED tells you to
6. **If no shock advised by AED, continue CPR**
   a. Provide 30 compressions and 2 rescue breaths (repeat)
   b. Check for response every 1 to 2 minutes
   c. Continue until paramedics arrive
# Emergency Procedures

1. Immediately call 9-1-1 to 222 Stanyan Street San Francisco, CA

2. Get to the Scene Immediately

3. Inform Equipment Desk Staff to:
   - Bring the AED & a Lifeguard to the situation

<table>
<thead>
<tr>
<th>MAJOR - CALL 9-1-1</th>
<th>MINOR (NON 9-1-1)</th>
</tr>
</thead>
</table>
| 1. Assess Scene :
  - Safety of Area
  - Person(s) injured,
  - Type of injuries sustained |
| 2. Assist patient(s) as needed:
  - First Aid
  - CPR
  - AED |
| 3. Have Patron(s) and or Koret Staff Keep Area Clear |
| 4. Have Patron or Koret Staff monitor 10 Doors for:
  - The Arrival of Ambulance/Emergency Responders
  - Direct Responders to the Scene |
| 5. Contact Public Safety at 2911 |
| 1. Assess Scene :
  - Safety of Area
  - Person(s) injured,
  - Type of injuries sustained |
| 2. Call to cancel 9-1-1 if necessary |
| 3. Assist patient(s) as needed |
| 4. Direct Patron or Koret Staff to Keep Area Clear |
| 5. Contact Public Safety at 2911 if necessary |

**IMPORTANT:**

- **DO NOT USE CELLULAR PHONE WITHIN 10 FEET OF THE AED**

- **NOTIFY DIRECTOR AS SOON AS POSSIBLE INCIDENT OCCURRENCE**

- **FILL OUT AN EXPLICIT INCIDENT REPORT**
Blood-Borne Pathogens

ALWAYS WEAR GLOVES:
- If blood is present
- If bodily fluids are present

ALWAYS WEAR A MASK:
- When administering CPR

CLEAN UP
- Always wear gloves
- USE BLEACH (located in lifeguard back room/locker room)
- Clean all areas/floors, tile, etc
- Use old towels and rags from the equipment desk
- Put all contaminated materials in the RED HAZMAT GARBAGE CAN (found in the life-guard back room/locker room)

Fill out an incident report and email the Director!
Fire Alarm
Day or Night

Evacuate through the nearest exit doors. Assist with the Evacuation

Nearest EXIT

Weight Room
Exit our the weight room Exit door to Stanyan

Aerobics Room/Combatives Room
Exit delivery doors past Combatives room (north basement exit)

Equipment Desk
Exit ten doors to Stanyan Street

Swig Pavilion
Exit doors to Turk Street

Sweep building, and if feasible, secure

All Staff to meet at the NORTH END of Negoesco Field (outside of the soccer gate) for further instructions

Contact the Director!
Pool Emergencies

1. Confirm that 911 has been called
2. Proceed to the emergency area (equipped with AED)
3. Assist as necessary
4. Disable ten door alarm (if time permits)
5. Stand by TEN DOOR exit and direct EMS to the location of the emergency
   a. Assign other staff if necessary
   b. Supervisor should always remain at emergency if possible
6. Call the Director!
7. Fill out an incident report and email it to the director

Pool Alarm Malfunction

If the pool alarm malfunctions, it is usually because the circuit breaker has been tripped. Typically the Alarm reads: “**AC power malfunction warning**”

1. Check the pool battery in the janitor’s closet by the pool (brown transformer plug in the bottom left hand corner of the pool area janitor’s closet).
2. Unplug it and plug it back in. Have the front desk worker type in the code 2490 and then press enter
3. If that does not fix the problem, unplug the transformer again and open the electrical box in the upper right hand side of the wall. Remove the wires from the black battery. This should stop the alarm from beeping. Reattach the wires to the battery and plug the transformer back in. Have the workers enter the code again.
4. If this still does not fix the problem, enter the Pool Filter Room at the south end of the pool deck and find Breaker Box LSP
5. Flip Switch #17
6. If none of these procedures work, contact plant services and have them check out the problem.
Hagan Gym

Combinations for chain locks to raise/lower main basketball hoops in Hagan Gym

Lock #1 on front hoop
24 – 10 – 4

Lock #2 on back hoop
14-28-18

Locks are to be left on the chains at all times. Only Building Supervisors may raise or lower the hoops.
Earthquake
Day or Night

Duck and cover!

Assist with evacuation – follow nighttime power outage evacuation procedures

Nearest EXIT

Weight Room
Exit our the weight room Exit door to Stanyan

Aerobics Room/Combatives Room
Exit delivery doors past Combatives room (north basement exit)

Equipment Desk
Do not go through the Ten Doors (because of glass)
Proceed down the stairs to the basement and exit through the weight room

Swig Pavilion
Exit doors to Turk Street

All Staff to meet at the NORTH END of Negoesco Field (outside of the soccer gate) for further instructions

Contact the Director!
RESETS (aka Closeouts)

A RESET MUST be done at the end of each front desk shift. With our new database system, CLASS, we no longer need to tally up the entire day’s closeouts and perform a Z-out at the end of the night.

Instead, each front desk worker is responsible for their transactions during their shift and must be “RESET” when they are done with their shift.

We still need to fill out the half sheet Front Desk Closeout form and include it with the money and receipts in the money bag that we drop in the safe.

To perform a RESET:
1. Login to CLASS under your name.
2. Click on the RESET button on the bottom left hand corner of the POS Screen
3. Click the Box next to the person’s name who you want to RESET.
   a. ONLY CLICK ON THE BOX NEXT TO THE PERSON’S NAME IN WHICH YOU WANT TO CLOSE OUT!
4. Click RESET
5. A receipt should print out tallying up the total cash, checks, and credit card transactions of the front desk worker for their previous shift
6. Match up this total with what was counted by the Front desk worker and verified by you
7. If there are no discrepancies, fill in the Front Desk Closeout Half Sheet as usual
8. If there is a monetary discrepancy of any sort, write down how much you are off on the Reset Half sheet and include a note to John on the bottom describing what you think has happened.
9. One reason for a monetary discrepancy might be because a previous front desk worker has not signed out. IF YOU SEE A FRONT DESK WORKER’S NAME IN THE SYSTEM STILL LOGGED IN, reset them and include their receipt in the same bag that you drop in the safe for John.
   a. Be sure to include how much we are short or over on the Front Desk closeout form.

AGAIN...

WE DO NOT NEED TO TYPE IN ANY NUMBER AMOUNTS INTO THE COMPUTER

WE DO NOT NEED TO RECORD THE TOTALS OF EACH CLOSEOUT EXCEPT FOR ON THE FRONT DESK CLOSEOUT SHEET THAT WE DROP WITH THE MONEY BAG

WE MUST PERFORM A RESET EACH TIME A FRONT DESK WORKER AND EQ DESK WORKER IS DONE WITH THEIR SHIFT
AQUATICS PAYMENT FORM

(TO BE USED BY FRONT DESK ATTENDANTS TO RECORD MONTHLY KYSC AND LITTLE SEALS PAYMENTS ONLY)

SWIMMERS NAME: ____________________________________________

PROGRAM: _______ KORET YOUTH SWIM CLUB (KYSC)
____________ LITTLE SEALS

AMOUNT PAID: ________________________________

PAYMENT METHOD: _____VISA _____ M/CHG _____ CK _____CASH

DATE: ___________ FRONT DESK ATTENDANT _______________________

PLEASE COLLECT PAYMENT, RING IT UP & PUT IN THE REGISTER, FILL OUT THIS FORM & PUT THE FORM IN CATHY'S BOX

AQUATICS PAYMENT FORM

(TO BE USED BY FRONT DESK ATTENDANTS TO RECORD MONTHLY KYSC AND LITTLE SEALS PAYMENTS ONLY)

SWIMMERS NAME: ____________________________________________

PROGRAM: _______ KORET YOUTH SWIM CLUB (KYSC)
____________ LITTLE SEALS

AMOUNT PAID: ________________________________

PAYMENT METHOD: _____VISA _____ M/CHG _____ CK _____CASH

DATE: ___________ FRONT DESK ATTENDANT _______________________

PLEASE COLLECT PAYMENT, RING IT UP & PUT IN THE REGISTER, FILL OUT THIS FORM & PUT THE FORM IN CATHY'S BOX
Dear Parents,

Aug 6, 2007

Our Fall 2007 Youth Swim Lesson program is scheduled to begin on September 17th. We are offering three sessions this fall. All three sessions will meet Monday and Wednesday afternoons for four weeks. The class dates and times for the Fall swim lessons are:

Session I: Sept 17 – Oct 10    Mon & Wed
Session II: Oct 22 – Nov 14    Mon & Wed
Session III: Nov 26 – Dec 19   Mon & Wed
Times: 3:45 - 4:15, 4:30 - 5:00, & 5:15 - 5:45
Fees: $75.00 (Non-Member) and $60.00 (USF Students, Annual Members, F/T Fac/Staff)
Level I/II (Pre-Beginner), Level III (Beginner), Level IV (Adv. Beginner), and Level V /VI (Intermediate/Advanced) will be offered at each of the times.

For swimmers at Level 5 or higher, we have a class called “Advanced Water Skills.” This class will be a combination of an advanced swim technique class, a basic rescue skills class - introducing lifeguard rescue techniques, instruction in springboard diving, and water games and relays. The class will meet on Tuesdays and Thursdays from 5:00 - 6:00pm. Swimmers can sign up for more than one session.

Session I: Sept 18 – Oct 11    Tues & Thurs
Session II: Oct 23 – Nov 15    Tues & Thurs
Session III: Nov 27 – Dec 20   Tues & Thurs
Times: 5:00 - 6:00pm
Fees $90.00 (Non-Member) and $75.00 (USF Students, Annual Members, F/T Fac/Staff)

If you are interested in having your child(ren) participate in the Fall lessons, please fill out the form below, attach a check made payable to USF, for the amount of all sessions, and return it to us by Sept 10th. If you prefer to use visa/mastercard to charge the lessons, please come to the Front Desk during our aquatics registration hours: Mon – Fri 3 – 6pm
We can not guarantee a space in our program if this form & payment is received after Sept 10th. We will be accepting open registration for all available spots after this date. We anticipate being fully booked for the entire Fall session by the start of Session I (Sept 17th).

Please return (with payment enclosed) by September 10th

Parents
Name________________________ Phone # (days)____________ (evenings)____________

Child's Name______________________ Age ________ Swim Level__________________

Swim Lessons:  
SESSION I_____ (Sept 17 – Oct 10) (pick all sessions that you are interested in
SESSION II____ (Oct 22 – Nov 14) – sessions will fill up!
SESSION III__(Nov 26 – Dec 19)

3:45 - 4:15  4:30 - 5:00  5:15 - 5:45 (pick a 1st & 2nd time choice)

Advanced Water Skills: (Level 5 or higher only)  Tues/Thurs 5 – 6pm only


My affiliation with USF (circle one):  *Current USF Student  * Annual Member  *Full time Fac/Staff  *Non-Member
USF students, Annual Members, & Full-time Faculty/Staff will be given first choice of classes.
# USF Koret Pool Lap Swimming Schedule  Fall 2007

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>6am - 8:30am</td>
<td>6am - 8:30am</td>
<td>6am - 8:30am</td>
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**BE PREPARED TO CIRCLE SWIM IN THE LANES DURING CROWDED TIMES** (M - F 6 - 8AM; SAT TILL 12PM; SUN TILL 10AM)

| 6:30am - 8:15am | 8:30am - 11am | 8:30am - 11am | 8:30am - 11am | 8:30am - 11am | 8:30am - 11am |             |
| 15 lap lanes open | 14 lap lanes open | 15 lap lanes open | 14 lap lanes open | 15 lap lanes open | 10 lap lanes open |             |
| shallow end open | shallow end open | shallow end open | shallow end open | shallow end open | shallow end open |             |
| (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) |             |
| 9:15am - 11am | 10am - 12pm | 10am - 12pm |             |             |             |             |
| 6 lap lanes open | 15 lap lanes open | shallow end closed | shallow end closed |           | (parent - tot) |             |
| 9/15 - 11/17 |           |           |             |             |             |             |
| 11am - 12pm |           |           |             |             |             |             |
| 10 lap lanes open | 10 lap lanes open | 14 lap lanes open | 12 lap lanes open | 12 lap lanes open | 10 lap lanes open |             |
| shallow end closed | shallow end closed | shallow end closed | shallow end closed | shallow end closed | shallow end open |             |
| (aerobics) | (aerobics) | (aerobics) | (aerobics) | (aerobics) | (aerobics) |             |
| 12pm - 3:00pm | 12pm - 3:00pm | 12pm - 3:00pm |             |             |             |             |
| 14 lap lanes open | 14 lap lanes open | 14 lap lanes open | shallow end open | shallow end open |           |             |
| (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) |           |             |
| 12pm - 3:00pm | 12pm - 3:00pm | 12pm - 3:00pm |             |             |             |             |
| 15 lap lanes open | 15 lap lanes open | 15 lap lanes open | shallow end open | shallow end open |           |             |
| (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) |           |             |
| 12pm - 3:00pm | 12pm - 3:00pm | 12pm - 3:00pm |             |             |             |             |
| 16 lap lanes open | 15 lap lanes open | 16 lap lanes open | shallow end open | shallow end open |           |             |
| (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) |           |             |

**BE PREPARED TO CIRCLE SWIM IN THE LANES DURING CROWDED TIMES** (3:30 - close; 3:00 - close)

| 3:45pm - 5:45pm | 4pm - 6pm | 3:45pm - 5:45pm | 4pm - 5pm | 4pm - 9pm | 16 lap lanes open | 15 lap lanes open |
| 3 lap lanes open | 3 lap lanes open | 3 lap lanes open | 3 lap lanes open | 3 lap lanes open | 4-7 lap lanes open | shallow end open |
| shallow end partially | shallow end closed | shallow end partially | shallow end partially | shallow end partially | shallow end partially |           |
| (group lessons) | (group lessons) | (group lessons) | (group lessons) | (group lessons) | (group lessons) | (group lessons) |
| open - private lesson | open - private lesson | open - private lesson | open - private lesson | open - private lesson |           |           |
| (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) |           |           |
| 5:45pm - 7pm | 6pm - 7:00pm | 5:45pm - 7pm | 6pm - 7:00pm |             |             |             |
| 5 lap lanes open | 5 lap lanes open | 5 lap lanes open | 5 lap lanes open |             |             |             |
| shallow end partially | shallow end partially | shallow end partially | shallow end partially |             |             |             |
| (adult lessons) | (adult lessons) | (adult lessons) | (adult lessons) |             |             |             |
| open - private lesson | open - private lesson | open - private lesson | open - private lesson |             |           |           |
| (not for lap swim) | (not for lap swim) | (not for lap swim) | (not for lap swim) |             |           |           |
| 7pm - 9:00pm | 7pm - 9:00pm | 7pm - 9:00pm |             |             |             |             |
| 5-7 lap lanes open | 5-7 lap lanes open | 5-7 lap lanes open |             |             |             |             |
| shallow end partially | shallow end partially | shallow end partially |             |             |             |             |
| (not for lap swim) | (not for lap swim) | (not for lap swim) |             |             |           |           |
| pool closes | pool closes | pool closes |             |             |             |             |
| pool closes | pool closes | pool closes |             |             |             |             |
| pool closes | pool closes | pool closes |             |             |             |             |
| pool closes | pool closes | pool closes |             |             |             |             |
| pool closes | pool closes | pool closes |             |             |             |             |

**SUBJECT TO CHANGE WITHOUT NOTICE**
USF MASTERS SWIM TEAM INFORMATION

WORKOUT TIMES:
Monday - Friday
6:00 - 7:00am (medium to fast pace)
7:00 - 8:00am (slow to medium pace - seniors)
6:00 - 7:30pm (medium to fast pace - more yardage)
(Monday - Thursday only)
7: 30- 9:00pm (slow to medium pace –fitness/ instruction)
Saturday
10:00am – 12:00pm (lanes reserved, workout posted, no coach)
Sunday
8:00am – 10:00am (coached workout – all levels)

FEES:
USF Students: $15.00/mo or $140.00/yr *
Seniors (55+): $45.00/mo or $460.00/yr *
Non-Members: $70.00/mo or $650.00/yr *

* Rental locker service available (for a fee) to yearly master members only.
USF Masters members (monthly or annually) are eligible to use the entire facility whenever we
are open. There are no time restrictions on access. A parking pass for Monday – Friday from
6 – 8:30am & 5:40 – 9:30pm will be issued when monthly/annual payments are made.

COACHES:
Valeriy Boreyko 6:00am, 7:00am & 6:00pm groups
Ouida Liu, Jolene Lee 7:30pm group, Ouida Liu – Sunday morning

REQUIREMENTS for membership in the USF Masters Swim group:

• Registration in United States Masters Swimming is required ($30.00 annual fee).
• You must show up consistently for workouts (minimum of 2 practices a week). If the
couch does not see you for an extended period of time, your masters card will be
deactivated. If you plan on being out of town for business or vacation (for longer than
one week), please inform the coach.
• Active participation in some of our team events:
  USF sponsored meet in February
  Championships in April/July
  Pool Meets
  Summer lake swims
  Social events
  Team meetings
  Clinics

• 6:00am, 7:00am, & 6:00pm groups must know the four competitive swim strokes (butterfly,
backstroke, breaststroke, freestyle - seniors excepted)
• 7:30pm group must know freestyle, backstroke & breaststroke. Butterfly will be introduced
within the program.

TRY OUTS: The "Try-outs" are a time for you to meet with the coach, talk about what you
want to get out of masters swimming, check out and participate in part of a workout, and it's
also a chance for the coach to evaluate where you would fit in to the existing lane structure
(there is a 6 swimmer max per lane for each of the workouts).
Try outs are every Monday and Tuesday at 6:45am and 6:45pm.
The fee for the try-out is $15.00. Meet at the deep end of the pool, suited up ready to swim.

**You must call the coach at least 24 hours in advance of your try-out date. Please call (415) 422-
2697 to leave a message regarding what day/time you will be coming in for a try-out. Please say
your name slowly & clearly, or spell it if necessary. The coach will add your name to the try-out list at the
Front Desk. No one will be allowed in for a try-out unless their name is on the Front Desk list.
Masters Tryouts Check In Policies

TRY OUTS:

Try outs are every Monday and Tuesday at 6:45am and 6:45pm. Meet at the deep end of the pool, suited up ready to swim.

**Swimmers must call the coach at least 24 hours in advance of the try-out date. The number to call is: (415) 422-2597.

The coach will add swimmers’ names to the try-out list at the Front Desk. No one is allowed in for a try-out unless their name is on the list.

The fee for the try-out is $15.00.
FULL TIME HEAD COACH

USF MASTERS SWIM CLUB AND KORET YOUTH SWIM CLUB

Under supervision of the Director of Recreational Sports and the Aquatics Director, the Head Coach is responsible for enforcing rules and regulations which concern the health and safety of the USF Masters and Koret Youth Swim Club swimmers during program times and is expected to perform other related duties as required. The Head Coach must maintain current status in all required certifications.

Typical duties will include (Masters):
1. Supervise, instruct, coach, and motivate the USF Masters swimmers during program times (“A” Groups): Monday - Friday 6:00 - 8:00am and 6:00 - 7:30pm.
2. Supervise assistant coaches. Organize and attend weekly meetings.
3. Workouts should be written/prepared in advance; attendance taken each session; messages picked up and phone calls returned.
4. Return pool set-up and equipment to proper areas.
5. Supervise swim team try-outs.
6. Assist in the planning, organizing, and supervising of special team events; i.e., hosted swim meets, hosted swim clinics, and the annual championship meets.
7. Attend and coach at USF hosted meet, short & long course championships and any major competition designated as a team event.
8. Complete all necessary paperwork and computer work involving the masters program. Maintain enrollment of 250 swimmers.

Typical duties will include (Koret Youth Swim Club):
1. Organize both dry-land and water workouts for the KYSC swimmers.
2. Supervise, instruct, coach, and motivate the KYSC swimmers during program times (Monday - Friday 4:00 - 6:00pm, Sat 8:00 - 10:30am).
3. Supervise assistant coaches. Organize and attend weekly meetings.
4. Workouts should be written/prepared in advance; attendance taken each session; messages picked up and phone calls returned.
5. Return pool set-up and equipment to proper areas.
6. Contact interested parents to arrange swim team try-outs for their child/children. Supervise swim team try-outs.
7. Attend and coach at one meet per month and any major competition designated as a team event.
8. Assist in the planning, organizing, and supervising of special team events; i.e., hosted swim meets, hosted swim clinics, and the annual swimmers' awards banquet.
9. Complete all necessary paperwork and computer work involving the youth team program. Maintain enrollment of 100 swimmers.
Hours: Mon – Fri 6:00 – 9:00am and 3:30 – 7:30pm; Sat 8:00 – 10:30am.

MINIMUM QUALIFICATIONS
Knowledge, skills and abilities: Previous competitive and coaching experience required. Must have current knowledge of the techniques and rules of United States Masters Swimming and Unites States Swimming. Must possess ability to comprehend and follow directions and communicate effectively in both written and verbal forms.

Required Certifications:
1. Safety for Swim Coaches
2. CPR
3. First Aid
4. Membership in Pacific Masters Swimming and USA Swimming.
LIFE GUARD ORIENTATION

Hand out **Emergency Procedures.**

*Emphasize significance.*

**Pool Deck/NE Corner**

*Tot Dock*

To be used only under the supervision of an instructor during program or private lesson.

*Noodles and Water Aerobics Equipment*

To be used only under the supervision of an instructor during program or private lesson.

*No flotation devices (other than kickboards).*

*Parents/Guardians must be in the water with non-swimmers under the age of 18.*

*Parents/guardians must be on deck for non-USF students under the age of 18.*

*Basketball.*

To be used during rec swim times (see posted times).

No excessive rowdiness.

No shots from deck.

No dunking basketball.

**Door 1 of 6 to be locked at closing.**
*Lifeguard Locker Room.*

Don't panic if locked inside! Unlock and go through rear door into Swig Pavilion.

Keep room clean.

Claim and MARK a locker. (use a lock!).

Co-ed locker room, please knock to announce your presence.

Cot for lying down (patron, not you!).

**Set up on deck and use privacy screen for patron's comfort.**

Chlorine for clean up.

**Use heavy duty gloves from cleaning supply box.**

Wash skin if contact is made.

*This stuff will RUIN clothes and shoes, so be careful when handling chlorine.*

Attachments for poles.

**Can be used for retrieving miscellaneous trash, hairballs, etc. from pool.**

Lifejackets.

*For use only under instructors' supervision. Not for the use of camp or recreational swim.*

Door to Swig must remain locked.

**Pool deck/Shallow end.**

*Backboards*

Point out locations.

Check condition:

**Straps rolled up.**
Head blocks in place.
Blankets.
Should be in place over top of backboard.

First Aid Box
One of 4 in the building:

Pool

Equipment Desk

Weight Room

Front Desk
Remember to take necessary precautions with masks/barriers and gloves.

Ice machine located at Equipment Desk.

Crossroads Too is backup ice supply if Equipment Desk machine is not working.

Back-up ice packs in the First Aid kit.

No aspirins/medications to be administered.

Staff only to distribute first aid supplies, patrons are not to help themselves.

Advise Cathy when supplies need restocking.

Door 2 of 6 to be locked at closing.

Lifeguard Office.
Demonstrate door locking procedure with allen wrench.
Forms in tray on table

Accident/Incident (white form)
Separate form to be completed by each guard/staff member involved with accident.
Used when attended first aid is required.

Also, use with non-injury situations requiring assistance of building supervisor or public safety.

**Logbook (journal)**

Equipment condition

First aid, non-attended situations.

Incidents, communications to the guards or to Cathy etc.

**Vasa trainer manual**

Used to describe those exercises allowed on the Vasa swim trainers.

**USF booklet on Bloodborn Pathogens.**

**Hazardous Materials Bags.**

All hazardous materials go into RED trash can in guard locker room.

**Guard phone list.**

**Sub sheets.**

Explain responsibility once committed to sub, and the responsibility if shift is not taken.

**Bulletin board.**

Lanes open throughout day.

**Schedule.**

Program information (should patrons ask you).

When lane closed signs should go up for programs.

**Payroll Information**

Time clock

Time sheets to be completed by workers.

*Yellow = work study.*
Pay period dates.

6-20, 21-5 Students

1-15, 16-31 non-students

Explain number series on time cards.

050-099 Students

001-049 Non-Students

Don’t worry about color of time card.

Bag Valve Mask (kit).

Building Supervisor’s Clipboard.

Light Switches:

All except diving lights on during open hours.

Diving lights on as required by programs

Competition

Underwater lights on during open hours and turned off at closing.
Pool deck/Shallow end

*Rules board.*

*Rescue equipment and its location on deck.*

*Appropriate attire.*

LG shirt or jacket.

NO street clothes, jeans, etc.

NO street shoes.

*Barefoot or deck shoes/sandals ok*

Hats OK, if they don't obstruct vision.

Swimsuit should be on under guard clothes.

*Disabled access chair.*

Put up "Lane Closed" sign to alert patrons to tripping hazard of hose.

*See instructions attached to lift.*

Attach chair to lift.

Make sure valve is turned off at lift.

Attach hose to source and turn water on at source.

Patron gets onto chair

Turn water off at source.

Switch valve on to descend chair.

After patron has exited the chair:

Remove chair from lift.

Detach hose and coil on deck.
If chair is broken, notify Building Supervisor. This is an emergency call.

**Guard Chair**

Rescue Tube.

Red Bag: (1st shift of the day in the chair should check inventory and note in logbook anything missing. DO NOT TEST AIR HORN)

Airhorn (leave it sticking out of the red bag)

First aid box (including: ice pack, latex gloves, mouth protector, and bag of towels)

Flashlight

Plastic WATER bottle ONLY.

No other food or drinks allowed.

Zone coverage (when 3 guards are scheduled):

Chair 1; shallow end to men's locker door.

Chair 2; deep end to women's locker door.

Scan zone once each 10 seconds.

Note overlap in zones.
Guard with your eyes/ears.

Note blind spots near bulkhead and be aware of sunlight glare on pool surface during certain times of the day.

Rotation (when 3 guards are scheduled):

Every 20 minutes.

Initiated by the guard on rotation in the guard office.

Office guard replaces chair 1 guard, chair 1 guard replaces chair 2 guard, chair 2 guard goes to guard office.

Do not leave guard station until replaced.

Do not talk during rotation.

Rotation is not a break. If there is need to leave the office, please let guards in chairs know where you'll be.

Only short absence allowed for rest room or food purchase.

Swimming allowed and encouraged during rotation.
Guard Emergency Procedures:

Define first responder (1st guard(s) to see & respond to situation).

Air horn (or yell to guard on chair if you're on rotation and are first to notice the emergency).

Guard in office gets the AED equipment if called for.

Call front desk (6811) to notify building supervisor (3rd guard).

Call 9-911 if necessary-DON'T HANG UP until told to do so by the dispatcher. Then call front desk to notify building supervisor (3rd guard).

Delegate patrons to help clear the pool. Call front desk to notify building supervisor (2nd or 3rd guard).

Door 3 of 6 to locked at closing

*Double doors at northwest corner.*

To be locked by building supervisor. Normally done as a routine matter a little before closing, however, should be checked by the closing guards. If not locked, building supervisor should be notified and guards remain until door is locked.

Pool deck/West side (near locker room)

Emergency Phone:

*Priorities*

1. Front Desk (6811) to notify building supervisor about emergency

2. 9-911

3. Public Safety (2-911 emergency or #4222 non-emergency)

Doors 4 & 5 of 6 to be locked at closing

*Lock locker room doors, once all patrons have left the pool and entered the locker rooms.*

Pool deck/Miscellaneous
Starting blocks may only be used under the supervision of coaches or instructors, otherwise, the blocks should NOT be installed on deck or bulkhead.

_Diving Set up_ (see set up sheet)

Deep end long course flags unhooked at both ends - leave along deep end under boards.

3 lanes must be open (lane lines from #’s 1 & 2 to be moved and hooked with #3).

Point out location of wrenches and extra hooks.

**Door 6 of 6 to be locked at closing**

_Exit near deep end._

To be locked by building supervisor one half hour before closing. Normally done as a routine matter a little before closing, however, should be checked by the closing guards. If not locked, building supervisor should be notified and guards remain until door is locked.

Sometimes they are open during programs to allow for more ventilation.

*Engineers’ door: Engineers only, we don’t have access.*

**Evacuation Procedures**

Refer to _Emergency Procedures handbook_

*Power outage/Daytime*

Clear pool

Patrons may wait on the pool deck for 10 minutes. The power outage may be of short duration (if it is a scheduled rolling blackout – do not have the patrons wait on the pool deck. The power may be out for 1 – 2 hours).

Call Front Desk/Building Supervisor (6811).

To respond to patrons questions about why pool is cleared:

**Limited visibility for effective surveillance by guards.**
No circulation of water by filter system. (Overflow will begin to back up if there is continuous swimming in pool while circulation system is shut down.

After 10 minutes, patrons must leave the deck and leave through the locker rooms.

Lock down all 6 doors including locker room access to the pool.

DO NOT LEAVE!

Maintenance duties may be accomplished during this time.

Be available to help if further evacuation is needed.

You’ll need to help re-open and finish your shift when power is restored.

Building supervisor will advise you.

Possibility of the following areas to remain open during daytime power outage. Building supervisor will advise you.

Hagan

Cardio

Weight room

Night time power outage:

Clear pool.

Patrons to hurry and change/no showers.

Emergency lights good for approx. 1 hour.

Lock down.

Turn off all light switches

Help with locker room evacuations.

Use flashlights (guard room/orange bag).
Hang in lobby for further instructions.

**Fire:**

Call front desk (6811).

**Make sure its not a false alarm**

Evacuate pool as follows:

**Deep end-exit door 6 to Stanyan Street.**

**Shallow end-exit door 3 to 10 bank of glass doors to Stanyan.**

**OK to get extra towels at equipment desk for patrons.**

Lock down pool.

Check locker rooms and bathroom stalls. Help evacuate Cardio area.

Await further instructions.

Fire dept will give word on whether or not its safe to re-enter building.

**Earthquake**

Minor; no damage, evacuate if there's a power outage.

3rd level; building compromised.

**Everyone out to Stanyan street (see above for Fire instructions).**

Use kickboards for walkways if there's broken glass.
From Stanyan, proceed to Turk, then to Parker, right on Parker and onto the Front gate at the soccer field. See if further assistance is necessary.

Issue T-shirt or tank top.

I have to the best of my knowledge explained and/or demonstrated the above information to this lifeguard.

_________________________ Supervisor, _______ Date

I understand and am responsible for the above information both explained and/or demonstrated to me.

_________________________ Lifeguard, _______ Date
LIFE GUARD NEW HIRE WALK THROUGH

(office copy)

I have to the best of my knowledge explained and/or demonstrated the above information to this lifeguard.

_________________________ Supervisor, _________ Date

I understand and am responsible for the above information both explained and/or demonstrated to me.

_________________________ Lifeguard, _________ Date
Chuck White
Director, Recreational Sports Department

Shanie Chambers
Director, Fitness & Wellness Programs

1 Graduate Student Assistant

1 Undergraduate Student Assistant

Weight Room & Cardiovascular Alley
- 1 Part-Time Staff
- In-House Equipment

Personal Training
- 35 Student Staff
- Gym Attendants

- 5 Part-Time Staff
- Personal Trainers

Massage
- 4 Part-Time Staff
- Massage Therapists

Group Exercise
- 31 Part-Time Staff
- 4 Group Exercise Instructors

Self Defense
- 5 Public Safety Officers
- (non-employees)

CPR
- 1 CPR Instructor
- (contractor)

Wellness Workshops
Statement of Personal Responsibility

We, the students of the University of San Francisco, will strive to help create a campus-wide environment which values each individual, heightens ethical standards, instills a passion for justice, and integrates faith with life.

As noted in the Statement of Mission, the University recognizes the uniqueness of the individual. As such, we are an inclusive community that welcomes diversity. Our commitment to the academic, intellectual and social environment continues our tradition of mutual respect. Through active cooperation and competition, we gain the benefits engendered by high quality academic learning, greater communication skills and enhanced moral character.

As students of a Jesuit university, we aspire to achieve a personal dedication to our education. This commitment requires honesty and responsibility. Thus, we should not tolerate lapses from the highest standards of conduct nor condone unauthorized assistance or misuse of resources.

Our collective vigilance obligates each individual to uphold the intent of this statement of personal responsibility. We recognize as a community of learning that it means more to be a part of an institution that demonstrates integrity. Jesuit education's history of integrity commits each of us to respect our individual pursuits in order to achieve academic excellence and overall personal growth.

I agree to uphold the ideals of the University's Statement of Personal Responsibility.

SIGNATURE

DATE
Job Description
Weight Room & Cardiovascular Alley Attendant

The Weight Room & Cardiovascular Alley Attendant is a visible position in the Koret Health & Recreation Center, providing emergency response, customer service, rule enforcement, equipment maintenance and safety monitoring for the following areas in Koret: Cardiovascular Alley, Upper Cardiovascular Alley, Swg Pavillion, Weight Room, Aerobics Room and Combatives Room. Due to the nature of this position, this person is often one of the first responders in case of minor and major emergencies. In order to prepare this staff member to deal with such emergencies, we require the following training/certifications: CPR, Injury Prevention Plan, Emergency Procedures, Equipment Orientation, and “Spotting” Technique (free weight assist). This position requires an individual who is proactive, self-motivated, attentive, and detail-oriented. School of Nursing and Exercise Sport Science majors are strongly encouraged to apply.

Contact: Shanie Chambers, Fitness/Wellness Director (422-2944)
Hourly Rate (starting): $9.14/hour

Daily Duties:

- Report and respond to minor/major emergencies
- Direct patrons to safety in case of emergency
- File incident, accident and maintenance reports with building supervisors
- Maintain a safe workout environment (re-rack weights, report dangerous conditions, monitor slipping and tripping hazards, etc.)
- Monitor workout areas to enforce rules and policies (proper attire, no minors, 30-minute limit, etc.)
- Clean equipment and benches using gloves, rags and appropriate cleaning solution (hot water, disinfectant spray, Simple Green).
- Monitor sign-ups and wait lists for treadmills and Precor ellipticals
- Perform and record hourly headcounts
- Demonstrate proper use of equipment for patrons who are unfamiliar with equipment/machines
- Provide assistance to patrons in free weight area of weight room (spotting)
- Report and log broken or damaged equipment
- Monitor locker rooms for suspicious behavior and accidents, report problems to building supervisor on duty
- Pick up magazines, newspapers, water bottles, etc.
- Confirm and record attendance in group exercise classes
- NO reading, studying or doing homework while on duty

Training Provided by Koret:
- CPR certification (sign up at front desk)
- Equipment Orientation
- Proper “spotting” technique
- Emergency Procedures
- Injury Prevention Plan

Staff members must attend mandatory meetings every 2 weeks.
NEW EMPLOYEE CHECKLIST

NEW EMPLOYEE:
- STARTING PAYRATE: $9.14
- One Stop on Lone Mountain (I-9 and Work Clearance Form)
- Max. hours per week: 20 (fall/spring), 40 (summer/inter-session)
- NEVER more than: 8 hours/day and/or 6 days in a row (must get supervisor’s written authorization for overtime)
- TIMECARD/TIMECLOCK(s)/ETIMESHEETS
- CVA/WR staff must wear NAMETAG in a clearly visible location
- Schedule (posted at Shanie’s Door, Supervisor’s Desk, Equipment Desk)
- SUB sheets (posted at Equipment Desk)
- Sign-Up: Equipment Orientation (Fitness Desk)
- Schedule IPP Training (Cathy Huang)
- Schedule CPR/AED/First Aid (Fitness Desk)

EMERGENCY PROCEDURES:
- If you need a supervisor, call x6811
- Emergency response address: 222 Stanyan
- Location of 10 Doors (glass doors between Swig and Cardio Alley)
- Possible exits for EMS (Swig Exit to Turk or Doors by Treadmill #D)
- AED (Equipment Desk)
- First Aid Kits (Equipment Desk/Weight Room/Lifeguard Break Room/Front Desk)
- Never distribute medication, only bandages, ice and topical supplies
- Ice Machine (Equipment Desk)
- Gloves (Equipment Desk)
- In case of emergency, call supervisor AND have someone get one of the lifeguards off the pool deck
- In case of power outage, check elevators (WR checks basement elevator, CVA checks 3 levels of back elevator: CVA level, racquetball level, student lounge level

ROTATION AREAS (Areas designated with * on WR/CVA headcount sheet)
- *Cardiovascular Alley (main floor)
- *Student Lounge/Upper Cardiovascular Alley
- *Swig
- *Weight Room
- Aerobics Room
- Combatives Room
- Locker Rooms/Restrooms

SAFETY PRECAUTIONS:
- Children are NOT allowed in WR or Cardiovascular Alley unless working 1 on 1 with a Koret personal trainer (Children under 18 are ONLY allowed in pool and basketball court WHEN ACCOMPANIED BY A PARENT OR GUARDIAN).
- NO sandals, flip flops or open-toe shoes in WR or on Cardio Alley machines (NO EXCEPTIONS!)
- NO cell phones in workout areas OR locker rooms (call supervisor)

CARDIO ALLEY:
- Headcounts (Swig/Cardio Alley/Student Lounge)
- Sign-up sheets (Precors) and Sign-up board (Treadmills)
- Dry erase marker (See Shanie or Joanne for new pen)
- Equipment repair book (record problems with equipment and window blinds)
- Rags/Paper Towels/Disinfectant Spray (ABLE cleaning staff refills supplies)
- Out of Order signs

CARDIO ALLEY (continued):
- Gloves for cleaning
- Straps for bikes (make sure all bikes have straps)
- Cleaning machines
- When it's busy: Circulate to make sure people are obeying 30 min. time limit on Precors and Treadmills. If someone goes over 30 min., politely inform them of the time limit and ask them to begin a 2 minute cool down immediately.
- Opening/Closing Duties (blinds, sign-up sheets, pen that works, etc.)

UPPER CARDIO ALLEY:
- Circulate every 10-15 minutes
- Make sure kids/swim parents are not on machines
- When performing headcounts, only count people who are working out (not watching TV)
- Wipe down equipment when it's slow (use rag from the equipment desk)

WEIGHT ROOM:
- Sign-in Sheets
- Equipment repair book
- Special Appointment slips
- Re-rack: Physio balls, mats, weights and weight plates
- Wipe down black mats (Gym Wipes are stored in bottom drawer of WR file drawers)
- Fan
- NO BACKPACKS
- NO SANDALS (circulate every time you return to the WR to check for open-toe shoes)
- ALWAYS USE COLLARS W/FREE WEIGHTS
- NO CHILDREN (Not even with parents)
- ALLOW other patrons to work in when resting between sets
- Provide SPOT for patrons lifting alone
- Opening/Closing Duties (fan, sign-in sheets, weights/plates in rack, no weights on bars)
- Check for ripped upholstery (record problems in equipment repair book)

AEROBICS ROOM/COMBATIVES ROOM:
- Circulate during WR shift to re-rack physio balls and mats
- ONLY store 3-5 mats in hallway, other black mats should be distributed evenly between Aerobics & Combatives Room
- Make sure weight rack is locked
- If instructor does not show up for class, call x2944 and notify the supervisor on duty.
- Make sure patrons are using equipment properly, and returning equipment to its proper location.
Weight Room/Cardio Substitution Agreement

Name________________________________________

Date of Shift__/__/__Day of Shift__________

Time of Shift ___am/pm to ___am/pm

Signature of Worker________________________ Date__/__/__

Name of Substitute__________________________

Signature of Substitute_____________________ Date__/__/__

Approved by______________________________ Date__/__/__

*Check sub schedule to make sure your shift gets picked up*

Weight Room/Cardio Substitution Agreement

Name________________________________________

Date of Shift__/__/__Day of Shift__________

Time of Shift ___am/pm to ___am/pm

Signature of Worker________________________ Date__/__/__

Name of Substitute__________________________

Signature of Substitute_____________________ Date__/__/__

Approved by______________________________ Date__/__/__

*Check sub schedule to make sure your shift gets picked up*
Cardiovascular Alley & Weight Room
EMERGENCY PROCEDURES TEST

Date: ___________ # of Hrs/week: ___________

Name: ______________________________________

What is the emergency response address to Koret?

What is the phone number to call building supervisor?

How do you call 911 from a campus phone?

What is the current ratio of breaths to compressions for Adult CPR?

If there is just a minor emergency involving blood (bloody nose), do you still need to use gloves when touch the victim? If so, what would you do if you could not find gloves?

If there is a major emergency in Koret, who is the first Koret employee that you notify?

Why is it a good idea to also have someone get a lifeguard in the event of a major emergency?

If you are working CVA and someone calls 911, where do you stand to let emergency personnel into the building? Who do you call to turn off the alarm?

If you are working CVA during the day and there is a Power Outage, where do you check to see if patrons are stuck? How many levels do you check? Name those levels. What equipment is OK to still use? What if a patron wants a refund?

If you are working the WR during the day and there is a Power Outage, where do you check to see if patrons are stuck? How many areas are you responsible for clearing? Name them. Can patrons continue working out?

In CVA, where is the nearest First Aid Kit?

In WR, where is the nearest First Aid Kit?

Where is the AED stored?
Practical

- Demonstrate how to get a Woodway treadmill up to 3.0 MPH and 4% incline
- Demonstrate how to get a LifeFitness treadmill up to 3.0 MPH and 4% incline
- Demonstrate how to use the LifeFitness recumbent bike (manual program)
- Demonstrate how to use the LifeFitness upright bike (manual program)
- Demonstrate Step Mill
- Demonstrate how to use the Smith Machine
- Demonstrate how to use the Gravitron Assisted Pull-Up Machine (dips and pull-ups)
- Demonstrate proper form on the Leg Curl machine (include proper position of leg and back pads)
- Demonstrate proper form on the Leg Extension machine (include proper position of leg and back pads)
- Demonstrate proper form on Multi-Hip machine
- Demonstrate proper form on Bicep Curl machine
- Show proper use of safety collars/ clips
- Demonstrate how to change the arm position on the Freemotion Cable Cross Machine
- Demonstrate proper form on the Fly/Rear Deltoid machine
# PRECOR SIGN-UP SHEET
(30 minute limit)

<table>
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<tr>
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<th>Waitlist (Time)</th>
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Precor rules:
1) 30 minute limit
2) Enter time in appropriate column above
3) If you are on waitlist, please keep you eye out for the next open machine
Please keep this headcount sheet on the clipboard in the Weight Room. Between 5-8pm, the Cardio Alley worker should call x7186 to give the Weight Room attendant the numbers for Cardio Alley, Upper Cardio Alley and the Student Lounge. Put in SHANIE'S BOX at the end of the day!
Aerobics:
Once patrons access Koret, they are able to drop-in to any of our weekly group exercise classes. Group X schedules can be found at the Koret Front Desk, and on the Koret website. Classes are held in the Aerobics Room or the Combatives Room. Classes that take place in the Combatives Room are designated with (C.R.) on the Group X schedule. For safety reasons (and as a courtesy to the instructor and other students) patrons will be turned away if they are more than 5 minutes late for class (this is the typical warm-up period). Instructors may make exceptions on a case-by-case basis. Patrons attending Spin classes must bring a towel to drape over the handlebars (towels are also available at the Koret Equipment Desk). Spin instructors are responsible for enforcing this policy, and for insuring that all patrons wipe down the spin bikes at the end of class (rags and diluted Simple Green are located in the bottom drawer of the Aerobics Room file cabinet). Simple Green should be diluted at 1 part Simple Green/20 parts water. Instructors should record attendance numbers on the weekly attendance sheet posted on Shanie’s door (record Total # of USF Students/Total # of people in class). The group exercise schedule does not have a distinct start/end date, it is constantly evolving depending on several factors: availability of instructors, popularity of classes, new fitness trends, etc.

Wellness Classes (CPR/AED/First Aid/Healthcare Provider Level 3):
Participants must pay for the class when registering. Registration is available at the Koret Front Desk, by phone (422-2606) or email fitness@usfca.edu.

When paying for a wellness class in person:
Patron must complete an Adult Program Registration Form, and sign the waiver on the back. Front desk workers should add the patron’s information (Name, Phone Number, Email Address, Method of Payment, Amount Paid and Staff Initial) to the appropriate sign-up sheet in the CPR binder. The front desk worker should attach one copy of the white register receipt to the Adult Program Registration Form, then place the form in Shanie’s box at the front desk.

When paying for a wellness class by phone (Fitness Desk Staff ONLY):
Fitness desk person completes a phone-in Adult Program Registration Form, and enters the patron’s information (Name, Phone Number, Email Address, Method of Payment, Amount Paid and Staff Initial) to the appropriate sign-up sheet in the CPR binder. Payment by phone must be made with either Visa, MasterCard or Gift Certificate (must provide GC#). The fitness desk worker should attach the duplicate copy of the credit card receipt to the Adult Program Registration Form. Once the form is completed, and the credit card is charged, the form is placed in the plastic cover of the appropriate flyer in the CPR binder.

On day before a scheduled class, Shanie will call instructor to report the total number of people registered for class. She will also contact Mike to remind the appropriate supervisor about room set-up. On the day of the class, Shanie will ask instructor to grab the unsigned Adult Program Registration Forms so that patrons who registered by phone can sign the waiver before class begins.
Massage:
Patrons must pay for massage when booking an appointment. We have a 24 hour
cancellation policy for refunds/reschedules. Appointments can be made in-person at the
Koret Front Desk, by phone (422-2606) or email fitness@usfca.edu. Massage bio sheets
are available at the Koret Front Desk or on the Koret website.

When paying for a massage in-person:
Patron must complete an Adult Program Registration Form, and sign the waiver on the
back. Front desk workers should add the patron’s information (Name, Phone Number,
Method of Payment, Amount Paid and Staff Initial) to the massage binder. The front
desk worker should attach one copy of the white register receipt to the Adult Program
Registration Form, then place the form in Shanie’s box at the front desk.

When paying for a massage by phone (Fitness Desk Staff ONLY):
Fitness desk person completes a phone-in Adult Program Registration Form, and enters
the patron’s information (Name, Phone Number, Method of Payment, Amount Paid and
Staff Initial) to the massage binder. Payment by phone must be either made with Visa,
MasterCard or Gift Certificate (must provide GC#). The fitness desk worker should
attach the duplicate copy of the credit card receipt to the Adult Program Registration
Form. Once the form is completed, and the credit card is charged, the fitness desk
worker staples the Adult Program Registration Form in the massage binder (on the page
where the person will check-in).

When massage therapists call in for their appointments, they should instruct front desk
staff on the following:
- If they want to allow walk-ups for unbooked appointments, they should tell the
  front desk worker to simply close the book.
- If they want to cross off unbooked appointments, they should tell the front desk
  worker to check them off (date, time, staff initials AND write “Do Not Book”
  next to all open appointments.

If a patron calls the front desk to cancel an appointment (at least 24 hours in advance),
front desk worker should record date, time, staff initials (this documents that the
cancellation is at least 24 hours in advance). Front desk worker should also cross a line
through the information of the cancelled patron (so that it is obvious to someone checking
the binder that the appointment is cancelled and available for someone else to book).

Personal Training:
Patrons must pay for a personal training session when booking an appointment. We have
a 24 hour cancellation policy for refunds/reschedules. Appointments can be made at the
Koret Front Desk, or by phone at 422-2606. Personal training bio sheets are available at
the Koret Front Desk or on the Koret website.

When paying for personal training in-person:
Patron must complete an Adult Program Registration Form, and sign the waiver on the back. Front desk workers should add the patron’s information (Name, Phone Number, Method of Payment, Amount Paid and Staff Initial) to the personal training binder. The front desk worker should attach one copy of the white register receipt to the Adult Program Registration Form, then place the form in Shanie’s box at the front desk.

When paying for personal training by phone:
Fitness desk person completes a phone-in Adult Program Registration Form, and enters the patron’s information (Name, Phone Number, Method of Payment, Amount Paid and Staff Initial) to the PT binder. Payment by phone must be either made with Visa, MasterCard or Gift Certificate (must provide GC#). The fitness desk worker should attach the duplicate copy of the credit card receipt to the Adult Program Registration Form. Once the form is completed, and the credit card is charged, the fitness desk worker staples the Adult Program Registration Form in the PT binder (on the page where the person will check-in).

When personal trainers call in for their appointments, they should instruct front desk staff on the following:
- If they want to allow walk-ups for unbooked appointments, they should tell the front desk worker to simply close the book.
- If they want to cross off unbooked appointments, they should tell the front desk worker to check them off (date, time, staff initials AND write “Do Not Book” next to all open appointments.

If a patron calls the front desk to cancel an appointment (at least 24 hours in advance), front desk worker should record date, time, staff initials (this documents that the cancellation is at least 24 hours in advance). Front desk worker should also cross a line through the information of the cancelled patron (so that it is obvious to someone checking the binder that the appointment is cancelled and available for someone else to book).
Payroll:

Student
- Students use WHITE timecards (make sure student name and pay period dates are printed on top of timecard)
- All USF students submit hours via the etimesheet system
- The etimesheet website is located at https://intraweb.usfca.edu:8080/cgi-bin/WebObjects/ETimesheet.woa/
- Student payroll runs twice each month (21st-5th and 6th-20th)
- Pull student timecards on the 6th and 21st of each month
- Student paychecks are usually available after 10:00am (pick-up on shelf above fax machine)
- A list of names is always included with the paychecks. If a student is unable to find his/her paycheck, ask if he/she has ever worked elsewhere on campus. To update the campus delivery location, update the student’s DEM screen in the VAX system.

Part-Time
- Part-time (non-student) workers use PINK timecards (make sure name and pay period dates are printed on top of timecard)
- Part-time payroll runs twice each month (1st-15th and 16th-last day of month)
- Supervisors must submit paper timesheets for all part-time (non-student) workers at least 5 working days prior to the designated pay date.
- When part-time paychecks arrive, place them in the appropriate timecard slot (put checks out before you pull timecards so staff can find their checks).
- Pull part-time timecards on the 16th and 1st of each month (preferably after you put the pay checks out).
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**Special Exercises**
- Abdominal
- Bicep Extension
- Tricep Extension
- Leg Press
- Shoulder Press
- Floor Press
- Chest Press
- Fly
- Shoulder Raise
- Leg Extension
- Seal Fool
- Core

**Special Recommendations**

**Frequency**
- Activity
- Heart Rate
- Duration

**Aerobic Training**

**Flexibility Training**
- Stretch & Hold
- Pain Free for 10-45 seconds
- Bouncing (No Bouncing)

**Name**

**Age**

**Date**

**Fitness Level**

**Level Upon Entry**

**Special Artist**

**University of San Francisco**

**Recreation Center**

**Departments of Recreation & Health & Science**

**USF**
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CONDITIONS OF EMPLOYMENT - MASSAGE THERAPIST

I, _____________________________, understand that as an employee of U.S.F.'s Recreational Sports Department I must abide by the following conditions of employment:

- Prompt and regular attendance, according to the mutually agreed upon work schedule, is mandatory.

- All paper work such as records and reports must be completed on time.

- Any guests of the employee must pay the regular drop-in fee. Guests are not free. Staff must present USF Staff I.D. upon entry to facility at all times.

- The employee will clear all substitutions with the Fitness/Wellness Director. If by chance the Fitness Director is not available it will be cleared by the Director or Associate Director.

- If the therapist can not make the specified appointment it is the responsibility of the therapist to contact a substitute. If an emergency arises and the therapist can not find a substitute please contact the Fitness Director as soon as possible. (Before 9am and after 5pm contact the Bldg. Supervisor by calling the front desk at 422-6821).

- If the therapist fails to contact a substitute and does not show up for the appointment one warning will be given. If the same incident happens a second time the employee will be terminated.

- The employee is responsible to maintain current status in all required certification for programs being taught at the KHRC.

- The employee will be paid on a per hour/per appointment basis.
- As an employee of U.S.F., I understand that my employment is terminable at will, and for any reason, and that my employment contract is not intended to be a contract for permanent employment.

- This agreement represents the entire agreement between U.S.F. and the therapist and the terms contained herein can not be modified except by written approval of the parties.

- Any communications representing the KHRC must be cleared by the Fitness/Wellness Director.

I have read and agree to the above terms and conditions of employment.

Employee Signature ___________________________ Date __________

Fitness/Wellness Director ___________________________ Date __________
**KORET HEALTH RECREATION CENTER**

**Group Exercise Instructor Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
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<td>Cardio</td>
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<td>Set-up (Spin Only)</td>
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<td>Interaction w/class</td>
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<tr>
<td>Appropriate class design (ability level)</td>
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<tr>
<td>Ability to respond to special circumstances</td>
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<td>3</td>
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**NOTES:**

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**POST-EVENT EVALUATION**  
*Self-Defense Class – Thursday, September 20, 2007 (6-8:30pm)*

The Departments of Public Safety, Recreational Sports and the USF Women’s Resource Center are interested in your feedback about this class. Please take a few moments to fill out this brief evaluation form in order to help us provide the best-quality programs and services to future participants.

For each of the following categories, please indicate the number that best describes your rating of this self-defense class.

5 = Excellent  
4 = Very Good  
3 = Good  
2 = Fair  
1 = Poor

*(Feel free to include any additional comments)*

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<thead>
<tr>
<th>Category</th>
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<td>4. Instructors:</td>
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<td>5. Lecture Portion:</td>
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<td>6. Demonstrations:</td>
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<td>3</td>
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<td>1</td>
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<td>7. Hands-On Portion:</td>
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<td>1</td>
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<td>9. Day of Week:</td>
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<td>10. Time of Day:</td>
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<td>11. Length of Class (2 ½ Hours):</td>
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12. Are you currently a USF student (circle)?  
   Yes  
   No  

13. Are you male or female (circle)?  
   Female  
   Male  

14. Do you feel your self confidence/awareness has increased by attending this seminar? (Please Explain)

15. Other Comments and Suggestions (use as much space as you deem necessary):
<table>
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<tr>
<th>29-Oct</th>
<th>30-Oct</th>
<th>31-Oct</th>
<th>1-Nov</th>
<th>2-Nov</th>
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<tr>
<td><strong>MONDAY</strong></td>
<td><strong>TUESDAY</strong></td>
<td><strong>WEDNESDAY</strong></td>
<td><strong>THURSDAY</strong></td>
<td><strong>FRIDAY</strong></td>
<td><strong>SATURDAY</strong></td>
<td><strong>SUNDAY</strong></td>
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<td>7:15 am Wake Up</td>
<td>6:30 am Spin</td>
<td>7:30 am Shallow</td>
<td>6:30 am Spin</td>
<td>6:45 am Body...</td>
<td>8:15 am Spin</td>
<td>9:30 am Spin</td>
</tr>
<tr>
<td>7:30 am Shallow</td>
<td>7:30 am Body</td>
<td>9 am Yoga</td>
<td>7:30 am Body</td>
<td>7:15 am Shallow</td>
<td>9:10 am Body...</td>
<td>4 pm Body Fit...</td>
</tr>
<tr>
<td>9 am Yoga</td>
<td>10:45 am Spin</td>
<td>11:15 am Shallow</td>
<td>10:45 am Spin</td>
<td>9 am Yoga</td>
<td>9:35 am Spin</td>
<td>5 pm Spin</td>
</tr>
<tr>
<td>10:45 am Yoga</td>
<td>11:30 Abs&amp;Glutes</td>
<td>12:15 pm Body...</td>
<td>11:30 Abs&amp;Glutes</td>
<td>10:45 am Yoga</td>
<td>10:30 am Step</td>
<td>6 pm Body...</td>
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<td>11:15 am Shallow</td>
<td>12:00 pm Pilates</td>
<td>12:15 pm Deep</td>
<td>12:00 pm Pilates</td>
<td>11 am Shallow</td>
<td>11:30 am Spin</td>
<td>6:45 pm Yoga</td>
</tr>
<tr>
<td>12:15 pm Deep</td>
<td>12:15 pm Spin</td>
<td>5:15 pm Body...</td>
<td>12:15 pm Spin</td>
<td>12 pm Deep</td>
<td></td>
<td></td>
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<td>12:15 pm Yoga</td>
<td>1:30 pm Basics</td>
<td>5:15 pm Yoga</td>
<td>1:30 pm Basics</td>
<td>12:15 pm Pilates</td>
<td></td>
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</tr>
<tr>
<td>5:15 pm Body...</td>
<td>7 pm Yoga</td>
<td>6:15 pm Kick</td>
<td>5 pm Spin</td>
<td>12:15 pm Spin</td>
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<td>5:15 pm Yoga</td>
<td>7:30 pm Spin</td>
<td>5:45 Abs&amp;Glutes</td>
<td>1:15 pm Tai Chi</td>
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<tr>
<td>6:15 pm Spin</td>
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<td>6:30pm Hip Hop</td>
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**Total Number of Student:**
Adult Program Registration Receipt

☐ Massage with: ____________________________

☐ Personal Training with: ____________________________

☐ Fitness Assessment with: ____________________________

☐ Outdoor Adventures Trip: ____________________________

☐ Other program: ____________________________

☐ CPR ☐ First Aid ☐ AED ☐ HCP Level 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
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</table>

Name ____________________________ Telephone number ____________________________

Emergency contact name ____________________________ Telephone ____________________________

☐ RECEIPT ATTACHED ☐ LOGGED IN BINDER

Amount received: $ ____________________________

Method of payment: ☐ CASH ☐ CHECK ☐ VISA ☐ MC

Received by: ____________________________ Date: / / 

Day | Date | Time |
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</table>

Other Program Information / Additional Dates and Times: ____________________________

________________________________________
CANCELLATION POLICY: 24-HOUR ADVANCE NOTICE IS REQUIRED FOR REFUND OR TO RESCHEDULE
In consideration of being permitted to enter the University of San Francisco Koret Health and Recreation Center ("KHRC") for any purpose, including, but not limited to observation, use of facilities or equipment, or participation in any way, I hereby acknowledge and agree to the following:

INSPECTION. I have inspected, or immediately upon entering will inspect, KHRC premises, facilities and equipment. I understand that my entry into KHRC for any purpose constitutes an acknowledgment that I have inspected such premises, facilities and equipment and that I find such premises, facilities and equipment are safe and reasonably suited for their intended purposes.

RELEASE AND WAIVER OF LIABILITY. I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, hereby RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE the University of San Francisco, its directors, officers, employees, and agents (hereafter referred to as "University") for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys’ fees), arising from any injury, property damage, or death that I may suffer while on KHRC premises, including parking areas and adjacent sidewalks, REGARDLESS OF WHETHER THE INJURY, PROPERTY DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

ASSUMPTION OF RISK. I understand that there are potential dangers incidental to my use of KHRC, some of which may expose me to the risk of personal injuries, property damage or even death. I understand these potential risks include, but are not limited to, strenuous physical activity, condition of exercise or other equipment, and the negligent or willful acts of other KHRC users. I KNOWINGLY AND VOLUNTARILY ASSUME ALL SUCH RISKS, BOTH KNOWN AND UNKNOWN, EVEN IF ARISING FROM THE NEGLIGENCE OF UNIVERSITY, and assume full responsibility for my use of KHRC.

INDEMNITY. I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents and assigns, agree to HOLD HARMLESS, DEFEND AND INDEMNIFY University from any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys’ fees), arising from any injury, property damage or death that I may suffer as a result of my use of KHRC, REGARDLESS OF WHETHER THE INJURY, DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF UNIVERSITY OR OTHERWISE.

POLICY. I agree to abide by the KHRC policy which states that Professional persons not employed by KHRC are not permitted to practice their profession whether compensated or not, without the prior written consent of KHRC.

RULES. I agree to abide by the rules and regulations of KHRC which are available upon request.

CHOICE OF LAW/SEVERABILITY. I agree that this Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement ("Agreement") shall be construed in accordance with the law of the State of California and that this Agreement is intended to be as broad and inclusive as permitted by such law. I further agree that if any portion hereof is held invalid, the balance shall, notwithstanding, continue in full force and effect.

I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AN ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY THE UNIVERSITY. I UNDERSTAND I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING THIS AGREEMENT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

DATED: ____________________

ADULT APPLICANT'S PRINTED NAME: ________________________________

ADULT APPLICANT'S SIGNATURE: ________________________________
INTRAMURALS

Welcome to the USF Intramural Sports Program. This program provides an exciting opportunity for students, faculty/staff, alumni and Koret members to participate together in Sports and Outdoor Adventures. The Recreational Sports Department encourages fair play, participation, lifelong learning and opportunity for all.

Intramural leagues, tournaments and special events are offered in the Fall and Spring semesters. A variety of sports are offered including basketball for men and women, flag football, and co-ed volleyball. Students are encouraged to contact the Recreational Sports Department if they would like to see a program or a sport added to the Intramural schedule. Employment opportunities are available to students with an interest in scorekeeping and officiating.

Registration

A refundable forfeiture fee will be assessed for all leagues, ($50.00 for all sports) payable upon registration. The first forfeiture by a team will result in the loss of $25; the second forfeiture will result in the loss of the remaining $25 and disqualification from the league.

League formats will be determined by the number of teams or participants. Specific league rules will be provided upon registration at the mandatory Captains Meeting for all team sports. USF students, alumni, faculty and staff and Koret Center full members are invited to participate in the Intramural Program.

A program fee payable upon registration will be charged for most tournaments and special events. Please call the Intramural Office with any questions: (415) 422-2942. All dates and times are subject to change, please check intramural office for updates.
CO-ED FLAG FOOTBALL
SUNDAY AFTERNOONS

CO-ED RECREATIONAL INDOOR SOCCER
TUESDAYS 6PM – 10PM

CO-ED COMPETITVE INDOOR SOCCER
MONDAYS 6PM – 10PM

CO-ED OUTDOOR SOCCER
SATURDAY AFTERNOONS

CO-ED VOLLEYBALL
WEDNESDAYS 6PM – 10PM

MEN’S BASKETBALL
THURSDAYS 6PM – 10PM
WOMEN’S BASKETBALL
TUESDAYS 6PM – 10PM

Captains & Free Agents Meeting — Wednesday, September 5th @ 7:00 PM in the Koret Center

Rosters Due — Wednesday, September 12th @ the Koret Front Desk

Pick up registration forms @ the Koret Front Desk. For more information call x-2942.
Recreational Sports Department
Intramural Free Agent Registration Form

<table>
<thead>
<tr>
<th>Sport:</th>
<th>(Indoor Recreational Soccer)</th>
<th>(UNDERGRADUATE Basketball)</th>
<th>(Dodgeball)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Indoor Competitive Soccer)</td>
<td>(GRADUATE Basketball)</td>
<td>(Kickball)</td>
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<tr>
<td></td>
<td>(Outdoor Soccer)</td>
<td>(Women’s Basketball)</td>
<td>(Softball)</td>
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<tr>
<td></td>
<td>(Flag Football)</td>
<td>(Volleyball)</td>
<td>(Tennis)</td>
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</tbody>
</table>

**Participant**: Please PRINT, filling out each field COMPLETELY and LEGIBLY.

<table>
<thead>
<tr>
<th>Name (First and Last)</th>
<th>Phone Number (With Area Code)</th>
<th>Email Address</th>
<th>Status (Fr, So, Ju, Sr, Grad, Alum, Staff, Faculty)</th>
<th>USF ID #</th>
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</thead>
<tbody>
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* All USF intramural sports are for current, full-time USF students, full-time USF faculty and staff, and USF alumni. All sports are co-ed unless otherwise noted.

** All free agents are required to attend the Captains/Free Agents meeting on Wednesday evening, September 5, 2007 (7:00pm) in the Koret Center. All free agent forms are due at the KORET FRONT DESK by Wednesday, September 12, 2007.

*** The Recreational Sports Department will make every attempt to either form teams comprised of free agents or to place available free agents on existing teams. However, there is no guarantee that all free agents can be accommodated.

Please call 422-2942 with any questions
Recreational Sports Department
Intramural Team Registration Form

**Sport:** (Circle ONE)
- Indoor Recreational Soccer
- Indoor Competitive Soccer
- Outdoor Soccer
- Flag Football
- UNDERGRADUATE Basketball
- GRADUATE Basketball
- Women’s Basketball
- Volleyball
- Kickball
- Dodgeball
- Softball

**Team Name:** ______________________________________

<table>
<thead>
<tr>
<th>Name (First and Last)</th>
<th>Phone Number (With Area Code)</th>
<th>Email Address</th>
<th>Status (Fr, So, Ju, Sr, Grad, Alum, Staff, Faculty)</th>
<th>USF ID #</th>
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</thead>
<tbody>
<tr>
<td>1. (Captain):</td>
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</table>

* All USF intramural sports are for current, full-time USF students, full-time USF faculty and staff, and USF alumni. All sports are co-ed unless otherwise noted, and rosters must be limited to 12 players.
** All team captains and free agents are required to attend the Captains/Free Agents meeting on Wednesday evening, September 5 (7:00PM) in the Koret Center.
*** All rosters with attached forfeiture fee checks are due at the KORET FRONT DESK by Wednesday, September 12, 2007. A refundable forfeiture fee of $50 (VALID CHECKS ONLY) is required to register a team. Make checks payable to: USF Koret. On the “Memo” line of your check, print “USF IM Fee”. These checks WILL BE CASHED up front, but fully refunded after the season provided your team DOES NOT forfeit any of its games.

Please call 422-2942 with any questions
IM CAPTAINS/FREE AGENTS MEETING (9/5/07)

➢ **Welcome!** - New competitors or seasoned veterans!

➢ **IM Forfeiture Fees** – A $50 check (see IM team form) MUST be attached to ALL team rosters. These checks WILL be cashed up front, but fully refunded at the END of the season, provided your team does NOT forfeit any games. Otherwise, a team is charged $25 for one forfeit and $50 for two forfeits.

➢ **Team & Free Agent Registration Forms** – Read them thoroughly, complete all information legibly, keep your team names clean, submit to Koret Front Desk on time and WITH valid checks (no bouncing please). Team forfeiture fees WILL be cashed UP FRONT. No checks needed for free agent forms.

➢ **Eligibility** – Current USF students and USF staff/faculty, USF alumni & Koret YEARLY members ONLY. No redshirts or members of intercollegiate teams are eligible to compete in the same sport. You must be one semester removed from competition. NO Koret rec. pass (i.e. Red, Gold passes) holders are eligible.

➢ **Men’s Basketball** – Undergrads may play up in the Graduate League, but graduate students CANNOT play down in the Undergraduate League. USF I.D.’s are REQUIRED to get a jersey to play in.

➢ **IM Spectators** – Every person needs valid I.D. to enter the Koret Center, IM participants or friends.

➢ **Team Specifics** – Once you play a game for a particular team, there is no jumping to another team. You must play two games during your team’s regular season to be eligible for the playoffs. A team may NOT add free agents AFTER the second game of the season, only prior to the beginning of the second game.

➢ **Behavior** – It is your duty to behave yourselves and act like adults. While competition can heat up, there is no excuse to get out of control. Two game suspensions are the minimum penalty for game ejections.

➢ **Negoesco Field** – For field events, much of the time you’ll be entering and exiting the field through Koret’s back soccer hallway. Make sure you have your I.D to access the Koret Center.

➢ **Punctuality** – You’re expected to be on time for ALL of your games. Game time is play time, and forfeits will occur for teams that are late. We barely have the time and space to get all of our games in as is.

➢ **Referee Introduction**

➢ **Questions? Thank you all!!** Looking forward to a fantastic season.
INTRAMURAL SPORTS SCOREKEEPER JOB DESCRIPTION

WHERE: UNIVERSITY OF SAN FRANCISCO, THE KORET HEALTH & RECREATION CENTER

WHAT: INTRAMURAL SPORTS SCOREKEEPER. Under the direction of the Intramural/Club Sports Director, Officials and Scorekeepers will help maintain a balance in intramural programs through officiating, scorekeeping and general guidance of IM athletic contests.

These sports include but are not limited to the following:

Basketball  Tennis  Flag Football
Indoor Soccer  Volleyball  Kickball
Outdoor Soccer  Softball

WHEN: Weekdays 6:00 PM – 10:00 PM; Weekends 10:00 AM – 8:00 PM

DUTIES: All Officials and Scorekeepers are expected to work assigned hours, attend scheduled staff meetings, care for equipment and supplies, set-up and decommission sports equipment, and be flexible in completing duties. Officials and Scorekeepers must attend trainings and must be able to work all scheduled playoff and championship games.

REQUIREMENTS: Each staff member must possess a valid First Aid/CPR/AED Card prior to employment. The Koret Center offers free certification classes for interested students.

APPLICATIONS: Applications will be accepted on a continuing basis or until all vacant positions are filled. Apply at the Koret Health & Recreation Center. For more information, please call Mike Kelly at ext. 2942.

PAY: Minimum starting pay: $9.14 per hour
INTRAMURALS/CLUB SPORTS/OUTDOOR ADVENTURES

(Frequently Asked Questions)

1. Where do I sign up for a USF Intramural or Club Sport? At the USF Koret Front Desk.
2. Which Intramural Sports are currently offered? Men’s undergraduate and graduate basketball, women’s basketball, indoor and outdoor soccer (competitive and recreational), kickball, softball, flag football, tennis (fall only), volleyball, and dodgeball. All sports are co-ed unless otherwise noted.
3. How much does it cost to participate in an IM sport? It’s free. A refundable $50 forfeiture fee is required up front. If your team participates in each scheduled contest, the $50 is fully refunded.
4. If I can’t gather enough participants to form my own IM team, what are my options? You can sign up for any of the IM sports as a free agent. The Rec. Sports Department will then either group all free agents onto a team, or will make every attempt to add you to an existing team roster.
5. Which Clubs are offered through the Koret Center? Boxing, Fencing, Golf, Lacrosse, Rugby, and Shotokan (karate). All of these are co-ed except Rugby.
6. What if the Club of my choice is not offered at Koret? We encourage students to work with us in forming new clubs. A minimum of eight SERIOUS student participants is required. Call Mike Kelly (422-2942) for more details.
7. What can I hope to gain from becoming a Club member? In some cases, student participants seek to get into better shape physically and mentally. In some cases, students train for competitions. In other cases, students participate simply for the love of the sport. We welcome all of these motives and more.
8. Where do I sign up for a USF Outdoor Adventure? At the USF Koret Front Desk. All trips are for sale to USF students at half the cost Rec. Sports pays for trip tickets and transportation.
9. How far in advance do I need to sign up? Trips are generally available for sign up one month in advance of the trip. In some cases, you may sign up as late as several days before the actual event.
OUTDOOR ADVENTURES

Welcome to the USF Outdoor Adventures program. Our mission is to cater to the interests of the students and patrons of the Koret Health and Recreation Center and provide adventures that accommodate their love of the outdoors. Horseback riding, sailing, kayaking, hiking, skiing, fishing and mountain climbing are just a few of the many activities that we plan each year allowing for individuals to experience the variety of outdoor activities the San Francisco Bay Area has to offer.

Creating Schedules

All of our past trips schedules are saved in the O/A folder on the computer as well as in the binders on the bookshelf which are filled with trips we have taken and vendors we have worked with. Utilize these schedules as a reference when planning for upcoming trips. Always look for new ideas and new adventures. Gather information from word of mouth, conferences, exhibits, and past experiences. Trip evaluations are also a good tool when it comes to making schedules. At the end of each trip, participants are given the opportunity to give feedback for that particular trip and suggestions for future trips making it easy to judge its popularity. These are in the binders as well. Be creative, if there is something that you would like to do, plan it because there will be other people who will want to do it as well. Furthermore utilize your resources to the utmost potential. In other words, look at the surrounding of our campus. The Bay Area and Northern California in general have so much to offer and is one of the most beautiful regions in the United States. Use this to your advantage.

Every vendor operates differently which is important to keep in mind. Some accept early reservations, others don’t. Some work with invoices and others deal directly over the phone. With all of these things it is important to be organized. I recommend making reservations as early as possible and call back a few weeks before the scheduled trip to confirm and take care of any payment that needs to be made. Most of our trips are guided and so planning the actual is not a big part of the job. However, we lead hiking and camping trips. In this case look for trail maps over the Internet or you can call California State Parks for any further information you may need.

Marketing and Publicity

Publicity for the Outdoor Adventures program has traditionally been done through the annual Rec Sports Brochure that is distributed throughout the year to the USF and local communities. Post flyers for each trip on the bulletin boards in the Koret Center one month before each trip and send them to ASUAF Graphics office at UC 100. The graphics office will post flyers all over campus. One-month notice of trips has been an excellent guideline for me in the past as that gave me time to complete all the other tasks that needed to be done and gives people time to decide if they want to participate in the outing.
Eligibility

Students, faculty/staff and members are eligible to participate in each trip. If an individual inquires about going and does not fall under one of these categories, place them on the waiting list until the trip deadline. If at this time there is room on the list then they can be added. They may also pay the member price.

Outdoor Adventure Binder

One month prior to each trip place a flyer with a description of the trip, a sign-up sheet, and an information sheet describing trip details and necessary items to bring – each participant should receive one of these. Individuals that are signed-up should be called on the Thursday before as a reminder.

Liability

First and foremost is safety of our participants and liability issues must be recognized. All participants must sign a waiver before leaving from the Koret Center.

Student Staffing

If at all possible do your best to hire Resident Advisors for this job. These individuals already are trained in leadership skills and for the most part are responsible and mature a must for this job. When hiring also keep in mind what class level these individuals are. In most cases the older they are the more mature they will be. Background in the outdoors as well as CPR and first aid certification are also mandatory to lead outdoor adventure trips. Safety of our participants is our number one responsibility while they are under our guidance. Thus we must ensure that our staff is qualified and knowledgeable of our policies and procedures.

At the beginning of each semester have a staff meeting and go over all of the policies and procedures for each trip with your staff. Also put forth the semester schedule for them to look at and choose what trips that would like to work. For new staff members schedule one. Three or four leaders should be assigned for the ski trips because of the amount if students we allow.

Refunds

Refunds are only given of another person fill the space that is being used. Monetary refunds are available for cancellations with 24 hours of signing up. After this time, individuals are eligible to receive vouchers for the amount of money paid used towards any other outdoor adventure trip for a two semester time period. Vouchers may not be accepted after the stated expiration date.
Van Procedures

Everyone on staff should have a DMV printout on file. This is a mandatory policy if that person plans on driving any of the Koret Vans. DMV print outs can be purchased for a $5.00 fee at any DMV office. The closest office is on Oak Street about one mile from USF. Most of our trips are limited to 7 people, not including the leaders. To transport more than 9 people at a time including the driver, ANY AND ALL DRIVERS will need a passenger endorsement on their licenses or they could receive a ticket and other penalties. This test can be taken at the DMV for a fee of $58.00. For trips that allow more than 7 people such as white water rafting, make sure that the other van is not reserved for the weekend and schedule more leaders. As a safety precaution you may want to go through a van orientation with your staff.

For ski trips we charter buses to transport everyone up to Tahoe. Travelways is a good and east company to work with and one we have utilized for the last couple of years.

Equipment and Equipment Ordering

The Koret Center owns camping and backpacking supplies for our overnight trips. Tents, sleeping mats, backpacks, a stove, a lantern and ice chests are all provided for our camping/backpacking trips.

All the equipment for this program is ordered through one of the catalogs on the bookshelf in the back office. REI is excellent, G& E sales and North Face are also highly recommended. Choose whichever catalog you would like and order the things that are needed
OUTDOOR ADVENTURES

The Outdoor Adventures program is designed and committed to providing a variety of unique, quality outdoor experiences for University of San Francisco students, faculty, staff and Koret members to participate in and enjoy. Trip sizes vary from small groups of less than 10 people, to large groups up to 45 people depending on the specific adventure. Activities include horseback riding, sailing, sea kayaking, skiing and more.

All trips are offered on a first come, first served basis. All participants need to sign up and pay for their trip at the same time. You will receive a receipt as proof of your payment and it is your admission to the specific activity. If you cannot attend the trip you have signed up and paid for, you will need to either sell your spot to someone on the waiting list or give it to someone else.

THERE WILL BE NO REFUNDS GIVEN FOR ANY REASON OTHER THAN THE CANCELLATION OF A TRIP

Pursuant to the Americans with Disabilities Act, USF will make reasonable accommodations for those individuals with disabilities. Any such accommodations requested must be arranged with advance notice of at least 5 business days. Call (415) 422-2942 for assistance.
University of San Francisco
Outdoor Adventures Program
Trip Evaluation Form

Pleasing customers is the most important service we offer. Help us increase our quality of service by answering these questions. We need and value the benefit of your viewpoints, observations and impressions. Your opinion is of value in designing and improving our service and program. Please provide your responses and return to the trip leader at the end of the trip.

1. Trip: ___________ Date: ___________ Time: ___am/pm

2. What did you learn about yourself today that will help you with future life experiences?

____________________________________________________________________________________

____________________________________________________________________________________

3. Do you have any suggestions on how to improve THIS Outdoor Adventure Trip that you went on TODAY?

____________________________________________________________________________________

____________________________________________________________________________________

4. What other Outdoor Adventure Trips would you like to see offered?

____________________________________________________________________________________

____________________________________________________________________________________

PLEASE RATE THE FOLLOWING:

<table>
<thead>
<tr>
<th>5. Trip Planning:</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
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<td>3</td>
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<td>7. Trip timing (days, hours):</td>
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<td>3</td>
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<td>8. Trip cost:</td>
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<td>3</td>
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<td>9. Trip Leader knowledge:</td>
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<td>3</td>
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Your response is sincerely appreciated. Thank you!
### USF 2007-2008 Outdoor Adventure Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Trip</th>
<th>USF Student</th>
<th>USF Staff/Faculty</th>
<th>USF Alumni/Yrly. Mem.</th>
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<tbody>
<tr>
<td><strong>Fall 2007</strong></td>
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<tr>
<td>September</td>
<td>9/7/07 Giants/Dodgers Game</td>
<td>$15</td>
<td>$30</td>
<td>$40</td>
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<tr>
<td></td>
<td>9/15/07 Sea Kayaking</td>
<td>$40</td>
<td>$65</td>
<td>$70</td>
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<tr>
<td></td>
<td>9/22/07 Sailing</td>
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<td>$45</td>
<td>$55</td>
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<td>9/28/07 Hilltop Cup IV</td>
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<tr>
<td>October</td>
<td>10/6/07 Horseback Riding</td>
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<tr>
<td></td>
<td>10/13/07 Surfing</td>
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<td>10/20/07 Paintball</td>
<td>$35</td>
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<td>10/27/07 Great America</td>
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<td>November</td>
<td>11/3/07 Rock Climbing</td>
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<td></td>
<td>11/10/07 Alcatraz Tour</td>
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<td>11/17/07 Day Hiking</td>
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<td>$9</td>
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<td>December</td>
<td>12/1/07 Ice Skating</td>
<td>$10</td>
<td>$15</td>
<td>$20</td>
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<td><strong>Spring 2008</strong></td>
<td></td>
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<tr>
<td>January</td>
<td>1/26/08 Skiing @ Kirkwood</td>
<td>$45</td>
<td>$70</td>
<td>$85</td>
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<tr>
<td>February</td>
<td>2/2/08 Skiing@ Squaw</td>
<td>$45</td>
<td>$70</td>
<td>$85</td>
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<tr>
<td></td>
<td>2/9/08 Skiing@ Heavenly</td>
<td>$45</td>
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<tr>
<td></td>
<td>2/16/08 Skiing@ Northstar</td>
<td>$45</td>
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<tr>
<td></td>
<td>2/23/08 Skiing@ Alpine</td>
<td>$45</td>
<td>$70</td>
<td>$85</td>
</tr>
<tr>
<td>March</td>
<td>3/1/08 Skiing@ Squaw</td>
<td>$45</td>
<td>$70</td>
<td>$85</td>
</tr>
<tr>
<td></td>
<td>3/8/08 Warriors Game</td>
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<tr>
<td></td>
<td>3/29/08 Bowling</td>
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<tr>
<td>April</td>
<td>4/5/08 Rock Climbing</td>
<td>TBA</td>
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<tr>
<td></td>
<td>4/12/08 Rafting</td>
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<td>$150</td>
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<tr>
<td></td>
<td>4/19/08 Day Hiking</td>
<td>$5</td>
<td>$7</td>
<td>$9</td>
</tr>
<tr>
<td></td>
<td>4/26/08 Deep Sea Fishing</td>
<td>$50</td>
<td>$80</td>
<td>$90</td>
</tr>
<tr>
<td>May</td>
<td>5/3/08 Sea Kayaking</td>
<td>$40</td>
<td>$65</td>
<td>$70</td>
</tr>
</tbody>
</table>
Night Alcatraz Tour
Saturday, November 10th

Cost: USF Students- $20
      Faculty and Staff- $35
      Alumni and Annual Members- $40

Times: Meet in the Koret Lobby at 3:45 PM
       The van will leave at 4:00 PM Sharp!!!
       Return will be approximately 8:30 PM

Bring: Comfortable, warm clothes, a camera, and snacks

OUTDOOR ADVENTURE CANCELLATION POLICIES

1. There are neither refunds nor vouchers given for cancellations.
2. As a last resort, and if granted permission by the Recreational Sports
   Department, trip participants may sell their spots by accompanying an eligible
   and agreeable buyer to the Koret Front Desk.
3. The Recreational Sports Department reserves the right to make ALL final
   decisions regarding any discrepancies involving Outdoor Adventures.
BASEBALL NIGHT

FRIDAY, SEPTEMBER 7TH

SAN FRANCISCO GIANTS

v

LOS ANGELES DODGERS

Cost: Students: $15
Faculty/Staff: $30
USF Alumni/Annual Members: $40

Times: Meet in front of Memorial Gym at 5:15 PM.
The bus will depart for the ball park at 5:30 PM SHARP!!!
Return will be approximately 10:30 PM

SIGN UP @ KORET FRONT DESK
For more information call x. 2942.
Ice Skating
Saturday, December 1st

Cost: USF Students – $10
      Faculty and Staff – $15
      Alumni and Annual Members – $20

Times: Meet in the Koret Lobby at 7:45 PM
       The van will leave at 8:00 PM Sharp!!!
       Return will be approximately 11:30 PM

Bring: Warm clothes, gloves, and camera (optional).

4. There are neither refunds nor vouchers given for cancellations.
5. As a last resort, and if granted permission by the Recreational Sports Department, trip participants may sell their spots by accompanying an eligible and agreeable buyer to the Koret Front Desk.
6. The Recreational Sports Department reserves the right to make ALL final decisions regarding any discrepancies involving Outdoor Adventures.
Paintball at Sherwood Forest
Saturday, October 20th

Cost: USF Students- $35
Faculty and Staff- $60
Alumni and Annual Members- $70
Times: Meet in the Koret Lobby at 9:00 AM
The van will leave at 9:15 AM Sharp!!!
Return will be approximately 4:00 PM
Bring: Comfortable clothes that can get dirty, a hat, camera, sunscreen, and a lunch are all recommended.

OUTDOOR ADVENTURE CANCELLATION POLICIES

7. There are neither refunds nor vouchers given for cancellations.
8. As a last resort, and if granted permission by the Recreational Sports Department, trip participants may sell their spots by accompanying an eligible and agreeable buyer to the Koret Front Desk.
9. The Recreational Sports Department reserves the right to make ALL final decisions regarding any discrepancies involving Outdoor Adventures.
Surfing
Saturday, October 13th

Cost:        USF Students– $45
             Faculty and Staff– $75
             Alumni and Annual Members– $85

Times:       Meet outside of Koret 1:00 PM
             The van will leave at 1:15 PM Sharp!!
             Return will be approximately 8:00 PM

Bring:       Swimsuit, comfortable, warm clothes, to change into
             afterwards, camera, and sunscreen (optional).

OUTDOOR ADVENTURE CANCELLATION POLICIES

10. There are neither refunds nor vouchers given for cancellations.
11. As a last resort, and if granted permission by the Recreational Sports
    Department, trip participants may sell their spots by accompanying an eligible
    and agreeable buyer to the Koret Front Desk.
12. The Recreational Sports Department reserves the right to make ALL final
    decisions regarding any discrepancies involving Outdoor Adventures.
USF CLUB SPORTS PROGRAM

The University of San Francisco's Club Sports Program is administered by the Department of Recreational Sports. The Club Sports program is intended to provide recreational, competitive and instructional activities other than those offered in intramural sports, physical education or intercollegiate athletics. The Club Sports program encompasses the philosophy of sound body and mind. Competitions with other institutions as well as providing social opportunities are offered for those interested in participating in organized sports. The Club Sports program is open to all USF Students and may include Faculty, Staff and Koret Health & Recreation Center members depending upon the scope and nature of each club.

The Recreational Sports Department provides support to each club in areas of budget, recruitment, equipment, scheduling and collection of dues. Each Club Sport is largely financially independent and is responsible for maintaining membership and participation. Clubs must raise funds through membership dues or fundraising with the approval of the Recreational Sports Department.

One of the most important goals of the Club Sports program is to offer opportunity for participation on a consistent basis. Thus a primary responsibility of each Club Sport official is to recruit and maintain its membership. The Department is committed to establishing Club Sports which meet the needs of the USF community. It is through continued participation that valuable people and leadership skills can be developed for a lifetime.

The information contained in this handbook is intended to help acquaint club officers with University Policies and guidelines as well as maintain a viable and dynamic club which provides opportunity for friendship and competition.
ESTABLISHING A CLUB

Anyone interested in establishing a club sport which is not already active must contact the Department of Recreational Sports to initiate publicity and recruitment of members. An initial informational meeting will be scheduled and publicized on campus and in USF media. Meeting space for recruitment is generally available in the Alumni Lounge of the Koret Health and Recreation Center.

All flyers or announcements must be approved by the Recreational Sports Department. Any flyers or information which are intended for posting on campus must be approved by the ASUSF Graphics center (UC 402).

Student who wish to organize a Club can utilize their own contacts within the residence halls and the campus community as well as the traditional avenues outlined above.

DEPARTMENTAL FORMS

The following forms are required to establish a Club Sport sanctioned by the Department of Recreational Sports:

1. Updated Roster including names of officers and club manager or coach.

2. Waivers signed by all persons who are members of the club.

3. Constitution and bylaws.

4. Registration with appropriate governing bodies for the particular sport.

5. Designate an advisor other than a USF student, preferably a faculty or staff member.

6. Submit student organization registration form to the Director of Student Leadership Programs and Outreach services located in UC Center.

FUNDING AND FISCAL RESPONSIBILITY

In addition to submitting the required forms, each club must include a detailed budget delineating all expenses and revenues. The budget should include equipment, travel, registration fees, coaching salaries, officials fees, tournament and/or league fees and proposed funding sources (i.e: Dues).

All Club Sports at USF are required to develop funding sources to cover operating expenses. The Department of Recreational Sports develops budgets for club sports on a partially subsidized basis. The amount budgeted for each Club Sport depends upon the viability of each individual club with respect to their ability to sustain membership, participation, competition and outside funding. Each club will be reviewed annually to ascertain the level of club activity, including number of participants and the extent to which the club has met departmental requirements and the stated goals for that particular club.

Club Sports may generate income in any of the following ways:
1. Dues

2. Donations

4. Trade outs for equipment etc.

5. Special Events (Car Washes etc.)
Club Sports Budgets must be submitted by November 30 of each year to be considered for funding the following fiscal year. All Club Sports revenue is to be deposited in the specific Club Sport account through the Department of Recreational Sports. All request for expenditures must be submitted to the Department for approval and processing. Petty cash reimbursements for travel and other club related expenditures will be considered for approval on a case by case basis.

All outside funding and club expenditures require the approval of the Department of Recreational Sports. All contracts for services or equipment must also have department approval.
Club Sports Handbook

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<td>A-2</td>
<td>Sample Constitution</td>
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<td>A</td>
<td>Checklist for Organizational Status</td>
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<td>B</td>
<td>Certificate of Waiver</td>
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<td>C</td>
<td>Club Sports Advisor's Commitment Form</td>
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<td>H</td>
<td>Incident Report Form</td>
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<tr>
<td>I</td>
<td>Club Sports Roster Form</td>
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INTRODUCTION

The Club Sports program, organized and operated by students in conjunction with the Recreational Sports Department, currently includes the sports of women's crew, men's lacrosse, karate, fencing, and men's volleyball. Club sports are open to all interested USF students and where applicable, USF alumni and faculty/staff. This Club Sports Handbook is prepared to assist you and serve as a guide for the administration of your program. Each officer, advisor and coach should become familiar with the policies and procedures that are outlined in this handbook.

The success and image of your club is dependent upon you and your club members. Your voluntary contribution is appreciated not only by the University administration, but also by the many students whose needs are being served.

DEFINITION OF A SPORT CLUB

A Sport Club is defined as a recognized and chartered student organization which provides a program involving a physical skill. Each Sport Club is considered a part of the entire Club Sports Program. The Club Sports Program is recreational in nature and is not part of the University academic/instructional or intercollegiate athletic program.

PURPOSE OF CLUB SPORTS
The purpose of the Club Sports Program is to provide opportunities for students, faculty/staff, alumni and unaffiliates, interested in a specific athletic activity to improve their sport skill and to participate in extramural competition.

THE FORMATION OF A SPORT CLUB

All student organizations at University of San Francisco must be recognized and accepted by both the Student Government Association (ASUSF) and by the Division of Student Affairs in order to be chartered as an official USF organization. Sport Clubs are governed by the same rules and regulations as any other club. Furthermore, each Club is required to abide by Club Sport regulations established by the Department of Recreational Sports.

If you wish to organize a Sport Club that is not currently in operation on campus, you should follow the format that is set out below:

1. Meet with the Club Sports Director to explore the opportunities.

2. Obtain an ASUSF club registration application (Exhibit A-1) from the ASUSF office.

3. Hold an organizational meeting to elect officers to and to adopt a constitution (Exhibit A-2) and bylaws.

4. Obtain a full-time faculty or staff member who agrees in writing to serve as Club Advisor. In the absence of such advisor the club sports director may fill this role.
5. Submit the completed ASUSF Registration Form and copies of your officer roster and the constitution and bylaws to ASUSF.

6. Turn in the "Checklist for Organizational Status" (Exhibit A) to the Recreational Sports Office.

7. Consult with the Director of Club Sports about financing that may be available on a limited basis to get the club started.

8. Consult with ASUSF about the procedure for requesting funds through them.

9. All club sports are required to register with the appropriate national governing body.

**CHARTER RENEWAL**

ASUSF Registration Forms forms must be resubmitted each year. Ensure that the renewal form is returned, for approval, to ASUSF and the Recreational Sports Department. Charters are renewed each year in the fall.

**ELIGIBILITY**

MEMBERSHIP IN ANY SPORT CLUB IS CONTINGENT UPON THE COMPLETION OF THE MEMBERSHIP AND WAIVER FORM AND THE PAYMENT OF CLUB DUES. IT IS THE DUTY OF THE CLUB PRESIDENT TO SEE THAT THESE ITEMS ARE COMPLETED PROMPTLY. A PERSON IS NOT A CLUB MEMBER UNTIL THE DEPARTMENT OF RECREATIONAL SPORTS HAS RECEIVED THESE MATERIALS.
The University of San Francisco Club Sports Program operates in accordance with all Federal laws and regulation requiring non-discrimination on the basis of sex, race, color, national origin or handicap.

1. All full-time students, both undergraduate and graduate, who are currently enrolled at USF, are eligible for any all club membership upon payment of the necessary annual/semester Club Sports dues.

2. Part-time students, both undergraduate and graduate, who are currently enrolled at USF, are eligible for membership in any or all clubs upon payment of the necessary annual/semester Club Sports dues.

3. Faculty and staff members are eligible for associate membership on a non-voting, non-office holding basis upon payment of club dues.

4. Alumni and person unaffiliated with USF are eligible to participate as non-voting, non-office holding associate members providing that the following criteria are met:

   b. They never constitute more than 50% of the sport club membership.

   c. Each person in this category is charged a fee set by the Recreational Sports Department.

5. The Recreational Sports Department has the right, after consultation with the president of the club involved, to refuse permission for membership to alumni or unaffiliated individuals. The Recreational Sports Department also has the right to take disciplinary action against club members.

6. Whenever possible, alumni and unaffiliated persons involved with a USF Sport Club should be
encouraged to form their own club.

7. Dues and club fees may be waived for faculty, staff, alumni and unaffiliated individuals if they are acting as advisors, coaches or instructors.

8. In the event that competition within a league is governed by league eligibility rules, clubs belonging to such leagues will abide by these rules only when competing with other members of the league.

9. Clubs are not eligible for N.C.A.A. or N.A.I.A. competition.

INSURANCE

Each club member is required to carry and provide proof of health insurance. USF does not provide accident insurance for club members and will not be held responsible for injuries incurred through participation in a voluntary club sport program.

Each club member is required to sign a "Certificate of Waiver" form (See Exhibit B) releasing USF for any loss sustained in club activities promising not to sue.

CLUB ADVISOR'S DUTIES

1. Sign a "Club Sports Advisor's Commitment Form" (See Exhibit C).

2. Work with club officers in coordination and supervision of club activities.

3. Determine if there are any minor participants and
if so obtain Parental Consent for their participation (Also Exhibit B).

4. Attend meetings and stay informed.

5. Be available for consultation.

6. Monitor conduct of participants.

7. Assist in transition as club officers change.

8. Maintain regular contact with the club president and the Director of Club Sports.

FUNDING

All clubs have three sources of funding:

1. Funds generated by the club through contributions, dues and fundraising.

2. An allocation from ASUSF.

3. An allocation from the Recreational Sports Department.

The last two sources are yearly allocations based upon club activity and need. Special requests for new clubs will be considered by the Recreational Sports Department after funds have been allocated to existing clubs.

PURCHASING EQUIPMENT

All equipment purchased through Recreational Sports must be done on a University purchase order. To initiate a purchase order, the club president must fill out a "Purchase Request Form" (See Exhibit D) and submit the complete form to the Director of Club Sports. When the purchase order has been approved, the General Accounting Office will forward the
purchase order to the vendor. The vendor will then ship the merchandise to the Recreational Sports Office.

On special occasions, after a purchase order has been approved, a designated club officer may obtain the purchase order number from the Recreational Sports office and then pick up the merchandise from the vendor. In this case, the invoice for the merchandise must be submitted to the Director of Club Sports immediately upon returning to campus.

Under no circumstances may a club member sign a contract for goods or services without the approval of the Recreational Sports Department. If a club member circumvents this policy, he/she will be responsible for the full amount of the contract and may be held legally responsible for any loss arising out of use of such equipment.

EQUIPMENT STORAGE

A limited number of equipment cages and storage cabinets are available in the Koret Health and Recreation Center. Requests for storage areas must go through the Club Sports Director.

EQUIPMENT INSPECTION

Equipment owned by the sport club shall be appropriately inspected by users prior to each use to assure that it is in proper condition for safe use and members shall not use any unsafe equipment.

TRAVEL
FUNDING

When a club desires prior funding from the Recreational Sports Department for travel expenses, the club president must fill out a "Check Request Form" (See Exhibit E), and submit the completed form to the Club Sports Director at least two (2) weeks prior to the departure date. Reimbursements for travel expenses must be obtained by filling out a Expense Report (See exhibit F). All receipts for food, gas, lodging, etc., must be turned in to the Recreational Sports office no later than 48 hours following your return to campus.

TRANSPORTATION

Each club is responsible for arranging its own transportation. Only drivers listed on the approved ASUSF driver list or those who submit Proof of driving record from the DMV and a Personal Vehicle form (See exhibit G) may drive a Recreational Sports van. The Van may be reserved through the Club Sports Director. Drivers of private vehicles which transport club members must have liability and personal injury insurance and such insurance shall be primary (pay first) in the event of an accident, and the deductible shall be paid by the vehicle owner.

Drivers of university or personal vehicles shall 1) possess the appropriate driving license, 2) have an acceptable Department of Motor Vehicles driving record (no more than three moving violations in the past three years and no citations for Driving Under the Influence of alcohol. A DMV record and a Personnel Vehicle form must be on file with the Recreational Sports Department.

SCHEDULING

Each club is responsible for scheduling all of its games and facilities. All requests for on-campus facilities must go through the Club Sports Director. The Club Sports Director is also available to advise on arranging a season's schedule. A
copy of the season's schedule should be submitted to the Recreational Sports office as soon as possible after the start of the semester.

INCIDENT REPORTS

Each Club for submitting an incident report to the Director of Recreational Sports within twenty four hours of the incident. This form should be used to note any injuries, altercations or game suspensions. (See exhibit H)

ELECTION OF OFFICERS

Each club should hold elections for club officers during the first month of each Fall semester. This policy allows an orderly transition from the old to the new slate of officers.

Immediately following elections, a "Club Sports Roster Form" (see Exhibit I) must be filled out and submitted to the Recreational Sports office. This list of officers' names and addresses helps Recreational Sports know whom to contact for information on your club.

CONDUCT

All club members must maintain high standards of behavior and sportsmanship both on and off the field when representing University of San Francisco. When visiting another campus, club members are expected to respect local regulations and authorities, and the same standards hold true for teams being hosted by USF.

To avoid undue dangers to oneself and others, special care should be taken to observe outstanding safety habits when traveling, including the abstention from alcohol by drivers both prior to and during the operation of a motor vehicle.

Each club member representing the University of San Francisco
shall be expected to be an asset to the USF Sports Program and follow all rules and regulations of USF and of fair play.

**CLUB SUSPENSION**

Failure of any club member to abide by the rules, policies and procedures of the Club Sport Program, or any conduct unbecoming to that club and detrimental to the University will result in the immediate suspension of the member(s) involved and/or suspension of future club activities.

The suspension may be reduced once the suspended player(s) presents, in person at an Administrative Hearing with the Director of Recreational Sports, a written account, indicating his/her version of the incident. The Director will then decide upon the length of suspension and inform the suspended player(s) in writing of the decision and his/her means of appeal.
Check Request

Payee
Address

Mail Check
(Leave "Address" BLANK if check is to be held)

Hold at Business & Finance

Enclosures to be mailed with check
(Staple a copy of remittance to check request and paperclip original remittance to this form)

Expense Distribution

Purchase Order (PO)#

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<th>Fund</th>
<th>Organization</th>
<th>Account</th>
<th>Program</th>
<th>Activity</th>
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Invoice #
Invoice Date
Invoice Description
Dollar Amount

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<th>Invoice Description</th>
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TOTAL $ 0.00

Detailed Explanation of Expense

Requestor's Information

Requestor's Name
Authorized Signature

Department
Name (Last/First) Please Print

Phone number
Department
Phone

If over $5000, Vice-President signature is required.

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<th>Requestor's Name</th>
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In Case:

Instructions

Check Request Requirements

The minimum processing time is 10 working days. Incomplete check requests will not be processed and may be returned to the requester for completion.

Note: If requesting payment for consulting services please use the "Request for Payment of Consulting Services" form. If requesting reimbursement for expenditures made on the behalf of USF, use the "Expense Reimbursement" form.

When this form is complete
Send your completed form to Accounts Payable. For more information please call ext. 6371

05/2007
RECREATIONAL SPORTS DEPARTMENT
USE OF PERSONAL VEHICLE ON UNIVERSITY BUSINESS

Sport_________________________ Name of coach or activity supervisor____________________

Purpose of Travel_________________________ Destination_________________________

Name of Driver_________________________

Date, Time of Departure_________________________

Date, Time of Arrival at Destination_________________________

Date, Time of Return to Campus_________________________

IF THE FOLLOWING INFORMATION IS NOT ALREADY ON FILE IN THE REC. SPORTS OFFICE, PLEASE COMPLETE THE FOLLOWING:

DRIVER

Name_________________________ Age_________________________

License Number & State of Issuance_________________________

Relationship to USF (please circle one) employee student volunteer

Have you had more than three moving violations in the last three years?_________________________

Have you had a citation for Driving Under the influence of Alcohol_________________________

INSURANCE COVERAGE

Name of Company_________________________ Policy #_________________________

Expiration Date_________________________ Limits_________________________

Name of Insured_________________________

In the event of an accident, this coverage will pay before any insurance maintained by USF. If mileage reimbursement offered, any deductible on this coverage will be the responsibility of the owner. If you drive your vehicle regularly in the course of your employment you may want to consult with your insurance agent.

Report any accident to the Director of Recreational Sports immediately.

MILEAGE REIMBURSEMENT TO BE PAID BY DEPARTMENT __________Yes __________No

VEHICLE

Type of Vehicle and Year_________________________

Tag Number and State_________________________

Owner's name_________________________

Condition of Vehicle including tires, lights, brakes (please circle) Poor Fair Good Excellent

Report Prepared by_________________________ Date_________________________

Departmental Approval_________________________ Date_________________________
Exhibit I

University of San Francisco

CLUB SPORTS ROSTER FORM

<table>
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<tr>
<th>Club</th>
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### Officers

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<td>Local Address</td>
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<td>Secretary’s Name</td>
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### REQUISITION

**TO:** PURCHASING DEPARTMENT

**MAIL PURCHASE ORDER TO:**
- [ ] VENDOR
- [ ] FAX P.O
- [ ] FAX NO ____________________
- [ ] WILL CALL
  - [ ] RETURN TO DEPT
  - [ ] HOLD FOR PICKUP AT PURCHASING

**REQUISITION NO.** 428963

**FOR OFFICE USE ONLY**

**REQUISITION DATE**

**DATE NEEDED**

**PERSON TO CONTACT**

**TELEPHONE NO**

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<th>CATALOG #</th>
<th>DESCRIPTION</th>
<th>OBJ</th>
<th>UNIT PRICE</th>
<th>AMOUNT</th>
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**SPECIAL INSTRUCTIONS FROM DEPARTMENT:**

**TOTAL**

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**DEPT. APPROVAL** _______________________

**BUDGET APPROVAL** _______________________

**DIRECTOR OF PURCHASING** _______________________

---

(This Is Not A Purchase Order)
UNIVERSITY OF SAN FRANCISCO
STUDENT ORGANIZATION REGISTRATION FORM

In order to become a registered student organization, this form must be completed in full and submitted to the Director of Student Leadership Programs and Outreach Services, along with (1) a current copy of the organization's constitution and by-laws (to include a statement of the organization's purpose, a listing of officers, method of their selection, their responsibilities and length of their term of office; any condition required for becoming a member; responsibilities of the membership) and (2) a list of all current members of the organization with their student identification numbers. The student organization will be considered officially registered only after this form has been signed by the Director of Student Leadership Programs and Outreach Services and a signed copy of the form received by the President of the student organization.

1. Name of the Organization ____________________________

2. Purpose of the Organization ____________________________

3. New Registration ______  Continued Registration ______ (please check one)

4. List of the officers of the organization -- include name, student identification number, current address and telephone number

   A. President: Name ____________________________
      Address ____________________________
      Phone No. ____________________________
      S.I.D. # ____________________________

   B. Vice President: Name ____________________________
      Address ____________________________
      Phone No. ____________________________
      S.I.D. # ____________________________

   C. Treasurer: Name ____________________________
      Address ____________________________
      Phone No. ____________________________
      S.I.D. # ____________________________

   D. Other Officers: (list name, address, phone no. and S.I.D. #)

      1. ____________________________
      2. ____________________________
      3. ____________________________
      4. ____________________________

5. Name of the organization's advisor including campus address and telephone number ____________________________

6. Signature of the President of the organization.

   I have read and agree to comply with the policies, regulations and procedures accompanying this form (see reverse side) and understand that registration of this organization is dependent upon its members compliance with the conditions as stated. I also submit that the information contained on this form and any attachment is accurate and correct to the best of my knowledge.

   Signature ____________________________ Date ____________________________

NOTE: The University will notify the President of the organization when the form has been appropriately filed.

OFFICE USE ONLY

Received by ____________________________ Date ____________________________

Registered ____________________________ Date ____________________________

4/17/90

DIRECTOR OF STUDENT LEADERSHIP PROGRAMS AND OUTREACH SERVICES
CONSTITUTION GUIDE FOR SPORT CLUBS*

The format below has been developed as a guide to the development of a constitution for a club organization. It is not proposed that one follow this form exactly, but it is important to include all areas that apply.

Constitution

(Club Name)

Adopted

(Date)

ARTICLE I - Name
State the official name of the Sport Club organization.

ARTICLE II - Purpose
State the reasons for the formation of the club and the club's objectives.

ARTICLE III - Membership
A. State which people are qualified for membership (assuring that no discrimination shall take place).
B. State what a member must do to be recognized as a full member.
C. State what rights and privileges a full member has.

ARTICLE IV - Meeting
A. State how many meetings of the membership are to be held during the school year and when they are to be held.
B. State procedures for calling regular and/or special meetings.

ARTICLE V - Executive Board
A. State what officers will make up the club and what each officer's duties will be.
B. State procedures for handling vacancies within the Executive Board.

ARTICLE VI - Elections
A. State which officers will be selected by the membership, how long the terms of these offices will last, and how many times a person may hold the same office.
B. State the nominating procedures and when they will take place.
C. State how nominees will present their qualifications and how and when elections will be held.
D. State procedures in case a runoff is necessary.

ARTICLE VII - Funds
State procedures for the allocation of club funds (revenues and expenses).

ARTICLE VIII - Committees/Divisions
State what standing and/or ad-hoc committees or what divisions will exist in the club and the function and composition of each.

ARTICLE IX - Affiliations
A. State any affiliations with local, state, regional, or national organizations.
B. State adherence of any rules by a governing body.

ARTICLE X - Advisor
State procedures for the qualifications and selection of a club Advisor and the function and duties of said person.

ARTICLE XI - Coach/Manager
State procedures for the qualifications and selection of a Coach/Manager and the function(s) and duties of said person(s).

ARTICLE XII - Ratification
State how the Constitution will be approved by the membership.

ARTICLE XIII - Amendments
State how an amendment will be presented, to whom it will be presented, and how it will be ratified.

ARTICLE XIV - Bylaws
State procedures for the inclusion of any rules or regulations specific to the club.

This guide was developed by the Sport Clubs Subcommittee of NIRSA.
University of San Francisco

CHECKLIST FOR ORGANIZATIONAL STATUS

<table>
<thead>
<tr>
<th>DATE SUBMITTED</th>
<th>STAFF INITIALS</th>
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Club Sports Roster Form

Certificate of Waiver Forms
(Each member must sign one)

Advisor’s Commitment Form

Copy of Constitution and Bylaws

Charter granted or Charter renewed by ASUSF

NOTE: Funding or usage of facilities will not be granted until all of the above items are completed and this form is turned in to the Director of Recreational Sports.

Upon completion:

Name of Club

Signature of President

Completed by

Date

Completion Date
INFORMED CONSENT AND RELEASE OF LIABILITY

In consideration of being allowed to participate in the University of San Francisco ("USF") Competitive Club Sports Program ("Program"), the undersigned hereby acknowledges, agrees and represents the following:

ACKNOWLEDGEMENT I acknowledge that this activity (Boxing) is recreational, and that I have received and understand instruction with respect to rules & techniques for safe & proper play & conditioning.

ELECTIVE PARTICIPATION I also acknowledge that my participation is elective

EQUIPMENT I have been informed regarding the equipment required for the playing of the sport (Boxing) and acknowledge that I am personally responsible for the acquisition, maintenance and use of my equipment. To the extent that I may use equipment belonging to others, including USF, I agree to inspect such equipment, personally determine that it is safe and suitable for play and decline to use it if I determine that it is not safe or suitable for such use.

TRAVEL I understand that participation in travel associated with this program is voluntary and that USF will not supervise or in any way be responsible for such travel, including but not limited to car-pooling, except for travel in vehicles owned by USF.

INFORMED CONSENT I further understand and acknowledge that participants in activities associated with sports occasionally sustain minor or serious personal injuries or property damage as a consequence of not only their own actions, inactions or negligence, but the actions, inactions or negligence of others, rules of play, or the condition of the premises or equipment used. Such injuries include but are not limited to: head injuries or broken bones, resulting from physical contact in the course of participating in Boxing.

ACCEPTANCE OF RISK AND RELEASE I accept full responsibility for the foregoing risks of property damage, injury, permanent disability or death. I agree to release, waive, discharge and covenant not to sue University of San Francisco, its directors, officers, employees, and agents, from all liability to me, my personal representative, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefore on account of injury, to my person or property or resulting in my death, except for such loss, damage, claims or demands caused by the sole negligence or willful misconduct of University of San Francisco, its directors, officers, employees, and agents. I hereby agree that this Agreement shall be construed in accordance with the laws of the State of California.

RULES Certify that I have read and understand both the University of San Francisco Student Handbook and the Competitive Club Sports Program Procedure Guide which contains policy and procedures governing this activity and I agree to abide by the rules and regulations contained therein.

MEDICAL INSURANCE Certify that all times while I am a participant in this program, I will remain covered at my own expense, for personal medical insurance

Insurance Company ___________________________ Policy # ___________________________
Address ___________________________ Phone # ___________________________

I certify that I have no health problems that would adversely affect my participation in this program.

ACCIDENTS I agree to report, within 24 hours, any accident by delivering an Accident Report Form to the Club Sports Program Director's office, located at the Koret Health and Recreation Center

I, the undersigned, have read, understand, and voluntarily sign the INFORMED CONSENT AND RELEASE OF LIABILITY.

Signature of ADULT Participant ___________________________ Date ___________________________

Printed Name ___________________________
University of San Francisco

CLUB SPORTS ADVISOR'S COMMITMENT FORM

TO: Director of Recreational Sports

FROM:

The University of San Francisco ___________________________ Club has asked me to serve as their advisor during the academic year. I understand the responsibilities of this office, I have read the Club Sports Handbook, and will, to the best of my ability, carry out these responsibilities.

I understand that as an advisor I am/am not (circle one)* within the scope of my employment for the University and as such am/am not (circle one)* covered by the University liability and workers' compensation insurance.

* Take a position and circle based on your decision. If you are not within the scope of your employment, you are required to be covered by accident/medical insurance. If this is the case, please complete policy information below:

Insurance Company ___________________________ Policy Number: ________________

Address ___________________________ Phone Number: ____________________

Signed ___________________________ Date ____________________
Equipment Desk

In our new software, CLASS, both Locker and Towel Service are going to be sold as memberships. This allows us to know who has locker and towel service by simply swiping the patron’s card.

To sign someone up for Locker Service:

1. Have them go and check on a few lockers that they want to sign up for
2. Check the Locker Binder and see if those lockers are available
3. If the locker is available, fill out the locker rental sheet as usual
4. Once you fill out the locker sheet, you will now have to enter the patrons name into the system
5. In Class, type in their last name or membership number to find their account.
6. Under Plan, scroll down to Locker
7. Under Type, choose the appropriate memberships type
   a. The three types are Fac/Staff, Individual, and Student
   b. Faculty/Staff have the option of semester of yearly
   c. Individual encompasses Rec Passes as well as Neighborhood Annual, Alumni, etc.
      These individuals must sign up for the corresponding type (i.e. Annual members can
      ONLY sign up for year lockers, Red Passes can ONLY sign up for Semester lockers, etc)
   d. Student’s can only sign up for semester lockers
8. Under Term, choose semester or year (based on the previous criteria)
9. Ask the patron how they will be paying for their transaction
10. If they are paying by credit card, RING THE CREDIT CARD TRANSACTION UP FIRST.
     a. We can now process Credit Card Transactions at the EQ Desk
     b. However, whenever ringing up a Credit Card transaction, swipe the credit card
        through the terminal first. This way, if the card is denied we are not short money in
        the register.
11. Once the credit card is accepted, click Register on the bottom of the screen
12. If they are paying by cash of check, click Register on the bottom of the screen
13. A screen will pop up asking you to choose which locker number they wish to purchase.
    Scroll down to the appropriate number in the Locker/Tote Number Drop down menu
14. Click Assign once you have chosen the appropriate locker you want to sell them. It will ask
    "Do you want to pay for this transaction now?" Click Yes. Now the POS Screen will pop up.
15. If they are paying by cash, click on cash on the POS Screen and enter in the amount you
    receive (i.e. 25.00). You need to include the decimals (.00) at the end.
16. If they are paying by check, click on Check in the POS Screen. The computer will assume
    that the entire amount due is paid by check, so you will not need to enter an amount. You
    will need to enter the check number however (three digit number on the top of the check).
17. If they are paying by credit card, click on Visa or Mastercard in the POS Screen and enter in
    the amount you receive (i.e. 25.00) You need to include the decimals (.00) at the end.
18. If they paid by credit card, give them their receipt (customer copy). Staple merchant credit
    card receipt to receipt that comes from Class and write what type of transaction it was on the
    top (i.e. Student Locker)

To Open the Cash Register
To open the register for change, click on \textit{NO SALE} in the POS Screen. The drawer should pop open. If it does not, check to see if the printer is out of paper.

\textbf{To look up whether a patron has TOWEL SERVICE:}
1. On the Program Registration screen, swipe the patron's card or click client and enter the patron's name.
2. Once you have the correct patron selected, click on \textit{Account} on the top of the screen.
3. Scroll down to \textit{View Memberships}.
4. If they have Towel service, it should pop up as active under their accounts.
EQUIPMENT DESK CHECKLIST

Name ___________________________ Date ___________ Trainee Initials

Sup. Initials

1. What should you do before you hand back a patron’s ID card?

2. Explain the procedures for signing up patron for locker service

   a. Who gets free locks for the day?
   b. Which passes can sign up for which kind of locker service (length of service)
   c. Fill out a locker service form

3. Explain the procedures for signing up patron for towel service

   a. Who gets free towels for the day?
   b. Do FROMM students get towel service for free?
   c. Fill out a towel service form correctly

4. What are the procedures for when the patron wants to make a racquetball reservation?

5. What do you do when a patron is locked out of his/her locker?

6. What do you do with club sports or intramural laundry?

7. What to do with Able’s laundry?

8. What to do with massage laundry?

9. Show me how to wash and dry towels correctly

10. Show me how you would clean the lint filter on the dryers

11. What is the proper procedure for checking out towels and locks?

12. What is the proper procedure for checking out equipment?
13. What do you do when someone has lost something in the gym?

14. What do you do when an ID card is left at the EQ desk at the end of the night?

15. How would you ring someone up for a towel for the day? For towel service? For locker service?

16. Are credit cards an acceptable form of payment at the Equipment Desk?

17. What happens when you are ringing a customer up and the cash drawer won’t open?

18. What do you do if you run out (or are running low) on...
   a. Locks and towels?
   b. Laundry detergent?
   c. Locker and towel contracts?

19. Can you eat or drink at the equipment desk?
RACQUETBALL COURT RESERVATIONS

***1.5 hours MAX per individual at the time of reservation. No Double Booking (i.e. back to back reservations)

*** Must Write down Member Type & ID #!!!

Racquetball Courts are for Racquetball ONLY! NO other sports are allowed!

<table>
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EQUIPMENT DESK ATTENDANT
JOB DESCRIPTION

WHERE: UNIVERSITY OF SAN FRANCISCO, THE KORET HEALTH & RECREATION CENTER

WHAT: EQUIPMENT DESK ATTENDANT - Under the direction of the Intramural and Club Sports Coordinator.

DUTIES: All Equipment Desk Attendants are expected to attend all assigned staff meetings, work assigned hours, care for all equipment and supplies, and be flexible in completing duties as assigned. Attendants are expected to demonstrate good interpersonal communication skills, exceptional customer service, ability to work independently, and other duties as assigned by their supervisor.

REQUIREMENTS: All staff must possess a valid First Aid/CPR/AED Card prior to employment.

APPLICATION: Applications will be accepted until all open positions are filled. Apply at the Koret Health & Recreation Center. For more information, please call Mike Kelly at ext. 2942.

PAY: Minimum Starting Pay: $9.14 hour

REQUIREMENTS: Daily responsibilities include, but are not limited to:

- Koret’s expectations of customer service
- Knowledge of all equipment desk procedures
- Knowledge of the building emergency procedures
- Interpersonal communication skills
- Demonstrate the ability to operate the Class computer system
- Demonstrate the knowledge of the towel and locker services offered, and the ability to sign patrons up for these services
- Ability to work independently
- Ability to follow rules and procedures
- Lost and found collection procedures
- Laundry procedures
- Equipment checkout procedures
- Racquetball reservation procedures
- Cash collection
- CPR certification
- Other duties assigned by their supervisor
Equipment Desk Procedures
(Revised 8/26/00)

I. OPENING PROCEDURES
   A. Opening Shift
      1. Arrive ten minutes early prior to building opening time indicated
         on schedule for that day.
      2. Open metal sliding door.
      3. Turn lights on for: Equipment desk, Storage Room, Laundry
         Room.
      4. Place ten to fifteen locks on counter (all with combinations).
      5. Open racket ball court book to appropriate date.
      6. Check equipment bins to confirm all equipment is in prior to
         opening.
         a. Write down any missing items and turn in to supervisor.
         b. Write down any damaged items or items that need repairs
            and turn into supervisor.
      7. Check towel bin to confirm that there are enough clean towels to
         open with.
         a. INFORM SUPERVISOR IF CLOSING STAFF
            FAILED TO WASH TOWELS PRIOR TO CLOSING!
      8. Check equipment checkout board for any ID’s left and call
         supervisor to collect and place in Equipment Desk Supervisor’s
         box at the front desk.
      9. Prepare to take I.D.’s and serve patrons

II. CHECK OUT PROCEDURES & RESPONSIBILITIES
   A. Forms of Identification: 4 types only
      1. Patron must exchange one of the following valid ID’s for all
         check out privileges:
         a. Current California’s Drivers License or California
            Identification card issued to that person (look at the
            picture).
         b. Current University of San Francisco Identification Card or
            Koret Health and Recreation Center Membership card
            issued to that person (look at the picture).
         c. Current Passport issued by any country to that person (look
            at picture).
         d. Current out of state or international Drivers license issued
            to that person (look at the picture).
   B. Towels
      1. One time use.
         a. Patrons must pay $2.00 to rent a single towel for one time
            use at the equipment desk and exchange an approved,
            current photo identification card.
b. **Patrons are only allowed one towel at a time.**

c. **Place Paper Clips on ID and file by first letter of last name on board.**

d. **When towel is returned remove clip and return card to patron.**

e. **If towel is lost, DO NOT RETURN PATRON’S ID AND CALL SUPERVISOR.** Patron must pay $15.00 for replacement of towel. Press “Loss Equipment” on Point of Sale on the Register.

2. **Towel Service** is available for students, Koret rec pass holders (gold, red, green, orange), faculty/staff, and Annual Koret Members. Refer to the Towel Fees price listing for the various categories of pricing per type of Koret Patron.

   **Procedures:**

   a. Fill out a new contract and fill in ALL of the necessary information (name, telephone #, member type, what renting, rental duration, starting and expiration date). Tan copy of the contract should be filed into towel service binder under patrons last name. Give white copy to patron.
      
      i. Inform patron that towel service is an exchange program, “give us an approved ID card and we will give you a towel. We will return the ID card when you return the towel.”

   b. **Patrons are only allowed one towel at a time.**

   c. Equipment Desk staff is responsible to log name, starting and expiration dates on towel service list sheet. Starting date is the day of rental.

   d. **Expiration dates for students and pass holders correspond with semester.**

   e. **Expiration dates for Annual Members correspond with their membership expiration date.**

   f. **Faculty and Staff expiration dates correspond with each semester.** If they purchase towel service in the middle of the semester, their service will start on day of rental to that day the following year. If they rent service within 2 weeks of the nearest semester expiration date, their service will be from the day of rental to the nearest expiration date the following year. They MUST purchase towel service for the year. NO EXCEPTIONS,

      i. **EX.** Purchased 10/30/07, expiration date will be 10/30/08.
ii. EX. Purchased 12/1/07, expiration date will be 12/15/08.

iii. When someone claims to be on towel service, swipe patrons card and check through the “Class System” under Program Registration/View Membership screen

C. LOCKERS

1. Day Use
   a. Anybody may use a KORET lock for day use.
   b. Patron must exchange an ID for one lock only.
   c. Place a Paper clip on the ID and file by last name on check out board.
   d. When lock is returned, remove clip and return ID to patron.
   e. If lock is lost, patron must pay a $15.00 for replacement of lock. Press semester locker button on register.
   f. Day use locks are for temporary use only, not for overnight use!
   g. If you run out of locks with combinations, call for the supervisor to bring the combination binder down. Check the serial number on the back of each lock and look it up in the binder. Write combination on the wristbands located underneath the equipment desk.

2. Semester/Annual Locker Rental

   Eligibility:
   a. Annual members and faculty/staff may rent lockers for a full year. Expiration policies are the same as towel service. See Towel Service procedures. Must pay for the full year. Students can rent lockers for only one semester at a time.
   b. Annual members and faculty/staff must pay according the Locker Fees Listing amounts as indicated at the equipment desk.
   c. REC PASS HOLDERS(see above) ARE NOT ELIGIBLE FOR LOCKER SERVICE. DAY-USE ONLY.

   Procedures:
   b. The patron needs to find an empty locker, with no lock on it. Once they have made their choice, staff are responsible for making sure this locker is open to rent in the locker list.
c. Equipment desk staff is responsible to complete rental contract (EVERYTHING MUST BE FILLED OUT), and inform renter of the expiration date.

d. Equipment desk staff must enter renter information in locker rental binder, and file tan copy of contract according to gender & locker number in rental contract binder.

STUDENTS

g. Expiration dates for students correspond with semester expiration dates listed on contract.

FACULTY/STAFF

Expiration dates for faculty/staff correspond with semester expiration dates listed on contract. They must purchase service for a year.

KORET ANNUAL MEMBERS

h. Expiration dates for Annual Members correspond with their membership expiration date. There is a brown binder downstairs listing all members and their expiration dates. If a member is unsure of their exp date, you MUST look in the binder to get the exact date. Again, please look at towel service expiration procedures.

D. EQUIPMENT

1. Any patron may check out any piece of equipment.
2. One piece of equipment per ID except for: Boxing gloves, table tennis paddles, hand weights, billiards equipment to use.
3. Equipment desk staff is responsible to place patron ID on checkout board corresponding to equipment checked out.
4. Equipment desk staff places a white (equipment) clip on ID and file according to piece of equipment checked out.
5. Patron must return same item that was checked out (NO EXCEPTIONS).
6. **DO NOT RETURN ID UNLESS SAME ITEM IS RETURNED AND ITEM IS IN THE SAME SHAPE AS IT WAS WHEN CHECKED OUT.**
7. If item is missing, contact a building supervisor or professional staff member. Do not return ID.

E. RACQUETBALL COURT RESERVATIONS

1. Reservations for racquetball courts are taken at the equipment desk.
2. Reservations may be made only up to 24 hours in advance for students, staff/faculty and members only. Courts may only be reserved for 2 hours at a time.
3. These reservations may be made in person or by phone for courts #1,2, or 4.
4. Court #3 is reserved for same day reservations only, have to be made in person for this court, on the same day it is to be used on.
5. Court #5 is now used for spinning class only.
6. If you work a closing shift, take old reservation sheet and put in Christine’s box upstairs for court headcount purposes.

F. LAUNDRY PROCEDURES
1. Roll laundry bin into laundry room and empty dirty towels into washer
   a. Always wear latex gloves or plastic bags provided.
   b. Do not over stuff machines.
2. Shut door until it locks.
3. Pour one level scoop of soap into soap compartment. Use soap sparingly!
4. Push the start button.
   a. Make sure water temperature setting is on warm.
5. When washer stops and light is out, move towels from washer to dryer.
6. Shut the dryer door.
7. Turn drying timer knob to 20 minutes.
8. Turn cooling timer to 5 minutes and push start.
9. When dryer has stopped and towels are dry, bring to the desk and fold.
10. Place folded towels into left (clean) towel bin.
11. Do not leave more than one load of dirty towels for any shift following yours.
   a. Wash towels as often as possible, especially during busy times, 6-8am and 4-7pm. There should always be a load going.
12. Check the lint compartment under the dryers ATLEAST one time during your shift. If lint screen needs cleaning, use broom (next to 1st washer) to scrape it off. Use gloves or ice bags to throw the lint in the garbage.

G. LOST AND FOUND
1. Never loan anything out from the lost and found.
2. Ask the patron to describe what they lost, get a full description: size, color, maker, etc.
3. Never allow anyone to search through the lost and found.
4. When items are turned in, place in lost and found bin.
5. Anytime valuables are turned in (wallets, personal stereos, jewelry, watches, etc.), call front desk and inform supervisor to place item in safe at the front desk.
6. DO NOT allow other employees to look through the lost and found.

III. ADDITIONAL INFORMATION
A. Work Apparel
   1. All staff must wear proper attire along with a Koret nametag at all times.
B. Koret Employees
   1. Must leave an ID to check anything out
   2. Must also leave an ID to use a towel.
      a. Towels are free to Koret employees.
C. Lost Combinations
   1. Call the front desk to have a supervisor bring the combination book to the equipment desk.
   2. Have the supervisor or equipment desk staff and the patron go to the locker room, patron must be attended when opening locker.
   3. Get serial number off the back of the lock and look up in combination book.
   4. ID or identifying items must be checked to ensure proper owner of property.
D. Customer Service
   1. Remember that you are here to serve the customers and they include all categories: Students, staff/faculty, members, alumni, guests and non-members.
   2. Our job is to make the customers want to return to the Koret Center.
   3. Try to answer any questions regarding Koret; refer questions you cannot answer to the building supervisor or professional staff.
   4. Any customer service issue or request that you cannot solve, direct to supervisor or professional staff.

E. Organization
   1. Keep your work area neat and clean; don’t leave a mess for someone else to clean.
   2. Keep the lost and found neat and clean.

III. CLOSING PROCEDURES
A. Laundry
   1. AVOID LEAVING DIRTY TOWELS IN THE WASHER OR IN THE BIN. PLEASE WASH AND FOLD ALL CLEAN TOWELS PRIOR TO CLOSING SHIFT.
B. Equipment Not Returned
1. Look at Equipment check out board for ID’s left for equipment not returned. Patrons not returning equipment will be charged $40.00 per item, i.e.: basketball, volleyball, weight belt, etc., regardless what it is. 
2. Take any ID’s left to the front desk at closing and place them in Equipment Desk Coordinator’s mailbox with a note on each ID stating what the item was that was not returned is, the date and your name. 

C. Closing 
1. Place all locks in bucket under desk. 
2. Remove old racquetball reservation sheets and discard. 
3. **CLEAN BOTH LINT TRAPS ON DRYERS WITH LINT BRUSH SUPPLIED.** 
4. Remove all items from the desk and place on the two seats. 
5. Turn off lights and close metal door. 
6. Take ID’s, to front desk and place in Equipment Desk Supervisors box.

One of the many benefits associated with working on campus is the communication training programs offered to student employees. Students employed at the Koret Recreation Center, for example, not only exercise physically, but their social competencies as well. Koret’s in-service training programs teach student employee’s how to deal with patrons, how to administer first aid and CPR/AED assistance, how to handle difficult situations and emergencies (Injury Prevention Plan [IPP] training). For information about employment opportunities, contact the Koret Center at 422-6821.

First Aid, Injuries & Emergency Procedures

Anytime a major injury (anything other than what a band-aid can repair) is reported to the equipment desk, call the front desk and report it to the Building Supervisor or Professional staff on duty. Determining the severity and importance of an injury will be left up to the supervisor or the professional staff.

1. **Minor injuries** (scratches, blisters, cuts, sore muscles, etc) are to be handled by the equipment desk staff.
   a) Give out ice when requested
   b) Give out band-aids or other first-aid supplies when requested
   ii. Document anything given out on first-aid log sheet located next to first-aid kit.
2. NEVER PLACE ANYTHING ON PATRON!!
   1. Always allow patron to put ice, band-aids, tape, etc. on self
   2. Always wear latex gloves provided when assisting any patron when bodily fluids are involved.
   3. For any minor injury requiring attention greater than a band-aid for a minor scrape or cut, but not requiring the summoning of immediate outside attention:
      a. Contact the Front Desk (ext. 6811) and have them summon the building supervisor.
      b. Treat the injured party as necessary.
   4. Major Injuries (include all injuries and accidents requiring immediate medical attention. If injured party refuses medical attention, but such attention is advisable, the accident must still be handled as a major injury.) Administer First-Aid/CPR/AED as necessary
      1. Summon immediate assistance from another staff person. Lifeguards are the most highly trained emergency respondents. There is always an off-duty guard in the office. They would be the most beneficial or a patron if no other staff people are present.
      2. If no other staff people are present, ask for help from a patron. Have this person call 9-911 to contact the emergency operator. Ask for the fire department/paramedics to respond to 222 Stanyan St. (address for emergency vehicle use only – not our mailing address.)
      3. Have this same person call the Front Desk (ext. 6811) and request the building supervisor or other back-up support from staff (if not already present).
   5. The Equipment Desk Staff person is responsible for a variety of procedures in the event of an emergency such as: Earthquake, Power Outage, Chlorine Alarm, Fire or other building evacuation.

6. EARTQUAKES
   a) Day or Night DUCK and COVER
   b) ASSIST with evacuation in your area /FOLLOW: NIGHTTIME EVACUATION / POWER OUTAGE PROCEDURES
   c) NEAREST EXITS:
      Wt. Rm.
         Out Wt. Rm. Exit door to Stanyan
Aerobic Rm./Combatives Rm. –
Exit delivery doors near Combatives room (north exit)

Cardio Alley
Exit nearest doors to Stanyan St.

Equipment Desk
Exit doors nearest to Stanyan St.

Swig Pavilion
Exit Doors to Turk St
d. ALL STAFF meet at North End of Soccer Field for further instructions.

9. FIRE ALARM
   a) Day or Night
   b) ALL AREAS: call Front Desk
   c) Assist with Evacuation
d) Evacuate through Nearest Exit Doors
e) NEAREST EXITS:
   Wt. Rm.
   Out Wt. Rm. Exit door to Stanyan
   Aerobic Rm./Combative Rm. –
   Exit delivery doors near Combatives room (north exit)
   Cardio Alley
   Exit nearest doors to Stanyan St.
   Equipment Desk
   Exit doors nearest to Stanyan St.
   Swig Pavilion
   Exit Doors to Turk St.
f) ALL STAFF meet at North End of Soccer Field for further instructions

10. POWER OUTAGE
   DAYTIME
   a) Notify Front desk
   b) Check Elevators for patrons who might be stuck
c) Inform patron/s that assistance is on the way
d) Collect equipment still checked out and distribute Ids.
e) Stay at equipment desk for further instructions from supervisor.
   NIGHTTIME: [Public Safety]
   a) Notify Front desk
   b) Check Elevator for patrons who might be stuck
c) Inform patron/s that assistance is on the way.
d) Help evacuate Swig Pavilion and Cardio Alley, Locker Rooms if necessary. Patrons should exit the doors nearest to Stanyan St.
c) Collect equipment still checked out and distribute Ids.
f) Stay at equipment desk for further instructions from supervisor.

Emergency Phone Numbers (Emergency numbers are also posted by the phone at the Equipment Desk)

- Public Safety – X4222
- Paramedics/Fire – 9-911
- Front Desk/Supervisor – X6811
- Chuck White – X2945
- Mike Kelly – X2942
# Locker Service Information

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# Towel Service Information

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<tr>
<td>FROMM Students</td>
<td>6 months ONLY</td>
<td>$15</td>
</tr>
<tr>
<td>Full-time Faculty/Staff</td>
<td>6 months/1 year</td>
<td>$40/$80</td>
</tr>
<tr>
<td>Annual Alumni</td>
<td>1 year ONLY</td>
<td>$80</td>
</tr>
<tr>
<td>Annual Neighborhood</td>
<td>1 year ONLY</td>
<td>$80</td>
</tr>
<tr>
<td>Annual Masters</td>
<td>1 year ONLY</td>
<td>$80</td>
</tr>
<tr>
<td>Red, Orange, Gold, Green Passes</td>
<td>6 Months ONLY</td>
<td>$50</td>
</tr>
<tr>
<td>Monthly Alumni</td>
<td>6 Months ONLY</td>
<td>$50</td>
</tr>
<tr>
<td>Monthly Masters</td>
<td>6 Months ONLY</td>
<td>$50</td>
</tr>
<tr>
<td>Part-time Faculty/Staff</td>
<td>6 Months ONLY</td>
<td>$50</td>
</tr>
</tbody>
</table>
TOWEL SERVICE AGREEMENT
Koret Health and Recreation Center

First Name: ____________________________  Last Name: ____________________________

Membership ID #: _______________________  Membership Type: _______________________

Home Phone: ____________________________  Work Phone: ____________________________

Starting Date: ___/___/____  End Date: ___/___/____

*Towel Service is free to current USF Students with ID Card -- Limit one towel per ID. FROMM Students may pay $15 for six months of towel service. Full-Time USF Faculty/Staff may purchase six month or annual towel service. Annual Members may only sign up for annual towel service. USF Part-Time Faculty/Staff, Rec-Pass holders, and Monthly Members are eligible to sign up for towel service for only six months at a time.

Towel Service Rates:

☐ Rec-Pass Holder/Monthly Member & USF Part-Time Faculty/Staff $50/ Six Months
☐ USF Full-Time Faculty/Staff $40/ Six Months
☐ Annual Member $80/ Year
☐ FROMM Student $15/ Six Months

- In order to pick up your towel, you must leave your ID Card with the attendant. Only current ID’s will be accepted.
- Your ID card will be returned when your towel is returned.
- You will be charged a $15 fee should you fail to return a towel to the Equipment Desk.
- The Koret Health and Recreation Center is not responsible for lost or stolen towels.

I have read, understand, and agree to abide by the towel service policy as outlined above.

Signature of Renter: ____________________________  Date: ___/___/____

Method of Payment:  ☐ CASH  ☐ CHECK  ☐ VISA  ☐ MASTERCARD

Equipment Desk Attendant (please print): ____________________________  Amount Received: $______
LOCKER RENTAL AGREEMENT
Koret Health and Recreation Center

Membership type (check one):

☐ USF Student  ☐ USF Full-Time Faculty/Staff  ☐ USF Part-Time Faculty/Staff  ☐ Annual Member

☐ Red/Orange/Gold/Green Rec-Pass  ☐ Monthly Member

First Name: ____________________________ Last Name: ____________________________

Membership / Student ID # ____________________________ Work Phone: ____________________________

Home Phone: ____________________________ Starting Date: ___/___/____ End Date: ___/___/____

☐ Koret Lock  ☐ Personal Lock

Locker Number: ________  ☐ Men’s  ☐ Women’s

*Annual Members may only sign up for annual locker service. USF Full-Time Faculty/Staff may purchase six month or annual locker service. USF Part-Time Faculty/Staff, Rec-Pass Holders, and Monthly Members are eligible to rent lockers for only six months at a time. Current USF Students can rent lockers for three months or six months at a time.

Locker Service Rates:

☐ Current USF Student  ☐ Annual Member
$15/ Three months  $100/ Year
$30/ Six months

☐ USF Full-Time Faculty/Staff  ☐ Rec-Pass Holder / Monthly Member &
$50/ Six Months  USF Part-Time Faculty/Staff
$100/ Year  $60/ Six Months

• The Recreational Sports Department is not responsible for lost or stolen articles.
• It is the renter’s responsibility to clear his or her locker out or to renew prior to the locker service expiration date.
• It is the renter’s responsibility to inform the Equipment Desk staff that he or she has changed lockers and to fill out a new locker service contract.
• If the locker is not renewed or cleared out by the renter at the end of the rental period, it will be cleared by Koret Staff and a fee of $25 will be assessed to retrieve items.
• Expired locker contents not claimed by patrons 30 days after clearing will be donated to charity.
• Failure to return the rented Koret Lock upon expiration of this contract shall result in a $25 lost lock fee.
• The return of all Koret Locks must be completed through the Equipment Desk Coordinator to avoid a $25 lost lock fee.

I have read, understood, and agree to abide by the locker service policies listed above.

Signature of Renter: ____________________________ Date: ___/___/____

Method of Payment: ☐ CASH  ☐ CHECK  ☐ VISA  ☐ MASTERCARD

Equipment Desk Attendant (please print): ____________________________ Amount Received: $__________