DEPARTMENT MISSION STATEMENT:
The mission of the Club Sport program is to provide high-quality, structured, competitive, and fun activities that offer participants the opportunity to experience physical, social, and emotional growth in a safe and fun learning environment.

The Student Life Programs department within the Dean of Students Office is dedicated to generating greater involvement in co-curricular activities, promoting student leadership and personal development through clubs and organizations and facilitating student participation in community service and civic engagement.

PROGRAM/SERVICE OVERVIEW:
Club Sports Program
Club Sports at Cal State Fullerton are vibrant, highly active student organizations. Clubs are designed to offer organized competitive outlets for students with various skill levels and to provide an avenue for student's to develop leadership skills to effectively manage their club sport. The success of an individual club rests largely with the designated leadership of each sport team. This year, the Club Sports assessment project is designed to help students proactively develop their professional skills. Participants will have experience managing their teams and working collectively with other members of the SC-ICC. The nature of the program provide the students the opportunity to practice professionalism in both real-world and simulated environments. The goal of the assessment project is to improve students' ability to translate professional skills from the Club Sports Program to their future careers.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)

☐ External Reports
☐ Needs Assessment
☒ Program Evaluation
☒ Student Learning Outcomes
☒ Student Satisfaction Assessment
☐ Student Success
☒ Utilization Data

DATA COLLECTION TIMEFRAME:
September 2012, April 2013, May 2013

DATA COLLECTION METHODS:
In the pre and post interviews, Club Sports administrators interviewed participants according to an interview schedule. Questions regarding leadership styles were open-ended and evaluated according to learning outcomes. Participants completed questionnaires to assess their knowledge of management categories and how those skills are incorporated into their clubs. Additionally, students were assessed on their professional conduct during an interview scenario. The content was evaluated according to a rubric which measured four areas of performance. Participants were asked open-ended questions regarding the variation in their responses from the pre interview to the SCICC meeting of the 2012-2013 academic year.

PROJECT SAMPLE:
The assessment includes two data sets: a pre and post interview involving 16 students and a annual evaluation involving 26 students. 25 students were interviewed during the pre-assessment interview. To be eligible for participation, they had to be currently serving on the SCICC. 16 (out of the original 25) were eligible to participate in the post-assessment interview by the end of the academic year. The satisfaction evaluation included 26 students who attended the final
post interview in each assessment area. The Club Sports administrators took notes during the interviews, scored the students according to the rubrics, and coded the responses together in order to generate the highest possible intercoder reliability. The notes and scores from the interviews were entered into Student Voice manually by a student assistant and reviewed by Club Sports administrators.

The satisfaction evaluation was administered in the SCICC on May 17, 2013. The evaluations were distributed to all attendees and the students were given approximately 20 minutes to complete the questionnaire which included 21 questions including demographic information, Likert scales with comment boxes, and open-ended questions. The student responses were entered into Student Voice manually by a student assistant and reviewed by the Club Sports administrators.

**LIMITATIONS:**
1. All respondents may have not been in attendance during all presented workshops.
2. Team representatives may have changed during the academic year. Resulting in a reduced population to evaluate.

**SUMMARY OF RESULTS:**

During the 2012-2013 academic year, a student learning outcome assessment was administered to members of the SCICC. Various skill sets of leadership skills, organization/ self-management, and professionalism were measured to determine learning outcomes achieved by Club Sports leaders. Results indicated that there was a significant increase in students’ development in all three areas. Participants showed an increase in understanding of different leadership styles and students showed improvement in their ability to interpret the value of marketing and as a result were able to present their club to others in a professional manner. Through their participation and various direct and indirect opportunities for skill development in the SCICC, students’ knowledge of management areas grew which resulted in clubs operating more effectively based on staff observations.

**KEY FINDINGS:**
From the data collected, we observe as a result of participating in the Sports Club Inter-Club Council students develop their leadership skills and professionalism.

- 100% of student leaders reported that being involved with Club Sports had a positive impact on their collegiate experience at CSUF.
  - One student said the following of their involvement:
    “Club Sports was a very positive experience. It helped me meet new people and get involved in school and with other sports. I wish I had participated in club sports [sic] during my undergraduate year [sic] because this makes a big impact on my overall school experience.” – Team leader from Archery
- 70% of student leaders reported that being involved with Club Sports had a positive impact on their academic experience at CSUF.
- 88% of student leaders reported that being involved with Club Sports had a positive impact on their leadership development.
- Leadership Development:
  - Fall 44.44% advanced or accomplished in their articulation, understanding, and analysis of their leadership styles.
  - Spring 80% advanced or accomplished in their articulation, understanding, and analysis of their leadership styles.
- **Professionalism: Public Speaking**
  - During an interview scenario, students demonstrated the ability to articulate appropriate and professional responses to questions about themselves and their skills.
  
  1. **Introduction**
     - Fall - 70.23% were either advanced or proficient in introducing themselves professionally with appropriate information for an interview scenario
     - Spring - 66.67% were advanced, all either advanced or proficient
  
  2. **Organization**
     - Fall - 69.23% had speeches that needed improvement or were “unacceptable” (disorganized and difficult to follow).
     - Spring - 86.67% were either advanced or proficient (clearly organized, had natural flow, and showed thoughtful presentation of information).
  
  3. **Behavior (Professionalism, Body Language, and Speaking)**
     - Fall - 50% of the students demonstrated a need to improve the level of professionalism
     - Spring - 60% were advanced and 100% were either advanced or proficient
After one year of training, students increased in their ability to articulate the number of areas and the depth of these areas that their experience with the Club Sports Program has prepared them for their future careers. All of these students scored either proficient or advanced in degree of explaining their experience in the program in the post-assessment interview whereas less than 70% of the students were able to do so during the pre-assessment interview.

1. Description of experience (86.67%)
2. Skills Gained (86.67%)
3. Connection to Future Endeavors (93.33%)
4. Influence of the Experience (60.00%)
5. Specific Benefits (other than playing the sport) (40.00%)

APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. How will you use your data to improve or enhance your program/service?
   a. We will use the SCICC evaluation data to assist the SCICC Executive Board in improving the efficiency of the meetings.
   b. We will increase the number of SCICC evaluations so that we can use the feedback that the students provide throughout the year.
   c. We will direct the assessment toward the new Strategic Plan to ensure that our program is fostering the same values in the learning experiences.

2. How did the data compare to data from prior years, if applicable?
   a. As demonstrated in previous years’ assessments, our results reflect consistency in the development of our students. Each year, students report increases in the depth and breadth of knowledge they have of administration, organization, and management.

3. Any additional information you would like to share that demonstrates how the assessment data will inform programmatic and/or management decisions.
   a. When asked about the skills that they learned through serving as the SCICC representative for their teams, the students responded with a wide variety of skills learned. Improving their communication skills was reported by 7/16 students, two of which specifically identified public speaking as an area of improvement. Other skills that were reported included organization, self and team management, professionalism, event/ yearly planning, and having a firm grasp on parliamentary procedures.
   b. This year the assessment workshops concentrated on how professionalism developed within their student organization roles will prepare them for their future careers. The students’ responses affirmed our belief in the design of the assessment by demonstrating their knowledge and the application of using professionalism in a real world setting.
The Club Sports program is committed to student learning. Feedback is continuously collected to ensure that our trainings are best suited for such a diverse population of students. In conclusion, the club sports program will utilize data from this assessment to reformat various workshops, club sports leadership orientation, and program retreats.