

Unit: SPORTS FACILITIES

Mapping Programs/Services to Unit Outcomes

Instructions: List programs/services and unit outcomes in the appropriate boxes. Using an “x” match the program/service and outcomes, and clarify what each program/services is contributing to the unit outcome(s).

	Program/Service ALL New Student Orientation	Program/Service Area Specific: Maintenance Training	Program/Service Area Specific: Concessions (customer services food handling)	Program/Service Facility Supervisors & Event Management (building security, emergency response, crowd control, facility use policies & procedures)	Program/Service Office Assistants (customer service, online forms, pertinent facilities and accounting procedures)	Program/Service SFAB student board members	Assessment: How will you measure the achievement of each outcome? When can you measure it?
Unit Outcomes							
After training and working with Sports Facilities, Student Employees will have: Knowledge of Sports Facilities mission, values, facilities and services An understanding of their level of skill or competence for job tasks Problem solving, communication and leadership skills By learning of the student’s expectations and interest in future training, department will be able to development opportunities and training	X X X x	X X x	X X x	X X X x	X X x	x	How/When: Survey at start of employment Survey mid-term Exit Survey upon graduation or leave from SFO Example: The initial assessment will assess the student’s level of experience, awareness of and comfort with applying various problem-solving, communication, leadership skills. To gauge change/improvement, the assessment will

							be administered again at the end of the academic year or at the end of employment
<p>Sports Facilities Advisory Board student members serving the two-year term will be able to:</p> <p>Learn to interpret a variety of information to make informed judgements using intellectually strong criteria & various sources of evidence.</p> <p>Solve complex, unique problems and put forth their own ideas and arguments through participation in meetings and subcommittees</p> <p>Build confidence to communicate effectively</p> <p>Advance a plan for personal, academic & professional success</p> <p>Improve leadership skills, learning to work effectively in diverse groups in order to formulate creative ideas and solutions. Be able to lead in a diverse global society.</p> <p>Engage in a healthy lifestyle</p> <p>Promote social justice & community responsibility</p>						<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>How/When:</p> <p>Survey at beginning of term</p> <p>Survey mid-term (at end of year one)</p> <p>Survey at last board meeting (end of two-year term)</p> <p>Observations & input from Don and Board Chair(s)</p> <p>Subcommittee work on new projects such as Sustainability & Recycling will be evaluated peers and end users</p>

Reflection:

- a) Does each program/service support at least one unit outcome?
- b) Is each unit outcome supported by at least one program/service?
- c) Is your unit trying to do too much or is there opportunity to do more?
- d) Where are the assessment opportunities?