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Strategic plan for wellness education, recreation & sport at C.S.U. Monterey Bay

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STRATEGIC PLAN
FOR WELLNESS EDUCATION, RECREATION & SPORT
AT C.S.U. MONTEREY BAY

A Project Report
Presented to
The Faculty of the Department of Human Performance
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Richard Patrick Humm
December 1996

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ABSTRACT

STRATEGIC PLAN FOR WELLNESS EDUCATION, RECREATION & SPORT AT C.S.U. MONTEREY BAY by Richard P. Humm

The opening of the twenty-first campus of the California State University system created a valuable opportunity to apply strategic planning in a university setting. This project brought strategic planning and organizational development concepts to bear on the process of laying out the course for wellness, recreation, and sport programming and curriculum development at California State University, Monterey Bay. A strategic plan was created through a dynamic process involving members of the new university community. This process drew on the literature on strategic planning, wellness curricula programming and recreation and sport development. Campus leadership and program staff and faculty provided narrative and scalar evaluation. The evaluations were positive with scalar evaluations all in the complimentary range.

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Chapter 1

Introduction

As our society stands on the brink of the Twenty-first Century, we face many challenges and opportunities. Changes in our country's world vision have led to a new set of priorities. These new priorities mean that things which have been taken for granted are subject to great change. Of particular interest to the central coast of California, is the transformation of the United States Army base which for so long dominated the Monterey Peninsula. Our political leaders have resolved to create a twenty-first campus of the California State University system in the heart of the old Fort Ord. This twenty-first campus for the twenty-first century opened in the fall of 1995.

California State University Monterey Bay (CSUMB) is a comprehensive university. Its focus includes service learning, multicultural diversity, marine sciences, visual and performance arts, languages, international studies, education, business, studies of human behavior, and information and communication studies. The school opened with 750 students and is expected to build out to a campus of 25,000 students.

The trustees and founding President and faculty have tremendous aspirations for this new university. It is their design to create a residential campus with a focus on scholarship combining research, teaching and service learning that sets a new paradigm for the American university. Development of student competencies within a non-hierarchical setting is the goal. This focus on student development is consistent with the writings of such esteemed leaders in the field as the members and writers of the Carnegie Commission on Teaching in Higher Education.

Ernest Boyer (1990), writing for the Commission, has called for a reconsideration of scholarship and a transformation of our idea of university. Boyer seeks a redefinition of the traditional work of the university which is often viewed as the scholarly triumvirate of research, teaching and service. He proposes scholarship based in Discovery, Integration,

Application, and Teaching. This new scholarship is rooted in an integrated process of (a) discovering knowledge, (b) attaching meaning and context to it, (c) applying it in society in meaningful ways, and (d) sharing that knowledge through teaching. Boyer envisions each of these steps as a two-way, "knowledge acquisition street." In this model, for instance, knowledge is attained throughout the teaching process.

It is this understanding of teaching that is at the crux of the call for holistic student development. The goal is to ". . . stimulate active, not passive, learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over." (Boyer, 1990, p. 24) With this goal in mind, the planners at CSUMB have set out on their task of creating a new university.

CSUMB needed a plan for wellness education, recreational sports and physical activities. It was proposed that a comprehensive plan be developed for the implementation of a physical activity and education curriculum and recreational sport program. It was further proposed to base this plan in the theory and practice of wellness. Such a wellness base is consistent with the student development goals of the university. A wellness base is also consistent with current thinking in academia about a reformed approach to collegiate sport. This approach emphasizes participation and encourages competencies in lifelong activities (Boyer, 1985).

This approach is also in accord with the Surgeon General's 1996 report which sounds a clarion call for increased physical activity and for expansion of programs that promote physical activity. (The United States Department of Health and Human Services, 1996)

The campus-wide wellness program developed includes curriculum components of physical activity and movement grounded in a foundation course. This course provides the tools to develop personal exercise programs, nutritious diets and stress management skills. Related activity classes are driven by student interest. The program includes recreational

opportunities for all students based on their interests. It includes individual fitness programs, intramural sports, outdoor recreation programs and sport teams and clubs. The planned CSUMB wellness program also includes some components intended to develop the integrated wellness of faculty and staff, as well as students.

A process was developed which would allow full development of programs consistent with the mission and vision of CSUMB and student interest and need. The process incorporated student involvement and faculty guidance in collaborative oversight.

The product of the immediate project was a five year strategic plan outlining how wellness may be implemented through a wellness and physical activity curriculum in partnership with a recreation and sport program.

This strategic plan (a) assesses the current environment and resources of CSUMB with respect to a wellness based movement curriculum and recreational sports program, (b) identifies issues which need to be addressed in implementing any strategies devised, (c) develops goals and objectives for the planning period, (d) devises strategies to achieve those goals, and (e) conceives methods of evaluating progress.

The project allowed the sport management student to develop a fuller understanding of strategic management and sport administration in a university environment.

Chapter 2

Review of the Literature

Physical activity contributes to self-esteem, psychological well-being and self-efficacy (International Society of Sport Psychology, 1992). McAuley's (1994) review of the literature finds a positive association between physical activity and self-esteem and psychological well-being. He also found that "... evidence suggests that the effects of exercise and physical activity on perceptions of personal efficacy are consistent and robust." (p. 935).

This is a strong statement relating to the mission of a university. Enhancement of self-efficacy, a person's belief in their ability to choose and carry out appropriate actions in the face of situational demands (Bandura, 1986), could be considered the single most important outcome of a post-secondary education.

The wellness program for CSUMB is envisioned to develop that self-efficacy and belief in self. This planning project is intended to develop that program with a foundation in the experiences and investigations represented in the body of literature in three areas:

1. School and worksite-based wellness or health promotion program
2. Physical activity curriculum development and college recreational sport organization
3. Strategic planning in a college/university setting

School/Worksite Based Wellness Programs

The Theoretical Basis of University Wellness Programs

Credit for coinage of the term "wellness" is usually given to Halbert A. Dunn (1961) who defined it as "... an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable within the functioning

environment." (p. 4). The goal of wellness programming is to provide the individual with tools to achieve integrated health allowing realization of full potential.

Dr. William Hettler (1980), writing in *Family and Community Health*, furthers Dunn's definition of wellness as ". . . an active process through which the individual becomes aware of and makes choices toward a more successful existence." (p. 77). It is a positive approach to life that ". . . emphasizes the whole person" (p. 78). Hettler does an effective job of connecting the theoretical basis of a university wellness program directly to the core function of a university, which he defines as being ". . . to provide an atmosphere and physical environment in which students have an opportunity to improve their knowledge, skills and attitudes." (p. 79)

Hettler (1980) outlines the six dimensions of wellness:

Intellectual - Measures the degree to which one engages his or her mind in creative, stimulating mental activities.

Emotional - Measures the degree to which one has an awareness and acceptance of one's own feelings.

Physical - Measures the degree to which one maintains cardiovascular flexibility and strength, the behaviors that help one prevent illness and the degree to which one makes quality food choices.

Social - Measures the degree to which one contributes to common welfare of one's community.

Occupational - Measures the satisfaction gained from one's work and degree to which one is enriched by that work.

Spiritual - Measures one's involvement in seeking meaning and purpose in human existence.

These six interconnected dimensions make up the whole person. Among Hettler's key points is his contention that, too often, universities provide the atmosphere and

environment for intellectual development, but provide far fewer resources for development in the other five dimensions. Hettler argues that student wellness in all six dimensions will contribute to greater student retention, a competitive advantage in the workplace after graduation, and improved longevity.

The physical dimension receives most of the attention given wellness programs, and with good reason: Evidence continues to mount that exercise is key to lifelong health and quality of life (Blair 1993, Kaman & Patton 1994). Recent reports by the American Heart Association (1992), the United States Center for Disease Control (1993), and the United States Department of Health and Human Services (1996) outline the benefits of exercise in disease prevention through the entire life cycle.

Cardiovascular disease causes over half the deaths of Americans over 65 years old. (Hagberg 1994). Cardiovascular disease is also one of the two major causes of disability, along with falls, in elder Americans. The Center for Disease Control (1994) cites protection against coronary disease as a primary benefit of exercise. Protection against several other diseases such as adult onset diabetes, hypertension, depression and some cancers is also related to exercise.

The American Heart Association (1992) states emphatically, that "Regular aerobic physical activity increases exercise capacity and plays a role in both primary and secondary prevention of cardiovascular disease." This Association further states, "There is a relation between physical inactivity and cardiovascular mortality, and inactivity is a risk factor for the development of coronary artery disease." (p. 341)

Health promotion through physical activity is a national goal. The United States Department of Health and Human Services (1980) as early as 1980 set goals for the proportion of adult Americans who can accurately identify the variety and duration of exercise that promotes cardiovascular fitness most effectively. These goals have been updated more recently to reflect current understanding of the direct relationship between

exercise and health in the context of the President's health reform and health promotion initiatives (The United States Department of Health and Human Services, 1990).

The costs to society of an inactive population are overwhelming our health care delivery system. The benefits of physical activity health promotion programs have been borne out by numerous studies. The Surgeon General's 1996 report is most conclusive: "Physical activity reduces the risk of premature mortality in general, and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular. Physical activity also improves mental health and is important for the health of muscles, bones, and joints." (The United States Department of Health and Human Services, 1996).

Kaman and Patton's (1994) literature review, as well as others cited below, shows reports of corporate health plans identifying a direct relationship between such programs and health care cost reduction.

Schmottlach (1990) defines wellness as a ". . . lifelong process emphasizing integration of body, mind and spirit. . . acquired through acceptance of personal responsibility for individual behavior." (p. 33) While Smottlach's program at Ball State is more narrowly focused (physical, emotional) than Hettler's at UW-Stevens Point, it is more expansive in that it includes faculty and staff. Smottlach emphasizes creating the healthy organization and an integrated approach to a "global view of organizational health" which considers the individual in all facets of their lives as both organization member and family member.

Ardell (1983) defines wellness as ". . . a conscious and deliberate approach to an advanced state of physical and psychological/spiritual health. . . a dynamic or ever-changing, fluctuating state of being." (p. 5) He stresses a balanced approach similar to Hettler with five slightly different dimensions (self-responsibility, nutrition, stress management, physical fitness and environmental sensitivity). In addition to balance he identifies a positive and fun approach as well as systematic approach as characteristic of

wellness. The remaining balance of Ardell's article deals with historical development of the "wellness movement" and possibilities for the future (from 1983) which includes expansion of the wellness approach in response to an aging population, a greater share of gross national product being spent on health care, increasing numbers of doctors and technological advancement and its control of medicine. Further, he cites wellness developments as a shift of power from the professional health care system toward individual responsibility: one of his dimensions of wellness (Ardell, 1983).

Sivik, Butts, Moore and Hyde (1992) trace trends of university wellness programs as originating on a fragmented basis with varying units of the university providing impetus. These units range from student health to human resources to residential housing. This history is now culminating in most programs being comprehensive in providing services to the entire university community.

Wellness Programs Based in University Human Resource Programs

As cited by Sivik, Butts, Moore and Hyde (1992), many university wellness programs grew from discoveries made by corporations. Such discoveries include increased productivity related to the level of attention paid to the physical and emotional needs of employees. Out of this awareness, institutions' human resources departments have initiated wellness programs focused on employees.

Shepard's (1986) work does not deal solely with university employers. However, he does reveal significant findings of increased productivity and reduced absenteeism, turnover, industrial injury and health premiums in addition to enhanced company image. It is this set of benefits that make worksite wellness programs attractive to employers.

Alles (1994) points to skyrocketing health care costs and the associated efforts by universities to control employee costs associated with health care as factors making wellness an attractive option. Alles also cites considerable cost savings associated with wellness efforts sponsored by employers. Examples include reduced health care costs and

reduced absenteeism and turnover. He asserts that cost-benefit analysis shows savings of three to six dollars saved for each dollar invested in wellness programs.

Watts, Waigandt, Londeree and Sappington (1992) delineate a faculty/staff only program at the University of Missouri, Columbia. This program is based on personal health responsibility in the six dimensions of wellness. The program has identified four determinants of health as heredity, medical care, environment and lifestyle. The cornerstone of the approach is that lifestyle is the one determinant for which an individual has an ability to make changes. Given the overall goal of self responsibility, the program is designed to intervene in three ways: physical activity, nutrition education and stress awareness and management. The mechanisms of the interventions are delivered through noontime courses and include fifteen cycles of goal setting and evaluation. This study was intended to measure the effectiveness of the program and found the participants experienced:

1. Significant weight loss and significant improvement in body composition.
2. Significant reduction in total cholesterol levels
3. Significantly lower blood pressure, resting heart rate and exercising heart rate.

Foldesi (1992) also attributes the initiation of employee wellness programs to rising costs of health care and to the potential for increased productivity. He argues for separation of employee wellness programs from the student programs because of the increased stature of human resource offices, their access to insurance information, creation of "opportunities to study the causes of employee dissatisfaction" and enhancement of the human resource officer's role of employee development (p. 32). This also may lead, however, to conflict of interest in the case of employee disputes. Other concerns include whether programs can maintain the confidentiality and trust necessary to make programs such as substance abuse interventions successful.

Wellness Programs as Student Development Tools

The literature reviewed here falls into two categories: establishment and promotion of wellness programs and programmatic examples.

Leafgren (1993), harkening back to successful implementation of the UW-Stevens Point wellness program, paints a broad picture of wellness as the unifying coherence of student development programs, particularly residential student development programs. Following on Hettler's six dimensions, Leafgren posits that a wellness program launched from the entry of students into the institution can provide the resources, programs and support that will enable students to embrace a wellness lifestyle. Comprehensiveness in development of the six dimensions is key to Leafgren's approach. He provides numerous examples of programmatic opportunities all based on the core value of personal responsibility. According to Leafgren, the characteristics of successful wellness programs are that they: (a) help colleges and universities accomplish the often clearly stated commitment to influencing student development, (b) communicate student development goals in a way that shows students how they can participate in and influence their own development is essential, and (c) are comprehensive and relatively easy to explain to undergraduates.

In an earlier article, Leafgren worked with Elsenrath (1986) in developing strategies necessary to coordination of the myriad services associated with a possible wellness program:

1. Establish administrative leadership and support.
2. Inventory existing programs to identify those presently serving a wellness function.
3. Identify staff who are interested and are living a wellness oriented lifestyle.
4. Identify students already interested and committed to a wellness lifestyle.

5. Bring all existing personnel resources together for a meeting early in the planning stages.
6. Involve all student affairs units in a partnership for wellness program implementation.
7. Identify other campus resources available to assist in the comprehensive wellness program development.
8. Inform students and faculty about the program and their opportunities.
9. Establish a priority for implementing the various facets of the total comprehensive program.
10. Provide adequate training for professional staff and students involved in implementing the program.
11. Evaluate the programs that are being implemented for comprehensive wellness.
12. Research and celebrate accomplishments of your comprehensive wellness program.

Success is dependent on a broad and long standing commitment across the entire organization and on the ability to excite and motivate those who desire to further a wellness lifestyle. Student involvement is critical.

Opatz (1985) also covers Leafgren's strategies. The discussion then concentrates on student curricular immersion in the program by way of the UW-Stevens Point academic wellness course. This course has replaced the traditional health education course. It is the same concept as the "Foundation" physical activity/education courses outlined below. The course emphasizes self-responsibility and lifestyle choices and is a combination of lecture and "lab" experiences including fitness assessment and development of new life skills. The University has also implemented a health promotion major course of study to augment its campus wide programs.

Seaward and Snelling (1990) profile a marketing strategy to bring their university's optional wellness program to a greater portion of the university community. Tactics included training of peer leaders and group speakers and creation of evening and weekend wellness workshops along with use of media to publicize the program. The writers concluded the training of an extended peer work group was particularly successful.

The next three articles discuss methods of delivering wellness programs at two different universities.

Pace and Merkle (1991) discuss the merits of program implementation at Grand Valley State University in Michigan through the concept of Theme Months. Theme months are used to coordinate the many activities of student services and residential housing at many universities across the country. It is through Theme Months that Grand Valley student services staff highlight and focus on a particular aspect of the cocurricular programs. This approach allowed staff from various centers to co-sponsor certain activities and to avoid duplication. The themes of the Theme Months reflect the dimensions of wellness: Academic Skills, Substance Abuse, Sexuality, Career Development, Respect for Individual Differences and others. The key point for the authors is the importance of comprehensiveness and coordination. They look to the future for expanding involvement of student and other community members in planning and implementation.

The effectiveness of Ball State's curricular effort to establish wellness is assessed by Robbins, Powers and Rushton (1992) and Robbins (1994). This program begins with a required "Foundation" physical education course, similar to that of UW-Stevens Point and others outlined below. The Foundation course is "... seen as a springboard toward a total university commitment to fitness and wellness." (Robbins, Powers and Rushton, 1992, p. 17) The course uses a combined lecture/lab approach with the lectures developing a knowledge base that lead to "... intelligent decisions about health and well-being throughout their lives." (Robbins, Powers and Rushton, 1992, p. 17) Topics covered

revolve around the concept of self-responsibility and include subjects such as stress management, nutrition, cardiovascular health and lifestyle choices. Lab components are chosen by students from a variety of aerobic activity opportunities such as physical conditioning, jogging, bicycling, etc. Assessing elements of knowledge gained and physical fitness changes by pre/post testing, the authors found significant improvements in both knowledge and fitness. They attribute this to the design of the course with provision of a knowledge base and focus on developing competence in one type of aerobic activity.

The Sivik, Butts, Moore and Hyde (1992) article cited above is a review of a survey of college and university wellness programs conducted through Baylor University. The survey was conducted with 108 institutions across the country. Findings were developed in four areas: departmental affiliation, staffing, facilities and programming. Of most interest here is affiliation and programming. Most programs are affiliated with departments of Health, Physical Education and Recreation, or Health Centers. Other programs are associated with Student Affairs or Medical Schools. Programming results were recorded in areas of fitness programs and educational programs. Most common fitness programs included Aerobic Dance, Cycling, Jogging/Running, Walking, Swimming/Water Exercise and Weight Training. The most common education programs include Substance Abuse, Nutrition, Fitness, Healthy Back, Blood Pressure, Smoking Cessation, Weight Loss and Stress Management. Of note, 60 percent of all programs are available community wide with 25 percent serving only faculty/staff and 15 percent serving only students.

Wellness Curriculum and Recreational Sport Development and Management

In Healthy People 2000, the U. S. Department of Health and Human Services and the Public Health Service (1990) call on society and its schools, employers, communities, industries and all levels of institutions to answer a sort of clarion call to action to enact a

comprehensive change in behaviors. "A supportive social environment may be the most important factor in changing behaviors that contribute to many of today's leading health threats." (p.64) Objective 1.8 calls for an increase from 36 percent to 50 percent in the proportion of children who participate in daily school physical education. Objective 1.10 calls for an increase in employer-sponsored worksite based physical activity and fitness programs.

In like fashion, the American Heart Association (1992) calls upon schools to develop an environment for social change:

Schools at all levels should develop and encourage positive attitudes toward physical exercise, providing opportunities to learn physical skills and to perform physical activities, especially those that can be enjoyed for many years.

Schools should teach the benefits of exercise and the development and maintenance of exercise conditioning throughout life. (p.342)

Similarly, the U. S. Department of Health and Human Services (1996) concludes that programs in school settings have been successful in promoting physical activity.

Wellness through College Physical Activity Curriculum

Educators are on track with using these recommendations to foster school-wide fitness programs rather than delivering such programs only in Physical Education classes. Symons and Gascoigne (1990) outline ways of increasing physical activity throughout the curriculum. Further, Bar-Or (1994) calls for additional and extensive research of the effect of such programs and into the effect of enhanced programs on health and exercise related attitudes.

An early surveyor of college physical activity programs is Joseph Oxendine (1961, 1969, 1972, 1978). His reports are some of the first comprehensive overviews of required "general instruction" programs. Oxendine outlines the challenge to, and decline of, required Physical Activity classes through the sixties and seventies. Following up on the

work of Oxendine, Trimble and Hensley (1984, 1990) report on the further decline of physical activity requirements.

Other descriptive articles include overviews of the comprehensive physical activity/aerobics programs at Oral Roberts University (ORU), Ball State and the University of Wisconsin- Stevens Point (Brynteson, 1978; Nave, 1978 & Brynteson, Adams and Schollmeier, 1990; Robbins, Powers and Rushton, 1992; Robbins, 1994). Each of these programs, and many others, are initiated with the Foundation course. Corbin and Laurie (1978) assert such approaches, which help people learn the how, what and why of physical activity and its relation to health "...provide the necessary information for making effective decisions about exercise for a lifetime." (p.55)

Laurie (1981) found that, "The lecture-laboratory course does improve the knowledge level of students and seems to improve their confidence in exercise planning and prescription (p54). Parcel et al. (1987) , found a link between "concepts" type programs that have a cardiovascular fitness focus and the fostering of life-long fitness.

It is in connection with the program at ORU that we see the first efforts to determine the long term effects of college activity classes. A 1980 doctoral thesis ((Rasmussen, 1980) extensively examined, through survey, the exercise habits of graduates of Oral Roberts and two other Midwest colleges which have less rigorous requirements and no foundation course. It was determined that the graduates of ORU did indeed maintain a higher level of physical activity in later life than graduates of the other schools. Other researchers have also investigated the long-term effects of college programs and produced similar results (Adams & Brynteson, 1992; Brynteson & Adams, 1992; Corbin & Laurie, 1978; Pate, 1991; Slava, Laurie & Corbin, 1984)

Brynteson and Adams (1992), following up on the work of Rasmussen, also investigated the long term effects of alumni exercise attitudes and habits. Their findings

indicated the type of physical education activity program has an influence on alumni attitudes, but was inconclusive as to the effect on actual exercise habits.

A second study (Brynteson and Adams, 1993) focused on differences in attitude and habits with a more specific emphasis on whether the college was relied on the Foundation course to teach students why they should exercise, what their exercise needs are and how they might develop exercise programs to meet those needs. The Foundation based program was found to have a more direct relationship to alumni physical activity habits than a simple activity approach. However, leading researchers still call for study in the area: "...the long term effects of physical education should be examined by studying adults who as youngsters participated in various types of physical education programs" (Pate, 1991, p. 68).

CSUMB has plans to create a seminar course for first year students similar to freshman seminar courses. Gordon & Grites (1984) point out that such courses are typically designed to assist entering students in the transition to the college experience and with development in several skill areas. A wellness Foundation curriculum might blend very well with such a seminar.

Recreational Sport Management

Recreational Sports in a collegiate setting refers to intramural sports, open play/recreation and club sports. Recreational sport is a collegiate institution with a rich and diverse history. Yale University was the site of the first recorded intramural football game in 1807. Intramurals were the earliest form of sport on college campuses and, from the outset, were student managed. As such, they were early learning experiences in organization for the student participants. Intramural sports have a longer history than any other "extra-curricular" learning experience. It was not until end of the nineteenth century that faculty began to become involved in control and management of intramural and extramural sports. The earliest intercollegiate sports bore more of a resemblance to today's

club sport programs than to the familiar intercollegiate sports of the twentieth century (Smith, 1991).

Smith (1991) places college recreational sports in a position requiring vigilance and intelligent advocacy as universities struggle to make budget decisions in a time of scarce resources. He discusses the trend to place administrative control in the hands of student affairs administrators as both an opportunity and a threat. It is a threat in that moving away from traditional placement in physical education or athletic departments is feared by some as removing recreational sport from the support which might be expected in more closely related areas. On the other hand, the extra-curricular and co-curricular emphasis of student affairs may be a benefit. More importantly, reporting to a dean or vice-president level administrator might allow recreational sport managers "... to have direct access to top management, to provide justification for financial resources and promote the philosophical base for their programs." (p. 7). This is of great import in facing the future of recreational sport. The continuation of recreational sport is important to the mission of the university on two counts: positive impact on retention and vehicle for learning to make productive of leisure time. The importance of these factors need to be brought home as scarce resources impact budget decisions.

Several writers deal with development of leisure habits. They recommend the development of a leisure ethic and leisure skills for use in later life and education of future consumers of leisure activities as a focus for recreational sport departments. Universities have the "... responsibility of aiding students in gaining proper attitudes, behaviors and knowledge concerning their selection of leisure pursuits after graduation." (Broughton and Griffin, 1994, p. 10). Recreational sport managers should work to expand the students recreational sport options and their sense of choosing from them without being dependent on the recreational sport administrator (Broughton and Griffin, 1994, Wilson, 1994).

Bryant and Bradley (1993) present cogent arguments for recreational sport on the university campus. They and Todaro (1993) cite reports of student development gains in such areas as self-rated physical health, self-reported growth in interpersonal skills, self-confidence, feelings of well-being, a sense of accomplishment (especially among female students), stress reduction (especially among minorities) and respect for others. The writers point to research outlining "academic" gains related to participation in recreational sport such as higher grades and development of increased competencies like group cooperation, understanding written and graphic information, defining and solving problems, ability to grow and learn, ability to lead and guide others and self-confidence in expressing ideas. Finally, employability is enhanced (according to an employer survey): interpersonal skills, problem solving ability, communication skills and judgement.

Shriberg and Wester (1994) provide a checklist of the concerns of top administrators in evaluating recreational sport programs: (a) Student retention, (b) income production, (c) liaisons and linkages, (d) wellness, (e) consumer orientation, (f) student involvement in planning and development of activities, (g) cost efficiency, and (h) public relations value of recreational sports.

Oatey's (1991) work puts forward the values of developing social skills, team building concepts and ". . . lifelong attitudes concerning health and fitness, self-image and the ability to manage stress." as integral parts of a wellness based recreational sport program (p. 47).

The balance of the literature explored involves the actual administration and management of intramurals, club sport and recreation.

Changes in law have generated writings concerning the impact of Title IX on recreational sport (Tharp, 1994), the impact of the Americans with Disabilities Act (Roth & Hudson, 1994) and risk management (Holford & Gresh, 1993, McGregor, 1991, Rankin & Fraki, 1987, Scheele, 1994).

Sport programming must be focused on the presented needs of the students but must also be guided by student development needs. Several writings deal with assessing and addressing the needs of the served population. Whether from a marketing perspective (O'Hara & Weese, 1994 and Witten, 1993) or from a program planning view (Gardenschwatz & Rowe, 1994, Kuga & Meacci, 1989, Smith & Missler, 1994), the message is consistent: find out what the students want and need and provide that. Espinosa (1994) provides a very direct adaption of the Total Quality Management in pursuing the same notion: design the program delivery system to be responsive to the needs of the population served: the students.

Much work has been done regarding the organization and management of sport clubs. These programs provide diversity in program offerings along with student development potential in the areas of organization, management and leadership of sport programs (Lore, 1994, McGregor, 1994 and Zeisner, 1991). McGregor (1994) describes four types of sport clubs which range on a continuum of intensity of program, management needs and resource demands from recreational clubs through fitness/martial arts clubs and special events clubs to competitive clubs. As some varsity sports are reduced to club status, the competitive sport club category is growing (McGregor, 1994 and Zeisner, 1991)

Summary

There is a growing body of evidence that college physical activity programs which establish a foundation of knowledge and skills in wellness promote lifetime exercise and fitness habits. If a university can contribute positive attitudes toward physical fitness and formation of lifetime exercise habits, it can contribute to the physical, mental and psychosocial wellness of its graduates.

Recreational sport, particularly based in a wellness student development philosophy provides many student development benefits including enhanced academic performance. A

diverse intramural and sport club program provides a wide range of experiences which enhance the college experience.

Strategic planning in a college/university setting

Kerr (1990) has provided leadership in the area of post-secondary forecasting and planning for some time. He has identified the decade of the 1990's as a time of major change and conflict in higher education. He outlines several possible scenarios including: the public rising up from its sense of distrust to control another of our institutions; student revolts in the face of continuing demographic changes; increasing demand, and decreasing supply of professors; and, a broader "internationalization" of our institutions. He develops a composite scenario replete with challenge and change which will demand the university as an institution be able to respond with a clear vision of itself.

Jones (1993) takes up the theme of strategic planning as the pathway to success for the university of the '90's. Jones blithely defines strategic planning as the process of accruing resources faster than they are depleted and making decisions **now** that will affect the future. For Jones, the resources of the university are students, money, good will and "...any other entities deemed relevant to academia." (p. 52) Jones points to some attempts at strategic planning and cites a formula for successful planning which includes participation by the chief executive, adoption of the plan by the governing body, reasonable timetables for implementation that are not too long range, and, a proven planning model led by an experienced facilitator. The proven model includes elements standard in most approaches: internal evaluation identifying organizational strengths and weaknesses, external environmental assessment identifying threats and opportunities (SWOTS: internal Strengths and Weaknesses; external Opportunities and Threats), and an appraisal of the values of the primary constituencies or stakeholders of the university.

Perlman (1988) expands on the theme of strategic management in the university with his call for innovation on the part of universities in response to the need for change. He identifies the tendency of the managers of large institutions and organizations to get stuck in a rut by focusing on efficiently doing the things they have always done rather than by defining and doing the "right things." He calls for "Intrapreneurship" on the part of organizational members, whereby they originate and implement new ventures and products. Intrapreneurs are "dreamers who do" within the organization. Necessary to this process is the organizational/strategic vision of what is the right thing to do. An interesting sidelight is Perlman's outline of the Carnegie Commission goals for universities: Strategic Planning, Flexibility, Institutional Specialization (finding a niche), Increasing Competitiveness and Becoming More Autonomous (from public and other single source funding). This focus on innovation in manifesting a vision of success is at the heart of successful strategic management.

Following, we shift from university specific writings to four more general works on technical aspects and methods of strategic management in the public/nonprofit/third sector.

Koteen (1989) is effective in connecting the problems and challenges that public and nonprofit organizations face, to the ability to build the successful organization by developing a strategy focused on those challenges. Koteen emphasizes the critical need for the involvement and leadership of the Chief Executive Officer in creating the organizational vision and the strategic agenda.

Koteen (1989) also outlines the planning steps that are commonly found in the literature: internal and external environmental assessment, identification of issues facing the organization, expressing organizational values and vision and establishing goals. His work is distinguished by his highlight of the means and methods of management of strategic implementation using what he calls "bite-sized" program management.

Bryson (1988) and Nutt and Backoff (1992) have produced works that are almost like manuals. Nutt and Backoff's manual is for the manager who wants to manage strategically and Bryson's is for facilitating the strategic planning process.

Nutt and Backoff (1992) lay a solid foundation similar to that provided by Koteen (1989) for application of strategic management principles to public and "Third" sector organizations. They add the concept of investigating organizational history as another component in internal environmental evaluation. They also discuss the tension created when strategic managers are pulled in separate directions by different issues. The drawing out of the relationship of these issues as tension and strategic actions are related is a unique perspective brought by the writers. The writers view issues as ". . . tensions produced by paradoxes. . . " (p. 129) where the paradoxes are the contradictions between equally defensible interpretations of a situation or challenge. It is the balancing of such opposing views that is at the heart of strategic management.

Bryson (1988) is much more "nuts and bolts" oriented in developing the mechanics of the strategic planning process. He also defines this process as the identification and resolution of strategic issues. He declares strategic management is about choices between seemingly equally attractive, or defensible, alternatives.

Benveniste (1989) takes a bit different tack in addressing strategic management: he tackles the challenge of making the planning process work in real situations. He identifies the organizational entities, or stakeholders, who are affected in one way or another by the planning process. It aims at building consensus by recognizing and addressing the dynamic tensions in an organization and mindfully making choices.

Summary

Strategic Management and Planning is about guiding an organization through strategic choices in keeping with its organizational values and vision and through recognition of the organizations strengths and weakness. These organizational resources

are then brought to bear on the threats and opportunities facing the organization. Choices are made between competing alternatives in keeping with the organization's vision of success. Leadership from the very top of the organization is critical to the success of strategic management and planning.

Chapter 3

Method

Working as a special consultant to CSUMB Residential Learning, Wellness and Student Services, the project director (lead planner) facilitated the development of a wellness strategic plan following a process modeled after Bryson (1988). It consisted of three integrated planning streams:

1. physical activity and wellness instruction and curriculum development
2. recreation and sport curriculum and programming
3. facility and resource development

Plans were developed through a participatory process involving faculty, staff and students. The lead planner used techniques of idea generation, conflict resolution and group decision making to facilitate and lead the work of this planning group.

While group planning sessions are optimal, they may not always be practicable. Thus, there was a combination of group sessions, individual interviews and follow-up discussions with planning group members. The lead planner conducted all such interactions. These exchanges took advantage of the CSUMB electronic communication and mail system with interactive e-mail and electronic sharing of documents across the CSUMB network.

The integrated strategic planning process produced a vision of a linked wellness curriculum and recreational sport programs through the following steps:

1. Planning group - A planning group was recruited by the lead planner and appointed by the President of CSUMB. The initial committee was a mix of three faculty and three administrative staff. As students began to attend CSUMB, proportionate representation was incorporated. Student interest, as indicated in a survey conducted by CSUMB staff, was also integrated.

2. Environmental assessment - The lead planner facilitated the assessment work of the planning group. This work involved (a) identifying organizational mandates, and (b) the strengths and weaknesses of CSUMB.
3. Identification of strategic issues - With the understanding gained through the environmental assessment, and utilizing brainstorming techniques, the planning group identified policy choices facing CSUMB. These policy choices, or strategic issues, are the basis of the strategic plan. The lead planner wrote a draft strategic issue statement for review by the planning group.
4. Ordering the issues by priority and making policy choices - Issues were to arranged in priority order according to the overall needs of CSUMB. The planning group accomplished the task by meeting, individual interviews and independent review of documents and comments. Policy choices were recommended in response to the issues. The lead planner drafted the recommendations and priorities as the strategic initiatives.
5. Establishment of measurable goals - At this point, the planning process developed into establishing goals and objectives for each strategic initiative. The lead planner committed the goals to writing. Then measurable objectives were set for the planning period.
6. Creation of a written Vision Statement - A vision for success was written for the planning group's review, revision and approval.

Timeline

The above steps followed a timeline:

1.	Planning group appointment	Completed June 1995
2.	Environmental assessment	Completed September 1995
3.	Identification of strategic issues	Completed March 1996

4.	Ordering of policy choices by priority choices	Completed June 1996
5.	Strategic Initiatives adopted	Completed August 1996
6.	Establishment of measurable goals	Completed August 1996
7.	Creation of a written Vision Statement	Completed September 1996

The lead planner prepared a comprehensive planning document consisting of the following sections:

- a) strategic issue statement including policy decisions
- b) implementation strategies
- c) programmatic goals and objectives
- d) vision statement

This planning document was the basis of the project evaluation.

Evaluation

Officials of CSUMB evaluated the Strategic Plan when it reached the point of expressing a vision of success, strategies to accomplish that vision, and goals and objectives to evaluate progress. These officials included the President, Vice President of Administration, Academic Senate leadership, Dean of Residential Learning, Wellness and Student Services. Staff and faculty of the Wellness, Recreation and Sport Institute also evaluated the plan. The survey instrument is in the appendix. Through this survey, feedback was sought in several areas: (a) clarity and practicality of the plan, (b) its consonance with the overall vision of the university, (c) feasibility and creativity of the strategies outlined, and (d) utility of the goals and objectives as tools of evaluation.

The evaluation results were used to improve the plan. Suggestions for change were incorporated in the strategic plan where appropriate. Such suggestions and criticisms were used to improve the final product of this project.

Chapter 4

Results and Analysis

Introduction

Chapter 4 recounts the effort to implement the strategic planning process detailed in Chapter 3. The outcome of that effort is the attached Strategic Plan for the Wellness, Recreation and Sport Institute at California State University Monterey Bay. The actualization of the process involved several adjustments to the planned methods. These changes were made in response to the dynamic nature of the CSUMB start-up. This chapter outlines those adjustments, as well as the evaluation of the plan produced.

California State University Monterey Bay became the twenty-first campus of the California State University system in 1994. It is located at the site of the former Fort Ord Army base. CSUMB opened in the Fall of 1995 as a comprehensive university. The university is open to undergraduate students and to teacher preparation graduate students.

The opening of a new university provided an intense, dynamic and challenging environment. It has been an ideal one in which to study, and carry out, strategic planning for a wellness curriculum and a wellness based recreation and sport program.

The new university follows a new paradigm of planning and management. At the heart of this process is a commitment to continual renewal. This commitment mandates constant evaluation and renewal of strategic planning and initiatives. It has affected this planning effort in requiring connection to the campus-wide planning and evaluation process. Further, increased flexibility is incorporated in response to the commitment to continual renewal.

CSUMB's Organizational Structure Centers are the organizational units within CSUMB to which faculty and staff are assigned. Within Centers, Institutes carry out curriculum, programs and projects. The projected programs and curricula that are the subject of this planning project have been initiated in the Center for Residential Learning,

Wellness and Student Services. The Wellness, Recreation and Sport Institute has been created to collect these activities.

Planning Process Adjustments

The ambitious plans of the CSU Trustees and of the CSUMB leadership made necessary an extraordinary task of creating a new institution in eighteen months. The immediacy of the task required adoption of numerous short cuts and temporary policies. The adjective “interim” in modifying policies, regulations and directives has been a source of humor. Many people have been employed as “interim” directors, deans and vice-presidents.

Demands on founding faculty and staff increased in anticipation of the Fall 1995 opening of the campus. The priorities of those involved in wellness, recreation and sport planning process changed. Many of the participants pulled away, and delays were encountered. The actual opening of the campus only increased the delays and time conflicts. This is consistent with the views of Koteen (1989) and Jones (1993) who warn of the importance of participation by the chief executive. While the CSUMB chief executive participated in the initiation of the project, and encouraged it, he was not an active participant.

A second factor was the accreditation process. It had an enormous impact on the planning in wellness, recreation and sport. Work with the Western Association of Schools and Colleges in accrediting a new university is an overwhelming task. It, too, has diverted attention from wellness, recreation and sport to university wide issues. Work with CPEC has concentrated attention on major areas of study in seeking approval for degree programs.

These diversions were compounded by changes in the role of the lead planner. The initial role of the lead planner was as special consultant to the university. Appointment as

director of the newly organized Wellness, Recreation and Sport Institute created conflicting time demands. Involvement has been required in (a) creating of institute infrastructure and organizing resources, (c) recruiting and hiring staff and faculty, (d) developing initial curricula and programs, and (e) teaching learning experiences. As happens in so many organizations, long range planning has suffered in the face of immediate need. Again, Jones (1993) warns of potential problems associated with lack of a facilitator to drive the process.

A delay in the anticipated timeline and concurrent planing has been the result of the above diversions. However, there was an unanticipated benefit: creation of an ongoing planning approach consistent with the university's commitment to continuous renewal.

Creation of a Strategic Plan for Wellness, Recreation and Sport

Planning Committee

A planning committee was appointed in May 1995 and met to review the planning process. Members asked that most of the work of the committee be done with a minimum of meetings. Consensus was reached to do as much of the work as possible by e-mail and to meet as a group only as necessary. The work of the committee was consistent with the patterns recommended by several writers and outlined in the review of literature and method chapters (Benveniste, 1989; Bryson, 1988; Jones, 1993; Koteen, 1989; Nutt & Backoff, 1992)

The process began with identifying organizational mandates. This was accomplished using brainstorming techniques. Group members augmented the group process with a review of university policy and relevant documents. The generated lists of mandates were compiled and distributed for review.

The group process fell victim to increased activity in preparation for the August 1995 opening of the school. In September, 1995, work was renewed with a focus on

environmental analysis. This effort was exclusively a sharing of ideas through e-mail. An electronic brainstorming process was followed where participants submitted ideas and the results were charted. Charts were distributed and group members used them to develop other ideas which were added to the charts.

A review of the organizational mandates and the environmental assessment, consistent with the methods of Bryson (1988), produced the questions, or issues, which compel policy choices. These questions were reviewed by an evolving planning group to assure a comprehensive product. Out of this review arose priority policy choices or issues. These issues have been addressed through a series of goals organized into six strategic initiatives.

Within each initiative, the goals were grouped around six areas of concern to the university and the institute:

1. Student Focus - How will efforts in each area directly affect students?
2. Multi-disciplinary Teaching and Learning - What opportunities are there in each area to deliver interdisciplinary programs and learning experiences?
3. Collaboration Across CSUMB - With which CSUMB institutions will WRSI work to develop programs?
4. Collaboration with Communities outside CSUMB - With which community institutions will WRSI work to develop programs?
5. Direct Service Provision - What services will be generated?
6. Institute Sponsorship of Faculty and Staff Appointments - What staffing needs will be required for each initiative?
7. Resource Development and Revenue Generation - How will WRSI self-generate resources necessary to each initiative?

Suggested modes of assessing progress toward goals are outlined for each initiative. These include both qualitative and quantitative measures

A plan for implementation of the broad initiatives and derivative goals follows. This was developed by institute staff and reviewed by the evolving planning group. Objectives for years one, two, three, five and ten are outlined. These are categorized by operational area: (a) wellness instruction and curriculum development, (b) sport and recreation curriculum and programming, and (c) Wellness, Recreation and Sport Institute facility and capital equipment development. This approach to development of objectives was consistent with the recommendations of Jones (1990) and Koteen (1989) for reasonable timelines and for “bite-sized” program management.

An institute advisory council was established. In partnership with staff, the council is responsible for annual review and renewal. The plan will be reviewed with particular attention to evaluating the objectives.

Plan Evaluation

Evaluations were completed by eight persons from California State University Monterey Bay. As planned, the President, Vice President and Dean evaluated the plan. Additionally, a key faculty leader evaluated the plan, as did the faculty and professional staff of the Wellness, Recreation and Sport Institute.

The evaluation form outlined in Chapter 3 was used. The evaluation results are reviewed by section. The sections are: Environmental Assessment, Issue Identification, Strategies Planned, Goals Statement and Overall.

Evaluator Responses					
Items					
Rater	EA	II	SP	GS	O
1	2.20	1.50	2.00	2.20	-
2	2.00	3.50	2.50	2.00	2.00
3	2.00	2.00	2.00	2.00	2.00
4	1.50	1.00	1.00	1.00	1.00
5	2.00	1.00	2.00	2.00	2.00
6	3.00	-	-	2.00	2.00
7	2.00	2.00	2.00	2.00	2.00
8	2.00	2.00	3.00	2.00	3.00
Mean	2.09	1.86	2.07	1.90	2.00
Median	2.00	2.00	2.00	2.00	2.00
Mode	2.00	2.00	2.00	2.00	2.00
Rating Key	1 through 5: 1=Excellent, 3=Good, 5=Needs Revision				
Items Key	EA = Environmental Assessment				
	II = Issue Identification				
	SP = Strategies Planned				
	GS = Goals Statement				
	O = Overall				

Overall, the evaluators gave good to excellent ratings. The sections Issue Identification and Goals Statement received the most favorable ratings. Environmental Analysis and Strategies Planned are slightly lower. Evaluator comments bear this out. Some evaluators indicated environmental analysis could have focused more on lack of resources and that strategies planned might be somewhat ambitious.

There are a couple of rating variances that deserve comment:

- a) In the area of Issue Identification, all of the ratings are between 1 and 2 with the exception of a 3.5 from one evaluator. Comments of that evaluator indicate criticism of the issue statements as being too vague. The evaluator suggested that more clarity could be developed by a better introduction to the section and more specificity in the statements themselves. Further, the

evaluator comments on a number of issues of particular interest to his/her program area. The evaluator's concerns appear to stem from this close connection to a particular program area and his/her immersion in the issues.

- b) In the area of Strategies Planned, again an evaluator gave a rating that was somewhat lower than the rest of the group. This evaluator's comments indicate the criticism is aimed at the assessment methods and the minimal quantitative assessments. This is good criticism and has led to some revisions and additions and is driving an effort to develop additional quantitative assessments.

There are a number of margin notes inserted on the draft plans returned by the evaluators. Most of these helpful suggestions have been incorporated in the final draft.

Numerical and narrative evaluations reflect positive evaluations of the plan. The constructive criticism provided by the evaluators has been used to improve the plan. The evaluation process is an initial step in the process of continuous renewal and refinement.

Another element of evaluation arose which was not included in the outlined evaluation process. That is the acceptance of the product and its implementation within the university. Importantly, the university faculty assigned to the Wellness, Recreation and Sport Institute responsibility for administration of one of the key University Learning Requirements (general education requirements). This is an indication of the confidence the faculty has in the management of the institute. It also indicates the faculty has embraced the institute's approach to development of lifetime physical activity and wellness habits.

The comments of the President of CSUMB are appropriate as a conclusion to this section: "This is an outstanding piece of work. I'd like to share with the Cabinet as a model."

Chapter 5

Discussion

Process

The project was an ambitious one. It placed emphasis on the voluntary time of a planning group. This group, as outlined, consisted of campus community members heavily involved in myriad other activities. All had responsibility for particular start-up areas. Such a mix was a good one politically, but it brought with it a potential for conflicting demands on the groups' time. This potential was realized.

The resultant delays in the project also created difficulties in continuity in two ways: (a) some members of the group were replaced, and (b) time lapses between activities made necessary extensive recaps of earlier efforts. In the end, continuing involvement of Wellness, Recreation and Sport staff and extensive documentation overcame these problems.

Finally, the project involved the first steps in creating a comprehensive program. This was a tremendous opportunity. It is also an enormous task to ask of a voluntary group in the absence of sufficient staff support.

Evaluation

As discussed in the previous chapter, the overall evaluations were enthusiastically positive. There were also useful criticisms:

In the area of environmental assessment, evaluators suggested more focus on the difficulties of collaboration with external agencies. Similarly, the plan needed to exhibit more awareness of the potential reaction from community businesses to perceived competition. Internally, evaluators saw some of the organizational strengths as more potential than real. Also internally, some evaluators viewed certain organizational strengths, such as the partnership with

teacher preparation, as a potential drain on institute resources. These criticisms are valid. The potential threats and weaknesses must be carefully managed to secure them as opportunities and strengths.

Criticisms of the development of issues included a desire to see clearer definition of priorities. Further, one evaluator felt that while the list is extensive, it can never be comprehensive as issues will arise continuously. This comment struck at the core problem of static strategic planning processes: they do not adequately address dynamic organizations. It is imperative the institute makes this process one of continuous renewal.

In the area of the strategies, goals and objectives, the most common criticism was that the plan is too large in scope and set unrealistic timelines for achievement of objectives. This may be true. Time will tell and the planning will need to be modified through a renewal process. There was also valuable criticism of the assessment methods chosen: They are too qualitative in nature. In implementing the strategies, the assessment will be integrated with the activities of the university's institutional research efforts to develop more quantitative measures.

Finally, the need for ongoing renewal is apparent. The formation of the WRSI Advisory Council will allow for ongoing oversight. The institute is tied to the WASC accreditation process which will encourage renewal. The necessary connection to annual budget planning will also make necessary continuous renewal. More importantly, a commitment to continuous renewal from institute and university management has created a favorable environment.

Conclusion

This strategic planning process has provided CSUMB with a useful tool to manage its wellness, recreation and sport curricula and programs. It has also

provided the investigator/lead planner with experiences and knowledge to enhance that management.

Contributions of Project The planning process and resultant strategic plan have substantially contributed to the development of California State University Monterey Bay. It has provided a unique path for the creation and development of the Wellness, Recreation and Sport Institute.

Recommendations for Future Study It is recommended further study be developed to determine the most effective ways to assist students with development of lifetime physical activity habits. With the Surgeon General's Report (U. S. Department of Health and Human Services, 1996), the university's mission to assist with student development is crystal clear in this area. It only remains to identify the best way to accomplish the mission.

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Please complete the survey and add comments where appropriate. Your evaluation of the Strategic Plan is critical to the long term success of the CSUMB Wellness, Recreation and Sport Institute.

A. Environmental Assessment 1..... 2.....3.....4.....5
 Excellent good needs revision
 Is the internal assessment objective?

B. Issue Identification 1.....2.....3.....4.....5
 Excellent good needs revision
 Have any issues been missed?

C. Strategies Planned 1.....2.....3.....4.....5
 Excellent good needs revision
 Do the strategies devised address the issues?

Do the strategies challenge the organization to excel?

Are the goals clear delineated?

Does the Strategic Plan utilize the resources effectively and completely?

Do you have any suggestions to improve the Strategic Plan for the Wellness, Recreation and Sport Institute?

Evaluator Comments

Environmental Assessment

Is internal assessment objective?

MEA Yes

Swift Clear enough to see a scope of plus and minus factors. Not labeled as internal - stated as organizational was confusing in giving feedback. What should it be?

HH Yes - considering what we inherited from the Army, the internal assessment is objective.

PS Yes the issue of raising money, both budget and development, needs a whole separate focus. Good start though. Ask me about it.

BB Yes

RA Yes Suggested revisions have been penned on draft.

MK Yes Pretty matter of fact

CH I haven't had time to pay attention to anything that I haven't had at least some bias about since I arrived here. If you are asking if you have been even handed and fair, I'd almost say you were overly fair because there are some issues here that, if I were you, I'd be ranting and raving about. for example, the faculty positions that you've mentioned as organizational strengths have been planned but are just now being realized. And the supportive Dean that you mention is on her way out. So I think you are being so objective that you are not giving a fair outlet to your own perspective. Or maybe you've already done that.

Does the external assessment realistically portray the environment?

MEA Yes But any reader needs to be able to understand what each statement means: may have lost meaning in the abbreviated format. Facilities part needs work with clarity and accuracy.

MS Made notes of two missing weakness items and on that is unclear.

HH Yes The author has captured many of the external opportunities rather focus on the threats.

PS Yes the issue of raising money, both budget and development, needs a whole separate focus. Good start though. Ask me about it.

BB I would spell out the acronyms at least once or give a key for understanding.

RA Yes Greater emphasis could be placed on wealth of opportunities due to locale: executive education, general recreation, youth at risk.

MK External threat needs a bit more about challenges with inter-agency collaboration on facilities and facilities and differing ideologies.

CH I think so. There are always more examples that could be raised. for example, I'm sure there are other groups of community businesses that feel like WRSI is in competition (External threats, section I) or possible partnerships that may be formed (External opportunities, section I). But I think you've done a good job of portraying the range of options in each category. I do have some questions about why some things are listed where they are, specifically, why is teacher preparation support needed for PE/Health listed under organizational strengths (section IIB) or why is unified faculty staff and student health promotion effort listed under

organizational weakness (section IIB), but overall, you've laid this out well in my opinion.

Issue Identification

Have any issues been missed?

- MEA Strongest part. Check sentence structure and see that words used will be clear to all readers.
- MS These feel leading and vague. It is not clear after three readings that this section is a stage setting for the next. Clarify in lead paragraph. The target audience wants to know two things: What you faced and what you need help on. Suggest two subtitles per subject.
- HH I believe that most of the issues that have been raised over the past four years of planning and developing the campus have captured here.
- PS -
- BB Issues are more complete with changes re: ADA and persons disabilities being recognized and accommodated.
- RA -
- MK Please see page 10 (some added)
- CH Seems to me that it is inevitable that some interests have been missed given the diversity of people involved in our community. For example, I'd ask about developing open fields for softball, soccer, other multi-use under resources/facilities. I'd ask about the Teacher Credential required Health education course under the Wellness Instruction and Curriculum category. You know that I'd ask about the pool in the Sports and Recreation category. And that is just from my brain and a cursory examination. My point is that there will always be another issue raised even if we get to the point where we think we've dealt with all of the ones we can think of because someone else will wander into our community with different interests. Issue identification is important, but the real question is how are we going to go about the business of prioritizing the issues as they arise and what are the decision making processes that will be used in addressing the issues. That is probably what the next section will deal with.

Strategies planned

Do the strategies address the issues?

- MEA -
- MS Good lead in page. Good organization for each major item - a lot of information conveyed in summarized, readable form borders on too much information but very important to give detail. Well done.
- HH Yes Not necessarily in every detail, but in the overall strategic plan, all issues are addressed.
- PS Yes
- BB Hopefully. . . they appear to
- RA -
- MK Yes Could be more focused on process for strategy development and implementation. But I'm just a process kinda guy
- CH This section gets the lower rating primarily because I don't think the quantitative assessments that you've selected really do justice to the issues that you've raised. I think there will have to be some qualitative assessment where you may not get "scientific data" but you will get a better sense of what people really think or how they are affected. For example, a number

of your issues talked about multicultural concerns, but I don't see an assessment that relates to that, nor am I convinced that you will get a response that is applicable "across the board" for all students. But I think it would be useful to do some surveys or interviews to address these sorts of issues to see if there is an impact and what, if any, it is. I also am a bit concerned that the outcomes that you've chosen to assess give no indication of where people were when they entered the program, so we don't know if the program had an effect or if the folks would have just been that way if we'd thrown them in a closet for the semester instead of having them involved in Wellness activities. So I think your strategies are good, but I don't know if the assessment fits.

Do the strategies challenge the organization to excel?

- MEA Think you have to state each clearly.
 MS Ambitious plan of what is possible. To outsiders: yes. To insiders: simply a daunting list when taken in at once with the limited support shown, resources afforded and pedantic ponderous wrapped way the CSU system works. Given 15 years we can do this. Given support we could do this in 5.
 HH yes In fact I think the strategic plan may not be achievable in any short run scenario. The long term achievement of the plan as laid out will have to be determined over time.
 PS Yes See notes
 BB -
 RA -
 MK Whoa! This puts us down for the count!
 CH Yes, if we can utilize all of these strategies, I believe we will achieve excellence.

Goals Statement

Are the goals clearly delineated?

- MEA Kept changing tense and form. Pick one and stick with it.
 MS Goals summary as a cover sheet to deliverable objectives.
 HH Yes
 PS Yes
 BB -
 RA Yes
 MK Yes
 CH Given what I said about the assessments earlier, (don't want to be redundant in being critical) I think the goals are clearly delineated and very helpful as stated. I would be interested in the process used to develop these particular goals, but I see how they fit!

Do the goals allow for effective evaluation?

- MEA Assessment actions need specificity and clarity.
 MS Yes Based on accomplishment of objectives/deliverables.
 HH Yes But the how of evaluation is missing.
 PS Yes But do link to Institutional Research.
 BB -
 RA Yes Programming has a built in process of evaluation.

MK Yes They seem measurable.
CH

Overall

Does the strategic plan utilize the resources effectively and completely?

MEA Can't tell from what's in here.
MS Borders on excellent. There is so much going on in each area that full explanation with crystal clarity and readable brevity is extremely difficult. You did good, Rick.
HH Yes
PS An excellent and clear presentation and progression of objectives.
BB This is a work in progress isn't it? and as such can be massaged and changed as resources change.
RA Yes Tremendous resources are available.
MK You bet!
CH Are you talking about the resources that you have today, or those that you are planning on and for? If you are asking the former, then I'd say yes, if the latter, then I'd say it depends. Is it effective in the sense that some good use is being made of the resources, or are in the sense that the resources being maximized in all cases? Again, if you are asking the former, then I'd say yes, if the latter, then I'd say it depends. Big questions.....

Does the vision of success for Wellness, Recreation and Sport Institute coincide with the vision of the university?

MEA Yes
MS Yes
HH Yes
PS Yes High Correlation
BB Yes!
RA Yes It embodies the philosophy and brings the words to life.
MK Yes
CH What is the vision of the university? The stated values as put forth in the vision statement? The actualized values put forth by the actions of the university to this point? The perceived values as identified by a particular group of students? you see my point. In fact, I am the chair of the WASC task force that will be attempting to address that very question, so I'd be glad of your input. But if it is the former that you are interested in here, I'd say it does coincide nicely for the most part. and if it is achieved, I think we should be proud.

If the vision is achieved, will it be a source of pride for CSUMB?

MEA Yes
MS Yes And a drawing card to potential students from around the world.
HH Yes
PS Absolutely
BB Yes!
RA For CSUMB and its partners, specifically the Presidio which is establishing new models of cooperation.
MK Of course!
CH if it is achieved, I think we should be proud.

Do you have any suggestions to improve the Strategic Plan for the Wellness, Recreation and Sport Institute?

MEA Scribbled all over it.

MS Have made them per section.

HH None This is a document developed by a person who has been, and is, living the establishment of the initial programs at CSUMB. Much thought has been put into what is needed and how to achieve it. Rick has done a great job overall in both developing a program and living it at the same time.

PS see margin notes

BB not at this time!

RA Pie charts or graphs to depict information and projections over time that can be easily understood at a glance.

MK -More process for task completion - strategy needs a method.

CH The main suggestion I'd have is to be more specific about how you plan to set up this continuous renewal process for the strategic plan. Who will be involved, what processes will be followed, what sorts of evidence will be needed? This seems to be key to the development of the ongoing growth of the strategic plan and that seems to me to need further development. I really think this is good work and a grand place to start. Let me know where I can assist your work. Thanks for letting me see this document and hope this feedback is helpful! Sorry to be so tardy!

California State University Monterey Bay

Wellness, Recreation and Sport Institute

Strategic Plan

Richard P. Humm

November 1996

EXECUTIVE SUMMARY

This document outlines a vision of success and a strategic plan for the Wellness, Recreation and Sport Institute (WRSI) of California State University at Monterey Bay (CSUMB). This plan will be used as a road map to direct the efforts of the institute as its programs and curriculum unfold. It is intended to be renewed and revised annually based on reflection on success and review of progress.

The plan analyzes the environment within which the institute operates and identifies the issues with which it is confronted. Based on that identification, the institute will focus on six strategic initiatives:

- I. To teach and promote healthful living habits for CSUMB students in such areas as nutrition, stress management and lifetime physical activity.
- II. To enhance CSUMB students' personal confidence, team and group competencies and mutual support through physical and recreational challenges.
- III. To develop opportunities for wellness and recreational service learning experiences and internships in, and for, the greater Monterey Bay area community.
- IV. To provide and promote opportunities for physical activity and recreational interaction for all segments of the CSUMB community.
- V. To develop a student based intramural and intercollegiate athletic program.
- VI. To develop resources and facilities that support the curricular and program strategies in the most cost effective manner possible.

Each initiative is broken into sets of goals which serve to categorize and focus the ways in which each initiative will be achieved. These include

Student Focus, Multi-disciplinary Teaching and Learning , Collaboration Across CSUMB, Collaboration with Communities outside CSUMB, Direct Service Provision, Institute Sponsorship of Faculty and Staff Appointments, and Resource Development.

The plan concludes with an outline of objectives for the institute through ten years. The objectives are organized into three areas: Wellness Instruction and Curriculum, Sport and Recreation Programming, and Resource and Facility Development.

WELLNESS, RECREATION AND SPORT INSTITUTE STRATEGIC PLAN

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INTRODUCTION

This document is a living, dynamic instrument that makes manifest the purpose, values and intentions of the Wellness, Recreation and Sport Institute (WRSI) of California State University at Monterey Bay (CSUMB). The strategic planning it outlines is intended to be a point of departure for continuous review, renewal and “re-planning” as the WRSI team implement it with the assistance of its advisory groups.

The planning process was initiated as a group process involving representatives from various entities within the university. The initial collection of planners evolved into an advisory group for the institute. Its work has been augmented by participation of WRSI staff.

The plan begins with a review of the organizational mandates which the WRSI must meet in carrying out its purpose. An environmental assessment follows. It is an exploration of the strengths and weaknesses of WRSI and the threats and opportunities of the world in which it operates.

A review of the mandates and environmental assessment produced a series of policy choices or strategic issues which must be answered to effectively plan for WRSI. A listing of some of those questions follows.

The next section outlines the six strategic initiatives which this thinking has identified as those on which WRSI should concentrate its energy. These initiatives are broken down into goals. It is the identification of the strategic initiatives and goals that is the backbone of the strategic plan.

Strategic goals and initiatives are made more concrete by charts outlining objectives for the WRSI in three distinct areas: wellness instruction and curriculum, sport and recreation curriculum and programming, and facility and resource development.

The heart of the strategic plan is the Institute Vision Statement with which this document begins.

WRSI VISION STATEMENT

The WRSI values initiative, personal responsibility, physical activity and a whole person orientation to wellness and health. The WRSI embraces team work and the ability of individuals to be more creative when working with others toward common goals. At the same time, the WRSI celebrates each individual with varying abilities, differing culture, values and lifestyle.

The WRSI delivers comprehensive programs focused on enabling students, faculty and staff in achieving lifelong wellness through health education, psychological well-being, good nutrition and the development of lifetime exercise habits. The institute is a locus for movement offering possibilities for education in health, exercise, recreation and sport through a whole-being, or holistic, approach to wellness.

WRSI is a hub of resources in human motivation, character development and leadership training through team and group activities, physical challenges and sport activities for CSUMB students and community members. These activities intersect with other campus leadership development opportunities. The institute is a place of study of sport, physical activity and wellness. Its academic endeavors embrace the multicultural nature of CSUMB and the varying abilities of its community members. It supports teacher preparation and collaborative human services programs of study. It also supports other CSUMB programs including marine and natural sciences, executive education and organizational development.

The Institute works in collaboration with a variety of community agencies, schools and organizations, as well as with other CSUMB Centers and Institutes. WRSI provides educational opportunities for the general Monterey Bay community through its Communiversity learning experiences. WRSI Services are campus wide services that embrace our diversity and are designed to be accessible to all people of differing abilities and cultural backgrounds.

MANDATES

A. Sport and Recreation Programming

1. To foster gender balanced sport and recreation programming
2. To develop equal opportunity in all levels of recreation and sport programming for participation in intercollegiate and intramural team and sport and recreation clubs.
3. To maximize opportunities for wide student participation in sport and recreation involving multiple segments of the community.
4. To adapt sport and recreation programming to be accessible to individuals with differing physical abilities and disabilities.
5. To create and maintain sport and recreation programs that are student interest driven.
 - a) Intramural sport leagues and recreation and competitive sport clubs should be student managed.
 - b) Student interest should be regularly sought and assessed.
6. To create competitive intercollegiate athletic programs that emphasize
 - a) student-athlete development and welfare;
 - b) student-athlete immersion in the greater campus community;
7. To create sport and recreation programs that emphasize and take advantage of, and are interwoven with, the residential nature of CSUMB.
8. To create sport and recreation programs that emphasize and take advantage of, and are interwoven with, the multicultural nature of CSUMB.

B. Wellness Curriculum Development and Programming

1. To develop a wellness and health curriculum that emphasizes full dimension student development.
2. To create learning experiences that address multiple University Learning Requirements.
3. To adapt learning experiences to be accessible to individuals with differing physical abilities and disabilities.
4. To create an assessment structure and learning experiences that facilitate student mastery of the VIBRANT University Learning Requirement.

5. To work collaboratively with the Institute for Collaborative Community Services in developing programs in health services and in park, recreation and sport management.
 6. To work collaboratively with liberal studies in creating and managing curricular offerings that allow teacher education students to obtain minor courses of study in health and physical education.
 7. To create wellness and health promotion programs that emphasize and take advantage of, and are interwoven with, the residential nature of CSUMB.
 8. To create wellness and health promotion programs in collaboration with CSUMB Human Resources and the Campus Health Center that address the needs of the entire community - students, faculty and staff.
- C. Budget and Program Management
1. To develop program approaches that generate savings and non university general fund revenues that:
 - a) fund 30% of program funding needs
 - b) meet facility capital fund needs for the first ten years of operation.
 2. To work collaboratively with various organizations, agencies and communities in the central coast area in program and facility development.
 3. To approach projects and programs in the spirit of entrepreneurship in trying new avenues, approaches and methods that stimulate flexibility and innovation.
 4. To coordinate fundraising and resource development with University Advancement in order to avoid conflict and to maximize results.

ENVIRONMENTAL ASSESSMENT

The environmental assessment assesses the internal environment for organizational strengths and weaknesses and the external environment for threats and opportunities. A brainstorming process initiated in the planning group was followed with editing and discussion. The results are charted on the following pages:

WRSI Programs and Curriculum Environmental Assessment

<p>Organizational Strengths</p> <ul style="list-style-type: none"> I. Sport and Recreation Curriculum/Programming <ul style="list-style-type: none"> A. Faculty Position devoted to Curriculum and Programming development B. Ability to develop Student Outreach (SOAR), Admissions (A/R) and Financial Aid (FA) partnerships for student athlete recruitment. II. Wellness Curriculum and Programming <ul style="list-style-type: none"> A. Faculty Position devoted to Curriculum and Programming development B. Opportunity to provide teacher preparation support in physical and education C. Responsible for VIBRANT University Learning Requirement III. Organizational Structure <ul style="list-style-type: none"> A. Location in Residential Learning, Wellness and Student Services (RLWSS) <ul style="list-style-type: none"> 1. Residential Learning collaboration opportunities 2. Co-located with Health Center, Institute for Collaborative Community Services (ICCS), SOAR, A/R, and FA. B. Collaboration with other academic centers 	<p>Organizational Weaknesses</p> <ul style="list-style-type: none"> I. Sport and Recreation Curriculum/Programming <ul style="list-style-type: none"> A. No major course of study B. Minimal facilities, fields or equipment C. Minimal budget support II. Wellness Curriculum and Programming <ul style="list-style-type: none"> A. No major course of study B. Lack of commitment to unified faculty, staff and student health promotion effort III. Organizational Structure conducive to program and curriculum development <ul style="list-style-type: none"> A. No alumni to draw on for financial support B. Minimal support staff C. Changes pending in center leadership create uncertainty IV. Minimal commitment to general fund support for athletics & sports V. Insufficient institutional resource support - computers, phones, office space, clerical support
<p>External Threats</p> <ul style="list-style-type: none"> I. Community resistance to programs perceived as competitive businesses <ul style="list-style-type: none"> A. Local sailing instructors and dive shops B. Local bowling centers C. Monterey County and Robert Louis Stevenson School are competing for ropes course clientele II. Joint programming management with partners creates coordination challenges III. Segments of faculty resistant to athletics/sport IV. CSUMB philosophical commitment has not yet translated to budget commitment beyond faculty positions V. Human Resources has taken titular leadership role in health promotion for faculty/staff VI. Historic male dominance of sport programming creates expectations 	<p>External Opportunities</p> <ul style="list-style-type: none"> I. Sport and Recreation Curriculum/Programming <ul style="list-style-type: none"> A. Partnerships with Marina and Seaside B. NAIA - Cal Pac Conference an appropriate level of competition for the near future C. NCAA Division II - Nor Cal Conference an appropriate level of competition for future D. Large female student population is opportunity for new paradigm. E. CSUMB commitment to outdoor education. F. Market for outdoor & executive education II. Wellness Curriculum and Programming <ul style="list-style-type: none"> A. Partnership with Monterey County allows joint health education programs B. Potential market for wellness programming III. Organizational Structure - Partnership potential: <ul style="list-style-type: none"> A. Boating - State Department of Boating and Waterways, local yacht clubs, Naval Postgraduate School, Coast Guard, Monterey Peninsula College, local school districts. B. Outdoor Education - Presidio of Monterey (POM), Monterey County, local businesses such as Sanctuary Rock Gym C. Monterey Bay Sports Association - promotion for major sporting events D. Joint efforts with MPC in sailing and golf

WRSI Facilities - Environmental Assessment

<p>Organizational Strengths</p> <ul style="list-style-type: none"> I. Wellness Activity Center <ul style="list-style-type: none"> A. Can support sports including basketball, volleyball, badminton, racquetball B. Can support fitness activities such as resistance and cardiovascular exercise C. Facility deficiencies scheduled to be corrected II. Stadium - Can support Flag/Touch Football, Soccer, Ultimate Frisbee, Lacrosse, Track and Field III. Post Baseball Field - Can Support Baseball, Softball and general turf sports such as Rugby, Flag/Touch Football, Soccer IV. Multiple field spaces in housing areas can support intramural, recreational play V. Good stock of outdoor tennis and basketball courts VI. Outdoor/open space access - can support outdoor education, ropes course, orienteering, running, cycling, hiking and camping VII. Substantial housing stock for conference and residential programming VIII. Large number of buildings available to convert to revenue generating uses such as retail and rental services and partner businesses 	<p>Organizational Weaknesses</p> <ul style="list-style-type: none"> I. Wellness Activity Center <ul style="list-style-type: none"> A. Not enough space. Some conflict between student programming and revenue-generating community use B. not accessible to differently abled individuals C. not equally accessible to women D. outdated fitness equipment II. Fields in need of much renovation <ul style="list-style-type: none"> A. Baseball field overgrown, lights non-working, needs lots of work B. Freeman Field "astro-turf" is worn out and dangerous C. Housing area fields not sized for adult uses III. No pool on campus IV. No capital funds for ten years V. Lack of funding to acquire and renovate Bowling Center.
<p>External Threats</p> <ul style="list-style-type: none"> I. Stadium & Bowling Center not yet conveyed. <ul style="list-style-type: none"> A. Seaside possibly moving on stadium and bowling center B. Conveyance may not occur for several years II. Seaside purchasing Golf Courses, may limit student access III. Marina "joint management" of WAC is problematic. IV. Post Baseball Field not yet conveyed. V. Possible lease of Fort Ord Pool carries heavy start-up and operational costs 	<p>External Opportunities</p> <ul style="list-style-type: none"> I. Facilities available for use now and in near future <ul style="list-style-type: none"> A. Bowling Center - delayed conveyance B. Golf <ul style="list-style-type: none"> 1. Community 2. Fort Ord Courses C. Open Space - cross country, running, cycling II. Partnerships which may provide facility access: <ul style="list-style-type: none"> A. Seaside to acquire Shea Gym, owns pool. B. Boating Center - MPYC, NPS, USCG, MPC C. POM Outdoor Recreation - equipment rental, Tahoe Cabins D. Monterey Bay Sports Association - development of the Monterey Bay area as attractive to major sporting events III. Pool Use Opportunities: Seaside Patullo pool, MPC, Fort Ord

STRATEGIC ISSUE IDENTIFICATION

Strategic issues are questions which compel policy choices. A review of the organizational mandates and the environmental assessment uncovered a variety of issues which are recognizable in three broad categories: Facility and Resource Development, Wellness Instruction and Curriculum, and Sport and Recreation Curriculum and Programming. Those categories grouped the issues:

Resources/Facilities

- From where will we be able to draw the resources necessary to our institutional success?
- How do we best meet the 30% mandate for self generated revenue?
- What advancement/fund raising initiatives should we undertake?
 1. Should we develop a community support group?
 2. Is a student fee referendum feasible?
- What entrepreneurial opportunities are best to exploit?
 1. How can we maximize our boating and outdoor education market?
 2. When should we begin to develop sport camps?
- How can we insure Americans with Disabilities Act and Title IX compliance?
- What facilities are needed in the short and long term?
- How can we best develop dance/aerobic/martial arts space?
- Where can we access pool use?
- Where can we deliver boating education?
- Where can we develop a ropes course and other facilities for outdoor education and recreation?
- Is development of a bowling center a priority for students?
- Are WRSI facility needs sufficiently incorporated into the CSUMB Master Planning process?

Wellness Instruction and Curriculum

- How can we create a set of learning experiences and programs which provides variety in the development of life long wellness and fitness habits? How can the institute develop campus wide adoption of importance of wellness?

- How can WRSI most effectively develop campus based wellness programs?
 1. Who is best to deliver campus based health education? Can a collaborative team be developed?
 2. How can we most effectively develop life long wellness habits in our community?
 3. Why deliver community wide versus student only wellness programming?
- What physical activity learning experiences should be created and supported?
- What adapted (to disabilities/differing abilities) physical education/activities opportunities can we develop?
- How can we most effectively embrace the multicultural and residential nature of the CSUMB community?
- With whom should the institute concentrate its collaborative energies? Can we support the teacher preparation program? Can we support the Collaborative Human Services interest in developing a parks and recreation management concentration?
- How can we effectively collaborate with the Monterey Peninsula College (MPC) golf course management program? Is it possible to develop a sport management major? Can a collaborative team be developed with academic business programs?
- What is best way to meet the need to create learning experiences for the VIBRANT ULR? Aren't there a variety of alternative ways of acquiring the competencies involved?
- Creation of Learning Experiences: What is criteria for classes? What is criteria for instructors? What classes should be open to general community?
- What are the elements of a quality outdoor education curriculum?
- Of what does our ideal curriculum consist?

Sport and Recreation Curriculum and Programming

- How can maximum faculty/staff/student interaction be developed through sport and recreation? Can we facilitate student designed projects to encourage such interaction?
- How can we most effectively assess and address student interest? Can we collaborate with campus institutional research efforts?
- What adapted (for persons of differing abilities and disabilities) sport and recreation programs can be developed?

- What sports and recreation best reflects CSUMB's multicultural nature?
- What is the shape of the most effective CSUMB Boating Program?
 1. Can we create a community consortium around a concept of a boating education center?
 2. What do we give up in such a venture?
- How can CSUMB develop maximum opportunities for student recreation?
- How can sports be developed over a continuum?
 1. Open play,
 2. Intramural sports,
 3. Sport clubs,
 4. Varsity teams.
- How can we most effectively develop sports/intercollegiate sports?
- What sport activities should be developed?

STRATEGIC INITIATIVES AND GOALS

The policy choices outlined in the preceding section gave rise to the following strategic initiatives. The first three relate to policy choices in the area of wellness instruction and curriculum. The fourth and fifth relate to sport and recreation curriculum and programming. The sixth initiative supports achievement of the others.

Strategic Initiatives

- To teach and promote healthful living habits for CSUMB students in such areas as nutrition, stress management and lifetime physical activity.
- To enhance CSUMB students' personal confidence, team and group competencies and mutual support through physical and recreational challenges.
- To develop opportunities for wellness and recreational service learning experiences and internships in, and for, the greater Monterey Bay area community.
- To provide and promote opportunities for physical activity and recreational interaction for all segments of the CSUMB community.
- To develop a student based intramural and intercollegiate athletic program.

- To develop resources and facilities that support the curricular and program strategies in the most cost effective manner possible.

Each of the initiatives are broken down into a set of goals. These sets serve to categorize and focus the ways in which each initiative will be achieved. Following are the categories for the first five strategic initiatives. The sixth, resource development is incorporated into each:

- Student Focus - How will efforts in each area directly affect students?
- Multi-disciplinary Teaching and Learning - What opportunities are there in each area to deliver interdisciplinary programs and learning experiences?
- Collaboration Across CSUMB - With which CSUMB institutions will WRSI work in collaboration to develop programs?
- Collaboration with Communities outside CSUMB - With which community institutions will WRSI work in collaboration to develop programs?
- Direct Service Provision - What services will be generated?
- Institute Sponsorship of Faculty and Staff Appointments - What staffing needs will be required for each initiative?
- Resource Development and Revenue Generation - How will WRSI self-generate resources necessary to each initiative? This embodies the sixth strategic initiative.

The delineation of each goal will conclude with suggested modes of assessing success. Such assessment will be coordinated with CSUMB Institutional Research programs.

I. WELLNESS, HEALTH PROMOTION

Strategic Initiative Statement: To teach and promote healthful living habits for CSUMB students in such areas as nutrition, stress management and lifetime physical activity.

GOALS

Student Focus

- Develop maximum student origination and implementation of wellness and recreation programs. Train students to be managers of programs wherever possible.
- Provide rich recreation and wellness service learning and internship opportunities in local communities, agencies and corporations.

Multi-disciplinary Teaching/Learning

- Integrate programs of instruction in wellness and physical education with other academic areas such as health sciences, nutrition, biology, physiology, anatomy and with Collaborative Human Services.
- Integrate programs of instruction in such areas as stress reduction, self-confidence, self-esteem, sport psychology and mind-body integration with academic programs in art, psychology, human growth and development, pedagogy and education.
- Integrate placement of wellness interns in local businesses and communities with collaborative human services and business disciplines.

Collaboration across CSUMB

- Develop a strong relationship with Collaborative Human Services, Liberal Studies and Teacher Preparation.
- Structure all programs as inclusive and open to all segments of the CSUMB community: students, faculty, staff and administration. Give support and assistance to all segments in the implementation of wellness programs.
- Work closely with Human Resources, the Campus Health Center, faculty and staff unions, student voice organizations and campus administration in program development and administration.

Collaboration with External Communities

- Create partnerships and joint ventures with federal, state and county agencies, local cities and school districts as well as local corporations and other businesses to develop recreation and health promotion internship and service learning opportunities.

Direct Service Provision

- Train student managers for health promotion programs.
- Sponsor and provide wellness programs for the campus community.
- Train student instructors for wellness and health promotion programs.

Sponsorship of Faculty and Staff Appointments

- Recruit faculty through this institute for the development of curriculum and programs including exercise physiology, motor development, nutrition, health promotion and physical activity classes.
- Collaborate with liberal studies and teacher preparation in meeting state credential requirements in health and related areas and in developing minors in such areas as coaching and physical and health education.
- Appoint faculty and staff to develop and carry out campus and community wellness programs.
- Appoint staff to manage and supervise internship programs and to supervise and manage student managers of wellness programs.

Resource Development and Revenue Generation

- Develop wellness and quality of life seminars and programs. Deliver these in conjunction with executive education and off campus with corporate, non-profit and governmental agencies.

ASSESSMENT

- Measures will include: level of healthfulness, fitness and movement competence of CSUMB students. Instruments of measures will be physical exams, participation in physical activity classes and health insurance claim activity.
- Level of physical activity recorded by students would indicate effectiveness of promotion of lifetime exercise habits.
- Numbers of campus groups participating in, or partnering in, wellness programs would indicate effectiveness of efforts to create opportunities for interaction.
- Enrollment in teacher preparation related learning experiences.
- Amount of revenue generated through marketing of wellness programming.

II. LEADERSHIP AND TEAM SKILL DEVELOPMENT OUTDOOR EDUCATION, BOATING

Strategic Initiative Statement: To enhance CSUMB students' personal confidence, team and group competencies and mutual support through physical and recreational challenges.

GOALS

Student Focus

- Develop maximum student initiation and implementation of wellness and recreation programs. Wherever possible, WRSI will train students to be managers of programs.
- Provide students opportunities to manage and experience boating, adventure-based learning and recreational activities. Examples include development of wilderness outings, leadership challenges and Outward Bound type group activities. Such activities promote self-discovery and discovery of others in the diverse CSUMB community.

Multi-disciplinary Teaching/Learning

- Integrate programs of instruction in such physical activities as SCUBA, boating, kayaking, hiking, wilderness skills and others with other programs such as marine and natural sciences.
- Integrate programs of instruction in such areas as stress reduction, self-confidence, self-esteem, sport psychology and mind-body integration with academic programs in psychology and education.
- Integrate placement of boating, recreation and outdoor education interns in local businesses and communities with collaborative studies, business and public administration/political science disciplines.

Collaboration across CSUMB

- Work closely with Human Resources, Academic Senate and Assembly, faculty and staff unions, student voice organizations and campus administration in program development and administration.

Collaboration with External Communities

- Enhance outdoor recreational activities and opportunities through collaboration with County and State Park Services, the Bureau of Land Management, as well as the National Park and Forest Services.
- Collaborate with federal, state and county agencies, local cities, school districts and local corporations and businesses to develop outdoor education and recreation, and boating internship and service learning opportunities.

- Serve as a resource to the community in organizational development and executive education. Deliver leadership and human motivation courses through boating, outdoor, wilderness, survival and "Ropes" courses. Serve as a repository of research in the area.
- Create joint ventures with such entities as the Presidio of Monterey, US Army, Naval Postgraduate School, California Department of Boating and Waterways, US Coast Guard, local yacht clubs, Moss Landing Harbor District and Moss Landing Marine Laboratory in the development of boating programs. Work closely with these agencies as well as with the City of Monterey, Monterey Peninsula College, in developing an educational and recreational boating safety center.

Direct Service Provision

- Develop leadership and human motivation expertise, research and courses designed for delivery off-site as well as on campus.

Sponsorship of Faculty and Staff Appointments

- Appoint faculty and staff to develop and carry out campus community leader development and team building programs.

Resource Development and Revenue Generation

- Market programs in conjunction with Executive Education and Conference Services as well as directly to the public. Such programs include team building and related organizational development experiences delivered in the context of land and sea outings and/or ropes courses

ASSESSMENT

- Entrepreneurial success of adventure-based learning programs would be measured by ability to service clients and by program profitability.
- Student inclination to work in teams and to develop in lead and team roles..
- Track numbers of student participating in Institute programs.

III. SERVICE LEARNING

Strategic Initiative Statement: To develop opportunities for wellness and recreational service learning experiences and internships in, and for, the greater Monterey Bay area community.

GOALS

Student Focus

- Provide rich recreation and wellness service learning and internship opportunities in local communities, agencies and corporations.

Multidisciplinary Teaching/Learning

- Integrate placement of student instructors and interns in community dance, recreation and wellness programs with collaborative studies, business and public administration/political science disciplines.

Collaboration across CSUMB

- Work closely with the Service Learning Institute in program development.

Collaboration with External Communities

- Act jointly with the County, local cities and school districts as well as local corporations and other businesses to develop recreation and health promotion internship and service learning opportunities.

Direct Service Provision

- Train student managers for recreation and health promotion programs.
- Manage internship and service learning programs.
- Train student instructors for wellness and health promotion, dance, sport and recreation programs.

Sponsorship of Faculty and Staff Appointments

- Make Staff appointments to supervise internship programs as well as to supervise student managers of sport, recreation and wellness programs.

Resource Development and Revenue Generation

- Access support available through National Service Learning for projects responsive to local community needs for dance and sport programs in the local school districts.

ASSESSMENT

- Service Learning and internship experiences will be evaluated and recorded in "cocurricular" transcripts.
- Student participation in Institute programs.
- Placement agency evaluations.

IV. RECREATION

Strategic Initiative Statement: To provide and promote opportunities for physical activity and recreational interaction for all segments of the CSUMB community.

GOALS

Student Focus

- Develop maximum student origination and implementation of recreation programs. Wherever possible, WRSI will train students to manage programs.

Multi-disciplinary Teaching/Learning

- Integrate programs of instruction in such physical activities as SCUBA, boating, kayaking, hiking, wilderness skills and others with marine and natural sciences programs.
- Develop a parks and recreation management course of study in concert with the Institute for Community Collaborative Services
- Integrate programs of instruction in stress reduction, self-confidence, self-esteem, sport psychology and mind-body integration with academic programs in psychology and education.
- Design all programs to allow delivery in the residential setting as coordinated by residential learning.
- Integrate placement of recreation interns in local businesses and communities with collaborative studies, business and public administration/political science disciplines.

Collaboration across CSUMB

- Structure all programs to be inclusive and open to all segments of the CSUMB community: students, faculty, staff and administration. Embrace the diversity and varying abilities of all members of the CSUMB community.
- Work closely with Human Resources, the Campus Health Center, faculty and staff unions, student voice organizations and campus administration in program development and administration.

Collaboration with External Communities

- Collaborate with Marina and Seaside and other local communities in delivery of recreational programming and in the use and management of recreational facilities.
- Create joint ventures with such entities as the Presidio of Monterey, US Army, Naval Postgraduate School, US Coast Guard and Moss Landing

Marine Laboratory in the development of recreation and sport programs. The institute will work closely with these agencies as well as with the City of Monterey, Monterey Peninsula College, Monterey Peninsula Yacht Club in developing an educational and recreational boating safety center.

- Work closely with federal, state and county agencies, local cities and school districts as well as local corporations and other businesses to develop and enhance Outdoor Recreational activities and opportunities.
- Collaborate with federal, state and county agencies, local cities and school districts as well as local corporations and other businesses to develop recreation internship and service learning opportunities.
- Serve as a resource to the community in organizational development and executive education. WRSI will deliver leadership and human motivation courses through outdoor, wilderness, survival and "Ropes" courses. The institute will serve as a repository of research in this area.

Direct Service Provision

- Train student managers for recreation programs.
- Sponsor and provide recreation programs for the campus community.
- Manage internship, teaching assistance and service learning programs.
- Design leadership and human motivation courses for delivery off-site as well as on campus.

Sponsorship of Faculty and Staff Appointments

- Recruit and appoint faculty to teach parks and recreation management, wellness and sport management curriculum as well as physical activity learning experiences.
- Sponsor faculty and staff appointments to develop and carry out campus community recreation programs.
- Appoint staff to manage and supervise internship programs and to supervise and manage student managers of recreation programs.

Resource Development and Revenue Generation

- Secure some portion of student campus based fees to offset costs of programming.
- Work closely with CSUMB grants and contracts staff to target viable resources.
- Generate program revenue from non student participant fees.

ASSESSMENT

- Level of participation in recreational programs.
- Mix of CSUMB and greater community participating in recreational programs,
- Ability to focus on performance goals as well as outcome (win/lose) goals.

V. **SPORT**

Strategic Initiative Statement: To develop a student based intramural and intercollegiate athletic program.

GOALS

Student Focus

- Develop maximum student origination and implementation of sport programs. Wherever possible, WRSI will train students to manage programs.
- Provide all students with an opportunity to participate in sport at their level of interest and ability across a continuum of involvement. This continuum ranges from open and informal play through intramural, sport club and intercollegiate teams. It includes opportunities adapted to allow participation by people of varying ability and disability.
- Provide a curriculum of sport skill development to enhance student enjoyment of sport.

Multi-disciplinary Teaching/Learning

- Design and deliver a course of study in sport management, including coaching, sport sociology and sport psychology in conjunction with the Center for Collaborative Studies.
- Integrate programs of instruction in such physical activities as SCUBA, boating, kayaking, hiking, wilderness skills and others with marine and natural sciences programs.
- Work closely with liberal studies and teacher preparation in developing a coaching and physical education minor.
- Integrate programs of instruction in wellness and sport with other areas of academic focus such as health sciences, nutrition, biology, physiology and anatomy.
- Integrate programs of instruction in such areas as stress reduction, self-confidence, self-esteem, sport psychology and mind-body integration with academic programs in psychology and education.

Collaboration across CSUMB

- Structure all programs to be inclusive and open to all segments of the CSUMB community: students, faculty, staff and administration. Embrace the diversity and varying abilities of all members of the CSUMB community.

Collaboration with External Communities

- Operate in partnership with Marina and Seaside and other local communities particularly in the use and management of sport facilities.

Direct Service Provision

- Train and employ student managers for sport programs.
- Sponsor, develop and manage athletic opportunities from open play through intramural sports and sport clubs to intercollegiate teams.
- Integrate placement of recreation and sport interns in local communities with the institute's sport studies.

Sponsorship of Faculty and Staff Appointments

- Sponsor faculty and staff appointments for management and coaching of athletics.

Resource Development and Revenue Generation

- Develop a community based advisory group to spearhead local community support of CSUMB sport programs.

ASSESSMENT

- Success of athletic programs would be based on quantitative measures of students participating and qualitatively by the ability to adopt performance goals as well as outcome (win/lose) goals.
- Community response to CSUMB sport programs will be measured through resource support, participation in WRSI programs and through attendance at CSUMB sponsored sport events.
- Level of participation by students of varying abilities and disabilities.

WRSI OBJECTIVES

Following are charts outlining annual objectives in three areas developed to organize thinking around the WRSI Strategic Initiatives. They are Wellness Instruction and Curriculum, Sport and Recreation Programming, and Resource and Facility Development.

Phase	Wellness Instruction and Curriculum Development Objectives
Year One 1995/96	<ul style="list-style-type: none"> I. Create Strategic Plan II. Refine VIBRANT University Learning Requirement III. Initiate RLWSS Learning Experiences <ul style="list-style-type: none"> A. Foundations of Wellness B. Physical Activity C. Sport Skills <ul style="list-style-type: none"> 1. Racquetball, Basketball, Volleyball, Ultimate Frisbee, Rugby, Tennis, Sailing IV. Create "non-traditional" scheduled learning experiences <ul style="list-style-type: none"> A. Single day, weekend B. Residence based V. Collaborate within CSUMB <ul style="list-style-type: none"> A. ICCS <ul style="list-style-type: none"> 1. parks and recreation management 2. sport management 3. collaborative health education B. Connect with Liberal Studies to determine long range collaboration needs VI. Initiate Boating Safety Center Programs <ul style="list-style-type: none"> A. RLWSS learning experiences B. Summer and weekend courses C. Secure Monterey Bay access

Year Two 1996/97	<ul style="list-style-type: none"> I. Renew Strategic Plan <ul style="list-style-type: none"> A. Develop plan to insure accessibility for all students B. Re-assess student interest II. Create Resource Development and Fund Raising plan in conjunction with University Foundation <ul style="list-style-type: none"> A. Development program for Athletics, Sport and Recreation with major goal of creating a Field House and Pool Complex. B. Corporate sponsorships for wellness education programming. III. VIBRANT University Learning Requirement <ul style="list-style-type: none"> A. Expand ULR committee B. Streamline and communicate assessment process IV. Expand RLWSS Learning Experiences <ul style="list-style-type: none"> A. Foundations of Wellness <ul style="list-style-type: none"> 1. deliver enough sections to meet student demand 2. develop alternative experiences with specific target audiences <ul style="list-style-type: none"> a) Women's Wellness Foundations b) Multicultural Wellness Foundations B. Physical Activity C. Sport Skills D. Leadership Development V. Expand "non-traditional" scheduled learning experiences <ul style="list-style-type: none"> A. Early morning, evening opportunities B. Single day, weekend C. Residence based VI. Collaborate within CSUMB <ul style="list-style-type: none"> A. ICCS <ul style="list-style-type: none"> 1. parks and recreation management 2. sport management 3. collaborative health education
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	<ul style="list-style-type: none"> B. Liberal Studies and Teacher Preparation <ul style="list-style-type: none"> 1. Motor development 2. Begin development of physical education and health education minors C. ESSP - develop joint physical activity/natural science learning experiences D. Teledramatic Arts <ul style="list-style-type: none"> 1. Develop training films in boating 2. Develop training films in sports <p>VII. Expand Outdoor Education opportunities</p> <ul style="list-style-type: none"> A. Rock climbing, backpacking and mountaineering. B. Sea kayaking, sailboarding and white water rafting. C. Ropes Course <p>VIII. Expand Boating Safety Center Programs</p> <ul style="list-style-type: none"> A. Intersession and summer courses
<p>Year Three 1997/98</p>	<ul style="list-style-type: none"> I. Renew Strategic Plan II. Initiate Resource Development and Fund Raising in conjunction with University Foundation III. VIBRANT University Learning Requirement - seek out alternative modes of assessment IV. RLWSS Learning Experiences <ul style="list-style-type: none"> A. Foundations of Wellness and alternatives <ul style="list-style-type: none"> 1. deliver enough sections to meet student demand 2. continue to develop alternative experiences with specific target audiences B. Physical Activity C. Sport Skills D. Leadership Development V. Experiment with new technology based and "non-traditionally" scheduled learning experiences in response to student and client interests

	<p>VI. Collaborate within CSUMB</p> <p>A. ICCS</p> <ol style="list-style-type: none"> 1. parks and recreation management 2. sport management 3. collaborative health education <p>B. Liberal Studies and Teacher Preparation</p> <ol style="list-style-type: none"> 1. Motor development 2. Implement physical education and health education minors <p>VII. Expand Outdoor Education opportunities for corporate and executive education programs</p> <p>VIII. Provide Full Range of Seamanship and Sailing Certification and licensing programs through Boating Safety Center</p> <p>A. Initiate ocean passage and summer at sea programs</p> <p>B. Develop 200 ton master's license curriculum in conjunction with fishing community and Moss Landing Marine Lab</p>
<p>Year Five</p> <p>1999/2000</p>	<p>I. Renew Strategic Plan</p> <p>II. Continue Resource Development and Fund Raising in conjunction with University Foundation</p> <p>III. Continue to deliver quality learning experiences in conjunction with the VIBRANT University Learning Requirement</p> <p>IV. RLWSS Learning Experiences - continue to be creative and responsive to student interests and needs</p> <p>V. Initiate Sport Management major with CPEC approval.</p> <p>VI. Collaboration within CSUMB</p> <p>A. Executive Education</p> <ol style="list-style-type: none"> 1. deliver physical activity and stress management programs <p>B. ICCS</p> <ol style="list-style-type: none"> 1. CPEC approval of parks and recreation

	<p>management major</p> <p>2. continued support of health education</p> <p>C. Liberal Studies and Teacher Preparation</p> <p>1. physical education and health education minors</p> <p>D. ESSP</p> <p>1. develop field experiences which meet VIBRANT ULR</p> <p>VII. Expand Outdoor Education opportunities with off site outings</p> <p>VIII. Expand Boating Safety Center Programs</p> <p>A. Initiate Sailing Charter Cruises in conjunction with Outdoor Education</p> <p>B. Establish center for conferences and seminars in boating safety education</p>
<p>Year Ten</p> <p>2004/05</p>	<p>I. Renew Strategic Plan</p> <p>II. Resource Development and Fund Raising in conjunction with University Foundation - initiate endowment: \$5,000,000 goal to support scholarship programs</p> <p>III. RLWSS Learning Experiences - continue to be creative and responsive to student/client interests and needs</p> <p>IV. Expand Sport Management major to include sport sociology, sport psychology and coaching emphasis</p> <p>V. Collaboration within CSUMB</p> <p>A. ICCS, Executive Education, Liberal Studies and Teacher Preparation and ESSP continue to be partners</p> <p>B. Development of coaching, sport sociology and sport psychology curriculum with Social and Behavioral Studies</p> <p>VI. Full range of Outdoor Education programming, including sailing and boating, in conjunction with Executive Education</p>

Phase	Sport and Recreation Curriculum and Programming Objectives
Year One 1995/96	<ul style="list-style-type: none"> I. Create Strategic Plan II. Initiate Resource Development and Fund Raising in conjunction with University Foundation III. Initiate Intramural sports and Sport Clubs <ul style="list-style-type: none"> A. IM's potential: Racquetball, basketball, volleyball, soccer, softball, badminton, ultimate frisbee B. Intercollegiate Competition Goal Spring 1996 <ul style="list-style-type: none"> 1. Rugby, tennis, sailing, ultimate frisbee IV. Create Outdoor Recreation Capabilities with Presidio <ul style="list-style-type: none"> A. SCUBA, Ski and Sailing Clubs B. Ski and SCUBA Outings V. Establish Boating Safety Center in partnership with local yacht clubs, Monterey Peninsula College, Moss Landing Marine Lab, Coast Guard, Monterey, Naval Postgraduate School
Year Two 1996/97	<ul style="list-style-type: none"> I. Renew Strategic Plan <ul style="list-style-type: none"> A. Develop Adapted Sport Plan B. Re-assess student interest II. Expand Fundraising and Resource Development efforts III. Increase Intramural Participation - Possibilities include: <ul style="list-style-type: none"> A. Basketball B. Volleyball C. Flag Football D. Soccer E. Golf F. Tennis G. Softball/baseball

	<p>IV. Six Women's and Six Men's Sport Clubs</p> <p>A. Intercollegiate Competition Goal: Possibilities include Rugby, tennis, sailing, ultimate, golf, soccer, basketball, volleyball, baseball, softball</p> <p>B. Recreational Clubs possibilities include martial arts, skiing, SCUBA, hiking, surfing, rock-climbing, cycling and rowing</p> <p>V. If feasible, one women's & one men's NAIA team</p> <p>A. Develop budget, resource and staff infrastructure</p> <p>B. Possible sports include Basketball, Volleyball, Cross-country, Swimming, Golf, Tennis, Softball, Baseball, Soccer</p> <ol style="list-style-type: none"> 1. Initial choice driven by student interest 2. Requires support commitment by CSUMB <p>VI. Expand Outdoor Education opportunities</p> <p>A. Rock climbing, backpacking and mountaineering.</p> <p>B. Sea kayaking, sailboarding and white water rafting.</p> <p>C. Ropes Course</p> <p>VII. Expand Boating Safety Center Programs</p> <p>A. Create boat rental opportunities for CSUMB community</p> <p>B. Create racing team</p>
<p>Year Three</p> <p>1997/98</p>	<p>I. Renew Strategic Plan</p> <p>II. Establish concerted Development program for Athletics, Sport and Recreation with major goal of creating a Field House and Pool Complex.</p> <p>III. Year Round Intramural sports - Possibilities include:</p> <p>A. Basketball</p> <p>B. Volleyball</p> <p>C. Flag Football</p> <p>D. Soccer</p>

	<ul style="list-style-type: none"> E. Golf F. Tennis G. Softball/baseball <p>IV. Multiple Sport Clubs</p> <ul style="list-style-type: none"> A. Intercollegiate competition possibilities include Rugby, Tennis, Sailing, Ultimate Frisbee, Golf, Soccer, Basketball, Volleyball B. Recreational club possibilities include martial arts, skiing, SCUBA, hiking, surfing, rock climbing, cycling, rowing <p>V. Three Men's & three women's NAIA teams</p> <ul style="list-style-type: none"> A. Develop budget, resource and staff infrastructure B. Possible sports include Basketball, Volleyball, Cross-country, Swimming, Golf, Tennis, Softball <ul style="list-style-type: none"> 1. Initial choice driven by student interest 2. Requires support commitment by CSUMB <p>VI. Expand outdoor recreation opportunities with off-site outings and expanded equipment rental</p> <p>VII. Expand boating rental infrastructure to accommodate student access to sailing equipment</p>
<p>Year Five 1999/2000</p>	<p>I. Renew Strategic Plan</p> <p>II. Four Men's & four women's NCAA Division Two teams</p> <ul style="list-style-type: none"> A. Develop budget, resource and staff infrastructure B. Possible sports include Basketball, Volleyball, Cross-country, Swimming, Golf, Tennis, Softball <ul style="list-style-type: none"> 1. Initial choice driven by student interest 2. Requires support commitment by CSUMB <p>III. Expand student led intramural and sport club</p>

	<p>programs</p> <p>IV. Expand outdoor recreation and boating opportunities with off-site outings and expanded equipment rental</p> <p>V. Expand Boating Rental infrastructure to accommodate student access to sailing equipment</p>
<p>Year Ten</p> <p>2004/05</p>	<p>I. Renew Strategic Plan</p> <p>II. Resource Development and Fund Raising in conjunction with University Foundation - initiate endowment: \$5,000,000 goal to support scholarship programs</p> <p>III. Six Men's & six women's NCAA Division Two teams</p> <p>IV. Full range of outdoor recreation programming, including sailing and boating, in conjunction with Executive Education</p> <p>V. Active and vigorous student led intramural and sport club programs</p>

Phase	WRSI Facility and Capital Equipment Objectives
<p>Year One 1995/96</p>	<p>I. Facility Development</p> <ul style="list-style-type: none"> A. Develop Wellness Activity Center to house Physical Activity and Sport Skill classes B. Create partnerships to allow access to marine facilities C. Secure Pool Space - Seaside Patullo Pool, (8th Ave. Pool?) D. Develop Field Space E. Create safe floor space for dance, martial arts and other movement activities <p>II. Major Equipment Acquisition</p> <ul style="list-style-type: none"> A. Secure access to boats for boating program B. Acquire cardiovascular equipment for Wellness Activity Center <p>III. Resource Development</p> <ul style="list-style-type: none"> A. Secure Boating & Waterways grant for sailing dinghies B. Secure partnership for Dance Studio C. Develop facility for Outdoor Recreation Rentals D. Develop martial arts and aerobic activities <p>IV. Create Boating and Outdoor Education infrastructure</p>
<p>Year Two 1996/97</p>	<p>I. Renew Strategic Plan</p> <p>II. Facility Development</p> <ul style="list-style-type: none"> A. Create permanent space (separate from gym) for dance/movement and martial art programs B. Develop Field Space adequate for adult sports C. Create Ropes Course D. Cement partnership with Monterey Bay Area Boy Scout Council for New Student Orientation E. Expand partnerships with Elkhorn Yacht Club, Monterey Peninsula Yacht Club and Naval Postgraduate School to secure marine access <p>III. Major Equipment Acquisition</p> <ul style="list-style-type: none"> A. Upgrade WAC equipment to meet safety

	<p>concerns and ADA access responsibilities.</p> <ul style="list-style-type: none"> B. Acquire safety equipment for outdoor activities such as rock climbing gear C. Secure safety equipment for Rugby and soccer D. Solidify partnership with Presidio of Monterey for outdoor equipment access <p>IV. Create Resource Development and Fund Raising plan in conjunction with University Advancement</p> <ul style="list-style-type: none"> A. Development program for Athletics, Sport and Recreation with major goal of creating a Field House and Pool Complex. B. Continue to seek grant funding for major equipment acquisition <p>V. Boating Safety Center</p> <ul style="list-style-type: none"> A. Develop plan for creation of a physical center B. Seek additional partners for boating education
<p>Year Three 1997/98</p>	<p>I. Renew Strategic Plan</p> <p>II. Facility Development</p> <ul style="list-style-type: none"> A. Renovate Wellness Activity Center to insure Title IX and ADA compliance. B. Create permanent space (separate from gym) for dance/movement and martial art programs C. Expand Field Space to accommodate soccer, baseball/softball D. If feasible, renovate Fort Ord Pool Complex <p>III. Major Equipment Acquisition</p> <ul style="list-style-type: none"> A. Acquire soccer goals B. Acquire chase boat C. Develop outdoor recreation/education equipment inventory <p>IV. Resource Development</p> <ul style="list-style-type: none"> A. Initiate Resource Development and Fund Raising plan in conjunction with University Advancement B. Expand grant proposal activity <p>V. Boating Safety Center</p>

	<ul style="list-style-type: none"> A. Initiate plan for creation of a physical center B. Create governing organization for boating education center
Year Five 1999/2000	<ul style="list-style-type: none"> I. Renew Strategic Plan II. Facility Development <ul style="list-style-type: none"> A. Begin Field House design process B. Create Boating Center C. Renovate Baseball/Softball Stadium III. Major Equipment Acquisition <ul style="list-style-type: none"> A. Upgrade all WAC fitness equipment B. Acquire three mid size sail boats IV. Continue Resource Development and Fund Raising in conjunction with University Foundation V. Boating Safety Center <ul style="list-style-type: none"> A. Build Boating Center, if possible at Coast Guard pier B. Expand governing organization for boating education center to incorporate fund raising activities
Year Ten 2004/05	<ul style="list-style-type: none"> I. Renew Strategic Plan II. Facility Development <ul style="list-style-type: none"> A. Build Field House B. Build Pool Complex C. Renovate Football Stadium III. Major Equipment Acquisition <ul style="list-style-type: none"> A. Upgrade all WAC fitness equipment B. Renew dinghy fleet IV. Resource Development and Fund Raising in conjunction with University Foundation - initiate endowment: \$5,000,000 goal.