What Really Happens in A Rec Center: Student Learning
Myth or Fact?

Separating truth from fiction...
• **Student Use of Recreational Facilities = Higher Rates of Persistence**
  - Even those with low GPA’s (Belch, et. al, 2001)
• **Variables Positively Associated with GPA/ACT Scores**
  - Relationship with faculty
  - Intramural participation (Smith & Thomas, 1989)
• **Positive Benefits of Intramurals**
  - Better physical health, lower rates of alcohol consumption, higher rates of degree attainment, overall satisfaction with college, leadership development (Astin, 1993)
• **Recreational Center as Unifying Symbol** (Belch, et. al, 2001; Dalgarn, 2001)
• **Few Studies Quantify Correlations**
  - Students self-reported higher GPA’s and persistence rates (with exception of Asian students) (Belch, et. al, 2001)

“The more exposure students have to extensive sport activities, the more potential there is for profoundly positive developmental and educational effects.”

“Generally, aside from structured first-year experience programs, “recreation may be the single common bond between students.””

“Only Belch, et. al employed actual CRF [Campus Recreational Facility] visit counts to quantify use, but their findings are limited by the methodology employed.”
Enrolls 41,000 Students (2011)
- Mostly College of Engineering
- 57.5% Indiana Residents; 13.6% International

France A. Córdova Recreational Center
- Completed in 2012
- $98 Million
- 540,000 Square Feet (from 148,700)

Quick Numbers
- 40 Professional Staff
- 500 Student Staff
- Nearly 7,000 Patrons Daily
- Use RecTrac Software for Tracking
# A Look at Our Data

## Spring, 2010

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Visits</th>
<th>visits /mo</th>
<th>GPA</th>
<th>Credits</th>
<th>3/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>1,820</td>
<td>122,320</td>
<td>16.8</td>
<td>3.10</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td>Moderate</td>
<td>6,200</td>
<td>178,454</td>
<td>7.2</td>
<td>3.06</td>
<td>14</td>
<td>47%</td>
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<tr>
<td>Low</td>
<td>13,611</td>
<td>83,280</td>
<td>1.5</td>
<td>2.96</td>
<td>14</td>
<td>42%</td>
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<tr>
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<td>7,946</td>
<td>-</td>
<td>0.0</td>
<td>2.82</td>
<td>12</td>
<td>34%</td>
</tr>
</tbody>
</table>

## Spring, 2013

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<th>Count</th>
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<th>visits /mo</th>
<th>GPA</th>
<th>Credits</th>
<th>3/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>2,372</td>
<td>162,005</td>
<td>17.1</td>
<td>3.08</td>
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<td>42%</td>
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<tr>
<td>Moderate</td>
<td>6,718</td>
<td>199,158</td>
<td>7.4</td>
<td>3.05</td>
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<td>43%</td>
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<tr>
<td>Low</td>
<td>11,445</td>
<td>72,617</td>
<td>1.6</td>
<td>2.93</td>
<td>15</td>
<td>39%</td>
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<tr>
<td>No</td>
<td>6,208</td>
<td>0</td>
<td>0</td>
<td>2.65</td>
<td>13</td>
<td>33%</td>
</tr>
</tbody>
</table>
A LOOK AT OUR DATA

Frequency distribution of Rec Center visits
A LOOK AT OUR DATA

Pct of all students meeting GPA criteria
by number of Rec Center visits

- Pct < 2.0
- Pct > 3.0
A LOOK AT OUR DATA

Pct. who earned 3.0 GPA & 15 credits
by number of Rec Center visits

<table>
<thead>
<tr>
<th>Visits</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>32.9%</td>
</tr>
<tr>
<td>1-10</td>
<td>38.8%</td>
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<tr>
<td>11-20</td>
<td>42.1%</td>
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<tr>
<td>21-30</td>
<td>42.8%</td>
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<td>31-40</td>
<td>41.3%</td>
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<tr>
<td>41-50</td>
<td>44.3%</td>
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<tr>
<td>51-75</td>
<td>42.0%</td>
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<tr>
<td>76-100</td>
<td>39.8%</td>
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<tr>
<td>Over 100</td>
<td>40.6%</td>
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</table>
A LOOK AT OUR DATA

Semester GPA
by class & number of Rec Center visits

Spring 2013 Semester GPA

Number of Rec Center Visits

1.90 2.00 2.10 2.20 2.30 2.40 2.50 2.60 2.70 2.80 2.90 3.00 3.10 3.20 3.30 3.40

0 1-2 3-5 6-10 11-24 25-49 50+

Purdue University
Discussion

Talk amongst yourselves...

1. What does this data tell you?
2. What inferences can you make from this data?
3. What other variables, if any, might factor into the success relationship?
4. What cannot be gleaned from this data?
5. How might data from other offices affect these inferences?
Concluding Remarks
Thanks for Listening!

Questions?