

Assessment Question

How do our stakeholders with emotional, physical, and mental disabilities experience campus recreation and what are the impacts of those experiences?

Timeline

Assessment conducted between fall 2014 and spring 2015

Assessment performed on programs and facilities

Survey conducted between January and February, 2015

Reviewed by a committee in the spring of 2015

Final report and recommendations approved in the summer of 2015

Review Areas

Programs, facilities, and policies were reviewed

Program areas included Aquatics, the Outdoor Program, Fitness, and Intramural Sports

Additional review areas included events, business, human resources, marketing, and staff training

Policy review included internal staff policies, policies that impact patrons, and handbooks/manuals

Methods

Assessment conducted using a variety of methods:

Online research

Patron interviews

Meetings with campus partners

Electronic survey sent out via Campus Labs to the Resources for Disabled Students listserv

Recommendations

A list of 80 recommendations was created based on the findings in the assessment

Recommendations were divided into programs, policies, and facilities

Additional recommendations for marketing, business, and staff training are included

Recommendations were reviewed and approved by the committee for implementation and are the responsibility of the professional staff

Additional General Information:

Full 15-page report available by request

Assessment conducted and edited by Erin Patchett and Ceil Lambert

Review Committee:
Erin Patchett, Andy Nelson, Ben Burnham, Brit Heiring, Jason Foster, Arianne Judy, Dianne Bornhoft Rob Patchett, Adam Walsh, Heather Foster, Tyson Kehler, Ashley Wylde, Claire Youngren

Collaborators:
Resources for Disabled Students

Survey

Overview: The electronic survey was created using Campus Labs and was sent to the Resources for Disabled Students listserv. It had 143 total respondents. The survey questions spanned a variety of topics, including the impact that ability status had on participation in programs or services, marketing impressions, and employment environments.

Demographics - Classification

- Undergrad, 86% (n = 123)
- First year, 27% (n = 33)
- Sophomore, 17% (n = 21)
- Junior, 29% (n = 36)
- Senior, 20% (n = 25)
- Fifth year, 7% (n = 8)
- Grad Student, 12% (n = 17)
- Staff, 2% (n = 3)
- Faculty, 0% (n = 0)

Demographics - Gender

- 27% man
- 71% woman
- 2% self-identified

Demographics - Disability

- 88% identify as having a disability
- 33% learning disability
- 30% mental health condition
- 11% chronic health condition
- 7% physical disability
- 5% blind or visual impairment
- 2% deaf or hard of hearing
- 1% developmental disability
- 1% wheelchair user

Demographics - Rec Usage

- 27% 1-3 times/month
- 20% 1-3 times/week
- 19% 1/semester
- 19% never
- 7% more than 3 times/week
- 7% 1/year

Suggested Activities

Respondents were asked if they would be interested in participating in a variety of adaptive recreation options and notable responses included horseback riding, archery, adaptive hiking, and adaptive canoeing

Programming options

Respondents indicated a strong interest in adaptive personal training options, adaptive yoga, and aquatic facility access

Barriers

Respondents indicated that lack of time, being uncomfortable exercising in front of others, and being unaware of the programs and services available were the biggest barriers to rec center use

Recommendations

Overview: A total of 80 recommendations were created based on the assessment findings. The recommendations span all departmental areas such as programming, policies, marketing, and more. Implementation of the recommendations began immediately after the assessment was completed, with some items ongoing. Below is a sample list of the recommendations:

Policies & Facilities

- Create a policy to allow care attendants to accompany a patron into the rec center free of charge.
- Designate lower lockers in each day-use locker bank as reserved for individuals with disabilities.
- Create a room or a period in a room that can be a “zen zone” where non-florescent lighting is used and there is no ambient noise or music.
- Equip doors with electric opening buttons. Prioritize bathroom doors and the doors in the gender inclusive changing room including the pool access door with the goal of at least one bathroom per floor and the lobby bathroom.
- Consider adding braille to signage around the building. Consult with RDS to learn the best positioning of braille signs and the best approach to keeping the braille stickers affixed.

Programs

- Provide a wheelchair designed for use in a pool so that patrons can access the swimming pool via the zero-depth section.
- Acquire adaptive climbing harnesses to allow access to high elements for participants with disabilities.
- Develop adaptive outdoor programming such as adaptive hiking, canoeing, climbing, skiing, etc.
- Offer introductory courses and programs to orient new users for fitness, weight training, etc.
- Acquire smaller hand weights.
- Consider offering adaptive intramural sports, such as Archery, Sitting Volleyball, Goalball (adaptive sport for visual impairments), etc.
- Make sure that a sign-language interpreter or closed captioning is available to attend events, if requested.

collaborations

- Create an advocacy and advisory committee made up of students with disabilities to enable ownership to guide recommendations for the rec center.
- Work with RDS so that their staff is very well-versed in what the rec center has to offer, and they can communicate this to their patrons.
- Partner with local organizations (City of Fort Collins Adaptive Recreation Opportunities, for example) to boost numbers and provide space for wheelchair basketball, goalball, and other adaptive sports.

Business/Human Resources

- Adapt physical and online forms to be accessible to individuals with visual impairments or who have disabilities that make it so they cannot fill out a form by hand.
- Convert online forms into document types that can be understood by an electronic reading program.
- Actively recruit employees and members through RDS and other media.
- Adapt work shifts to facilitate work by employees with disabilities. For example, if an employee is unable to walk for long periods, they could be assigned to shifts in which they have a co-worker present which would allow them to do seated or resting work.
- Ensure that adaptive rec efforts made for patrons extend to employees (braille adapted guides, accessible desks, etc...)

communications & Marketing

- Ensure appropriate way finding signage is available as some people with disabilities “need to conserve their energy and not waste it walking around areas trying to find their destination”.
- Adapt all Campus Recreation materials to meet the Web Content Accessibility Guidelines.
- Assess if it is possible to put the room schedules online in such a way that it can be read by programs for the visually impaired.
- Provide a map on the website and at the front desk that locates the adaptive equipment and spaces in the facility.
- Write up all accessibility measures taken and resources available on the inclusion page of the website.
- Advertise for classes that are adaptive and detail how the class is accommodating.
- Advertise accessible and adaptive equipment and programming

Training

- Develop a Resource Guide/Handbook that professional staff can utilize to train employees on inclusion of users with disabilities.
- Introduce and promote “people first” language and vocabulary related to people with specific disabilities.
- Increase knowledge of various types of disabilities such as vision, speech, hearing, motor, cognitive, and behavioral impairments.
- Train staff to know what equipment is adaptive/adaptable and how to guide patrons to that equipment and give instruction on its usage.
- Designate and train staff members to assist people with disabilities in evacuating the building in an emergency.