Division of Student Affairs
San Francisco State University
Campus Recreation
Student Learning Outcomes
2010-2011 Assessment Plan

Mission Statement

The Campus Recreation Department strives to meet the dynamic needs and interests of students by providing programs and services that promote positive physical and mental health; encourage lifetime interest in active, healthy lifestyles; and provide student leadership opportunities that complement the academic experience. We promote an environment that values, embraces, and enriches individual differences by providing students, faculty, and staff with programs that reflect the diversity of San Francisco State University.

Rationale: The Campus Recreation Department is committed to providing programs and services that compliment university academics while emphasizing equality, social justice and diversity. Campus Recreation programs enable students, faculty and staff to achieve a greater understanding of campus life through sport, aquatic and wellness based activities.

Planning Goals

Goal #1: Increase awareness amongst students, faculty, and staff of the programs and services provided by the Campus Recreation Department.

Goal #2: Provide students with programs and services that promote positive physical, mental and social health; encouraging a lifetime interest in active, healthy lifestyles.

Goal #3: Provide student leadership opportunities that foster physical and mental growth and professional development.

Goal #4: Continue to collaborate with university departments and programs to expand the awareness of students, faculty, and staff of the programs and services provided at San Francisco State University.

Student Learning Outcome #1

Campus Recreation student staff will achieve an average cumulative score of ninety-percent or better on written tests involving all aspects of the Campus Recreation Department including questions on University programs and services that collaborate with the Campus Recreation Department.

Rationale

Student workers employed in the Campus Recreation Department should be knowledgeable of all the programs and services provided within the department. This is an important factor in providing effective customer service as well as promoting various programs and services to our participants. Essentially, the more informed and better trained our staff, the more likely they will be able to properly answer patron questions, and promote various programs and services to their peers.

Measures

Student employees will attend a 1-2 day training workshop where they will receive instructions on department policies, emergency action plans, CPR & First Aid, customer service, conflict management and health & wellness. Attendees will receive a test at the end of the training workshops and mid semester to establish the level of knowledge retained.
Results
During the Fall 2010 semester, Campus Recreation student staff achieved an average score of 87.77% on their initial test following orientation. A total of twenty-five staff members took the test, which results indicated a Mean = 13.16, Median = 13, Mode = 14, and Range = 4.

When the same test was given midway through the semester, an average score of 79.08% was achieved. Out of the twenty-nine staff members that took the test, results were Mean = 11.86, Median = 12, Mode = 11, 13, and 14, and Range = 6.

Overall during the Fall 2010 semester, the test given from the start of the semester to midway through indicated a lack in retention of 8.69%.

The same assessment was given during the Spring 2011 semester, Campus Recreation student staff achieved an average score of 89.36% on their initial test following orientation. A total of forty-one staff members took the test, results indicated a Mean = 13.41, Median = 14, Mode = 14, and Range = 4.

Midway through the spring semester, an average score of 80.81% was achieved. Out of forty-one staff members that took the test, results were Mean = 12.12, Median = 12, Mode = 13, and Range = 5.

Overall, during the Spring 2011 semester, the test given from the start of the semester to midway through indicated a lack in retention of 8.55%.

There was an increase of 1.59% on the average score from the initial test given in the fall semester compared to the initial test given in the spring semester. Likewise, there was an increase of 1.73% on the test given midway through the semester from fall to spring.

Conclusion
We did not achieve our goal of 90% or better from our staff during either the fall or spring semester. Campus Recreation staff did not show improvement from test 1 to test 2 within either the fall or spring semester’s if looking at each semester independently. Improvement was seen comparing both the initial tests given each semester and comparing the tests given midway through each semester. A possible explanation for this may be that more employees completed test 2, but not test 1, due to them being hired after the semester began and programs were running. Throughout the semester, we are forced to hire additional employees to meet fluctuating program needs and to take the place of some employees which we have lost for various reasons including academic concerns and a student’s need to find another form of employment. Also, since we retained a high percentage of our staff from the fall to spring semester, many of them recalled the information from the semester before causing the spring’s tests to be higher overall. The test given in the spring semester was identical to the test that had been given in the fall semester.

In the future, we need to provide the information our staff are being tested on more frequently throughout each semester and in various formats to successfully achieve this learning outcome. In addition to having our orientation at the beginning of each semester, we will have monthly staff meeting within each program area and additional in-service trainings for those staff members who need additional assistance and training to improve their job performance.

Student Learning Outcome #2
Intramural referees will achieve an average score of ninety-percent or better on their basketball referee assessment using a standardized scoring rubric and direct observations. This objective will be attained prior to the conclusion of the regular intramural season.

Rationale
Campus Recreation is interested in providing all our students assistants with the tools necessary to attain their employee goals no matter what position or title they currently hold within the department. This is particularly true with our intramural referees. Staying true to the department mission statement, providing
leadership opportunities, our referees need to be knowledgeable and proficient in understanding the fundamentals of league rules, referee mechanics and court positioning to be able to be leaders on the court. Ideally, if our referees apply the information gained from their tests and direct observations, it is anticipated that our officials will have the tools necessary to be proficient referees outside the confines of the intramural basketball program.

**Measures**

Students employed by the intramural basketball program will attend training sessions prior to the beginning of the intramural season. During trainings, referees will receive special training on how to become proficient and effective officials. At the conclusion of the training sessions, referees must pass a written rules test with a ninety-percent or better before they are allowed begin working on the court. During the league season referees will be randomly evaluated twice using a standardized rubric focusing on the knowledge previously attained from the past training sessions, on court performance and overall game management. At the conclusion of each assessment referees will be debriefed. Each debriefing will include: critical analysis of performance, areas of improvement, as well as positive talking points. The goal is to have our referees score ninety-percent or better on all of their written and observation based assessments.

**Results**

During Fall 2010, intramural basketball referees achieved an average score of 92% on their referee evaluation with 5 out of 7 referees scoring 90% or better on their written evaluation. Results indicated a Mean = 69.14, Median = 71, Mode = 71 and 75, and Range = 15.

For Spring 2011, intramural basketball referees achieved an average score of 83% on their referee evaluations while 7 out of the 13 referees scored a 90% or better on their written evaluation. Results indicated a Mean = 62.17, Median = 64, Mode = 59, 72, 74, and 75, and Range = 34.

The intramural basketball referee evaluation assessed the following criteria: punctuality, appearance, court Presence, set-up and check-in, court coverage, free throws, spotting the foul, consistency, table reporting, 5/10 counts, substitutions, voice & whistle, demeanor, calling the foul and court control.  [Please refer to the appendix for sample forms]  Averages for each of the categories scored among referees during the fall (f) and spring (s) semesters are noted below:

<table>
<thead>
<tr>
<th>Intramural Basketball Referee Criterion Results</th>
<th>Fall Semester %</th>
<th>Spring Semester %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Appearance</td>
<td>97%</td>
<td>87%</td>
</tr>
<tr>
<td>Court Presence</td>
<td>97%</td>
<td>82%</td>
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<tr>
<td>Set-up &amp; Check-in</td>
<td>91%</td>
<td>78%</td>
</tr>
<tr>
<td>Court Coverage</td>
<td>89%</td>
<td>81%</td>
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<tr>
<td>Free Throws</td>
<td>97%</td>
<td>80%</td>
</tr>
<tr>
<td>Spotting the Foul</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Consistency</td>
<td>91%</td>
<td>88%</td>
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<tr>
<td>Table Reporting</td>
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<tr>
<td>5/10 Counts</td>
<td>91%</td>
<td>81%</td>
</tr>
<tr>
<td>Substitutions</td>
<td>94%</td>
<td>86%</td>
</tr>
<tr>
<td>Voice &amp; Whistle</td>
<td>89%</td>
<td>88%</td>
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<tr>
<td>Demeanor</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>Calling the Foul</td>
<td>91%</td>
<td>82%</td>
</tr>
<tr>
<td>Court Control</td>
<td>91%</td>
<td>79%</td>
</tr>
</tbody>
</table>
**Conclusion**

Intramural basketball referees are performing well on the court, but there is room for improvement. During the spring semester, two evaluations were conducted on each referee. The first was a peer evaluation and the second was done by the basketball manager. This may have created a slight discrepancy in the scores received. It is our belief that the evaluation done by the basketball manager was handled more efficiently and skills viewed more critically due to their experience level, whereas the peer evaluations were not graded so strictly as a student might not want to downgrade a friend for one reason or another due to fear of hurting their friend. We also had a very high turnover rate among our basketball referees midway through the season during the spring semester, which forced us to expedite the hiring and training of new referees to keep the league running as efficiently as possible.

It is important that we continue evaluating the performance of our referees and it would be more beneficial to evaluate them more than once a semester to assess progress. In an effort to decrease the discrepancy between the two scores collected we will hire more basketball referees than actually needed creating a substitute list that can be brought in when needed. We will also revamp our training methods to include more of a structured classroom session and on the court session prior to starting the league.

Finally, we will be having bi-weekly meetings during the intramural season with our referee’s to assist them in developing their skills and improve program efficiency.

**Student Learning Outcome #3**

All student managers will successfully show their knowledge of programs and services provided by Campus Recreation and will be able to express knowledge retained regarding professional development by the end of their first 6 months of employment.

**Rationale**

Student managers within Campus Recreation are ambassadors for the department. Their knowledge of programs and services should be at the highest levels. This is an important factor in providing effective customer service as well as promoting various programs and services to our participants. Essentially, the more informed and better trained our managers, the more likely they will be able to properly answer patron questions, and promote various programs and services to their peers.

Staying true to the department’s mission statement, one of the objectives of Campus Recreation is to provide student leadership opportunities that complement the academic experience. Acquiring skills such as leading meetings, being organized and having the ability to process, analyze and communicate reports will likely prove valuable in whatever career our managers ultimately pursue. By linking academic knowledge with practical work experiences provided by the department, students will begin to bridge the gap between classroom teachings with real world functions in a nurturing and safe environment. Ultimately, our objective is to give our managers the tools to be successful while working for Campus Recreation and job placement beyond San Francisco State University.

**Measures**

Student managers will attend a 3-4 day training workshop where they will receive instructions on employment policies, emergency action plans, CPR & First Aid, customer service, conflict management and health & wellness. They will be given a test at the end of the training workshops and mid semester to establish the level of knowledge retained. Additionally, over the period of the first six months of employment, staff will receive ongoing training on various aspects of professional development that the department has deemed important to employee success.

Overall, the goal of the department is for our managers to score better on their second test than on their first. However, we are aiming for managers to score eighty-percent of better on both exams. Managers will be measured through direct observation; teachable moments and a comprehensive culminating group project to measure the success of skills attained.
Results
In Fall 2010, Student managers were successful in leading one meeting during the semester and able to share their knowledge of programs and services offered by the department. A test was given at the beginning of the semester, but there was no second test given to compare progress. A total of 4 monthly manager meetings were held during the fall semester to streamline communication and incorporated leadership and professional development concepts.

In Spring 2011, we again tested our student managers with a quiz consisting of 10 multiple choice questions and three forms: Employee Performance, Emergency Evacuation, and a Student Pay Voucher. The content was focused more on the entire department and all its programs, protocols, and event information. Of the 8 managers, they scored an average of 81% on their first test, taken at the beginning of the semester; (Mean: 8, Median: 8, Mode: 8). On the second test, taken at the mid-semester mark, they scored an average of 92% on the second quiz, (Mean: 9.25, Median: 9, Mode: 9).

Conclusion
It is important that for subsequent semesters that we score two evaluations as to compare the student’s progress and competency in skills acquisition. The monthly manager meetings were very beneficial and will be continued throughout the year.

In Spring 2011, managers not only retained the information but they increased their knowledge over the course of the semester. Our monthly manager meetings covered more information as it applied to our programming which not only helped remind each manager, but also allowed them to further discuss the events as a group. Having the manager’s work together for a common task/event was a helpful way to increase their awareness of each other’s programming and duties. We also utilized our social networking sites and online scheduler more often than in semesters past. We allowed each manager to login on a specific Manager account, giving them more responsibility and accountability for their programs. In reviewing the quizzes taken, we believe that 10 questions are not nearly enough. As a manager, they are expected to be the face of our department and should be expected to answer any question regarding any program area. Therefore, we plan on developing a more in-depth quiz that is more specific and ranges twenty to thirty multiple choice questions. That will give us a better idea of whether or not each manager does have general knowledge about the department in its entirety.

Student Learning Outcome #4
Program participants involved in the Beginning Weight Training class will be able to safely and properly use multiple weight/exercise machines and/or free weights in the Strength & Conditioning Room by the completion of an introductory session with an instructor.

Rationale
Providing Campus Recreation participants with activities that promote positive physical and mental health and lifetime interest in wellness is critical to the department’s overall mission. Inexperienced weight room users can be intimidated by the equipment and functionality they provide. Offering a class that focuses on novice participants will help ease the fear factor associated with the Strength & Conditioning Room and transversely aid students in building their foundation of positive healthy living. Students will become knowledgeable of universal weight room rules, learn proper lifting techniques and understand how to use the stationary equipment.

Measures
Prior to the beginning to the training session, participants will be asked to take an introductory quiz to assess their base knowledge of using the Strength & Conditioning Room. At the completion of the introductory class, participants will be asked to complete a secondary quiz to evaluate their knowledge gained. The test will be comprised of a series of multiple choice questions regarding the information taught during their training sessions. Only participants, who complete the two part Beginning Weight Training class, will receive a post quiz. The goal is to have one hundred percent of the participants who complete the two sessions improve their overall score by twenty percent or achieve a ninety percent or better on their post exam.
Results
The program outline, guide, and exams were created and utilized during the Spring 2011 semester. A total of 4 Weight Room Orientations occurred, lasting one hour each and attracting an average of four participants a class. Quizzes were given at the start and end of each session with at least a 10% increase in knowledge gained in every participant. The average Pre-test score was 78% and Post-test score was 86%.

Conclusion
Our results confirmed that the Weight Room Orientation was both effective and informational. All test scores increased after participating in the orientation and our department received positive feedback from each participant. Participants received knowledge on the most popular and used equipment ranging from cardiovascular training to weighted equipment. They were briefed on form, muscles groups, and proper usage for all equipment.

After our first orientation, we discovered that we only needed thirty minutes for the orientation, which either allowed us to schedule 2 orientations that hour, or open the Rec Hours early. We did find that our scheduled time for the orientation (first Friday of each month 12-1pm) seemed to bother some patrons, especially faculty and staff whom only had that one hour for lunch. It may be possible to change the time to something more convenient in the following semesters, although there are restrictions for Campus Rec usage of this room based on academic classes.

Additionally, we found having sign-up sheets at tabling events helped make people more aware of the orientation offer. Although, most of the participants were people who had come to work out on their own and realized it was closed unless they wanted to join the orientation, drop-ins. Designing a more effective marketing strategy for the upcoming semesters would benefit the program. As a result of our survey, we also discovered that most people only participated because they were required or because they wanted to work out, not because they really wanted the assistance.

Program Objective #1
Eighty-five percent of patrons surveyed who participate in the faculty/staff membership program will rate their satisfaction with Campus Recreation programs as a 3 or better on a 4 level Likert scale.

Rationale
Just as important as student participation, the faculty and staff members of Campus Recreation should enjoy their experiences. Evaluating the satisfaction levels of the faculty and staff will allow the department to adjust policies, procedures, and/or tailor programs to better serve their specific needs.

Measures
The Campus Recreation Department will provide a survey to current program participants to evaluate existing programs and services quarterly each year. Surveys will be distributed using an online survey tool and the link will remain open for two weeks. The goal is to have a fifty-percent response rate.

Results
For our purposes this semester, we chose to use a four-level Likert scale (1= unsatisfactory, 2=satisfactory, 3=good and 4=excellent) in order to complete our initial survey for the campus recreation department. The survey consisted of ten questions concerning a variety of program areas to measure the participants’ satisfaction levels. (Please refer to the appendix for full question list).

1. How would you rate the VARIETY of GroupX classes offered by the Campus Recreation Department during the Fall 2010 semester? Avg. Score: 3.93
2. How would you rate your OVERALL SATISFACTION with Campus Recreation programming during the Fall 2010 semester? Avg. Score: 3.81
Besides our Likert scale results, we asked the questions regarding program areas, usage, popularity, etc.

1. Most weekly usage: GroupX Master Schedule 41% use it 1-2 times while 31% Never Use. For additional results, please see APPENDIX on final page.

2. Wellness Workshop Participation: 45% are unaware of the workshops while 31% Don’t have time, but are aware of it.

**Conclusion**

Based on our original objective, our desired score on a five-level Likert scale would be 3 out of 4 (75%). Our lowest average in any category was a 3.81, and increase in both variety of the classes and overall satisfaction according to Fall 2010. Our most used program area by our Faculty/Staff members is our GroupX classes or Lap Swim, but they are still not getting the event awareness our department relies on for participation, based on our Assessment – See APPENDIX.

The increase in satisfaction level may be due to having hired better and more qualified instructors and limiting the number of classes our students are teaching. The lack of teaching experience and customer service from student-instructors became very noticeable once we hired more casual workers. As a continued result, the Faculty/Staff utilize the GroupX and Lap Swim programs most often. Continuing to make positive changes/adjustments to these program areas is crucial in maintaining our membership. Because the facility maintenance is mostly out of our control, keeping equipment up-to-date and in excellent condition has become a priority.

**Program Objective #2**

The Intramural Program will deliberately outreach to students living on campus (Mary Park, Mary Ward, Towers, STTC, Village and University Park North) in attempts to educate students on extracurricular activities available to them on campus after 5:00pm. Furthermore, the Intramural program is looking to have sixty-percent retention rate of all intramural users who participated in programming the previous semester.

**Rationale**

Supporting the Student Affairs initiative to promote late night programming, Campus Recreation will be making more of an effort to market to students living on campus. Connecting with University Housing professional and student staff will hopefully link the department more closely with residents. Ultimately, Campus Recreation wants to give students an alternative activity to do after 5:00pm rather than staying in the dormitories and possibly getting into trouble.

Through research gathered from the National Intramural-Recreational Sports Association (NIRSA) students who participate in campus recreation activities have a better retention rate of staying in school than nonusers. Therefore, Campus Recreation hopes to always have a retention rate of sixty-percent or better of students who have participated in at least one semester within Campus Recreation. Additionally, the department hopes to always attract nonusers to departmental programming each semester.

**Measures**

During the free agents/captains meeting and the first 2 weeks of league games a questionnaire will be handed out to all intramural participants. The length of the survey will be approximately 2 minutes in length and will be collected prior to conclusion of the meeting and before league games begin. The goal is to have eighty-percent of registered players to complete the survey.

**Results**

An array of programming topics such as: marketing, retention, fee support, demographics, future programming possibilities and perceived benefits from participation were all investigated in this assessment. Results regarding those topics can be found in the Appendix. The most notable results pertaining to our objective showed that students living on campus (Mary Park, Mary Ward, Towers, STTC, Village, University Park) comprised 23% of the respondents while 47% said they live 1-3 miles away from campus; 54% of all participants surveyed expressed that they have been participating in Intramural programming for more than 3 semesters; and the questionnaire was completed by 616 out of 1,010 intramural participants, yielding a 61% response rate.
Conclusion

We were not successful in attaining our goal of reaching a 60% retention rate from Intramural participants for the assessment. Additionally, it was difficult to evaluate if the department was effective in making students more aware of extracurricular activities available to them on campus after 5:00pm, due to the complexity of properly evaluating that objective. However, the survey did reveal other unplanned results that have prompted the department to look more closely into other areas such as providing Outdoor Adventure programming, outdoor intramural leagues and providing opportunities to play surrounding universities in extra-mural tournaments.

Currently, the Campus Recreation Department is working and planning to broaden its programming base to include Outdoor Adventure activities during the Spring 2012 semester. We have initiated conversations with the Parks, Recreation, and Tourism Department to establish dates for Kayaking Trips on Lake Merced for students to participate in, as well as working with a local Charter group to provide a ski bus trip to Lake Tahoe. Outdoor Adventure programming was ranked very highly, by 74% of all participants surveyed, stating that they would be interested in participating in these types of activities here at SF State.

Seventy-three percent (73%) of the students surveyed also expressed an interest in expanding our current intramural leagues offered to include outdoor sports such as flag football, outdoor soccer, and softball. It is clear that students are looking for more activities to participate in outdoors, outside the classroom setting. As the University moves forward with its plan to turf Cox Stadium with an estimated completion sometime in January 2012, Campus Recreation has already begun developing policies, league rules, and financial model to prepare to launch these new leagues during the upcoming spring semester.

It is our intent that with the addition of these two program areas that we will do our part to add to the increasing awareness and satisfaction of the ongoing Student Life Initiative.

Appendix A: Student Learning Outcome #2

Referee Training Rubric & Scoring Sheet
Intramural Basketball Referee Evaluation Rubric

Pre-Game Preparation

Punctuality
1. Referee shows up during the 2nd half of the game or not at all.
2. Referee arrives during half time
3. Referee arrives just before whistle to start game
4. Referee arrives 5 minutes before the start of the game
5. Referee arrives at least 15 minutes early to the game

Appearance of Referee
1. Out of Uniform: no whistle, referee shirt, black pants/shorts, tennis shoes, wearing hats or jewelry
2. Referee shirt, No black pants, and No black shoes, wearing hats or jewelry
3. Referee shirt, black pants, No tennis shoes or No whistle
4. Referee shirt is not tucked in, black pants/shorts, tennis shoes, whistle
5. Referee shirt is tucked in, black pants/shorts, tennis shoes, whistle

Court Presence before Game
1. Referee does not make any contact with anyone prior to the game start
2. Referee makes contact with Manager on Duty only
3. Referee makes contact with Manager on Duty, Other Referee, but not to Scorekeepers or any players
4. Referee makes contact with Manager on Duty, Other Referee, Scorekeepers, but not to any players
5. Referee makes contact with Manager on Duty, Other Referee, Scorekeepers, and Players
Set-up and Team Check-in

1. Referee does not help set up or with help with any check in procedures, and does not hold a pre-game captains conference
2. Referee helps set up the scorer table, but does not help with any check in procedures, and does not hold a pre-game captains conference at center court.
3. Referee helps with score table set-up, gets teams attention, but does not help collect ID cards, and does not hold a pre-game captains conference at center court.
4. Referee helps with score table set-up, gets teams attention and helps collect ID cards, and does not hold a pre-game captains conference at center court.
5. Referee helps with score table set-up, gets teams attention and helps collect ID cards, and holds pre-game captains conference at center court.

In Game Officiating

Court Coverage

1. Referee is not paying attention to the game at all
2. Referee watches the ball, ignoring surrounding players and all other areas of the court
3. Referee watches his/her side of the court while covering the other referees areas for support between 50% and 75% of the time.
4. Referee watches his/her side of the court while covering the other referees areas for support 75% (or more) of the time.
5. Referee watches his/her side of the court while covering the other referees areas for support 95% (or more) of the time.

Free Throw Administration

1. Does not communicate with players verbally and visually, makes a poor bounce pass to the shooter, and stands directly under the basket
2. Communicates with players verbally and visually, makes a poor bounce pass to the shooter, and stands directly under the basket
3. Communications with players verbally and visually, makes an accurate bounce pass to the shooter, and stands directly under the basket
4. Communicates with players verbally and visually, makes an accurate bounce pass to the shooter, and does NOT step away from the basket
5. Communicates with players verbally and visually, makes an accurate bounce pass to the shooter, and steps away from the basket to the side of the hoop

Spot the Foul

1. Does not call fouls at all
2. Sees and calls fouls less than 50% of the time
3. Sees and calls the foul <50% but >75% of the time
4. Sees and calls the foul more than 75% of the time
5. Sees and Calls all fouls in the game 99% (or more) of the time

Consistency

1. One Sided play calling, players and captains suspect cheating which is causing arguments
2. Play calling is unfair, players and captains are upset
3. Play calling is fair players and captains complain fewer than 5 times each
4. Play calling is fair and players and captains complain fewer than 2 times a piece
5. Play calling is balanced with no major complaints from either team

Table Reporting

1. Does not approach the table to report fouls
2. Steps out to free throw line to report fouls
3. Comes to half-court to report fouls, but no hand signals
4. Comes to half-court, table side to report fouls, has a loud, confident voice and attempts hand signals
5. Comes to half-court, table side to report fouls, has a loud, confident voice and completes proper hand signals

5/10 Second Counts
1. Does not visually communicate counts
2. Visually communicates counts only between 10% and 30% of the time during the game
3. Visually communicates counts only between 31% and 60% of the time during the game
4. Visually communicates counts only between 61% and 90% of the time during the game
5. Visually communicates counts only between 31% and 60% of the time during the game

Substitutions
1. Allows subs on the fly
2. Does not see subs at the table during a dead ball and needs partner to cover
3. Sees subs waiting, but doesn’t sub at the proper time
4. Sees subs waiting and lets them enter the court at the appropriate time, but without any communication (verbal and/or visual) informing them
5. Sees subs waiting and communicates (visual and/or verbal) with subs allowing them to enter the court at appropriate times

Verbal and Non-Verbal Signals

Voice and Whistle
1. No voice/ No Whistle at all
2. No voice/ Light Whistle, not loud enough to be heard
3. Low Voice, cannot be heard unless within 5ft. /Light Whistle, cannot be heard unless within 5ft.
4. Moderate Voice, cannot be heard from afar/Moderate Whistle, and cannot be heard from afar
5. Strong Voice, can be heard on entire court/ Loud Whistle, can be heard on entire court

Demeanor
1. Appears uninterested in the game completely
2. Appears ready to leave early or show up late
3. No smile, No asking of questions, No dialogue with scorekeepers
4. No smile, asks questions, makes an effort to speak with scorekeepers and players
5. Smiles, asks questions, confirms things with scorekeepers and players

Calling the Foul
1. Calls Fouls with no confidence, second guesses, buckles under pressure from players and coaches
2. Calls Fouls with little confidence, buckles under pressure from players and coaches, changes calls
3. Calls Fouls with confidence, changes calls when pressured by players and coaches
4. Calls Fouls with confidence, rarely changes calls when pressured by players and coaches
5. Calls Fouls with confidence, settles down players and coaches that are emotional never changes calls

Court Control
1. Ignores player emotions and allows negative outcomes
2. Aware of player emotions but does not intervene
3. Aware of player emotions and makes an attempt to intervene
4. Aware of player emotions and intervenes appropriately with success
5. Aware of emotions on court and diffuses any emotions before there is a negative outcome

Intramural Basketball Referee Evaluation Form

Referee’s Name: ______________________
Evaluator’s Name: ____________________
Date/Time of Game: _______________________

Team: __________________ vs Team: ___________________ Division___________

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<thead>
<tr>
<th>Pregame Preparation</th>
<th>Circle One</th>
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<th>Comments:</th>
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<tbody>
<tr>
<td>Punctuality</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Appearance of Referee</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
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<thead>
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<th>In Game Officiating</th>
<th>Circle One</th>
<th>1 2 3 4 5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court Coverage</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Free Throw Administration</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Spot the Foul</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Consistency</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Table Reporting</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>5 and 10 Second Counts</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Substitutions</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal and Non-Verbal Signals</th>
<th>Circle One</th>
<th>1 2 3 4 5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice and Whistle</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Demeanor</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Calling the Foul</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Court Control</td>
<td>1 2 3 4 5</td>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

Strengths:

Improvements Needed:

Additional Comments:  

Score: /75

Evaluator’s Signature: ________________________ Date: _____________

Referee’s Signature: ________________________ Date: _____________

Intramural Coordinator’s Signature: ________________ Date: _____________
Appendix B: Program Objective #2 Results

Please rate the following Campus Rec activities based on your weekly usage:

- **Never Use**
- **Use 1-2 times per week**
- **Use 3 times per week**
- **Use 4-5 times per week**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never Use</th>
<th>Use 1-2 times</th>
<th>Use 3 times</th>
<th>Use 4-5 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>GroupX Master Schedule</td>
<td>4 (14%)</td>
<td>6 (21%)</td>
<td>6 (21%)</td>
<td>2 (7%)</td>
</tr>
<tr>
<td>GroupX Pool/Only Schedule</td>
<td>4 (14%)</td>
<td>9 (31%)</td>
<td>2 (7%)</td>
<td>3 (10%)</td>
</tr>
<tr>
<td>Aquatic Classes</td>
<td>12 (41%)</td>
<td>22 (76%)</td>
<td>21 (72%)</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>Lap Swim</td>
<td>10 (34%)</td>
<td>18 (62%)</td>
<td>26 (90%)</td>
<td>5 (17%)</td>
</tr>
<tr>
<td>Strength &amp; Conditioning Room (1pm)</td>
<td>9 (31%)</td>
<td>3 (10%)</td>
<td>8 (28%)</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>Strength &amp; Conditioning Room (4pm)</td>
<td>4 (14%)</td>
<td>13 (41%)</td>
<td>29 (100%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Open Rec, Badminton, Volleyball, Basketball, Indoor Soccer</td>
<td>27 (83%)</td>
<td>30 (100%)</td>
<td>14 (47%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Campus Recreation has continued to offer Wellness Workshops. Are you participating? If not, why?

- **Other, please specify**: 9
- **No, I am not interested in any of the topics being covered**: 4
- **No, I was unaware that Campus Rec offered Wellness Workshops**: 13
- **Yes, I have utilized the Wellness Workshop opportunities**: 3

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