INTRAMURAL SUPERVISORS...
HOW GOOD ARE THE CALLS THEY MAKE?

James Madison University Intramural Sports and Special Events

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Upon completion of the intramural supervisor training assessment presentation, participants will be able to...

- Identify the Learning Assessment Cycle
- Create goals and objectives for individual programs
- Identify how to collect, analyze, and use data to modify supervisor trainings
ASSESSMENT PROJECT BACKGROUND

- Center of Assessment and Research Studies (CARS) “Fellows” program.
LEARNING ASSESSMENT CYCLE

- Establishing Objectives
- Selecting Design/Instruments
- Collecting Information
- Analyzing Data
- Using Results
GOALS AND OBJECTIVES

- **They are the foundation of your assessment!**

- Goals and Objectives dictate the type of assessment to conduct.

- **Looking at the action verb in the objective should indicate the appropriate means of measuring that objective.**
  - Example: “recognize”: may indicate matching, multiple choice, etc. – lower-level thinking
  - Example: “demonstrate”: may indicate a performance assessment, or higher-level demands
OBJECTIVES “HOW TO WRITE”

- Objectives should be student focused, reasonable, measureable, and should define success.

- **A = Audience**
  - What population are you assessing?

- **B = Behavior**
  - What is expected of the participant?

- **C = Conditions**
  - Under what circumstances is the behavior to be performed?

- **D = Degree**
  - How well must the behavior be performed? To what level?
Objectives: Upon completion of the Site Manager Emergency Action Plan training, Intramural Site Managers will...

- Be able to identify the four possible emergency situations.
- Be able to recall the four possible emergency situations radio protocol at each Intramural facility.
- Demonstrate verbally the four possible emergency situations radio protocol at each Intramural facility.
- Be able to identify the evacuation routes for all facilities by presenting an assigned area to other Site Managers.
Objectives: Upon completion of the Site Manager Facilities and Operations training, Intramural Site Managers will:

- Be able to identify the basic functions of each utilized facility by presenting an assigned area to other Site Managers.
- Be able to list the five materials needed for opening/closing operation procedures during an assigned shift.
Objectives: Upon completion of the Site Manager Policies and Procedures training, Intramural Site Managers will...

- Be able to differentiate between the three levels of competition.
- Be able to associate the eight different classifications with their eligibility descriptions.
- Be able to recognize the two ways an individual can participate in one intramural sport.
- Be able to identify of the forfeit policy.
- Be able to match each level of the Sportsmanship Rating System to it’s characteristic.
Objectives: Upon completion of the Site Manager Officials Evaluation training, Intramural Site Managers will...

- Be able to list three types of evaluation techniques to evaluate Sport Officials.
- Be able to identify how to evaluate a Sport Official using the three evaluation techniques.
- Be able to identify the differences between how to evaluate a beginning and experienced official by using three different areas of officiating.
- Be able to list four out of the seven keys to a successful evaluation.
Objectives: Upon completion of the Site Manager Office Hours Training, Intramural Site Managers will...

- Be able to list all nine steps of performing office hours.
- Be able to accurately input scores and add participants by inputting two game sheets into the IM League system.
Individually, identify areas that you want your assessment to focus on for the study and then choose one from your list to create an goal and objective.

Discuss why the goal and objective is important to your specific program.

Review group discussion.
After your goals and objectives are established, you must design an instrument to measure them.

**Design**
- What exact parts of your goals and objectives do you want to measure and which instrument will assist you the best in collecting that data so that it is reliable and valid
- Pre-Test/Post-Test/Comprehension

**Instrument Examples:**
- Multiple Choice
- Checklists
- Scoring Rubrics
- Pros and Cons to each different instrument
During an Intramural Men’s 2 flag football game on the UREC Upper Turf, two players collide with each other while pursuing a thrown ball. After the collision, one of the players is lying motionless, but breathing. Keep in mind that the victim is an undergraduate student. Please recite the proper radio protocol:

Question #3 (Short Answer): Life Threatening, Medical Emergency
- Stated name
- Stated position (Site Manager)
- Stated location of the incident
- Identified the correct liaison (Welcome Center “In the Building”)
- Stated the severity of the situation (Life Threatening, Medical Emergency)
- Re-stated the location of the incident
- Identified the gender of the victim
- Identified the age of the victim
- Identified whether they are conscious and breathing
- Stated to notify JMU police
- Stated to have the dispatch monitor the frequency
(Multiple Choice – Select all that apply) Which of the following are included in the Intramural forfeit policy?

a. Contest will be declared a forfeit within 10 minutes after the designated start time.
b. The game will be shortened by the minutes lost and the team that was late will start in a deficit.
c. Teams will only lose their forfeit bond after the second regular season forfeit.
d. Team must request to cancel by 3:00 pm the day of the contest to ensure they do not lose their forfeit bond.
e. Teams that forfeit in the post-season playoffs will not lose their forfeit bond.
Facility #1: East Campus Fields (Lower):
- ______ Identified what sport(s) are played here
- ______ Identified what key(s) are needed for the gate and the building
- ______ Identified how are the lights operated
- ______ Described the set-up for outdoor grass soccer
- ______ Described the set-up for ultimate frisbee
- ______ Showed knowledge about the soccer goals needing to be off of the grass at close
- ______ Identified equipment needed out of building for specific sport(s)
- ______ Described what to do in inclement weather situations
Review the goal and objective that you created and choose which design/instrument best suits the study.

Discuss the instrument(s) you feel would measure your specific goals and objectives.

Review group discussion.
COLLECTING DATA

- Paper Collection
  - Cost-effective
  - Simple and familiar
  - Data entry issues

- Online Collection
  - Services such as Qualtrics, Survey Monkey, etc.
  - No data entry required
  - Technological issues

- Factors to Consider
  - Budget
  - Time limitations
  - Sustainability
**CARS PROJECT: COLLECTING DATA**

- Qualtrics survey was sent out to all Site Managers on Monday June 24, 2013.
  - All surveys needed to be completed by Monday July 1, 2013.
  - Individual results were collected and placed in an Excel document which allowed students to see their overall score, which of the six (6) core areas they need more education, and where they can find those areas in the manual.
  - CARS “Dream Team” collected the groups results to highlight which of the six (6) core areas need the most focus during the training week.

- Checklists will be administered during training week.
Individually review your design/instrument and determine how to collect and analyze your data.

Discuss the method in how you will collect and analyze your data.

Review group discussion.
Twenty five James Madison University Recreation site managers responded to 22 multiple choice, select all that apply, matching (i.e., non-open-ended) and open-ended questions of the Site Manager Training Assessment. Of the 25 site managers, 14 were new hires, nine were veterans and 2 were returning veterans (see Figure 1).

Intramural Site Manager Employment Status

- **New Hire (Less than 1 year experience)**: 56%
- **Veteran (1 to 2 years experience)**: 36%
- **Returning Veteran (2+ years of experience)**: 8%
## Table 1. Average Scores for Overall and Subscales on the Site Manager Training Assessment.

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Max Points</th>
<th>Pre</th>
<th>Post</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>20</td>
<td>9.00(^a)</td>
<td>15.13(^b)</td>
<td>12.78(^c)</td>
</tr>
<tr>
<td>Emergency Action Plan</td>
<td>4</td>
<td>0.00(^a)</td>
<td>2.39(^b)</td>
<td>0.74(^c)</td>
</tr>
<tr>
<td>Shift Procedures</td>
<td>1</td>
<td>0.17(^a)</td>
<td>0.78(^b)</td>
<td>0.61(^b)</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>7</td>
<td>5.39(^{ab})</td>
<td>6.04(^{ac})</td>
<td>6.22(^{bc})</td>
</tr>
<tr>
<td>Evaluation Procedures</td>
<td>7</td>
<td>3.44(^a)</td>
<td>5.39(^b)</td>
<td>5.13(^b)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>1</td>
<td>0.00(^a)</td>
<td>0.52(^b)</td>
<td>0.09(^a)</td>
</tr>
</tbody>
</table>

Note. Average scores at timepoints with the same superscripts are not statistically significantly different from one another.
ASSESSMENT: BASKETBALL OFFICIALS

Objectives:
1. Pregame/Polices/Procedures
2. Mechanics
3. Fouls
4. Violations
5. Positioning
6. Free Throw Procedures/Foul Reporting

Design/Instrument: Qualtrics (multiple choice, short answer, fill in the blank, etc.)

Pre-Test: Given over Holiday Break

Post-Test: Given directly after the 4-day basketball official’s clinic
**Sport Official Assessment**

Please review these signals and write in what the signal is in correspondence with the number in the picture.

<table>
<thead>
<tr>
<th>Signal</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>Handgnome</td>
</tr>
<tr>
<td>20</td>
<td>Check hand</td>
</tr>
<tr>
<td>21</td>
<td>Arm up</td>
</tr>
<tr>
<td>22</td>
<td>Hand down</td>
</tr>
<tr>
<td>23</td>
<td>Left arm</td>
</tr>
<tr>
<td>24</td>
<td>Right arm</td>
</tr>
<tr>
<td>25</td>
<td>Left leg</td>
</tr>
<tr>
<td>26</td>
<td>Right leg</td>
</tr>
<tr>
<td>27</td>
<td>Left arm</td>
</tr>
<tr>
<td>28</td>
<td>Right arm</td>
</tr>
<tr>
<td>29</td>
<td>Left leg</td>
</tr>
<tr>
<td>30</td>
<td>Right leg</td>
</tr>
<tr>
<td>31</td>
<td>Hand up</td>
</tr>
</tbody>
</table>

Please drag and drop the fouls and violations listed below to their correct place.

<table>
<thead>
<tr>
<th>Items</th>
<th>Fouls (5)</th>
<th>Violations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Dribble</td>
<td></td>
<td></td>
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<tr>
<td>Excessive Swinging of the Elbows</td>
<td></td>
<td></td>
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<tr>
<td>Pushing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over and Back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of Bounds</td>
<td></td>
<td></td>
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<tr>
<td>Blocking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illegal Screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charging</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please type in the foul or violation associated with the above signals next to the corresponding number.

19: __________________________

20: __________________________

21: __________________________
SPORT OFFICIAL ASSESSMENT

New Hire Basketball Assessment

- Pre-game/policies/procedures
- Mechanics
- Fouls
- Violations
- Positioning
- Foul Reporting
- Free Throw...

New Hire Pre-Test vs. New Hire Post-Test
SPORT OFFICIAL ASSESSMENT

Veteran Basketball Assessment

- Pregame/Policies/Procedures
- Mechanics
- Fouls
- Violations
- Positioning
- Foul Reporting
- Free...%

Veteran Pre-Test
Veteran Post-Test
USING DATA: NOW WHAT?

- Assessment-Based Training
  - Identified the areas of need using the pre-test results
  - Devoted more time and sessions towards “high need” objectives

- Open-ended questions identify certain steps that may be forgotten or overlooked.
  - Example: Stating name and position during radio call for EMS

- Sets base-line result for post-test, as well as future tests throughout the year to measure what is retained from training.
QUESTIONS??