

Indiana State University Recreational Sports

CAS Learning Outcomes Measures of Recreational Sports Basketball Officials

Introduction

Recreational Sports endeavored to engage meaningful instruction, training, and experience on the part of students participating as basketball officials during the intramural basketball season during the 2007-2009 academic year. In past, students serving as officials were provided instruction and supervision, but their growth, learning, and development had not been measured. To measure effectiveness of the Recreational Sports staff in terms of promoting student learning outcomes it was decided to develop a protocol to measure change over time along several critical domains of student growth as published by the Council for the Advancement of Standards in Higher Education (CAS).

While several categories exist with the CAS standards that focus on student learning outcomes, only a few were chosen to be included in this study. Those categories appearing most suitable for measurement included:

- Intellectual Growth
- Effective Communication
- Leadership Development
- Appreciating Diversity
- Satisfying and Productive Lifestyles
- Meaningful Interpersonal Relationships
- Healthy Behavior
- Enhanced Self Esteem

Methodology

Each of the 8 categories, or domains, was given operational definition through the creation of a survey developed for this study. The survey questions included:

I am comfortable working with groups of diverse individuals.

I am viewed by others as a leader in group situations.

I am skillful at effectively handling conflict.

I maintain the essential knowledge for the given sport I am responsible for.

I maintain the proper balance between my school, work, and personal lives.

I strive to maintain a desired level of physical fitness.

I am physically active for at least five hours a week.

I am often overwhelmed by stress levels.

I make an effort to educate myself on improving my lifestyle.

I know how to take control of a group in a crisis situation.
I feel confident in my abilities to lead a group successfully.
I am able to make my voice heard, while standing up for what I feel is right.
I am intimidated by confrontations.
I am approachable and easy to communicate with.
I am an active participant in recreational sports programs.
I associate with individuals of diverse backgrounds.
I listen to others voice concerns.
I can resolve conflict in a calm matter.
I look at all sides to a conflict without forming a judgmental opinion.
I don't let my personal relationships and biases affect my duties.
I can make unpopular decisions for the good of the staff and participants.
In incidents of conflict, I am able to maintain a calm level of voice control.
I have a difficult time separating conflicts at work with my personal life.
An official's role is to control and administer a contest with little or no recognition.
I take the time to see things from a different gender, ethnic or social class perspective.
I make an extra effort to be fair in environments of diverse individuals.
I tend to work out when I should be studying.
I have a difficult time scheduling work hours that correspond with my social schedule.
I am confident with my abilities to handle an injury or safety management situation.
As an official, I can make a call without causing interruption.

The survey itself was administered in a pre and post-test protocol to measure change over time. Because self-report surveys represent an indirect measure and can be influenced by attribution error, it was decided to include a direct measure component in the protocol by asking supervisors to complete an evaluation on each of the student officials using the same survey and contrasting participants' self-report with the supervisors' evaluation. A total of 13 student officials completed both the pre-test and the post-test.

Results

Results of the pre and post-tests, along with supervisors' ratings are presented in table 1 below.

Participants completed a five-choice response format survey (Strongly Disagree [1], Disagree [2], Neutral [3], Agree [4], or Strongly Agree [5]).

Survey Item	Pre-test Mean	Post-test Mean	Change	Supervisor Rating
Intellectual Growth				
I maintain the essential knowledge for the given sport I am responsible for.	4.23	4.46	+.23	4.5
An official's role is to control and administer a contest with little or no recognition.	3.92	4.15	+.23	4.29
As an official, I can make a call without causing interruption.	3.92	4.23	+.23	4.31
Effective Communication				
I am skillful at effectively handling conflict.	4.0	4.23	+.23	4.21
I am approachable and easy to communicate with.	4.15	4.54	+.39	4.5
I can resolve conflict in a calm matter	3.62	4.15	+.53	4.15
In incidents of conflict, I am able to maintain a calming level of voice control.	3.77	4.23	+.46	4.21
Leadership Development				
I am viewed by others as a leader in group situations	3.85	4.23	+.38	3.64
I know how to take control of a group in a crisis situation	3.69	4.15	+.46	3.86
I feel confident in my abilities to lead a group successfully.	4.0	4.23	+.23	4.09
I can make unpopular decisions for the good of the staff and participants.	3.77	4.0	+.23	4.36
Appreciating Diversity				
I am comfortable working with groups of diverse individuals	4.46	4.54	+.08	4.21
I associate with individuals of diverse backgrounds	4.08	4.46	+.38	3.56
I take the time to see things from a different gender, ethnic or social class perspective	3.85	4.08	+.23	3.67
I make an extra effort to be fair in environments of diverse individuals	3.85	3.85	0	3.92
Satisfying and Productive Lifestyles				
I maintain the proper balance between my school, work, and personal lives	3.92	4.31	+.39	4.0
I don't let my personal relationships and biases affect	4.31	4.15	-.16	4.2

my duties				
I have a difficult time separating conflicts at work with my personal life	2.0	2.15	.15	3.67
I tend to work out when I should be studying	2.15	2.46	+.31	
I have a difficult time scheduling work hours that correspond with my social schedule.	2.31	2.46	+.15	2.6
Meaningful Interpersonal Relationships				
I listen to others voice concerns	4.15	4.23	+.08	3.67
I look at all sides to a conflict without forming a judgmental opinion	3.92	4.15	+.23	4.0
Healthy Behavior				
I strive to maintain a desired level of physical fitness.	3.092	4.08	+.16	4.0
I am physically active for at least five hours a week.	4.31	4.0	+.31	4.33
I am often overwhelmed by stress levels	2.31	2.31	0	1.4
I make an effort to educate myself on improving my lifestyle.	4.08	4.15	+.07	3.0
I am an active participant in recreational sports programs.	3.92	4.31	+.39	4.45
Enhanced Self-Esteem				
I am able to make my voice heard, while standing up for what I feel is right	4.08	4.38	+.3	4.5
I am intimidated by confrontations	2.08	2.08	0	2.08
I can make unpopular decisions for the good of the staff and participants	3.77	4.0	+.23	4.36

Table 1- Pre, post, and supervisor results

A graphic representation showing pre, post-test, and supervisor ratings is presented in table 2 below, showing a fairly high degree of consistency between the indirect measure of self-report and the direct measure of supervisor observations of participants' actual behaviors while providing officiating duties.

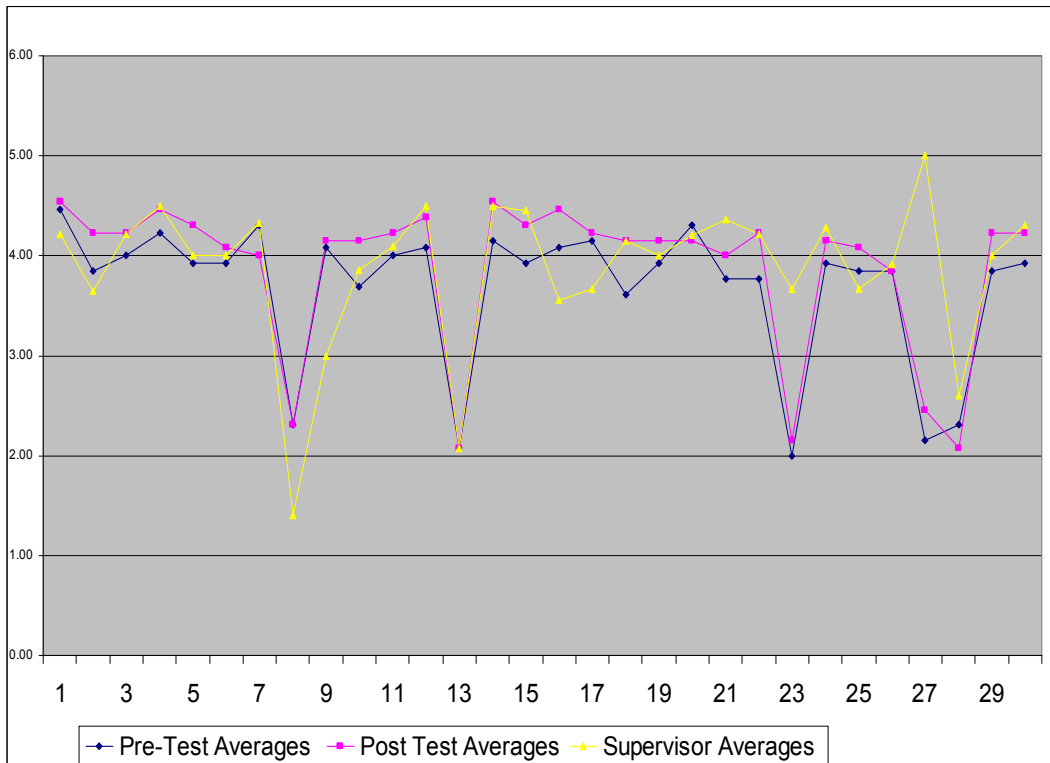


Table 2 – Pre, post and Supervisor ratings comparison

While overall growth along the 8 domains was small, noticeable improvement was observed in the following domains.

- Intellectual Growth
- Effective Communication
- Leadership Development
- Appreciating Diversity
- Satisfying and Productive Lifestyles
- Enhanced Self Esteem

Smaller levels of growth were observed in the following areas, yet, some positive growth was observed.

- Meaningful Interpersonal Relationships
- Healthy Behavior

Discussion

Role play or give examples of conflict and proper ways to deal with these situations.

Tips to maintain stress levels.

Positive Feedback to build self-esteem.

Limited Numbers

Only 13 officials completed both pre- and post- tests

Time Frame

Short time frame leaves limited time for improvements

Possible Improvements

Survey Actual Student Participants

Possibly Greek Students Participating in a variety of intramural events throughout the year.

Extend Survey throughout the Year with retesting after each intramural event