

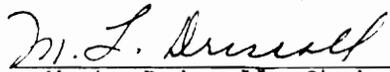
A MODEL FOR EVALUATING INTRAMURAL PROGRAMS
AT SELECTED PRIVATE TWO-YEAR INSTITUTIONS,

by

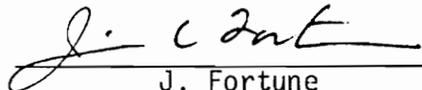
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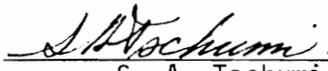
Dissertation submitted to the Graduate Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION
in
Community College

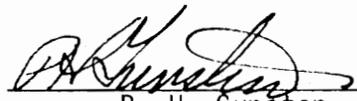
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A special word of thanks for the tennis player whose father did not get to all of the matches, to my wife Anne Lee and to my cheerleader who said, "What graduation?".

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CHAPTER I

INTRODUCTION

Intramural activities, both formal and informal, have existed on college and university campuses since the 1850's. (Means, 1973) It would be impossible to pinpoint the exact origin of the first intramural contest, simply because it would be difficult to determine which faculty members first sanctioned a contest between classes at a particular institution. The rationale for such activities has long been a part of the total educational picture. (Gottman, 1961)

As colleges and universities have expanded in recent years, the status of intramural programs has broadened. What originally meant informal but organized competition in the sports currently popular on a particular campus has now become an all-encompassing service organization that attempts to meet the recreational needs of a diverse campus including students, faculty, and staff members. (Shannon, 1973)

Today, the college campus is a community in itself. The intramural program is indeed a recreation program in that it seeks to provide the equipment and facilities necessary for each member of the college campus to enjoy leisure time. (American Association for Health, Physical Education and Recreation, 1964)

As stated previously, the college intramural program is now a recreational program, one that provides the necessary tools for the enjoyment of leisure time, whether it be a strenuous volleyball game, a refreshing game of checkers, a canoe trip or a dip in the pool.

Traditionally, the intramural director needed only to be concerned with the basic sport activities. However, he must now administer a facility as well as provide for competitive and recreational opportunities for all members of the university community.
(Preo, 1973. p. 3)

Purpose of the Study

The purpose of the study was to develop a model for evaluating private two-year college intramural programs in terms of their overall contribution to the college campus they serve.

Statement of the Problem

The problem was that private two-year college intramural programs varied in their institutional make-up, thus creating the need for an evaluative tool that could be easily modified for the existing situation. The researcher developed a flexible tool for evaluating college intramural programs. In essence the tool was developed as a model or paradigm that was not unlike a handbook that could be used as reference, or a set of instructions for the examination of particular aspects of an intramural program at designated intervals.

Need for the Study

Because of its role as a service organization, the private two-year college intramural department plays an integral part in the constructive development of a total campus. Intramural programs vary from school to school because of differing administrative procedures, budget allocation, and facilities. The intramural program in one school may be placed under the department of health and physical

education, while in another it may be under the director of athletics, and in another under the dean of student services. Funding patterns may be just as diverse. The intramural program is accountable to a variety of interests, ranging from those of the students to those of the faculty. However, a program that attempts to reach such a diverse population, and is of tremendous importance because of the success or failure of this endeavor, must be accountable to something or somebody. (Preo, 1973)

Consequently, there should be an evaluation and it should be based on worth as correlated with the overall contribution of the intramural program to the school. To date, evaluation models for intramural programs have been designed for major universities and large institutions. (Avant, 1974)

Some type of intramural program exists on almost every campus. Of the 774 two-year colleges listed in The 1974-1975 National Directory of College Athletics, 570, or 74.93%, had intramural directors. Intramural programs are operating not only on the higher education level, but in elementary schools, high schools, private preparatory schools and penal institutions. As administrators continue to allocate money for intramural programs, there must be some means of determining if the funds are well spent, if more appropriations are needed, or if administrative changes are in order.

The demand for and trend toward introducing intramural sports on all levels of education appears to be on the increase. Periodic evaluation of any intramural sports program is an essential administrative function and enables the entire staff to become

cognizant of any changes needed to improve the quality of intramural for the students.

(Avant, 1974. p. 11)

In many institutions the intramural program is part of an overall physical education, athletic or student services budget. Funds are not usually available for securing an outside expert for the purpose of evaluation. Also, the expert is handicapped, due to a time factor, when he/she attempts to determine the full range of a given program.

Further rationale for the study was indicated in the Memorandum to Chief State School Officers, Superintendents of Local Educational Agencies and College and University Presidents, on the subject of Elimination of Sex Discrimination in Athletic Programs, by the U. S. Department of Health, Education and Welfare. The Memorandum stated, "School Districts, as well as colleges and universities, are obligated to perform a self-evaluation of their entire education program, including the athletics program, prior to July 21, 1976." (U. S. Department of Health, Education and Welfare Office for Civil Rights, 1975. p. 5)

Consequently, there was a need for a method of controlled self-evaluation that was both internal and continuous. Such an evaluation should involve all facets of the college campus, in an attempt to insure equality of input as well as eliminate the possibility of a singular approach by the director of intramurals.

A review of intramural evaluations is included in the second chapter. However, it was perhaps appropriate to designate, for the

purpose of clarification, two major aspects of the evaluative process. First was the formative evaluation procedure which attempts to determine the answers to such questions as: how can a program be improved, and which policy is best under the existing circumstances? The second was the summative evaluation process which attempts to ascertain the worth of a given program, to whom the worthiness applies, and why. It was anticipated that the summative aspects of the proposed evaluation model would coincide with the institutional purposes and that the model itself would provide the answers to the formative questions.

In most two-year institutions, the director of intramural sports or director of recreational activities (the title will vary from institution to institution) is assigned duties other than intramural administration. These may range from teaching responsibilities to administrative or staff positions in non-academic areas. Often, the intramural program is handicapped by being placed on the lower rung of the ladder of work priority. The researcher conducted an informal survey at the August, 1975, meeting of schools assigned to Region X of the National Junior College Athletic Association. All present revealed that their intramural duties were secondary to other campus duties. A telephone conversation with the intramural directors of the schools not present revealed the same information.

Private two-year institutions do not always have the capital available for a full-time intramural director. However, the private school does have a captive audience, and as such, must provide a service for leisure activities in order to remain attractive for

prospective students. Its two-year counterpart, the community college, often has an intramural program that suffers from the lack of facilities, a transient student body or both.

Delimitations of the Study

There were five limitations to the study. First, the study was limited to colleges with two-year curricula. Second, the study pertained to private institutions. Third, the study was limited to institutions located in the geographic confines of Region X of the National Junior College Athletic Association. Fourth, the study was limited to boarding institutions. Finally, the study was limited to co-educational institutions.

Organization of the Study

The purpose, need, and scope of the study is defined and explained in Chapter One. Chapter Two consists of a review of literature, both general and specific, pertaining to the evaluation. Chapter Three describes the procedure for the study. Chapter Four contains a discussion of the research. Chapter Five includes the presentation of the model and the criteria for evaluation. Chapter Six contains the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

An endeavor was made to ascertain that literature could be synthesized in the development of an evaluative model for schools that were in harmony with the limits of the study. In this attempt, the researcher reviewed the various journals and periodicals in the fields of recreation, physical education, and intramurals in an effort to determine if legitimate research was included in, or contributed to the content of particular publications. An ERIC Search as well as a Manual Search was conducted by the Division of Vocational Technical Education of the College of Education at Virginia Polytechnic Institute and State University.

In the review process, several studies were encountered that, although labeled as evaluative tools, consisted solely of surveys that collected data which was then categorized. As these surveys simply listed existing content, they were not included in the review of literature.

Consequently, this chapter is devoted to a review of those studies that have attempted to evaluate, appraise, and/or determine the existing status of certain intramural programs. The studies will be presented in chronological order.

Slagle Study (1947). Slagle investigated five Florida high schools in an attempt to establish norms on the respective programs, evaluate the material according to an accepted evaluating criteria,

determine the weaknesses and stronger features of each program and to recommend desirable methods for improving the programs studied.

Slagle used a questionnaire survey, personal interviews, and observations in his study. He concluded that all programs were above average and that the few existing deficiencies were the result of inadequate budgets or lack of facilities.

Scott Study (1954). The purposes of Scott's study were to identify administrative policies and procedures in selected liberal arts colleges, to ascertain the frequency of agreement of the status quo of administrative policies and procedures with pre-determined criteria, and to find the factors which influenced the operational efficiency of the men's intramural program.

A check list was used to evaluate the programs. Of the 104 liberal arts colleges reviewing the check list, 85 returned the information. Results indicated that fifty per cent or more of the 85 colleges met 21 of the 26 criteria.

Grambeau Study (1959). Grambeau developed a questionnaire survey which he used to determine the status of intramural programs in selected colleges and universities in the United States, Canada, and Latin America. The major findings of the study were:

1. 89% of the schools studied had their departmental policy formulated in a handbook or similar publication.
2. 82% of the schools studied had their intramural programs under the auspices of the Department of Physical Education.

3. 49% of the schools studied financed their programs through the physical education budget, while 34% were financed through a general fund, and
4. Twenty-six of the 78 schools studied had a full-time director of intramurals.

Beeman Study (1960). By use of the case study technique and the critical incident technique, Beeman investigated the human relations involved in the administrative problems that were encountered by selected intramural directors.

The investigation showed that most case problems contained human relations problems involving either participation units or individual participants. Eight problem areas were identified. The recommendations of the study were to facilitate improvements in the identified problem areas and to initiate open lines of communication between intramural participants and the administrators.

Murdock Study (1961). By use of a questionnaire, Murdock attempted to determine the strengths and weaknesses of seven college intramural programs.

Upon return of the questionnaire, the author visited each college and interviewed the director of intramurals. Results were as follows:

1. Intramural directors were overburdened with additional duties.
2. Finances were inadequate.
3. Indoor facilities were more adequate than outdoor facilities.
4. Participants' totals compared favorably with institutions of similar size.

Kesley Study (1965). Kesley analyzed the recreation program in selected institutions in North, Central, and South America. The study was limited to four-year institutions. A self-constructed questionnaire was used to collect data. Responses were analyzed in terms of five areas of the recreation programs. These areas were: (1) organization and administration, (2) leadership personnel, (3) program and activities, (4) facilities and equipment, and (5) finances. Kesley concluded the following regarding the institutions in his study:

1. of the institutions studied, almost all had recreation programs,
2. recreation programs for the faculty existed in the majority of the institutions,
3. recreation programs for non-faculty were found in relatively few schools,
4. the majority of the schools studied had central plans for the administration of recreational programs,
5. student participation in Canadian institutions averaged about two-thirds of the respective student bodies,
6. over half of the students enrolled in institutions in Central and South America participated in campus recreation programs,
7. in all of the schools studied, lack of finances was listed as a detrimental factor regarding participation,
8. faculty members and appointed or elected students were the recreation leaders in over half of the schools involved in the study,
9. campus newspapers and bulletin boards were considered the most effective means of communications by all institutions,
10. separate budgets for the administration of the recreation program were found in about half of the schools studied.

Pink Study (1969). Pink, by means of a questionnaire, conducted a survey to ascertain the status of intramural-recreational programs for men in colleges and universities, with enrollments of 15,000 or more, that were located in the United States. A revision of "Criteria for Appraisal of Intramurals in Colleges and Universities" as designed by the 1955 National Intramural Conference was used as the data collecting instrument. The following areas of the intramural programs were identified (1) philosophy and objectives, (2) the politics and practices for organization and administration, (3) the program content, (4) the facilities and equipment available, and (5) methods of financing men's intramural programs.

Pink reached the following conclusions concerning the interpretation of the resulting data: (1) the appraisal criteria used for the evaluation was found to be compatible with the program objectives, (2) organizational and administrative aspects were found to be above average when compared to the appraisal criteria, (3) program content received the highest ranking when compared with the appraisal criteria, (4) both men and women intramural directors were usually responsible to the dean, athletic director, or department head of Physical Education with regards to the administrative hierarchy, (5) the most inadequate phase of participation appeared to be the offerings for campus employees, (6) men's intramural and recreational programs appeared to be adequate in the competitive sports and non-competitive activities, but inadequate in outing, social, and creative programs, (7) the quality and quantity of recreational equipment compared

satisfactorily with the appraisal criteria for this area, (8) most schools utilized outdoor facilities during the daylight hours and indoor facilities in the late afternoons and evenings, and (9) the physical education budget and student activities fee were the basis for recreational funding for approximately two-thirds of the schools studied.

Ridgeway Study (1970). Ridgeway developed a scorecard which was used to determine the status of men's intramural programs in institutions of higher learning. The scorecard was used as a data-collecting mechanism thus enabling Ridgeway to evaluate the men's intramural sports programs in four-year colleges and universities in Kansas.

The scorecard was divided into the following major areas:

(1) philosophy and objectives, (2) organization and administration, (3) finances, facilities, and equipment, (4) units of competition and scheduling, (5) program of activities, rules and regulations, (6) publicity and recognition, and (7) health and safety.

Ridgeway then analyzed the data and: (1) ranked each institution according to its level of attainment on the scorecard, (2) ranked each institution according to its level on each of the scorecard divisions, (3) computed the rank order correlation of each of the scorecard divisions to the total score, and (4) analyzed the degree of attainment of each of the scorecards.

The following results were obtained: (1) variation existed among the schools involved in the study regarding program status, (2) the percentage of attainment was usually higher for public than for private

schools, for medium size than for small schools, and for universities than for colleges, (3) there was no significant difference existing between the programs in any two institutional classifications, (4) the volume and quality of finances, facilities and equipment was the most positive indicator of status regarding the total intramural program, (5) the greatest number of institutions attained high and low scores in all scorecard divisions; however, their existing programs appeared to be most adequate in the area of rules and regulations, (6) large public institutions of university status most adequately met the suggested scorecard standards, (7) as a rule, those schools classified as small private colleges demonstrated a low level of attainment on the standards comprising the scorecard, (8) the majority of schools failed to emphasize the quality of program activities, (9) indoor and outdoor facilities were inadequate in accessibility and adaptability, (10) the majority of institutions failed to place sufficient emphasis on the selection and inclusion of co-recreational activities, (11) there was a necessity for schools to provide equipment for free play, a check-out service, and personnel who would be responsible for issuing, repairing, and maintaining equipment and supplies, and (12) adequate health protection was not provided for intramural participants.

Reznik Study (1972). Reznik investigated the general nature and extent of intramural-recreational programs in selected junior colleges throughout the United States. The study was divided into areas of philosophy and objectives, organizational structure and personnel, administrative policies, program content, facilities, equipment and

finances.

Reznik modified Pink's instrument to utilize the descriptive survey method of research. The instrument contained both closed and open ended questions. Participating institutions were ranked in three categories which were based on school enrollment.

Reznik concluded that the status of intramural-recreational programs in the United States were generally below par in terms of meeting the varied needs of the participants. He also concluded that there was a decided discrepancy between the written philosophical aims and objectives of the programs and the actual policies and practices being implemented.

Kummer Study (1973). Kummer attempted to determine the status of men's intramural programs in selected colleges in the State of Iowa. Twenty colleges with a total enrollment of less than 2,500 students were used for the survey. Kummer used the Pink Questionnaire to collect data for his evaluation.

After analyzing the data, Kummer concluded: (1) that a significant relationship existed between stated philosophy and actual procedure, (2) that organizational and administrative policies of the programs surveyed were average regarding the appraisal criteria used in the evaluation, (3) that indoor and outdoor facilities were sufficient in type and number regarding accessibility for participants, and (4) that extreme variance existed between the colleges surveyed with regards to school budgets, estimated program expenditures, average cost per participant and average cost per male student enrolled during

the 1972-73 academic school year.

McKillup Study (1973). McKillup attempted to develop a valid, reliable and objective scorecard which could be used to evaluate men's intramural programs in four-year colleges and universities. Seven major areas were included in the scorecard: (1) concepts, (2) objectives, (3) leadership, (4) programs, (5) facilities, (6) general administration, and (7) financing.

McKillup mailed a scorecard questionnaire to selected intramural directors who were requested to render judgements in allotting percentage points to the various categories. He then analyzed the data to determine a total percentage score, which was converted into the allotted points for each category and each sub-category. The percentage score was determined by computing the mean of the judgements made by the authorities. The evaluative instrument was then applied to a large university, a medium size university and a college for the purposes of ascertaining reliability and objectivity. The comprehensive nature of the instrument insured content validity while face validity was obtained from the reference material that contributed to the construction of the scorecard and the 56 authorities who rendered their judgements and suggestions in the development of the instrument.

The scorecard was applied five times in three different four-year institutions of higher learning. Application of the scorecard to the selected institutions resulted in the following conclusions:

(1) the major value of the instrument is found in the analysis of the detailed score of each unit, (2) the instrument could be used to

evaluate men's intramural programs of varying enrollment, (3) information obtained from usage might be beneficial when used as a guide for program development, (4) the instrument could be used as a text in courses designed for intramural programs, (5) the instrument had potential value as a tool for informing educators who work outside of the field, and (6) the scorecard provides an indication of the nature of the men's intramural program as indicated by the total score obtained.

Avant Study (1974). Avant investigated the men's intramural programs in 12 colleges or universities that were geographically located in the Pacific, Northwest. The schools were divided into four categories: (1) large universities, (2) medium-sized universities, (3) state colleges, and (4) private colleges and universities. Avant used the McKillup scorecard as his evaluative instrument.

Avant drew the following conclusions from his interpretation of the findings:

1. In general, concepts held by intramural leaders at all institutions were sound.
2. Stated objectives of respective intramural programs were generally average.
3. With the exception of two institutions, the kind and extent of professional preparation of the faculty leadership excellent.
4. Attendance at professional meetings by intramural faculty leadership was generally poor and needed improvement.
5. With two exceptions, the area of professional assistance (magazines and books) was excellent.
6. The experience of the faculty leadership in working in intramural programs was generally average.
7. In all institutions, fitness, personality, character, and efficiency of faculty leaders were good.
8. The aspects of student leadership were good in all institutions.

9. With one exception, the intramural sports programs were above average.
10. In all institutions, area facilities, equipment and supplies were above average.
11. General administration was generally below average in all institutions and needed improvement.
12. In general, financing of intramural programs was average at all institutions.

(pp. 173-174)

Summary

Studies assessing overall intramural-recreational programs appeared to be few in number. The vast majority of research in this area has been devoted to large four-year institutions. The one study that was designed for two-year schools included both public and private institutions, and concluded that junior college programs are not strong.

All of the authors of the literature that was reviewed agree that evaluation should be an integral part of the intramural program due to its assessment of existing strengths and weaknesses.

CHAPTER III

PROCEDURE

The Director of Intramural Sports at Virginia Polytechnic Institute and State University, who was a member of the researcher's doctoral committee, suggested that the author contact several leaders in the area of intramural administration and request their endorsement of the study. The individuals were selected on the basis of the committee member's extensive experience in intramural administration. Among the eleven receiving letters were the President of the National Intramural Association, which is now the National Intramural and Recreational Sports Association, and the Executive Secretary of the National Junior College Athletic Association. A copy of the letters may be found in Appendix A. The replies were both favorable and encouraging. The replies are listed in alphabetical order in Appendix B.

The director for Region X of the National Junior College Athletic Association submitted a list to this researcher of thirty-one schools that were members of the Association and located in Region X. Region X includes North Carolina, South Carolina, Virginia and a portion of West Virginia.

Of the thirty-one member schools, the director designated fourteen as private institutions. Of the fourteen private schools listed, one institution in North Carolina closed before interviews began, and another, although remaining primarily a two-year institution, granted baccalaureate degrees in 1976. Twelve schools appeared

to meet the limits of the study.

The Register of Independent Junior Colleges was then reviewed. The register listed ten schools in North Carolina, six each in Virginia and South Carolina, and two in West Virginia. Investigation revealed that of the twenty-four schools listed in the register, four were for women only, one was a technical institute without boarding facilities, one had recently become a four-year school, one was the aforementioned school that granted both the A.A. and B.S. degrees, and that one was not within the geographic confines of Region X. A ninth school in Virginia closed before interviews began.

After reviewing the list submitted by the Region X director and the register, it was evident that there were three two-year schools in Region X that were not members of the National Junior College Athletic Association, but did satisfy the limits of the study. As a result, fifteen letters were written to the presidents of the institutions that met the limits of the study explaining the purpose and requesting permission to use the schools in the study. The letter was signed by the chairperson of the researcher's committee (Appendix C). Twelve schools responded favorably and a second letter was forwarded to the individual in charge of the intramural program (Appendix D). The enrollment of the institutions ranged from 300 to 1250 students. The average enrollment was 765. A list of participating schools may be found in Appendix E.

The researcher then visited each school for an interview with its director in an attempt to determine the content of the program.

A sample of the interview questions may be found in Appendix F. The results of the interview are tabulated in Appendix G. Copies of intramural handbooks, intramural guidelines, general rules and regulations were also obtained.

Data from the interviews, the intramural handbooks, and the review of literature were synthesized. The synthesis enabled the researcher to incorporate the applicable features into a flexible model for evaluating the intramural programs at the institutions involved in the study.

Copies of the model were then mailed to the twelve intramural directors who participated in the study, with a request for appraisal of its content (Appendix H). Three additional copies of the model were each mailed to an individual who was responsible for the direction of a two-year college intramural program at an institution that did not meet the limits of the study.

The additional three directors were selected by two members on the researcher's doctoral committee. Two of the individuals were selected on the basis of their contributions to the intramural field. They were the Director of Intramural Sports at Miami Dade Junior College North Campus and the Director of Intramural Sports at Nassau Community College.

The third individual was selected for the geographic location of her institution. The Director of Intramurals at the University of North Carolina in Chapel Hill was contacted for the purpose of recommending the name of an individual with a strong intramural background

that was located within the geographic boundaries of Region X of the National Junior College Athletic Association. The director recommended the Director of Intramurals at Isothermal Community College. All three individuals agreed to review the study.

The replies of the fifteen persons reviewing the model are included in Chapter IV.

CHAPTER IV

DISCUSSION

This chapter includes a discussion of the factors that contributed to the development of the evaluation model. In addition there is a discussion of the appraisal of the evaluative model by those individuals selected to review the instrument. Suggested revision of the model to facilitate use by institutions other than private two-year colleges and anticipated problems in usage are also discussed.

Contribution of Literature and Interviews

Table 1 shows the components used in the evaluative instrument that were selected from the related literature. The selection of such components as activities, administration and organization, equipment, facilities and finance was supported in the findings of studies by Avant (1974), Kelsey (1965), Pink (1969) and Reznik (1972). Avant (1974), McKillup (1973) and Ridgeway (1970) included intramural objectives as integral parts of their studies, while five of the studies contained components on personnel and purpose. McKillup (1973) emphasized periodic evaluation in his research. Investigation of intramural philosophy was a common element in the studies of Kummer (1973), Pink (1969), Reznik (1972) and Scott (1954). Reznik (1972) and Scott (1954) investigated intramural policies. The examination of the priorities for intramural services were ingredients in studies by McKillup (1973), Reznik (1972) and Ridgeway (1970). Kelsey (1965) investigated campus recreation. Reznik (1972) studied safety

TABLE 1

Components in Evaluation Model Selected from Related Literature

Researcher	Evaluation Model Components																		
	Activities	Administration & Organization	Equipment	Facilities	Finance	Objectives	Officiating	Personnel	Periodic Evaluation	Philosophy	Policy	Priorities	Purpose	Recreation	Safety	Scheduling	Strengths	Student Interest	Weaknesses
Avant	X	X	X	X	X	X		X					X						
Grambeau					X			X								X			
Kelsey	X	X	X	X	X			X						X					
Kummer		X		X	X					X									
McKillup	X	X		X	X	X		X	X			X	X						
Murdock				X	X												X		X
Pink	X	X	X	X	X					X			X						
Reznik	X	X	X	X	X	X		X		X	X	X	X		X				
Ridgeway	X		X	X	X	X				X		X	X			X			
Scott		X									X								
Slagle				X	X												X		X

procedures. Grambeau (1959) and Ridgeway (1970) investigated intramural scheduling while Murdock (1961) and Slagle (1947) examined the strengths and weaknesses of intramural programs.

Two model components, intramural officiating and student interest, were not found in the review of literature. These facets were selected because of their presence in the interview replies. Of the nineteen components used in the evaluative model, fourteen were supported by interview replies. The five areas that were not present in the interview replies were objectives, periodic evaluation, philosophy, purpose, and safety. The absence of objectives, philosophy and purpose would appear to support Reznik's study (1972) as he concluded that there was a decided discrepancy between written philosophical aims and objectives of the programs studied and the actual policies and practices being implemented.

Seventeen model components were selected from the review of literature. Two additional components, intramural officiating and student interest, surfaced in the interviews. Twelve of the model components were substantiated by both the review of literature and the interviews. The synthesis of the material acquired from the interviews and the review of literature enabled the researcher to develop the model for evaluating intramural programs at institutions meeting the limits of the study.

Results of the Model Appraisal

Table 2 presents the results of the replies reported by the twelve participating intramural directors and the three community

TABLE 2
Results of Model Appraisal

Institution of Director Appraising Model	Replies by Directors				
	Found the Model To Be Useful	Model Was Not Useful	Will Use the Model in Intramural Program	Will Use Portions of the Model in Intramural Program	Found the Model To Be Unacceptable
Anderson College	X			X	
Beckley College	X		X		
Bluefield College	X		X		
Brevard College	X			X	
Chowan College	X			X	
Isothermal Community College	X		X		
Lees-McRae College	X		X		
Louisburg College	X		X		
Miami Dade Community College	X			X	
Montreat Anderson College	X		X		
Mount Olive College	X		X		
Nassau Community College	X			X	
North Greenville College	X		X		
Spartanburg College	X			X	
Wingate College	X			X	
Totals	15	0	8	7	0

college intramural directors. They all indicated in their review of the evaluation model that they found the model to be useful. Eight of the directors reported that they would use the model in their programs and seven directors indicated that they would use portions of the evaluation model in their program. Additional written comments included: "Good job."; "The total concept was excellent."; "The strong point in the model was your questionnaire on programs from start to finish."; "I was very much impressed with the completeness and accuracy of ideas expressed in the model."; "I found the model to be quite good."; "Very useful."; "Every aspect of the topic was covered in depth."; and "I find your model highly applicable for the community college."

Suggested Revision of the Model

Although the majority of the individuals reviewing the model represented small private schools with an average enrollment of seven hundred and sixty-five students, two of the selected community college directors represented very large institutions. Miami Dade Community College has over twenty thousand students on its North Campus, while Nassau Community College has an enrollment of over eighteen thousand. Neither of these individuals indicated that they would use the entire model in their programs. They did indicate that they would use portions of the model. This suggests that some facet of the two community college programs may not be present in the programs found at the institutions meeting the limits of the study. It is possible that geographic location, program content, and facilities all may have

influenced the community college directors' response.

It would appear that certain revisions would be needed to make the evaluation model applicable to intramural programs found at larger institutions. These revisions could include a method for evaluating seasonal events that are available at larger schools because of geographic location, greater budget or both. Examples of these activities might be: hang gliding, snow skiing, water skiing, rodeo, parachute jumping, surfing and other salt water activities.

It is also reasonable to assume that larger institutions will have larger and more facilities. This would suggest the additional evaluation of facilities such as ice skating rinks and skiing accommodations. The same principle could apply to budgetary matters suggesting that a provision for auditing funds be incorporated into the evaluative instrument.

The model was designed to be flexible in nature. To be used beyond the limits of the study, the model would possibly need adaptations to compensate for institutional differences such as size, location, and budget.

Problems in Usage

The researcher's informal survey revealed that all of the intramural directors at Region X schools had contractual obligations in addition to intramural administration. This finding was substantiated by the interview responses when seven directors indicated that lack of time was a major problem area when administering the intramural program (Appendix G). The comments suggest that many intramural

directors have difficulty finding the time to administer their intramural programs. Conducting the evaluation as outlined in the model would be an added responsibility for some who are over-burdened under present conditions. Several intramural directors included comments on the "time factor" in their appraisal of the model. Among these comments were: "Give the intramural director more time." and "The only reservation about the model is length." One director stated that there was only one individual who was totally responsible for the intramural program and that this person was burdened by other duties. The director further commented that it would take a full-time person to run the program as implied in the model. This would imply that use of the model could necessitate some released time for the individuals primarily involved in the evaluation.

CHAPTER V
GUIDELINES FOR EVALUATING INTRAMURAL PROGRAMS
AT SELECTED TWO-YEAR INSTITUTIONS

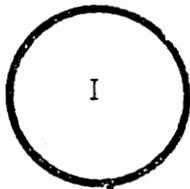
The enclosed material was developed as a guideline for the evaluation of private two-year college intramural programs for men and women at boarding institutions. Because institutions are diverse in nature, it is assumed that the material will not be suited for all facets of the intramural program at any given institution. However, it is hoped that certain portions will be applicable and that others may be easily revised for the desired use.

It is recommended that this instrument be used by representatives of all groups availing themselves of intramural privileges. Each area should be fully reviewed and a consensus of opinion reached by those selected to evaluate the program.

It should be stressed that norms and means are secondary to the values obtained from open discussion and diagnostic review. Overall scores and ratings are not expected.

Included in the instrument are certain examples. These are in script and are included for the purpose of clarification. They are not included for the purpose of suggesting policy.

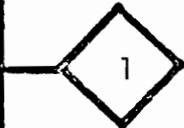
The material includes a brief flow chart. The purpose of the chart is to assist those evaluating a specific area by allowing them to view that area as it relates to the complete evaluation.



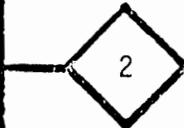
PHASE I. INITIATING EVALUATION PROCEDURE

Step A

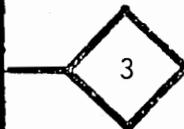
Identifying Individuals That Could Be Involved in the Evaluation



Who will conduct evaluation?



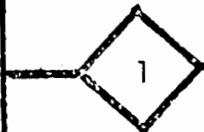
Who will analyze results of evaluation?



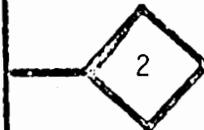
Who is currently involved in intramural administration?

Step B

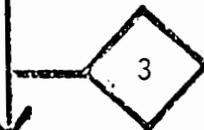
Determining Program Content, Policy, and Priorities



What are the components of the intramural program?

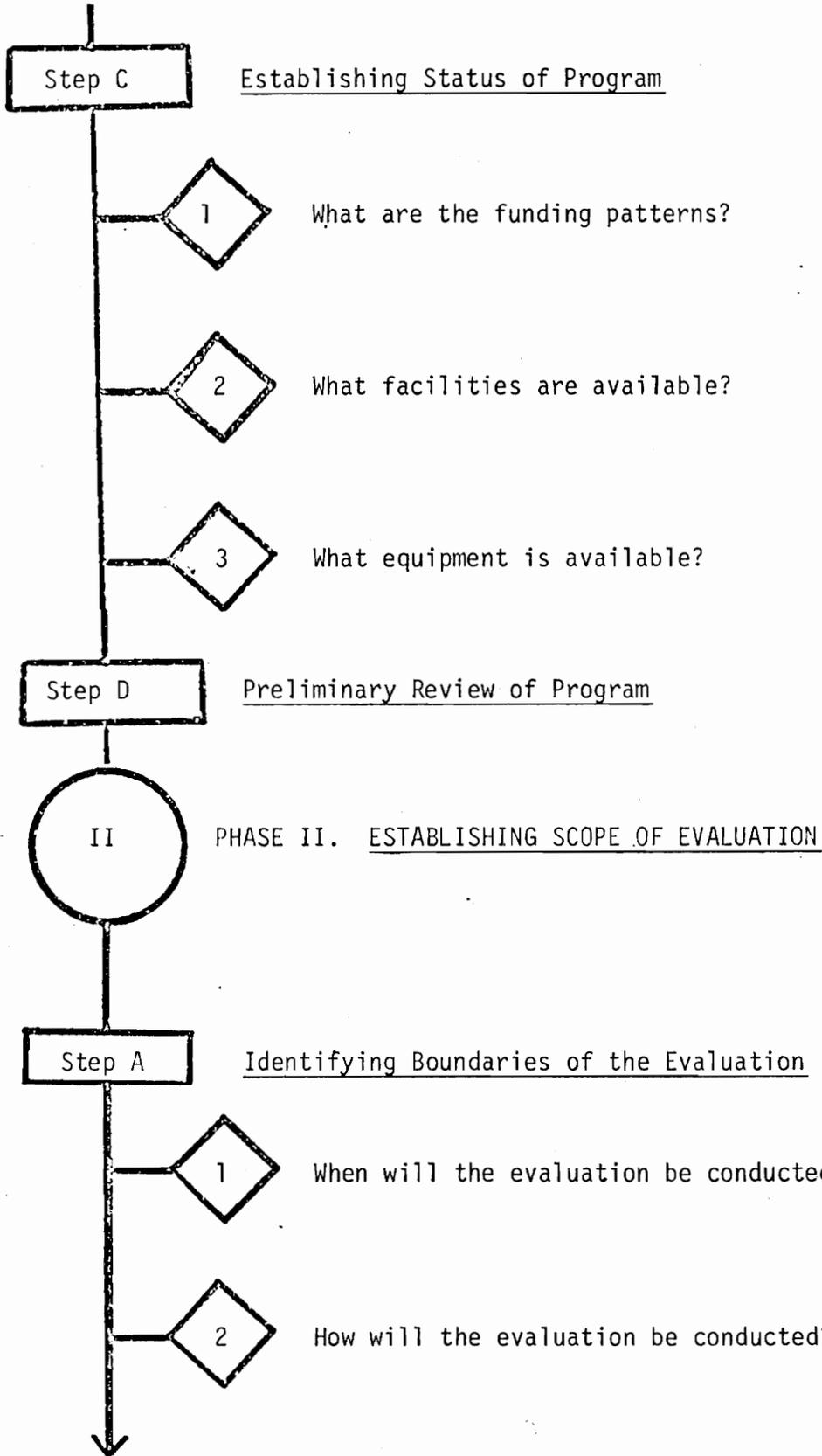


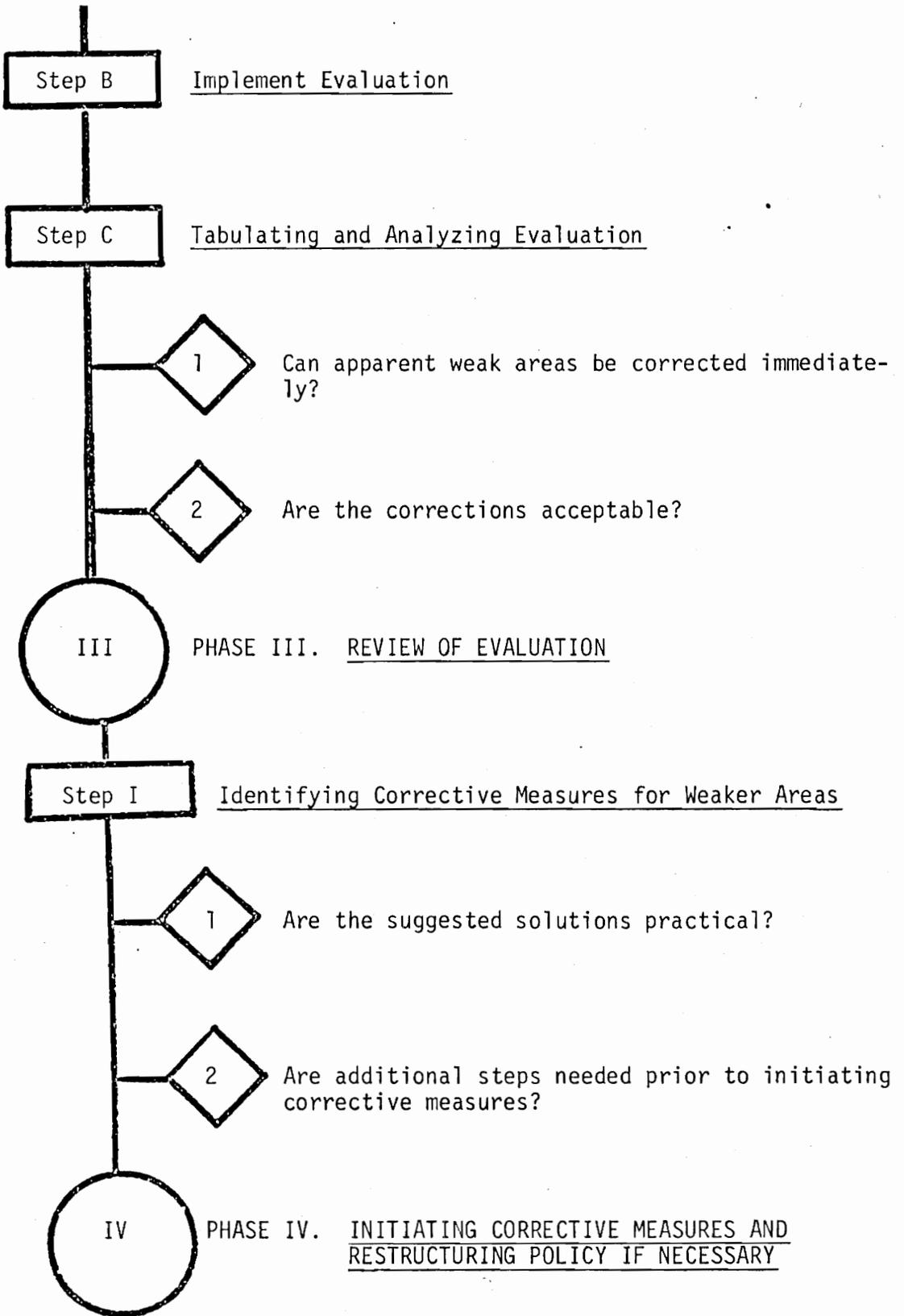
What priorities do program components receive?



Are priorities compatible with purpose?







PHASE I

INITIATING EVALUATION PROCEDURE

I

A brief profile of the existing intramural program should be provided by the current intramural administrator. A review of previous evaluation and other pertinent information should be included.

Description of Current Program

Introductory Statement THE INTRAMURAL PROGRAM AT WALKER COLLEGE IS PART OF THE DIVISION OF HEALTH, PHYSICAL EDUCATION AND RECREATION. THE DIRECTOR IS A FACULTY MEMBER IN THIS DIVISION WITH ONE FIFTH OF HIS TEACHING RESPONSIBILITIES REDUCED FOR PROGRAM ADMINISTRATION. THERE IS NO BUDGET FOR THE I.M. PROGRAM. EQUIPMENT AND FACILITIES ARE SHARED WITH H.P.E.R. AND THE DEPARTMENT OF ATHLETICS.

THE PROGRAM IS OPEN TO ALL MEMBERS OF THE WALKER COLLEGE COMMUNITY, (STUDENTS, FACULTY, AND STAFF). PARTICIPATION VARIES WITH INTEREST, AND ACTIVITIES ARE USUALLY OFFERED ON A SEASONAL BASIS.

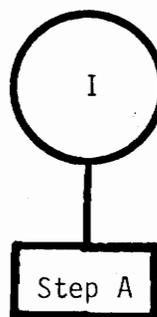
Apparent Strengths CURRENTLY, THE ONLY INDICATION OF PROGRAM MERIT IS THE PERCENTAGE OF PARTICIPATION. RECORDS INDICATE A LARGE TURN OUT FOR TEAM SPORTS, (BASKETBALL, FOOTBALL, SOFTBALL, VOLLEYBALL.)

Apparent Weaknesses PARTICIPATION IN INDIVIDUAL ACTIVITIES IS VERY LOW. EFFORTS TO PROMOTE EVENTS OF SHORT DURATION, AS WELL AS EFFORTS TO PROMOTE WEEKEND ACTIVITIES, HAVE BEEN FUTILE. THERE IS A HIGH RATE OF FORFEITS AMONG THE WOMEN PARTICIPANTS. STUDENTS, AND IN SOME INSTANCES FACULTY AND STAFF, ARE UNIVERSALLY DISPLEASED WITH STUDENT OFFICIALS.

Submitted by _____ Date _____

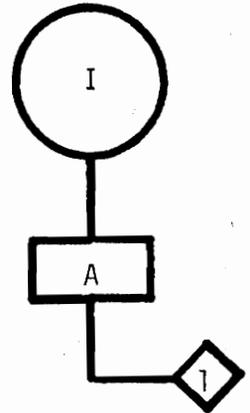
It has been recommended that this instrument be used by representatives of all groups availing themselves of intramural privileges. Using the space below, list those groups or individuals who participate or are entitled to participate in the intramural program.

1. FACULTY
2. ADMINISTRATIVE STAFF
3. STUDENTS
4. MAINTENANCE PERSONNEL



Does the school have a standing committee that is responsible for evaluating the intramural program?

Yes/No



If yes:

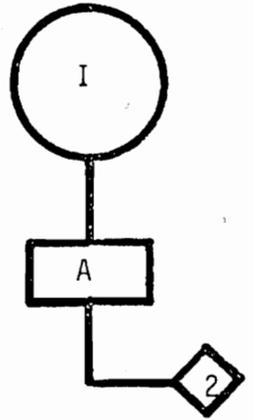
Committee Name	Members	Title (Job Description)
STUDENT LIFE COMMITTEE	T. A. JENKINS	DEAN OF STUDENTS
	O. T. AMORY	ASSOC. PROF. SOC. SCIENCE
	BILL TILLER	PRESIDENT, S.G.A.
	STEVE WILSON	CHAIRMAN, H.P.E.R.
	HANK HAMMOND	DIRECTOR OF ATHLETICS

If no:

Who should have input regarding the evaluation?

Name	Title	Should be Asked To Participate	Will Participate
	Director of Athletics		
	Chairman, Div. H.P.E.R.		
	Dean of Students		
	Director of Housing		
	Dormitory Counselor		
	Intramural Director		

Name	Title	Should be Asked To Participate	Will Participate
	President		
	S.G.A. Advisor		
	Student Life		
	Committee Chairman		
	Student		
	Representative		
	Other		



Who will analyze the results of the evaluation? _____

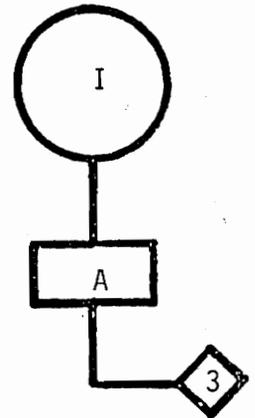
STUDENT LIFE COMMITTEE

Who will receive final results of evaluation? _____

PRESIDENT

ATHLETIC DIRECTOR

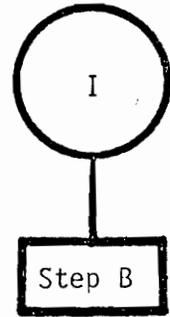
DEAN OF STUDENTS



Who is directly and indirectly involved in the administration of the intramural program?

Name	Duties	Job Description
DAVIS A. JAMES	ACADEMIC DEAN	FINAL APPROVAL FOR ADMINISTRATIVE POLICY
C. S. STUDLEY	CHAIRMAN H.P.E.R.	BUDGET ALLOCATION AND GENERAL SUPERVISION
CHARLES OVERTON	DIRECTOR OF INTRAMURALS	INTRAMURAL ADMINISTRATION
BILLY QUINN	ASSISTANT DIRECTOR OF INTRAMURALS	ADMINISTRATIVE ASSISTANT
BOBBY SWANN JANE SWIFT SALLY STRAUGHAN	STUDENT MANAGER	LIAISON AND FACILITY PREPARATION

Determining Program Content, Policy and Priorities



Members of the evaluating committee should use the rating scale below to answer the following statements.

NA	1	2	3	4
Not	Disagree	Tend to	Tend to	Agree
Applicable	Strongly	Disagree	Agree	Strongly

1. The purposes and objectives of the intramural program are clearly stated. _____
2. The statement was designed specifically for the intramural program. _____
3. The statement was developed by a variety of persons interested in the intramural program. _____
4. The policy reflected in the statement needs revision. _____
5. Additional input is needed. _____
6. The purpose of the program is clearly understood by all. _____

In the event that the responses to the previous questions were not satisfactory, the committee should develop a brief statement that identifies the purpose(s) of the program.

Purpose(s) of the Intramural Program

- A. THE INTRAMURAL PROGRAM IS DESIGNED TO OFFER MEMBERS OF THE COLLEGE COMMUNITY THE OPPORTUNITY TO PARTICIPATE IN LEISURE ACTIVITIES ON A LEVEL COMMENSURATE WITH THEIR ABILITIES AND INTEREST.
- B. THE PROGRAM IS STRUCTURED TO PROVIDE INFORMAL LABORATORY SKILLS FOR THOSE WHO WISH TO PURSUE CURRENT INTEREST AND TO EXPOSE BEGINNERS TO ACTIVITIES THEY MAY FIND BENEFICIAL AND ENJOYABLE.

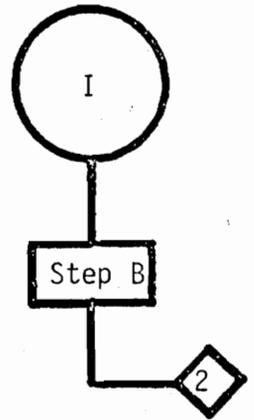
The group should then identify the objectives that attempt to meet program purpose.

Objective(s) of the Intramural Program

1. THE INTRAMURAL DEPARTMENT WILL ATTEMPT TO BALANCE COMPETITION TO THE EXTENT THAT ENJOYMENT IS ENHANCED BY PARTICIPATION.
2. THE INTRAMURAL DEPARTMENT WILL ATTEMPT TO OFFER ACTIVITIES ACCORDING TO STUDENT INTEREST.
3. THE INTRAMURAL DEPARTMENT WILL ATTEMPT TO OFFER ACTIVITIES THAT ARE COMPATIBLE WITH COURSE OFFERINGS IN HEALTH, PHYSICAL EDUCATION AND RECREATION.
4. THERE WILL BE EQUAL OPPORTUNITY FOR ALL TO PARTICIPATE.

The committee should then determine if the purposes and objectives are compatible.

Purpose (list)	Objective #1	Objective #2	Objective #3	Objective #4
#A	X			X
#B		X	X	
#C				



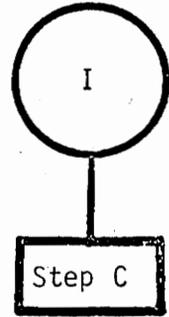
Which components receive the highest priorities?

Rank the components listed on the previous page in order of their priority.

Activity	Ranking According To Participant Interest	Priority For Scheduling
BASKETBALL	FIRST	FIFTH
FLAG FOOTBALL	SECOND	SECOND
SOFTBALL	THIRD	FIRST
VOLLEYBALL	FOURTH	FOURTH
TRACK & FIELD	FIFTH	EIGHTH
SWIMMING	SIXTH	SEVENTH
ARCHERY	SEVENTH	THIRD
GOLF	EIGHTH	NINTH
CHECKERS	NINTH	SIXTH

Establishing Status of Existing Program

Using the information submitted by the program administrator and the data reviewed by those participating in the evaluation, a general statement on the profile of the current intramural program should be developed.



General Program Profile

THE INTRAMURAL DEPARTMENT APPEARS TO BE ATTEMPTING TO FULFILL ITS ROLE AS STATED IN ITS STATEMENT OF PURPOSE.

Strengths

THERE APPEARS TO BE ABOVE AVERAGE INTEREST IN TEAM SPORTS.

Weaknesses

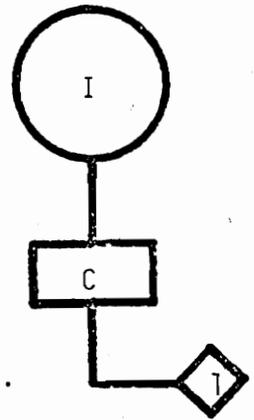
THERE IS A LACK OF VARIETY AMONG THE INDIVIDUAL ACTIVITIES OFFERED. THERE APPEARS TO BE INADEQUATE TIME FOR UNSUPERVISED PARTICIPATION.

Does the program have the support of:

Administration?	<u>Yes/No</u>
Faculty?	<u>Yes/No</u>
Coaches?	<u>Yes/No</u>
Students?	<u>Yes/No</u>

What are the future plans for the program.

Administratively?	NO CHANGE PLANNED
For Facilities?	NEW GYM IN PLANNING STAGE
For Equipment?	NO CHANGE PLANNED
For Finances?	NO CHANGE PLANNED
For Intramural Personnel?	NO CHANGE PLANNED



How is the intramural program funded?

Use the area below to list sources of intramural funding.

Source(s)

THE INTRAMURAL DIRECTOR'S SALARY IS BUDGETED THROUGH STUDENT SERVICES.

EQUIPMENT FOR THE PROGRAM IS SUPPLIED BY THE DIVISION OF HEALTH PHYSICAL EDUCATION AND RECREATION AND PURCHASED WITH FUNDS BUDGETED TO THAT DIVISION.

THERE ARE NO FUNDS ALLOCATED SOLELY FOR INTRAMURALS.

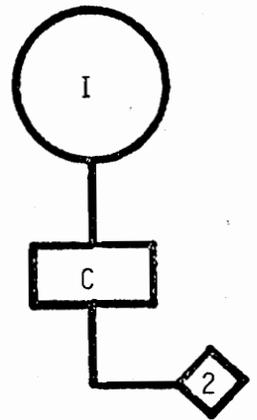
Is funding adequate?

Yes/No

Is additional funding available?

Yes/No

What facilities are available for the intramural program?



	FACILITY	Adequate For Program	Maintained Adequately	Meets Safety Standards	Shared With
INDOOR	EXERCISE ROOM	YES	YES	NO	H.P.E.R. ATHLETICS
	POOL	YES	YES	YES	H.P.E.R.
	GYM FLOOR	YES	YES	NO	H.P.E.R. ATHLETICS
	WEIGHT ROOM	NO	NO	NO	H.P.E.R. ATHLETICS
OUTDOOR	ALL PURPOSE FIELD	YES	NO	YES	NONE
	FOOTBALL FIELD	YES	YES	YES	ATHLETICS
	HORSESHOE PITS	NO	NO	NO	NONE
	PUTTING GREEN	YES	YES	YES	H.P.E.R.
	SAND TRAP	YES	NO	YES	H.P.E.R.
	SOFTBALL FIELD	NO (ANOTHER NEEDED)	NO	YES	H.P.E.R.

Are the priorities for use of facilities satisfactory? Yes/No

Do priorities need revision? Yes/No

Are additional facilities needed? Yes/No

Is funding available for additional facilities? Yes/No

Is there equal opportunity for use of facilities? Yes/No

Are facilities scheduled to insure maximum usage? Yes/No

Is the scheduling of facilities done in a democratic manner? Yes/No

Are there alternate plans for use of facilities? Yes/No

If so, list alternatives.

THE COMMITTEE WILL DRAFT A WEEKLY TIME TABLE, ASSIGNING FACILITIES AS DICTATED BY NEED.

Are there discrepancies in facility usage? Yes/No

If so, list complaints.

FACILITIES ARE USED BY A SMALL PERCENTAGE OF THE STUDENT BODY AT PRIME TIMES.

Are the priorities for use of equipment satisfactory? Yes/No

Do priorities need revision? Yes/No

Is additional equipment needed? Yes/No

Is funding available for additional equipment? Yes/No

Is there a check out system for use of equipment for free play?
Yes/No

Is equipment inventoried on a regular basis? Yes/No

Are there budget allocations for maintenance and repair of equipment?
Yes/No

Are there alternatives for use of equipment? Yes/No

If so, list alternatives.

EQUIPMENT TO BE SET ASIDE FOR INTRAMURAL USE

Are there discrepancies in usage of equipment? Yes/No

If so, list complaints.

THE CALIBER OF EQUIPMENT IS BELOW PAR AND IS NOT A MOTIVATING FACTOR WITH REGARDS TO PARTICIPATION.

Preliminary Review of Program

Is there a consensus of opinion among those responsible for the evaluation (committee) concerning the status of the program? Yes/No

Do the purposes of the program appear to be satisfactory to the evaluators? Yes/No

Is the opportunity to participate equal for all? Yes/No

Is there conflict with academic interest? Yes/No

Is there conflict with intercollegiate interest? Yes/No

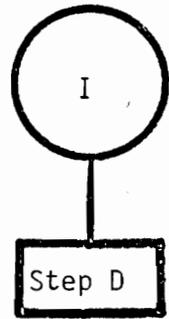
Is there ample opportunity for "free play"? Yes/No

Is scheduling of facilities compatible with interest? Yes/No

Are activities offered according to interest? Yes/No

Are activities offered under the best weather conditions? Yes/No

Is goal revision in order? Yes/No





PHASE II

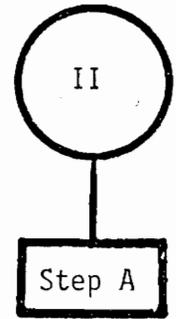
ESTABLISHING THE SCOPE OF THE EVALUATION

Use the area below to list priorities for evaluation.

Suggested areas of concern:

- Intramural Funding
- Student Interest
- Facilities
- Organizational Duties & Patterns
- Team Activities
- Individual Activities
- Officiating
- Equipment

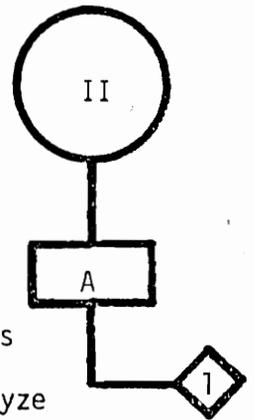
	1st Priority Area For Evaluation	2nd Priority Area For Evaluation	3rd Priority Area For Evaluation
T. A. JENKINS	FACILITIES	EQUIPMENT	ORGANIZATION
O. T. AMORY	INJURIES	FACILITIES	UNITS OF COMPETITION
BILL TILLER	OFFICIATING	FACILITIES	EQUIPMENT
STEVE WILSON	BUDGET	MAINTENANCE	SAFETY STANDARDS
HANK HAMMOND	EXTRAMURALS	BUDGET	STAFF



The space below should be used to indicate preliminary interest in areas that may need review. Each member of the evaluating group should list his or her areas of concern.

When will the evaluation be conducted?

In beginning any evaluation, it will become immediately evident that some activities are indeed stronger than others due to the previous experience and interest of the participants. Often, because of large numbers of participants and unfavorable weather, there is very little time to complete an activity, much less analyze the activity. A school in the above situation will find those responsible for the intramural program fully occupied with the task of completing the activity. Evaluation could be harmful in that it would hinder program effectiveness. There is simply no time for evaluation during the activity.



Often, response to an activity will vary according to the time the evaluation is conducted. A student who has just seen his team lose a championship game due to an official's "questionable" call will respond differently than he would had the call been in his favor. There is, consequently, a need for evaluation both during the progress of an activity and after the completion of an activity.

a. Evaluation During An Activity

The very nature of some intramural events negates change during their progress. There must be consistency from beginning to end. The fact that an investigation shows that some teams are not enjoying intramural basketball due to excessive fouling, may call for the assigning of an additional official. However, the team that has played half of its games with only one official will suddenly find

itself in a new environment. More fouls are being called and more players fouling out. A team with ten players now has the advantage over a team with only seven players. Problems of this nature call for a reassessment of policy, but in many instances implementation may have to be postponed until a new season begins.

In an opposing view, many problems may call for immediate implementation. Safety hazards, minor discomforts such as extreme heat in the gym, may be eliminated immediately.

b. Evaluation After an Activity Is Completed

While this type of assessment may be called 'locking the barn door after the horse is gone', it does have merit. This is an excellent time to determine if the overall experience was rewarding and the goals and objectives of the overall program have been met. It should be mentioned that such an evaluation may find an activity to be weak from a participatory standpoint while being a definite contribution to the overall objectives of the intramural program.

An example could be the overall poor rating given a cage ball tournament by those who participated. An examination might reveal that the chief complaints were:

- (1) Not enough teams to may play worthwhile.
- (2) Lack of assigned officials.
- (3) Inferior equipment.

Perhaps this event did not meet the needs as set forth by the school in its statement of purpose. However, it could be that this event was added to the schedule of events for variety, money was not

budgeted for officials and equipment, and participation in events of similar nature was high in the previous quarter.

The cageball tournament contributed to the overall objectives because it broadened the scope of the program. It was operated in the red, possibly at the expense of other activities for this reason. To the participants the event possibly lacked merit. To the director the event may have been satisfactory because he satisfied an interest in a new area, or at best found the event was not worth repeating. If he does repeat the event, he will have some guidelines on which to base his approach for next year.

c. Successive Evaluation

Limited facilities will cause some directors to repeat the more popular activities during the year. An institution with only four bowling lanes may by necessity offer bowling each session. The results of a first session evaluation that are implemented for second session competition, should again be analyzed for the effectiveness of their contribution. Minor adjustments may then again be made for future sessions and summer play. This is in essence an evaluation of the evaluation and will negate the philosophy of 'change for change sake.'

d. Yearly or Year End Evaluation

The number of students, faculty and staff that avail themselves of the programs offered in a given year, is of prime importance when the director decides which events to offer the following year. The compiling of these figures can be justified as a staff responsibility for this reason. Investigation for quality and constructive criticism

by participants is unrealistic at this time because of the difficulty in distributing and collecting data as well as the fact that some events, those conducted in the spring, will remain fresh in one's mind while those conducted in the fall may not.

e. Random or Selective Evaluation

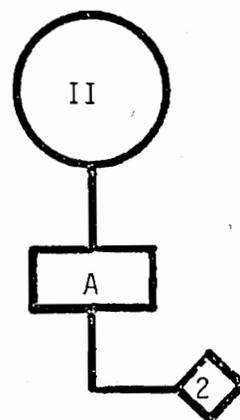
While it is perhaps unrealistic to attempt to evaluate every activity in a given program during an academic year, this does not mean that even the most successful events do not need investigation. The evaluating body may determine certain weak sports and recommend evaluation, and also specify certain areas that should be studied. For example, during the coming academic year the evaluators recommend that the following events be evaluated:

- | <u>1st Semester</u> | <u>2nd Semester</u> |
|--|---|
| 1. Men's One and One Basketball | 1. Handball |
| 2. Co-Rec Volleyball | 2. Dorm Basketball |
| 3. One team sport selected by director | 3. Two team sports selected by director |
| 4. One individual sport selected by director | 4. Intramural basketball officials |
-
- Summer
1. Tennis Doubles
 2. Fast Pitch Softball
 3. Two individual sports selected by director
 4. Intramural check-out system

Under the above system it would be possible to complete an evaluation of an entire program in a certain cycle which would be dependent on the number of leagues and activities included in the program. The use of the word "cycle" is intended because it is essential that the evaluation be an ongoing and continuous program.

How will the evaluation be conducted?

Survey _____
 Check List _____
 Video Tape _____
 Interviews _____
 Discussion Sessions _____



Suggested Methodology: The following questionnaires should be administered to at least 15% of those participating by a systematic sampling method.

a. Evaluation During An Activity

(1) Team Sports

I. M. Team Sports Questionnaire

This questionnaire is designed to help the Intramural Department assess the participants opinion regarding the operation of this activity. It is intended that your constructive criticism and comments will enable us to make the event more enjoyable.

(a) Event _____ Year _____ Semester _____

(b) League _____ Your Team's Current Record _____

(c) Method of Competition: (Circle One)

Round Robin - Played each team in division once
 Single Elimination - Eliminated after one loss
 Double Elimination - Eliminated after two losses

(d) Did you participate in this event on the interscholastic level?

Yes/No

(e) If offered, would you attempt to participate on the extramural level?

Yes/No

(f) If this sport is offered again, will you again participate?

Yes/No

If no, please list reasons below.

(g) What is the intramural department trying to accomplish in offering this activity? (What are the objectives?)

(h) Do you think that this activity meets some of these objectives? Yes/No

i) Objectives met:

ii) Objectives not met:

(i) Do you feel you would derive more benefits from a different type of scheduling? If so, circle.

Round Robin/Single Elimination/Dougle Elimination/Other

(j) Using a scale of: 1 = below average, 2 = average, 3 = above average, 4 = not applicable, please rate the following facets of this activity.

Intramural Supervisory Staff	_____
Intramural Officials	_____
Equipment Used	_____
Playing Area Maintenance	_____
Intramural Scheduling	_____
Safety Standards	_____
Communications:	
Schedules	_____
Postponements	_____
Forfeits	_____
Results	_____
Standings	_____

Eligibility Rules _____
Time Allotted for Play _____
Awards _____
Rules of Play _____
Other (Please list) _____

Your comment on any category which you rated below average would be appreciated.

Please return this sheet to the intramural suggestion box located near your dorm, or residence, or through campus mail, addressed to _____.

a. Evaluation During An Activity - continued

(2) Individual Sports

I. M. Individual Sports Questionnaire

This questionnaire is designed to help the Intramural Department assess the participants opinion regarding the operation of this activity. It is intended that your constructive criticism and comments will enable us to make the event more enjoyable.

(a) Event _____ Year _____ Semester _____

(b) League _____ Competition: Singles/Doubles

(c) Mode of Play: (Circle One)

Round Robin - Played each person in division once
 Single Elimination - Eliminated after one loss
 Double Elimination - Eliminated after two losses

(d) Did you participate in this sport on the interscholastic level?

Yes/No

(e) If offered, would you attempt to participate in this sport on the intercollegiate level?

Yes/No

(f) What other intramural sports are you participating in this session? Please check.

<input type="checkbox"/> Archery	<input type="checkbox"/> Golf	<input type="checkbox"/> Superball
<input type="checkbox"/> Badminton	<input type="checkbox"/> Handball	<input type="checkbox"/> Swimming
<input type="checkbox"/> Basketball	<input type="checkbox"/> Horseshoes	<input type="checkbox"/> 3-Man
<input type="checkbox"/> Bowling	<input type="checkbox"/> Jarts	<input type="checkbox"/> Basketball
<input type="checkbox"/> Bridge	<input type="checkbox"/> One on One	<input type="checkbox"/> Track &
<input type="checkbox"/> Checkers	<input type="checkbox"/> Pentathlon	<input type="checkbox"/> Field
<input type="checkbox"/> Chess	<input type="checkbox"/> Platform Tennis	<input type="checkbox"/> Tug-o-War
<input type="checkbox"/> Field Goal	<input type="checkbox"/> Shuffleboard	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Kicking	<input type="checkbox"/> Skeet Shooting	<input type="checkbox"/> Wrestling
<input type="checkbox"/> Flickerball	<input type="checkbox"/> Skisk	<input type="checkbox"/> X-country
<input type="checkbox"/> Football	<input type="checkbox"/> Soccer	
<input type="checkbox"/> Frisby Golf	<input type="checkbox"/> Softball	

(g) What do you feel the Intramural Department is trying to accomplish in offering this activity? (What are the objectives?) Please list.

(h) Do you think this event meets these objectives? Yes/No
Please elaborate briefly:

i) Objectives met:

ii) Objectives not met:

(i) Do you think you would receive greater benefits if a different type of scheduling were used? Yes/No

If yes, which:

Round Robin/Single Elimination/Double Elimination/
Other

(j) Using a rating scale of: 1 = below average, 2 = average, 3 = above average, 4 = not applicable, please rate the following facets of the program:

Student Intramural Supervisory Staff	_____
Faculty Intramural Staff	_____
Equipment Available for Contest	_____
Maintenance of Playing Area	_____
Time Allotted for Play	_____
Scheduling	_____
Safety Standards	_____
Communications	_____
Schedules	_____
Postponements	_____
Extensions	_____
Forfeits	_____
Results	_____
Standings	_____
Eligibility Rules	_____
Awards	_____
Rules of Play	_____
Other (Please list)	_____

Your comments on any category which received a rating of below average would be appreciated.

Please return this sheet to the intramural suggestion box located near your dorm or residence, or through campus mail addressed to

a. Evaluation During An Activity - continued

(3) Evaluation of Facilities and Equipment for Free Play

I. M. Facility Use Questionnaire

The Intramural Department realizes that participation must be pleasurable. Many members of the college community do not participate in organized activities as a result of insufficient time or lack of interest. This questionnaire will enable the Intramural Department to determine if sufficient services are offered, what services need to be improved, and which should receive top priority.

- (a) Did you participate in organized league play this quarter? If not, why not?

Lack of time _____
 Ineligible _____
 Lack of interest _____
 Equipment not available _____
 Unaware of events _____

- (b) Did you avail yourself of Intramural check-out privileges? Yes/No

- (c) Do you find the check-out office open when you have time to play? Yes/No

If no, what hours would you recommend? _____

- (d) What activities would you participate in if time permitted? Please check.

<input type="checkbox"/> Archery	<input type="checkbox"/> Golf	<input type="checkbox"/> Softball
<input type="checkbox"/> Badminton	<input type="checkbox"/> Handball	<input type="checkbox"/> Superball
<input type="checkbox"/> Basketball	<input type="checkbox"/> Horseshoes	<input type="checkbox"/> Swimming
<input type="checkbox"/> Bowling	<input type="checkbox"/> Jarts	<input type="checkbox"/> 3-Man
<input type="checkbox"/> Bridge	<input type="checkbox"/> 1 on 1	<input type="checkbox"/> Basketball
<input type="checkbox"/> Checkers	<input type="checkbox"/> Basketball	<input type="checkbox"/> Track &
<input type="checkbox"/> Chess	<input type="checkbox"/> Pentathlon	<input type="checkbox"/> Field
<input type="checkbox"/> Field Goal	<input type="checkbox"/> Platform Tennis	<input type="checkbox"/> Tug-o-War
<input type="checkbox"/> Kicking	<input type="checkbox"/> Shuffleboard	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Flickerball	<input type="checkbox"/> Skeet Shooting	<input type="checkbox"/> Wrestling
<input type="checkbox"/> Football	<input type="checkbox"/> Skisk	<input type="checkbox"/> X-country
<input type="checkbox"/> Frisby Golf	<input type="checkbox"/> Soccer	

- (e) What activities would you like to see added to the program?

- (f) What equipment would you like to see made available via check-out?

- (g) Do you think that sufficient time is allotted for free play with regards to scheduling courts and facilities?
Yes/No

- (h) What do you believe should be the major purpose of the intramural program?

Please return this sheet to the intramural suggestion box located near your dorm or residence or through campus mail addressed to _____

b. Evaluation Upon the Completion of An Activity

A follow up of mid-season evaluation(s) may be useful to the extent that the second evaluation may indicate if adjustments that were made during the progress of the activity were successful, as well as serve as a basis for administrative changes prior to the time the event is again offered.

(1) Team Sports

I. M. Team Sports Questionnaire

This questionnaire will be used as a means of enabling the Intramural Department to evaluate the recently completed _____ season. Your answers and comments will contribute to a more thorough operation of the activity when it is again offered.

(a) League _____ Semester _____ Year _____

(b) Your team's final record: _____

(c) Did you think that the adjustments made during the season affected play? Please check.

Adjustments were an improvement _____

Adjustments hindered participation _____

Adjustments were unfair to certain teams _____

Adjustments were not carried out _____

Adjustments were not in evidence _____

(d) How do you think the intramural department could make this event more enjoyable when it is offered again?

(e) Did you participate in other intramural activities while you were participating in this event? Yes/No

Please list both organized and unorganized activities.

Organized (formal):

Unorganized (informal-free play):

- (f) Will you participate in this event when it is again offered? Yes/No

If no, please explain why.

- (g) What do you think are the strongest aspects of the Intramural Program?

- (h) What do you think are the weaker points of the Intramural Program?

Please return this questionnaire to the Intramural Office via the nearest suggestion box or campus mail addressed to _____

b. Evaluation Upon the Completion of An Activity - continued

(2) Individual Events

I. M. Individual Sports Final Questionnaire

During the season, a questionnaire was circulated in an attempt to poll the participants' opinions regarding the administration of this event. Some suggestions were immediately incorporated while others were not because they may have created an inconsistency in the operation of the event. The latter suggestions will again be reviewed and the stronger points incorporated when the event is again offered.

The purpose of this questionnaire is to determine if there is additional need for revision and if the adjustments made while the event was in progress were satisfactory.

(a) Event _____ Year _____ Semester _____

(b) Round in which you were eliminated: _____

(c) Which, if any, administrative changes were successful and which were unsuccessful?

i) Successful

ii) Unsuccessful

(d) What additional changes would you recommend?

(e) How would you attempt to improve the caliber of this program when it is again offered?

c. Supervisor Evaluation

The student supervisor or intramural student manager may be an effective liaison between the director and the participants. However, it must be remembered that he/she is neither fish nor fowl and has the extremely difficult task of judging peer problems. To a certain extent, one should anticipate a degree of negative feedback due to the nature of the position.

Intramural Manager/Supervisor Rating Sheet

In answering this brief questionnaire, please consider the entire supervisory staff. The possible fact that you have had conflicts with certain supervisors or managers should not affect your overall rating of the staff.

Please use the following scale to rate the supervisory/managerial staff: 0 = not applicable, 1 = area of weakness, 2 = area of reasonable effectiveness, 3 = area of strength.

- _____ Intramural scheduling is fair to all units and participants.
- _____ Equipment is brought to areas well in advance of play in order to insure warmup.
- _____ Rule interpretations are handled quickly and fairly.
- _____ Protests are recorded properly and without bias.
- _____ Proper consideration is given in adjusting starting time.
- _____ Supervisor/Managers are familiar with eligibility rules.
- _____ Supervisor/Managers are familiar with general rules.

Please return this questionnaire to the Intramural Department via the nearest suggestion box or campus mail addressed to _____

d. Officials Evaluation

In this area, it is safe to anticipate a negative reaction from the respondents. It is common knowledge that the vast majority of high school, college, and professional coaches are never satisfied with the caliber of officiating. Add to this the fact that many coaches and participants are themselves unfamiliar with the rules and one can easily see why student officials are at a disadvantage.

Many institutions rate intramural officials after each contest. When the individual rating officials has some knowledge of the duties and mechanics of officiating, this may be a worthwhile tool. If not, an overall rating of the I. M. officiating crew would be more helpful.

Intramural Officials Evaluation

Please use the following scale to rate all of the officials that handled your games in the past _____ season: 0 = not applicable; 1 = area of weakness; 2 = area of reasonable effectiveness; 3 = area of strength.

- _____ Officials displayed a thorough knowledge of intramural rules.
- _____ Officials were consistent in detecting and penalizing infractions of the rules.
- _____ Officials used proper judgement in handling protest and disagreements.
- _____ Officials were impartial regarding units of competition.
- _____ Officials remained calm and were not vindictive regarding repeated violations.
- _____ Officials penalized those infractions that put one team at a disadvantage but were not overzealous in calling infractions.
- _____ Officials were dressed according to dress code.

_____ Officials met assigned schedules.

_____ Please comment on any rating below 2.

Please return this questionnaire to the Intramural Department via the nearest suggestion box or campus mail addressed to _____

e. Evaluation of the Intramural Staff

It is beneficial to determine staff relationships, both from within and without. The questionnaire below may be used for student staff evaluation or intradepartmental evaluation.

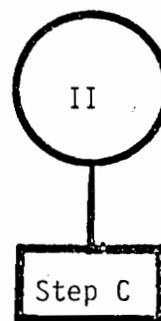
Intramural Department Evaluation

Please evaluate the person(s) circled below on the following scale: 0 = not applicable; 1 = below average; 2 = area of reasonable effectiveness; 3 = area of strength.

Director of Intramurals/Assistant Director/I. M. Office Staff/
Intramural Department

- _____ 1. Sympathetic to needs and problems of participants.
- _____ 2. Available to hear student problems and complaints.
- _____ 3. Handles protests in a manner that is fair to all concerned.
- _____ 4. Seeks input from participants regarding the setting of administrative policy.
- _____ 5. Seeks new ways to improve the program.
- _____ 6. Seeks input from staff members regarding the setting of administrative policy.
- _____ 7. Stands behind supervisors and managers in controversial matters.

Please return this questionnaire to the Intramural Department via the nearest suggestion box or campus mail addressed to _____

Tabulating and Analyzing Results of Evaluation

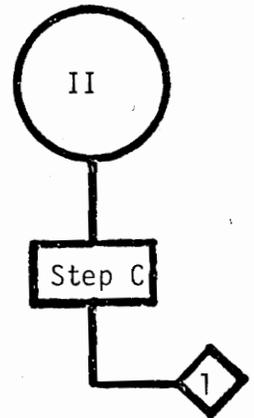
What are the stronger features of the area evaluated? List.

1. INTRAMURAL OFFICIALS ARE PROMPT AND ON TIME.
2. INTRAMURAL OFFICIALS ARE ADEQUATELY TRAINED.
3. INTRAMURAL OFFICIALS ARE ASSIGNED ON AN IMPARTIAL BASIS.

What are the weaker features? List.

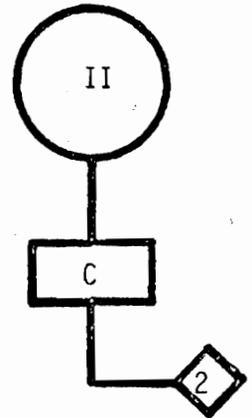
1. STUDENTS AND MOST PARTICIPANTS ARE UNAWARE OF RULES AND REGULATIONS.
2. STUDENTS FIND IT DIFFICULT TO ACCEPT PEER JUDGEMENT.
3. SOME FACULTY AND STAFF MEMBERS FAIL TO SET THE PROPER EXAMPLE WHILE PARTICIPATING.

Can weaker areas be corrected immediately?



Discrepancy	Solution
a. PARTICIPANTS ARE UNAWARE OF GENERAL RULES AND REGULATIONS.	TEAM CAPTAINS SHOULD BE REQUIRED TO ATTEND RULES CLINICS WITH THE INTRAMURAL OFFICIALS.
b. STUDENTS FIND IT DIFFICULT TO ACCEPT PEER JUDGEMENT.	THE DEPARTMENT WILL INITIATE A POLICY THROUGH WHICH THE OFFICIALS WILL AWARD SPORTSMANSHIP GRADES TO THE PARTICIPANTS. THE GRADES WILL HAVE A BEARING ON PLAYOFF SELECTION.
c. FACULTY AND STAFF MEMBERS FAIL TO SET THE PROPER EXAMPLE WHEN THEY ARE PARTICIPATING.	THE ACADEMIC DEAN WILL ADDRESS THE MATTER AT THE NEXT MEETING OF THE GENERAL FACULTY.

Are the solutions for immediately correcting the weaker areas acceptable?



Discrepancy
Solution

Committee Members
In Agreement

Committee Members
Not Agreeing

PHASE III
REVIEW OF EVALUATION



Do stronger aspects of the program have components that do not exist in weaker areas? Identify.

STUDENT INTEREST IS CENTERED AROUND TEAM ACTIVITIES.
THERE IS MUCH ENTHUSIASM FROM PLAYERS AS WELL AS SPECTATORS.

EVENTS OF THIS NATURE ARE WELL PUBLICIZED.

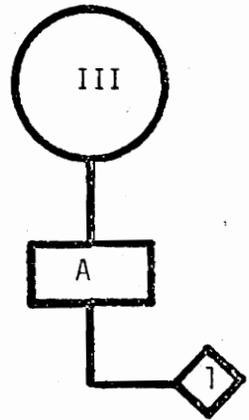
Do weaker aspects of the program have components that do not exist in stronger areas? Identify.

THERE IS LITTLE STUDENT INTEREST IN INDIVIDUAL SPORTS.
THERE ARE RELATIVELY FEW SPECTATORS AT THESE EVENTS.

THERE IS LITTLE OR NO PUBLICITY FOR INDIVIDUAL EVENTS.

Identify Corrective Measures for Weaker Areas

Area of Weakness	Solution
1. INTRAMURAL OFFICIATING	A COURSE IN SPORTS OFFICIATING TO BE OFFERED BY THE H.P.E.R. DIVISION.
2. INDIVIDUAL SPORTS	INDIVIDUAL SPORTS TO BE EMPHASIZED IN THE PHYSICAL EDUCATION ACTIVITY COURSES.
3. LACK OF TIME FOR PARTICIPATION	A MASTER SCHEDULE WILL BE DEVELOPED SO PERIODS OF FACILITY AVAILABILITY MAY BE USED TO MAXIMUM EFFECTIVENESS. (i.e. THE DIRECTOR WILL SCHEDULE INTRAMURAL GAMES DURING THE NORMAL VARSITY PRACTICE PERIOD WHEN THE VARSITY HAS AWAY GAMES.



Are solutions practical? Yes/No

Will corrective measures affect other areas of the program?

Yes/No

In a positive manner _____ Adversely _____

Are corrective measures possible in light of existing purposes and objectives?

Yes/No

Can corrective measures be initiated in keeping with the current budget?

Yes/No

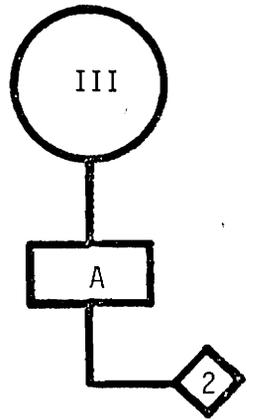
Are additional funds needed? Yes/No

Are additional funds available? Yes/No

Are additional facilities needed? Yes/No

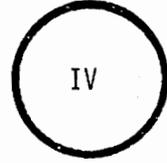
Are additional steps or phases needed prior to the initiation of corrective measures?

Using the space below, list any changes that would be needed prior to the initiation of corrective measures.



PHASE IV

INITIATE CORRECTIVE MEASURES



CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The general problem was to develop an instrument that would be useful in assessing the value of intramural programs at private, two-year, residential, co-educational institutions that were located within the geographic confines of Region X of The National Junior College Athletic Association. A survey of the related literature revealed that intramural research and evaluation on the two-year college level was virtually non-existent. The purpose of the study was to develop a flexible tool that could be easily modified to fit the needs of intramural programs at private two-year institutions. Due to the variety among the administrative patterns encountered in the study, the accumulation of statistical data was not considered as a goal for the research. The researcher compared the programs in the study in a search for similarities and common grounds.

Twelve institutions were selected for the study. The researcher visited with each intramural director and interviewed the director regarding the status of the intramural program. The results of the interviews and the elements found in the review of literature were synthesized. The resulting data was used to develop an evaluation model that was appraised and approved by the twelve intramural directors representing the institutions surveyed and three selected community college intramural directors.

Conclusions

Replies from the fifteen participants that appraised the model indicated that there was a definite need for the evaluative instrument. The twelve private college intramural directors and the three selected community college intramural directors all stated that the model was useful. Eight participants stated that they would use the model in their programs while the remaining seven directors replied that they would use portions of the model in their programs.

Replies from the selected intramural directors at the two largest schools implied that the model would need some revision to make it acceptable for intramural programs at large colleges. These revisions could include methods for evaluating seasonal events, additional facilities and budgetary matters.

Several of the directors that appraised the model indicated that the lack of time was a negative factor in intramural administration. This could indicate a need for released time for those individuals using the model to conduct an evaluation.

Recommendations

The researcher recommended that:

1. The instrument be used to evaluate private two-year, residential co-educational colleges that are located outside of the geographic confines of Region X of The National Junior College Athletic Association.
2. The model be applied to private four-year colleges with enrollments that are similar to those of the colleges participating in

the study and that would meet the remaining limits of the study.

3. The instrument be forwarded to a random sampling of community college intramural directors with a request for the revisions that would make it applicable to this type of institution.
4. The instrument be forwarded to a random sampling of four-year college and university intramural directors with a request for the revisions that would make it applicable to this type of institution.
5. The instrument be submitted to the National Intramural and Recreational Sports Association for endorsement.

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APPENDIX A

Box 236, Ferrum College
Ferrum, Virginia 24088
August 27, 1974

Dear _____:

I am seeking a topic for my doctoral dissertation at Virginia Polytechnic Institute and State University. I have considered the development of an instrument that could be used to assess the strengths and weaknesses of college intramural programs.

It is my feeling that such an evaluative instrument could be significant in determining the impact of college intramural programs. I would appreciate any information or material you may have that might be related to evaluation and would also welcome your comments.

Sincerely,

Coulbourn H. Tyler

APPENDIX B

MORGAN STATE COLLEGE

COLDSRING LANE AND HILLEN ROAD
BALTIMORE, MARYLAND 21239

October 23, 1974

Mr. Coulbourn H. Tyler, Chairman
Division of Health, Physical Education
and Recreation
Ferrum College
Ferrum, Virginia 24088

Dear Coulbourn:

I always like to see advancement reward a person who is qualified in his field of endeavor.

You have made remarkable progress and contributions to intramurals. Your very special impact on the development of the National Intramural Association has not gone unnoticed by the many veterans in the organization. I have always followed your career with a deep sense of satisfaction.

Recently I learned that you are on the verge of attempting to make another contribution to the intramural profession.

Your proposal to create an evaluation tool that will aid in assessing strength and weakness of college intramurals programs will be welcome by all dedicated and devoted intramural directors. I believe the subject will be an important dissertation project.

We in intramurals are looking forward to such a tool which will provide an excellent barometer for the ongoing development of our programs.

If I can be of any aid to you, feel free to call on me.

Sincerely

Embora C. Bowie

Embora C. Bowie
Director of Intramurals

lt



MARQUETTE UNIVERSITY

1532 WEST CLYBOURN STREET / MILWAUKEE, WISCONSIN 53233 / 344-1000

INTRAMURAL DEPARTMENT / PHYSICAL RECREATION

October 10, 1974

Mr. Coulbourn W. Tyler
Ferrum College
Ferrum, Virginia 24088

Dear Mr. Tyler:

I was pleased to receive information on your disseration proposal. An evaluation procedure such as yours has been greatly needed in the field of Intramurals.

It should enable all who work in Intramurals to get the complete picture as to the effectiveness of their programs. Up to now most procedures have been set up on a hit and miss proposition with the evaluation usually consisting of only one phase of the program. Your evaluation procedure will enable all interested parties to really judge the effectiveness of any particular phase of Intramurals and consequently enable us to improve the service that we are offering to our student bodies.

Best wishes for the successful completion of your project. Please keep in touch - I am extremely interested in the outcome of this worthwhile project.

Sincerely,

Donald A. Clark

Donald A. Clark
Director of Intramural Sports

DAC:gm



CHOWAN COLLEGE

MURFREESBORO, NORTH CAROLINA 27855

ASSOCIATE DEAN OF STUDENTS

September 3, 1974

Mr. Coulbourn H. Tyler, Chairman
Division of Health, Physical Education
and Recreation
Ferrum College
Ferrum, Virginia 24088

Dear Mr. Tyler:

I am writing incident to your letter of August 30 concerning your dissertation proposal that will involve the development of an evaluation procedure that will be applicable for assessing strengths and weaknesses of college intramural programs.

On the first hand, I wish you well on such an undertaking. Evaluating my intramural program poses many problems for me from year to year. I am continually searching for guidelines which can be used to improve my program for 850-1000 males.

Today, intramurals are becoming increasingly important in the overall college program of all institutions. I am sure that an evaluation procedure such as you are undertaking will prove to be an invaluable asset to all of us involved in directing intramural activities.

I will be glad to assist you in any way that I can on this project.

Sincerely,

J. Earl Dilday
Associate Dean of Students

SW

PRESIDENT
THEO J. HEAP
MESA COMMUNITY COLLEGE
MESA, ARIZONA 85202

VICE-PRESIDENT
EDWARD BADGER
WILBUR WRIGHT COLLEGE
CHICAGO, ILLINOIS 60634

SECRETARY-TREASURER
MARTIN E. DITTMER
ELLSWORTH JUNIOR COLLEGE
IOWA FALLS, IOWA 50126

EXECUTIVE
GEORGE E. KILLIAN
P.O. Box 1586
HUTCHINSON, KANSAS 67501

NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION

REGIONAL DIRECTORS
1974-1975

September 6, 1974

REGION I --

REGION II --
JACK RUCKER

NORTHEASTERN OKLAHOMA A&M COLLEGE
MIAMI, OKLAHOMA 74354

REGION III --
RICHARD J. GIEDLIN

SUNY, AGRICULTURAL & TECHNICAL COLLEGE
ALFRED, NEW YORK 14802

REGION IV --
DAVID ROWLANDS
MAYFAIR COLLEGE
CHICAGO, ILLINOIS 60630

REGION V --
D. E. TRAVIS, JR.
GRAYSON COUNTY COLLEGE
DENISON, TEXAS 75020

REGION VI --
ORVILLE GREGORY
JOHNSON COUNTY COMMUNITY COLLEGE
OVERLAND PARK, KANSAS 66210

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MARTIN JUNIOR COLLEGE
PULASKI, TENNESSEE 38478

REGION VIII --
WILLIAM H. TUTEN
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PALATKA, FLORIDA 32077

REGION IX --
OSCAR "SWEDE" ERICKSON
CASPER COLLEGE
CASPER, WYOMING 82601

REGION X --
BILL CONNELL
WINGATE COLLEGE
WINGATE, NORTH CAROLINA 28174

REGION XI --
HENRY WITT
IOWA CENTRAL COMMUNITY COLLEGE
FORT DODGE CAMPUS
FORT DODGE, IOWA 50501

REGION XII --
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PASADENA, TEXAS 77505

REGION XV --
ROBERT K. LAKE
ORANGE COUNTY COMMUNITY COLLEGE
MIDDLETOWN, NEW YORK 10940

REGION XVI --
ROBERT SECHREST
MINERAL AREA COLLEGE
FLAT RIVER, MISSOURI 63601

REGION XVII --
WILLIAM TRAVIS
FAULKNER STATE JUNIOR COLLEGE
BAY MINETTE, ALABAMA 36507

REGION XVIII --
SYD ANDREWS
CENTRAL OREGON COMMUNITY COLLEGE
BEND, OREGON 97701

REGION XIX --
ROBERT J. ZIFCHAK
MIDDLESEX COUNTY COLLEGE
EDISON, NEW JERSEY 08817

REGION XX --
IRV EASTERDAY
HAGERSTOWN JUNIOR COLLEGE
HAGERSTOWN, MARYLAND 21740

REGION XXI --
GRANT LONGLEY
DEAN JUNIOR COLLEGE
FRANKLIN, MASSACHUSETTS 02038

Coulbourn H. Tyler
Chairman Division of Health,
Physical Education and Recreation
Ferrum College
Ferrum, VA 24088

Dear Mr. Tyler:

I read your proposed disertation with great enthusiasm. We find the operation and evaluation of the intramural program in a community college extremely difficult to pin point. A questionnaire such as you anticipate developing could be extremely helpful to institutions such as ours to do a continuing better job in the intramural program.

I look forward with anticapation to see the results of such a study.

Sincerely,

Irv Easterday

Irv Easterday
Director of Athletics

IE/ms

8 October 1974

96



Cooper Square
New York, N.Y. 10003
(212) 254 6300

Mr. Coulbourn H. Tyler, Chairman
Division of Health, Physical
Education and Recreation
Ferrum College
Ferrum, Virginia

Administrative
Offices

Dear Coulbourn:

This is in response to your letter of October 2 regarding your proposed theses,--the development of an evaluation procedure that will be applicable for assessing strengths and weaknesses of college intramural programs.

This might just be a good idea. Of course, there have been numerous dissertations on intramurals but none exactly like the one you proposed.

I imagine it's going to be a difficult project, perhaps more than meets the eye, but I am sure that you can do it.

Send me a copy of the results. I would be interested to see what you can come up with.

Missed you at Phoenix, Arizona last year. I hope you haven't lost heart. Why not come to New Orleans next year. We all would enjoy your company once again.

With kindest regards and best wishes and success on the project.

Sincerely yours,

J. Clinton Hollinger
Director of Intramurals

JCH/bs



The National Junior College Athletic Association

Hutchinson, Kansas 67501

POST OFFICE BOX 1586

TELEPHONE 316 663-5445

GEORGE E. KILLIAN
EXECUTIVE DIRECTOR

September 3, 1974

Mr. Coulbourn H. Tyler, Chairman
Division of Health, Physical
Education and Recreation
Ferrum College
Ferrum, Virginia 24088

Dear Mr. Tyler:

Thank you for your letter of August 30 concerning your proposed dissertation.

I think the idea of your dissertation certainly has a lot of merit. However, I was amazed to read that you were thinking of taking a sampling of N.I.A. members. Why not take your sample from members of the NJCAA?

If I can be of any further help to you, please do not hesitate to contact me.

Sincerely,


George E. Killian
Executive Director

gek:kh



Louisburg College

FOUNDED 1787

Louisburg, North Carolina 27549

September 19, 1974

Mr. Coulbourn H. Tyler, Chairman
Division of Health, Physical Education, Recreation
Ferrum College
Ferrum, Va. 24088

Dear Coulbourn:

If you can develop a valid battery of evaluative questionnaires it will be a blessing to the members of the National Intramural Association, especially to our program.

We are constantly evaluating various facets of our program: officials, administration, supervisors, facilities and equipment; as well as the "free play" recreational program we provide. As you well know, this is one of the major bull-session topics at most intramural meetings - "How do you measure this, that, or the other?"

As a profession we are in great need of a standard evaluative tool that has established norms. Not only would it help us determine the quality of our individual programs, but it would give us a standard by which we can compare our program with schools of similar size and philosophy.

You are very ambitious! Good luck. If I can be of any assistance, please do not hesitate to call.

Sincerely,

James L. Lanier
Director of Intramurals and Recreation

JLL/cc



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Intramurals-Extramurals
107-108 Cooke Hall
Minneapolis, Minnesota 55455

October 23, 1974

Coulbourn H. Tyler, Chairman
Division of Health, Physical
Education & Recreation
Ferrum College
Ferrum, VA 24088

Dear Coulbourn:

Thank you very much for your recent letter in which you identified your intent to develop a battery of questionnaires for the major facets of intramural programming. Indeed, it sounds like a desirable proposal to me, and I will be very happy to cooperate in any way.

By sending a copy of this letter to Dr. Bruce Anderson, I will ask him if he has any suggestions or ideas that might be of value to you. He is in charge of all the research and teaches our graduate courses in intramural programming. If he has suggestions, you will hear directly from him.

In the meantime, please accept my best wishes for every success in your worthwhile venture.

Most sincerely,

A handwritten signature in cursive script, appearing to read 'C. E. Mueller'.

C. E. Mueller, Director
Associate Professor
INTRAMURALS-EXTRAMURALS

CEM/1hh

CC: Dr. Bruce Anderson

University of Notre Dame

Notre Dame, Indiana 46556

Department of Athletics

October 16, 1974

Mr. Coulbourn H. Tyler, Chairman
Division of Health, Physical Education
and Recreation
Ferrum College
Ferrum, Va. 24088

Dear Mr. Tyler:

I am interested in your project and will do anything
asked of me. I missed you at the last few meetings
of the organization.

Am looking forward to seeing you at the next meeting.

Sincerely,



D. J. Napolitano
Director
Non-Varsity Athletics

DJN:hmn

Executive Committee

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September 10, 1974

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Finance
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 Intramural Sports Department
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Historical
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 Drawer FC
 Mississippi State, Mississippi 39762
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Conference Manager
 A. A. "Sonny" Rooker
 Executive Director
 Governor's Commission on
 Physical Fitness
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 (512) 475-6718

Founder
 William Wasson
 Intramural Sports Department
 Wayne State University
 Detroit, Michigan 48202
 (313) 577-4269

Coulbourne H. Tyler
 Chairman, Division of Health,
 Physical Education & Recreation
 Ferrum College
 Ferrum, Virginia 24088

Dear Mr. Tyler,

In response to your letter of August 27, 1974, regarding a dissertation proposal applicable to assessing strengths and weaknesses of college intramural programs, I feel that such a tool has long been needed within the area of intramurals. The areas of your investigation should prove a tool to be used by all intramural programs within the United States and other members of the National Intramural Association.

I find this a most worthy task and would heartily endorse this topic for your dissertation. Should your committee need further recommendations, I should be happy to visit with them to emphasize the need for this tool to be used in intramural programs throughout the nation.

Best of luck on your dissertation. Please keep me informed of progress and final results as I feel they should be shared with Intramural Directors throughout the country.

Sincerely,

Chuck Schelsky
 C. F. Schelsky, Director
 Colvin P.E. Center

President, National
 Intramural Association

CFS:jd
 cc: Will Holsberry

26th Annual Conference, March 24-27, 1975, New Orleans, Louisiana 70118
 Conference Hosts: Jim Mains, Loyola University (504) 866-5471
 Art Swanson, Louisiana State University (504) 388-8601



Division of
Physical Education / Athletics

Office of the Director
(305) 685-4586

Sports Information
(305) 685-4587

September 5, 1974

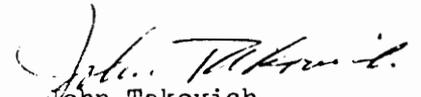
Mr. Coulbourn H. Tyler
Division of Health, Physical Education,
and Recreation
Ferrum College
Ferrum, Virginia 24088

Dear Mr. Tyler:

I note that you are currently working on a dissertation proposal involving evaluation of college intramural programs.

As a colleague of yours in the area of intramurals, I am happy to hear that you are focusing in on a topic of increasing importance. I commend you for taking the leadership in conducting this much needed research.

Sincerely,


John Takovich
Director of Intramurals

ckh

APPENDIX C



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

OFFICE OF THE DEAN (703) 951-6426

May 24, 1976

Dear President :

I am Chairman of the Doctoral Committee of Coulbourn H. Tyler. He is conducting research for his doctoral dissertation involving an evaluation of the intramural programs of private, co-educational, boarding institutions in Region X of the National Junior College Athletic Association.

Mr. Tyler has the full support of his doctoral committee on this research project and I respectfully request the cooperation of your faculty be extended to him in this effort. The results should be useful to every institution involved. Would you please forward the name of the faculty or staff member in charge of intramurals so that Mr. Tyler may arrange a time for an interview? Please notify Mr. Tyler if you would like a copy of the results.

Sincerely,

Margaret Driscoll
Chairman, Doctoral Committee

jj

Enclosure

Reply to be sent to: Coulbourn H. Tyler
Box 236
Ferrum College
Ferrum, VA 24088

APPENDIX D

Box 236, Ferrum College
Ferrum, Virginia 24088

Dear _____:

Your president Dr. _____ has granted me permission to use your institution when compiling the necessary data needed to develop an evaluation model for intramural programs at two-year private colleges.

I would like to begin my research by visiting your campus and talking with you regarding your program. Would you please contact me regarding a convenient time? I have tentatively set aside the weeks of _____ for this purpose.

Thank you for this consideration; I look forward to meeting you in the near future.

Sincerely,

Coulbourn H. Tyler

APPENDIX E

PARTICIPATING INSTITUTIONS

<u>School</u>	<u>President</u>	<u>Intramural Director</u>
Anderson College Anderson, SC	Dr. Cordell Maddox	Mr. Bobby Beville
Beckley College Beckley, WV	Dr. John W. Saunders	Mr. Melvin Hancock
Bluefield College Bluefield, VA	Dr. Charles Tyer	Ms. Pam Gunsten
Brevard College Brevard, NC	Dr. Jacob Martinson	Mr. Norman Witek
Chowan College Murfreesboro, NC	Dr. Bruce E. Whitaker	Mr. Steve C. Nelson
Lees-McRae College Banner Elk, NC	Dr. H. C. Evans, Jr.	Mr. Carlisle Hostetter
Louisburg College Louisburg, NC	Dr. J. Allen Norris, Jr.	Mr. Paul Sanderford
Montreat Anderson College Montreat, NC	Dr. Silas M. Vaughn	Dr. Larry C. Wilson
Mount Olive College Mount Olive, NC	Dr. W. Burkette Raper	Mr. Larry S. Dean
North Greenville College Tigerville, SC	Dr. George Silver	Mr. Jerry Robertson
Spartanburg Methodist College Spartanburg, SC	Dr. James S. Barrett	Mr. Terry Floyd
Wingate College Wingate, NC	Dr. Thomas Corts	Mr. William Connell

APPENDIX F

MEN		WOMEN		CO-RECREA-TIONAL		FACULTY-STAFF	
Is	Should Be	Is	Should Be	Is	Should Be	Is	Should Be

Table Tennis:

Singles

Doubles

Touch Football

Track and Field

Volleyball

Weight Lifting

Wrestling

Other:

2. What do you feel are the most popular competitive activities?

First

Second

Men

Women

Co-Recreational

Faculty-Staff

3. What do you feel are the least popular competitive activities?

First

Second

Men

Women

Co-Recreational

Faculty-Staff

4. How is your program structured?

Dormitory Units _____

Clubs _____

Fraternities _____

Classes _____

Independents _____

Other _____ (Please Specify _____)

5. What informal or free play activities do you offer?

MEN		WOMEN		CO-RECREA-TIONAL		FACULTY-STAFF	
Should Offer	Should Offer	Should Offer	Should Offer				

Gym Use _____

Check-Out System _____

Organized Outings _____

Swimming _____

Pool _____

Other _____

Facilities _____

	MEN	WOMEN	CO-RECREA- TIONAL	FACULTY- STAFF
	Should Offer	Should Offer	Should Offer	Should Offer

Sports
Clubs
(list)

Other:

6. What are the most popular informal activities:

	First	Second
Men		
Women		
Co-Recreational		
Faculty-Staff		

7. What are the least popular informal activities?

	First	Second
Men		
Women		
Co-Recreational		
Faculty-Staff		

8. What are the sources for intramural funding? Please list.

9. What is the percentage of participation in your program? If not known, please estimate.

	COMPETITIVE		INFORMAL	
	Actual	Estimate	Actual	Estimate
Men				
Women				
Co-Recreational				
Faculty-Staff				

10. Please rank your major problem areas when administering the intramural program.

- Lack of sufficient time _____
- Inadequate funding _____
- Inadequate staffing _____
- Inadequate facilities _____
- Student apathy _____
- School policy _____
- Other (Please Specify): _____
- _____
- _____
- _____

11. A. What are the priorities for use of athletic facilities?

- First _____
- Second _____
- Third _____

B. Who determines these priorities? _____

12. Do you use student officials?

Yes _____ No _____

If yes, how are they trained? _____

If yes, do they have a pay scale? Yes _____ No _____

If yes, please indicate scale. _____

13. Would additional funding help your program?

Yes _____ No _____

If yes, how? _____

14. Is the time allotted for intramurals consistent with the demand?

Competitive: Yes _____ No _____

Informal: Yes _____ No _____

15. What steps would you take to improve your program?

16. How would you determine if a particular facet of your program is successful or not?

17. How do you obtain "feedback" regarding the enjoyment of an activity?

A. How do you determine the success of the program?

18. Is the intramural program considered an integral part of campus life?

By faculty: _____

By staff: _____

By students: _____

19. Is consideration given to intramural problems by the faculty and staff during institutional analysis and planning?

Yes _____

No _____

20. Are intramural equipment and facilities a motivating factor in participation?

Yes _____ (Please Specify) No _____

Availability _____

Location _____

Quantity _____

Quality _____

Other _____

21. What difficulties, if any, have you had in assessing the impact of your program on the student body?

22. What is the position of the intramural program in the overall structure of your institution?

23. To whom do you report?

_____ Title
_____ Title
_____ Title

24. Are other faculty, staff members or students directly or indirectly concerned with the success of the program? Please list.

As Participants? _____

As Administrators? _____

Other? Please specify _____

25. Are there existing policies regarding the administration of the intramural program?

Yes _____ No _____

A. If yes, how is the program administered?

B. Is a copy of the administrative structure available?

Yes _____ No _____

26. Do you have other information that you feel of a pertinent nature regarding the intramural program?

Yes _____

No _____

If yes, please specify. _____

APPENDIX G

RESULTS OF INTERVIEW

The following denoted frequencies represent the number of schools replying to the interview question(s).

1. What competitive activities are now offered in your program?

Event	Offered To/For	Number of Institutions in Study Offering Event
Aerial Darts	Women	1
Air Hockey	Men	1
	Women	1
Archery	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Badminton	Men	3
	Women	3
	Co-Recreational	2
	Faculty/Staff	3
5-Person Basketball	Men	12
	Women	12
	Co-Recreational	1
	Faculty/Staff	9
3-Person Basketball	Men	2
	Women	2
	Co-Recreational	1
	Faculty/Staff	2
2 on 2 Basketball	Men	1
	Women	1
1 on 1 Basketball	Men	2
	Women	2
	Co-Recreational	1
	Faculty/Staff	1
Billiards	Men	8
	Women	6
	Co-Recreational	1
	Faculty/Staff	7
Bowling	Men	1
	Women	1
	Co-Recreational	2
	Faculty/Staff	1

Event	Offered To/For	Number of Institutions in Study Offering Event
Bridge	Men	1
	Women	1
	Co-Recreational	3
	Faculty/Staff	2
Card Games	Men	1
	Women	3
	Co-Recreational	3
	Faculty/Staff	1
Century Club	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Checkers	Men	1
	Women	1
	Co-Recreational	2
	Faculty/Staff	1
Chess	Men	4
	Women	4
	Co-Recreational	2
	Faculty/Staff	3
Cycling	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Field Day	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Field Hockey	Women	1
Frisby Golf	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Frisby Drive Back	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1

Event	Offered To/For	Number of Institutions in Study Offering Event
Flag Football	Men	10
	Women	7
	Co-Recreational	0
	Faculty/Staff	6
Foostball	Men	2
	Women	2
	Co-Recreational	1
	Faculty/Staff	1
Golf	Men	4
	Women	3
	Co-Recreational	2
	Faculty/Staff	4
Golf (Pitch & Putt)	Co-Recreational	1
Handball	Men	1
	Faculty/Staff	1
Horseshoes	Men	6
	Women	3
	Co-Recreational	4
	Faculty/Staff	5
Innertube Water Polo	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Minature Golf	Men	1
	Women	1
Orienteering	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Pool	Men	6
	Women	6
	Co-Recreational	2
	Faculty/Staff	5
Powderpuff Football	Women	2
Shuffleboard	Co-Recreational	2

Event	Offered To/For	Number of Institutions in Study Offering Event
Skateboarding	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Soccer	Men	1
One Pitch Softball	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Slow Pitch Softball	Men	10
	Women	9
	Co-Recreational	1
	Faculty/Staff	6
Speedball	Men	1
	Women	1
	Faculty/Staff	1
Swimming	Men	2
	Women	1
	Co-Recreational	2
	Faculty/Staff	2
Table Tennis Doubles	Men	6
	Women	5
	Co-Recreational	3
	Faculty/Staff	4
Table Tennis Singles	Men	8
	Women	7
	Co-Recreational	3
	Faculty/Staff	5
Tennis Singles	Men	5
	Women	5
	Co-Recreational	2
	Faculty/Staff	4
Tennis Doubles	Men	5
	Women	5
	Co-Recreational	2
	Faculty/Staff	4

Event	Offered To/For	Number of Institutions in Study Offering Event
Touch Football	Men	2
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Track & Field	Men	4
	Women	2
	Co-Recreational	1
	Faculty/Staff	3
Tug-0-War	Men	2
	Women	2
	Co-Recreational	1
	Faculty/Staff	1
Volleyball	Men	11
	Women	11
	Co-Recreational	6
	Faculty/Staff	8
3-Person Volleyball	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Weight Lifting	Men	3
Wrestling	Men	2
	Faculty/Staff	1

1. What competitive activities should be offered in your program?

Event	Should Be Offered For	Number of Directors in Favor of Offering Event
Archery	Men	3
	Women	3
	Co-Recreational	2
	Faculty/Staff	1

Event	Should Be Offered For	Number of Directors in Favor of Offering Event
Badminton	Men	4
	Women	3
	Co-Recreational	4
	Faculty/Staff	3
3-Person Basketball	Men	1
	Faculty/Staff	1
1 on 1 Basketball	Men	1
Billiards	Men	1
	Women	1
	Co-Recreational	1
Bowling	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Bridge	Men	1
	Women	1
	Faculty/Staff	1
Card Games	Men	2
	Women	2
	Co-Recreational	1
	Faculty/Staff	2
Bait Casting	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Spin Casting	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Checkers	Men	2
	Women	2
	Co-Recreational	2
	Faculty/Staff	2

Event	Should Be Offered For	Number of Directors in Favor of Offering Event
Chess	Men	2
	Women	2
	Co-Recreational	2
	Faculty/Staff	2
Deck Tennis	Men	1
	Women	1
	Faculty/Staff	1
Flickerball	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Golf	Men	3
	Women	4
	Co-Recreational	4
	Faculty/Staff	3
Gymnastics	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Handball	Men	1
	Women	1
	Faculty/Staff	1
Horseshoes	Men	1
	Women	1
	Faculty/Staff	1
Paddle Tennis	Men	1
	Women	1
	Faculty/Staff	1
Platform Tennis	Men	1
	Women	1
	Co-Recreational	1
	Faculty/Staff	1
Pool	Men	1
	Women	1
	Faculty/Staff	1

Event	Should Be Offered For	Number of Directors in Favor of Offering Event
Shuffleboard	Co-Recreational Faculty/Staff	1 1
Slow Pitch Softball	Women Co-Recreational Faculty/Staff	1 1 1
Speedball	Men Women	1 1
Superball	Men Women Co-Recreational Faculty/Staff	1 1 1 1
Swimming	Men Women Co-Recreational Faculty/Staff	3 4 3 2
Table Tennis Singles	Men Women Co-Recreational Faculty/Staff	1 2 1 2
Table Tennis Doubles	Men Women Faculty/Staff	1 1 1
Track & Field	Men Women Faculty/Staff	2 2 1
Volleyball	Co-Recreational	1
Weight Lifting	Women Co-Recreational	1 1
Wrestling	Men	1

2. What do you feel are the most popular competitive activities?

	<u>1st Choice</u>	<u>2nd Choice</u>
MEN	Basketball - 9 Flag or Touch Football - 2 Softball - 1	Flag or Touch Football - Basketball - 2 Softball - 1 Volleyball - 1
WOMEN	Basketball - 5 Volleyball - 5 Softball - 1 No Program - 1	Softball - 5 Volleyball - 2 Basketball - 1 No Response - 3 No Program - 1
CO-RECREATIONAL	Volleyball - 5 Tennis - 2 No Response - 4 No Program - 1	Basketball - 1 Card Games - 1 Shuffleboard - 1 Golf - 1 Tennis - 1 No Response - 6 No Program - 1
FACULTY/STAFF	Basketball - 4 Softball - 2 Volleyball - 2 Pool - 1 No Response - 2 No Program - 1	Volleyball - 4 Basketball - 1 Bridge - 1 Softball - 1 Tennis - 1 No Response - 3 No Program - 1

3. What do you feel are the least popular competitive activities?

	<u>1st Choice</u>	<u>2nd Choice</u>
MEN	Tennis - 3 Cross Country - 1 Soccer - 1 Volleyball - 1 No Response - 6*	Volleyball - 3 Horseshoes - 1 Individual Sports - 1 Wrestling - 1 No Response - 6*
WOMEN	Gymnastics - 1 Soccer - 1 Swimming - 1 Volleyball - 1 No Response - 8*	Archery - 1 Softball - 1 Volleyball - 1 No Response - 9*

	<u>1st Choice</u>	<u>2nd Choice</u>
CO-RECREATIONAL	Chess - 1 Softball - 1 Tennis Doubles - 1 No Response - 9*	Horseshoes - 1 No Response - 11*
FACULTY/STAFF	Basketball - 1 Softball - 1 Wrestling - 1 No Response - 9	Tennis - 1 Track & Field - 1 No Response - 10

*A great many of those interviewed felt it was difficult to answer this question. Reasons for this difficulty were:

1. Interest in the intramural program varies from year to year due to a transient student body.
2. Faculty and staff often participated in only one event during the academic year.
3. Unpopular sports are dropped from the program.
4. Participants take advantage of what is offered.

4. How is your program structured?

Dorm Unit - 8*
Draft System and Dorm Units - 2
Fraternity League and Commuter League - 1
Dormitory Units and Independents - 1

*Day students often participated as a separate unit or were combined with smaller units.

5. What informal or free play activities do you offer?*

Gym Use - 10
Check-Out System - 7
Organized Outings - 7
Swimming Pool - 5**
Outdoor Courts & Fields - 12
Camp & Lake - 1
Student Center/Recreation Room - 12
Y. M. C. A. - 1

What sports clubs are offered?

Canoeing - 1
 Outing Club - 2
 P. E. Major's Club - 1
 Soccer - 2
 Women's Recreation Association - 1
 Trail Blazers - 2
 Conservation - 1

*All schools in the study offered facilities to all members of the school community.

**Swimming Pool available on rental basis.

6. What are the most popular informal activities?

	<u>1st Choice</u>	<u>2nd Choice</u>
MEN	Basketball - 8 Concerts - 1 Recreation Room - 1 Swimming - 1 No Response - 1	Softball - 3 Football - 2 Basketball - 1 Canoeing - 1 Dances - 1 Jogging - 1 Racketball - 1 Weight Lifting - 1 No Response - 1
WOMEN	Concerts - 1 Dancing - 1 Pool - 1 Racketball - 1 Swimming - 1 Tennis - 1 Volleyball - 1 No Response - 5	Bridge - 1 Card Games - 1 Canoeing - 1 Dances - 1 Jogging - 1 Softball - 1 Table Tennis - 1 No Response - 5
CO-RECREATIONAL	Tennis - 2 Concerts - 1 Card Games - 1 Swimming - 1 Volleyball - 1 No Response - 6	Card Games - 1 Canoeing - 1 Dancing - 1 Softball - 1 Tennis - 1 No Response - 7

	<u>1st Choice</u>	<u>2nd Choice</u>
FACULTY/STAFF	Tennis - 2 Card Games - 1 Concerts - 1 Gym Use - 1 Softball - 1 Swimming - 1 No Response - 5	Check Out System - 2 Basketball - 1 Canoeing - 1 Dances - 1 Tennis - 1 Volleyball - 1 No Response - 5

7. What are the least popular informal activities?

	<u>1st Choice</u>	<u>2nd Choice</u>
MEN	Archery - 1 Checkers - 1 Shuffleboard - 1 Tennis - 1 No Response - 8*	Chess - 1 Croquet - 1 Horseshoes - 1 No Response - 9
WOMEN	Archery - 1 Billiards - 1 Shuffleboard - 1 Swimming - 1 No Response - 8	Archery - 1 Croquet - 1 Swimming - 1 No Response - 9
CO-RECREATIONAL	Chess - 1 No Response - 11	Horseshoes - 1 No Response - 11
FACULTY/STAFF	Swimming - 1 No Response - 11	Basketball - 1 No Response - 11

*Most persons interviewed felt that students participated in informal activities according to interest and took advantage of all activities.

8. What are the sources for intramural funding?

Separate Budget under Department of Student Affairs - 5
 Separate Budget under Department of Athletics - 2
 Line item from student activities fee allotted to
 Athletic Department - 1
 Included in athletic budget - 1
 Student Government Association - 1
 Separate Budget under P. E. - 1
 Contract with Y. M. C. A. to run program - 1

9. What is the percentage of participation in your program? If not known, please estimate.

		<u>Average Est.</u>	
Competitive	MEN	66.27%	1 school - no estimate
	WOMEN	33.20%	2 schools - no estimate
	CO-RECREATIONAL	26.00%	6 schools - no estimate
	FACULTY/STAFF	14.50%	3 schools - no estimate
Informal	MEN	70.77%	2 schools - no estimate
	WOMEN	42.62%	2 schools - no estimate
	CO-RECREATIONAL	31.25%	8 schools - no estimate
	FACULTY/STAFF	16.75%	4 schools - no estimate

10. Please rank your major problem areas when administering the intramural program.

1st Choice - Inadequate Funding - 3
 Student Apathy - 3
 Inadequate Facilities - 2
 Lack of Time - 2
 Inadequate Staffing - 1
 Poor Organization - 1
 Officiating - 1

2nd Choice - Inadequate Facilities - 3
 Lack of Time - 3
 Student Apathy - 2
 Inadequate Funding - 1
 Inadequate Staffing - 1

3rd Choice - Inadequate Facilities - 2
 Inadequate Funding - 2
 Lack of Time - 1
 Inadequate Staff - 1
 Scheduling - 1

11. A. What are the priorities for use of athletic facilities?

First - Physical Education classes - 10
 Athletics - 1
 Y. M. C. A. Program - 1*

Second - Athletics - 7
 Intramurals - 3
 Free Play - 1*
 Athletics & Intramurals - 1

Third - Intramurals - 8
 Athletics - 1
 No Conflict - 1
 No Gym - 1

B. Who determines these priorities?

Dean of students or Student Personnel Office - 4
 Athletic Director - 3
 Chairman, HPER - 1
 Y. M. C. A. Staff - 1
 President - 1
 Coaches - 1
 No Conflict - 1

*Y. M. C. A. takes priority over intramurals.

12. Do you use student officials?

Yes 12

If yes, how are they trained?

Clinics and/or workshops - 6
 Classes and discussion - 2
 Self Study of Rules - 1
 Written test - 1
 Trained by I. M. Director - 1
 No set policy - 1

If yes, do they have a pay scale?

Yes 10 No 2*

If yes, please indicate scale.

Work Study - 4
 Average Per Hour - \$1.89 (5 schools)
 Per Game - \$2.00 (1 school)
 Varies with sport - 1

*One institution uses high school officials for championship games.

13. Would additional funding help your program?

Yes 7 No 5

If yes, how?

Improve equipment - 5
 Improve staff - 2
 Pay officials - 2
 Improve facilities - 1
 Improve awards system - 1
 Allocated funds do not reach program - 1

14. Is the time allotted for intramurals consistent with the demand?

Competitive	Yes <u>5</u>	No <u>7</u>
Informal	Yes <u>9</u>	No <u>3</u>

15. What steps would you take to improve your program?

Improve and/or expand facilities	- 4
Hire full time intramural director	- 3
Increase interest of director	- 1
Improve quality of competition	- 1
Increase and improve publicity	- 1
Pay intramural managers	- 1
Hire student coordinator/assistant (work study)	- 1
Increase individual activities	- 1
Improve equipment	- 1
Provide awards for champions	- 1
Restructure intramural organization	- 1
Expand offerings	- 1
Include women in program	- 1
Conduct rules clinics	- 1

16. How would you determine if a particular facet of your program is successful or not?

By the number of participants, past participation records and number of entries	- 7
By the number of forfeits	- 4
By the number of participating in successive events	- 1
By the number of spectators	- 1
By student attitudes	- 1
By student and faculty feedback	- 1
By a survey at the end of the year	- 1

17. A. How do you obtain "feedback" regarding the enjoyment of an activity?

From student assistants	- 5
By word of mouth	- 4
By observation and participants comment	- 3
By interest/enjoyment survey	- 2
Through staff analysis	- 1
From team captains and dorm leaders	- 1

- B. How do you determine the success of the program?

By assessing amount of consistency in participation for the academic year	- 3
By percentage of participation	- 3
By the lack of forfeits	- 3
By overall number of participants	- 2
By a year end survey	- 1
Through student government committee feedback	- 1
By setting a goal for participation and comparing it with the previous year	- 1

18. Is the intramural program considered an integral part of campus life?

By Faculty:	Yes <u>5</u>	No <u>5</u>	Undecided <u>2</u>
By Staff:	Yes <u>10</u>	No <u>0</u>	Undecided <u>2</u>
By Students:	Yes <u>12</u>	No <u>0</u>	Undecided <u>0</u>

19. Is consideration given to intramural problems by the faculty and staff during institutional analysis and planning?

Yes 6 No 6

20. Are intramural equipment and facilities a motivating factor in participation?

Yes 9 (Please Specify) No 4

Availability	- 7
Location	- 7
Quantity	- 4
Quality	- 8

*One school replied yes for equipment and no for facilities.

21. What difficulties, if any, have you had in assessing the impact of your program on the student body?

None	- 6
Student apathy (will not return forms)	- 3
No feedback	- 1
Lack of time	- 1
Lack of standards	- 1

22. What is the position of the intramural program in the overall structure of your institution?

Under student personnel/student affairs	- 9*
Under athletic department	- 2*
Under physical education	- 2

*One program is under student affairs and athletics.

23. To whom do you report?

Dean of Students	- 5
President	- 2
Chairman, HPER	- 2
Athletic Director	- 1
YMCA Director	- 1
Dean of Students & Athletic Director	- 1

24. Are there other faculty, staff members or students directly or indirectly concerned with the success of the program? Please list.

As Participants - Faculty and Staff by event - 4

As Administrators - Dean of Students	- 7
President	- 2
Board of Trustees	- 1
P. E. Staff	- 1
Director of Housing	- 1
S. G. A. Advisor	- 1

Other - Athletic Director	- 1
Student Health Center	- 1
Dormitory Counselors	- 1
Intramural Officials	- 1
Maintenance Staff	- 1
Student Life Committee	- 1

25. Are there existing policies regarding the administration of the program?

Yes 5

No 7

- A. How is the program administered?

By Intramural Director	- 3
By Dean of Students	- 3
By Head Resident Counselor	- 2
By Director of Student Development	- 1
By Chairman, HPER	- 1
By Student Activities Director	- 1
By Y. M. C. A.	- 1

- B. Is a copy of the administrative structure available?

Yes 4

No 8

26. Do you have other information that you feel is of a pertinent nature regarding the intramural program?

Yes 7

No 5

If yes, please specify.

1. Program should be directed by a person with a coaching background but no coaching responsibilities.
2. Program should offer what the students want, not what director thinks they want.
3. There is a need to expand the women's program.
4. Analysis of our student body indicates that 55% of our students anticipate playing varsity athletics. Because of the limited number of students who qualify for varsity teams, we have a large nucleus of highly motivated students that our program attempts to serve. This has increased the level of competition and the amount of tension or pressure during competition.
5. Program is run by a student assistant. An informed qualified person is needed.
6. Our program lacks structured outdoor facilities but takes advantage of a large wilderness area thus increasing our offerings.
7. Other duties handicap the director with regards to program administration.

APPENDIX H

Box 236, Ferrum College
Ferrum, Virginia 24088
February 11, 1977

Dear _____:

Enclosed is the model resulting from my interviews with those persons involved in the administration of intramural programs at private institutions in Region X of the NJCAA.

You will find it somewhat flexible due to the diversity found among the programs studied. For this reason it is assumed that the model will not meet all of the needs at a given school but it is hoped that portions will be applicable or may be easily modified to suit the needs at a given institution.

Would you kindly review the model and indicate if you find it acceptable? If you do not, would you please indicate the revisions that you feel are necessary to make it acceptable.

Sincerely,

Coulbourn H. Tyler

CHT:jj

Enclosure

Please underline the appropriate response(s):

I find the Evaluation Model useful/not useful.

I will/will not use the model/portions of the model in my program.

I find the model unacceptable. My comments are included.

PLEASE RETURN THIS SHEET AND THE MODEL TO ME.

VITA

NAME: Coulbourn Hurt Tyler

Birthplace: Newport News, Virginia

Birthdate: February 26, 1936

Schooling: Stonewall Jackson Elementary School
Newport News, Virginia

Newport News High School
Newport News, Virginia

Randolph Macon Academy
Front Royal, Virginia

Degrees: B. S., University of Virginia
Charlottesville, Virginia 1963

M.Ed., University of Virginia
Charlottesville, Virginia 1964

Ed.D., Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 1977

Professional Organizations: National Intramural-Recreational
Sports Association
Virginia Association of Health, Physical
Education and Recreation

Professional Positions: Instructor, Albemarle High School
Charlottesville, Virginia 1964-1965

Administrative Assistant, Department of
Athletics, University of Virginia
Charlottesville, Virginia 1965-1967

Director of Intramurals, Ferrum College
Ferrum, Virginia 1967-1968

Chairman, Division of Health, Physical Education and Recreation, Ferrum College, Ferrum, Virginia 1968-Present

General Employment:

Laborer, Endebrock & White Construction Company, Newport News, Virginia
Summer 1953

Extra Clerk, Chesapeake and Ohio Railroad, Newport News, Virginia 1957

Summer Helper, Newport News Shipbuilding and Dry Dock Company, Newport News, Virginia 1958

Messenger, Over the Road Truck Driver, Mail Handler, R.E.A. Express and Southern Railroad, Charlottesville, Virginia 1959-1960

Extra Clerk, R.E.A. Express, Chesapeake and Ohio Railroad, Southern Railroad, Charlottesville, Virginia 1960-1964

Student Intramural Assistant, University of Virginia, Charlottesville, Virginia 1964

Assistant Director of Intramurals, University of Virginia, Charlottesville, Virginia 1965-1967

Service Experience:

United States Army, 1955-1957
Principal Duty Site: Camp Casey, Korea
Honorable Discharge

Coulbourn H. Tyler

A MODEL FOR EVALUATING INTRAMURAL PROGRAMS
AT SELECTED PRIVATE TWO-YEAR INSTITUTIONS

by

Coulbourn Hurt Tyler

(ABSTRACT)

The task was to develop an evaluative tool that could be used to assess the existing status of intramural programs at private, two-year, co-educational and residential institutions. The researcher contacted various intramural directors and several officers of the National Junior College Athletic Association requesting endorsement of the study.

The researcher then reviewed the literature pertaining to intramural evaluation and concluded that there was a need for a study of this nature. Private, residential, co-educational, two-year colleges that were located within the geographic confines of Region X of the National Junior College Athletic Association were asked to participate in the study. Region X includes North Carolina, South Carolina, Virginia and a portion of West Virginia.

Components from the studies found in the review of literature were used to develop an interview questionnaire. The researcher then interviewed the intramural directors of the twelve participating colleges. The results of the interviews and the components of the review of literature were used to develop a model for evaluating

college intramural programs.

The model was forwarded to the intramural director of each participating institution accompanied by a request for appraisal. Two members of the researcher's doctoral committee recommended three individuals who were responsible for the direction of intramural programs at two-year institutions that did not meet the limits of the study. These persons also received a copy of the model and a request for appraisal.

All of the individuals reviewing the model agreed that it was useful. Eight directors stated that they would use the model in their programs, and the remaining seven directors indicated that they would use portions of the model in their programs.

The researcher recommended that:

1. The instrument be used to evaluate private, two-year, residential, co-educational colleges that are located outside of the geographic confines of The National Junior College Athletic Association.
2. The model be applied to four-year colleges with enrollments that are similar to those of the colleges participating in the study and that would meet the remaining limits of the study.
3. The instrument be forwarded to a random sampling of community college intramural directors with a request for the revisions that would make it applicable to this type of institution.
4. The instrument be forwarded to a random sampling of four-year college and university intramural directors with a request for the revisions that would make it applicable to this type of

institution.

5. The instrument be submitted to the National Intramural and Recreational Sports Association for endorsement.