

## ASSESSMENT PROVIDES INSIGHT INTO THE IMPACT AND EFFECTIVENESS OF CAMPUS RECREATION PROGRAMS

*Judith A. Bryant, Trudy W. Banta, and Jama L. Bradley*

*The authors offer information about a national student affairs organization that has developed a methodology for gathering and sharing data designed to evaluate student outcomes while assessing the impact and effectiveness of campus recreation programs.*

predicting retention. Parsons (1989) found that of 688 students employed in recreation at Bowling Green State University since 1979, 90.2% had earned at least a bachelareate degree.

After an extensive review of the literature on student development outcomes and campus and therapeutic recreation, the group of assessment and student affairs professionals developed a pilot version of the Quality and Importance of Recreational Services (QIRS) survey. The questionnaire was designed to assess student involvement and satisfaction recruitment, retention, outcomes, and satisfaction with the institution. The total number of students surveyed during the pilot phase of the project was 2,586.

Perhaps the most significant finding to emerge from the data collected at pilot institutions was that 95% of the respondents said they engaged in some form of recreational activity several times per week. Moreover, the students reported they were at least 20% more likely to take part in recreational activity than in any other listed campus activity, including cultural events, residence hall activities, and clubs in their majors.

**W**hat characteristics of a college or university attract and retain students? What characteristics go further and endear a student to a particular institution? What out-of-class programs involve students? A growing body of evidence indicated that campus recreation programs play a significant role in involving and integrating students in campus life. Endo and Bittner (1985) reported that an important variable distinguishing University of Colorado resident graduates from resident voluntary dropouts was participation in intramural programs. Mallinckrodt and Sedlacek (1987) reported that for black students at the University of Maryland, participation in recreational trips and hours spent in the gymnasium were significant factors in

### INSIDE INPUT

- CIRA Ontario Post Secondary Scholarships .2
- Resource File .....3
- Ideas for Action .....3
- Great Programming Equals Happy, Fit Kids . .4
- Active Schools are Safe Schools Contest .....6

Annual Intramural Recreation Conference

January 19 & 20, 1996  
Toronto, Ontario  
*See page 8*



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**CIRA Ontario**  
c/o Student Development  
PO Box 2034  
Hamilton, ON  
L8N 3T2

**Phone:** (905) 575-2083  
**Fax:** (905) 575-2264  
**Internet E-Mail:**  
harknem@dispatch.mohawkc.on.ca

Ideas, activities and articles are needed for future **INPUT** issues. If you have any ideas, suggestions, special events, etc., please send them to the CIRA Ontario office at the address above.



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## Assessment... continued from page 1

**R**esponses from the pilot survey also indicated that 30% of the students considered recreational facilities and programs important factors in deciding to attend and continue at their chosen institutions.

Students perceived the greatest benefits from participating in recreation to be: (a) a feeling of physical well-being, (b) stress reduction, (c) respect for others, (d) friendships, and (e) self confidence.

Survey respondents were also asked if participating in recreational activities encouraged interaction with various campus segments such as faculty, administrators, and area residents.

Information gathered from the pilot project provided details on the current status and future trends of college recreation programs. One noteworthy trend, assessed by several items on the QIRS survey and confirmed in the literature, is the rise in popularity of health and wellness activities. Campus recreation is no longer associated only with intramural teams and sports clubs. The top five recreational activities reported participating in were intramural sports, fitness/conditioning programs, drop-in-free play activities, jogging, and aquatics. Additionally, more aerobic, conditioning, and fitness facilities,

classes, and activities topped the list of suggested changes in available services.

Also worthy of consideration is the growing interest in outdoor/adventure programs. According to student responses, the American dream may no longer include just baseball and apple pie, but also sand volleyball, wall climbing, swimming pools, and juice bars.

Another trend with implications for the future centers on the growing population of nontraditional students on college campuses. Nontraditional (those over 24) respondents to the survey were more dissatisfied with recreational programs and services that were their traditional counterparts. The survey also indicated that the lack of children and standard evening hours of operation are concerns.

Other than the occasional freshman course required of all students, recreation may constitute the single most common experience of college students. This fact, coupled with the similarly strong responses of students at all six institutions on the importance of recreational programs and activities in their decisions to attend and persist at their institutions, provides a persuasive case for channeling increasingly scarce institutional funds into recreation programs. **C**

*Source: NASPA Journal, Vol. 32, No.2, Winter 1995*

## CIRA ONTARIO POST SECONDARY SCHOLARSHIPS

**Description:** A Scholarship to recognize an individual involved at the post-secondary level who has been strongly involved in Campus Recreation.

Two scholarships of \$200 will be awarded—one college and one university.

### Criteria:

1. Applicants must be attending an Ontario post-secondary institution.
2. Applicants must submit a 500 word type-written report about his/her institution and his/her participation in the program.
3. Applicants must be sponsored by a CIRA Ontario member. The member must submit a letter stating why they feel the applicant should receive this scholarship, how many years they have known the applicant, and in

what capacity they have been involved in Campus Recreation with the applicant.

4. The candidate must have passing grades in the previous year. Grades will be verified before the scholarship is awarded.

**Selection Procedure:** The successful recipient will be involved in the student leadership, instructing, and/or officiating.

Application deadline is December 1, 1995. Please forward applications to Jane Varley, Athletic Department, University of Waterloo, Waterloo, Ontario, N2L 3G1.

The CIRA Ontario Executive will review the applications and the award will be presented at the Post-Secondary Conference in February. **C**

## Resource File

### Great Special Events and Activities

The book deals with special recreation events and activities from preschool to seniors. It covers festivals, aquatics, nature activities, sports, holiday celebrations and more. Call Venture Publishing (814) 234-4561.

### Aquatic Games—Water Fun at Pools, Spas, Beach and Lakes

The 144 page resource includes swimming games, tag games, races & relays, ball & equipment games, lakes and beach games and lots of special events. The book was written by Dr Samuel Frea, President of the International Swimming Hall of Fame. The Canadian Camping Association is the exclusive Canadian distributor. Call (416) 781-7875 to order.

### Safety Express Newsletter

This newsletter is a free publication designed to keep you informed on safety issues in the areas of sport recreation and fitness. Produced four times a year, each issue includes: reviews on the Sport Injury issues and safety information for parents and/or coaches. Call 1-800-668-7744.

### The Best of Great Activities

This 240 page book represents the best games, activities and ideas from the first ten years of the Great Activities Newspaper. The book is filled with great games, fitness activities, field day ideas and proven teacher tips for ages kindergarten to grade six. Call 1-800-927-0682 to order. **C**

## Idea File

### IDEAS FOR ACTION

Students, faculty, and staff at George Washington U. got free rein to express themselves recently at the school's 15th Annual "Chalk-In." Sponsored by the University Counselling Centre, the daylong event gives participants the chance to decorate designated campus sidewalks using coloured chalk. Not only does it "enhance the environment" campus officials say, but it also serves as a good stress-buster. The Chalk-In also featured improvisational dance, Tai Chi and live music.

Call people who have retired or left to raise a family when you need office coverage during a meeting or luncheon.

If your boss criticizes you, ask how they would have handle the situation.

Add life to a toner cartridge by removing it occasionally from the printer, holding it horizontally and rocking it gently from side to side. This redistributes the toner powder more evenly.

Hoping to instill healthy habits in youngsters and provide them with positive recreation activities, New World Fitness Centre in Portsmouth, N.H., donated the use of its facility to the St. Patrick School for a 7-week afterschool program. Interested students took part in a variety of fitness activities, including step aerobics, which also drew participation from parents. Feedback was so positive, New World plans to work with even more schools next year to help promote healthier lifestyles for the "next generation". **C**



### Canada Games Keeps Watch

Following reports of racial harassment at the 1994 Canada Summer Games at Kamloops, B.C., the Canada Games Council decided to survey athletes competing at the 1995 Canada Winter Games at Grande Prairie, Atla. Athletes were asked if they had ever experienced harassment. Of the 1281 female and 1210 male competitors, 1174 replied as follows:

- ▶ 11% had experienced racial harassment
- ▶ 16% had experienced sexual harassment
- ▶ 18% had experienced verbal abuse
- ▶ 11% had experienced physical abuse
- ▶ 44% had not experienced any form of harassment

*The reporting accuracy was plus/minus 2.9 per cent 19 times out of 20.*



# GREAT PROGRAMMING

## How to Manage the Unmotivated Employee

- 1. State expectations**—Tell employees exactly what you require. Don't make them guess.
- 2. Communicate organizational goals**—When employees embrace company goals, they take collective pride in the organization's accomplishments.
- 3. Establish performance standard**—Performance standards measure the quantity and quality of work performed. They clarify the cutoff between acceptable and unacceptable work.
- 4. Praise good work.**
- 5. Reward improvement**—When an employee's work performance improves, recognize the achievement.
- 6. Spell out consequences**—Good managers spell out consequences and give adequate warnings. Provide written rules and communicate them to employees.
- 7. Ask for employee input**—Even the least productive worker can contribute useful ideas. Use management ingenuity to turn unmotivated staffers into productive workers.

*Remember: Your employees are motivated by the same things you are...praise, rewards, and clear communication.*

### *Why can't we just let them play?*

Children are the essence of play—imagination personified. The most creative ideas in the universe are found in the minds of children. So, quite honestly, why can't we simply stock an allocated space at our facility with some really cool stuff, and just let them play? ***Because it won't work.***

Great programs do not just happen. A truly great program has been carefully and thoughtfully planned. Naturally, our desire is to get the kids into our programs, and keep them coming back. We've heard it before, it's difficult to sell fitness to kids; it sounds too much like work! But children will buy into something that is fun and exciting, and makes them feel good about themselves.

By using the word M.O.V.E. as a mnemonic, consider the following four reasons why programming is critical to the success of any youth fitness program:

**Meaningful Moments**—Program-based activities allow instructors the opportunity to plan ways to heap on the accolades and positive reinforcements, as children play their way to being fit and feeling great. Look for occasions to make each child feel lucky that he/she ended up in your class.

**Shooting Stars**—is a PowerPlay game aimed at getting kids moving and bolstering their self esteem. Have the participants form a big circle. Appoint one child to start out as "the star" by placing a large paper star around their neck. The child then steps into the circle and begins to move, leading the entire group in any exercise that "the star" chooses. You'll see lots of enthusiasm because kids love to imitate other kids. Be there to offer suggestions, if needed, but allow the children to be creative and come up with something on their own. After about 30 to 40 seconds, reward "the star" with a special sticker and lots of applause, and have him/her pass the star to the next happy performer. When the child receives the sticker, that's his cue to pass on the star. If you have students who are embarrassed to be in the centre alone, encourage them to bring a friend along with them.

**Opportunity to Educate**—There are countless ways to integrate learning skills

into a movement program. Throw out little pieces of information in a fun and non-preachy way like, "Did you know that your hamstrings give you the ability to kick yourself in the rear?" Then have everyone kick themselves accordingly. Or, "Can you believe it? There's not one person on the face of this earth who can hold in their stomach—really! Your stomach is an organ, not a muscle, and you can't hold in an organ. But you sure can hold in your abdominal muscles, which help to protect your stomach. Let's all do that right now." Try tying some important values together to form a cool little rap song.

### Rap Tap!

*Move your body to the beat! (repeat)*  
*Clap your hands and stomp your feet!*  
*(repeat)*

*On your feet and on the go! (repeat)*  
*Don't be a couch Po-Ta-To! (repeat)*  
*Rap Tap! (repeat)*  
*Rap Tap! (repeat)*

*Lookin' good and feeling great! (repeat)*  
*Must have been something I ate! (repeat)*  
*Good food makes me feel so strong! (repeat)*  
*Too much junk—my power's gone! (repeat)*  
*Rap Tap! (repeat)*  
*Rap Tap! (repeat)*

*Smoking isn't where it's at! (repeat)*  
*And drugs are just a bad rap! (repeat)*  
*You can bet that I'm no fool! (repeat)*  
*'Cuz taking care of me is cool! (repeat)*  
*Rap Tap! (repeat)*  
*Rap Tap! (repeat)*

*Rap Tap.....Rap Tap.....Rap Tap.....Rap Tap!*

(Taught to the rhythm and tune of military chant, "Sound Off." Start the rhythm step, clap, step, clap, then you say each line and the class repeats it.)

**Variety** It's easy to get into a rut, we all do it, and we all hate when we do. So, when we've entered major "rutmode," we sometimes find ourselves becoming a little too impromptu. Every program needs an element of surprise, and although shooting from the hip works at times, it's not the most effective way to run a program. No doubt, you'll be receiving some great ideas from your kids on how to change and rearrange activities, props, music, etc., and your program will thrive on this valuable input. Do, however, have a game plan in terms of channelling that creativity into a

# EQUALS HAPPY, FIT KIDS

format that keeps everyone on track. Remember, your goal is to convey one simple message to your young students... *fitness is fun!* And everyone has more fun if they understand the game plan.

**Endearing the Parents** If you love my kids, I love you. If you do something special my sons, I am indebted and grateful to you. We parents are a strange breed, and the bond we share with our offspring is somewhat indescribable. So what's the inevitable reaction of most parents when you've gone the extra mile in developing a quality program for their

child? How will they feel when their child can't wait to get back to your program and play and sweat and experience acceptance and love? Simple, they will love you. Here's a formula you can count on:

**Happy Kids = Happy Parents = Member Retention.**

*Pam Staver is president of PowerPlay and media spokesperson for Kimotion, Funtime Fitness, Inc. She can be reached at 404-516-1628. ☎*

## Tips for Windows Users

- Use the ALT-TAB to switch between programs.
- Hit CTRL-ESC to display all running programs.
- Use: CTRL - Z to Undo,  
CTRL - X to Cut  
CTRL - C to Copy  
CTRL - V to Paste

**Is your Terminal locked?** Hold down the CTRL key and press Q once. This sends a signal that the computer is ready to accept data. Press any key twice. On some systems, this signal unlocks the terminal.

## Dinosaur Jog

*continued from page 7*

The entire group begins at Station 1—Triassic Period, where a volunteer reads a short 1–2 minute description of the period and the names of the dinosaurs that lived during that period. After reading the passage, the volunteer directs the joggers to the next station. The students then jog to the next station 150–200 meters away.

At the next marker, Station 2, a picture of a Procompsognathus is displayed. The volunteer discusses the characteristics of the dinosaur and then one student selects one of six dinosaur eggs. Inside the egg is an exercise. The student who selected the egg, leads the group in the exercise. Four exercises are completed before moving to Station 3.

The students continue on the *Dinosaur Trail* as they move through Jurassic and Cretaceous periods. The course ends with the final station—Extinction. At this station questions are asked such as, "What does it mean to become extinct?", "What animals are on the endangered list?" and "What can you do to keep yourself healthy?"

A complete package including descriptions of each period and the dinosaurs is available from the CIRA Ontario office upon request.

**Source:** *Great Activities Newsletter*  
continued on p. 8

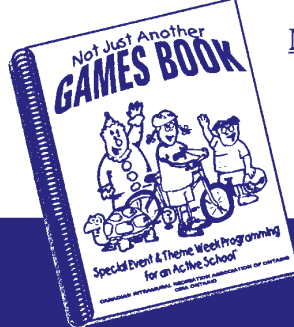
— Call for Entries —  
**CIRA Ontario Scholarships**  
**Deadline**  
**December 1, 1995**  
*See page 2 for more information.*

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# ACTIVE SCHOOLS ARE SAFE SCHOOLS

## Contest Winners

### 1<sup>ST</sup> PLACE

St John Catholic High School  
429 students  
Linda Sigouin

#### Spirit Run

St John Catholic High School in Perth, Ontario holds an annual “Spirit or Fun Run” to encourage school spirit and active participation by the entire school community. Homeform teams accumulate points throughout the event with the winner being awarded the Spartan Spirit Trophy, (a metal spartan helmet with a green plume). St John has twenty-two homeforms.

Each homeform creates a mode of transportation to carry their teacher during the Fun Run, (no motorized vehicles or animals allowed). To construct their “vehicle”, teams use materials such washtubs, wheels, wagon, plywood etc.

Each homeform chooses a theme, usually associated with their teacher’s name ie Joannette’s Jungle Jammers. Themes have included the Brady Bunch, Ninja Turtles, Mother Goose, Adam’s Family and Indiana Jones. Props, costumes etc are used to reflect their team’s theme. Group cheers are also developed by each team. A month of preparation is generally put into the event.

The school’s track is used to facilitate the running of the race. Once on the track, teams are judged in three areas: presentation (creativity, costumers etc) team cheers the race.

Points are awarded based on 25pts (1), 15pts (2), 10pts (3), 5pts (4). Each group is timed on how long it takes to transport their teacher around the track. All team members must cross the finish line to complete the race. It is each teacher’s responsibility to ensure the team’s mode transportation is appropriate and safe. Occasionally the race has been skipped and the event made into a parade through downtown Perth.

In the words of Linda Sigouin “It’s the best activity we’ve ever done that gets the *whole* school involved”.

### 2<sup>ND</sup> PLACE

Ridgetown District High School  
480 students  
Dan Lewis

#### Intramural Shuffleboard

Shuffleboard courts are taped on the hallway floors at various locations throughout the school. Teams are formed of one teacher and one student.

Five divisions of 8–10 teams play on a specified day Monday to Friday. The teachers are not only playing shuffle board but also supervising the hallways. The activity is run during the winter when large numbers of students are unable to leave the school for lunch and the need for supervision is greater. Students not participating watch the games thus keeping them busy during lunch and out of trouble.

Teachers select their own student partners. This facilitates participation of students who are not athletic but could greatly benefit from the activity and interaction.

Each division plays on the same day every week making it easier for teachers to organize their time. Each division determines a winner.

### 3<sup>RD</sup> PLACE

St. Mary Catholic High School  
1116 Students  
Mike Gordensky & Nancy Cyr

#### Sports Assembly

At St. Mary Secondary School in Pickering, Ontario a Sports Assembly was organized by the Students’ Athletics Association. The assembly was held in the gymnasium and included three events, basketball shootout, tug of war and gladiators competition.

#### Basketball Shootout

For one week prior to the assembly students participated in preliminary shootouts. Shooters were given one minute to score as many points possible from five different areas on the basketball court. Each area was worth different

### 10 Commandments for an Enthusiastic Team

1. Help each other be right—not wrong.
2. Look for ways to make new ideas work—not for reasons they won’t.
3. If in doubt, check it out! Don’t make negative assumptions about each other.
4. Help each other win and take pride in each other’s victories.
5. Speak positively about each other and about your organization at every opportunity.
6. Maintain a positive mental attitude no matter what the circumstances.
7. Act with initiative and courage as if it all depends on you.
8. Do everything with enthusiasm—it’s contagious!
9. Don’t lose faith—never give up.
10. Have fun!!!

point values. The top two scores form the male and female shootouts advanced to the Sports Assembly.

## Tug of War

As an interlude to the gladiators competition a tug of war competition was held between the Gold Medal Junior Boys Hockey Team and the Silver Medallists Junior Girls Volleyball Team.

Just prior to the Gladiator competition a skit was put on by the Athletics Association to pump up the crowd.

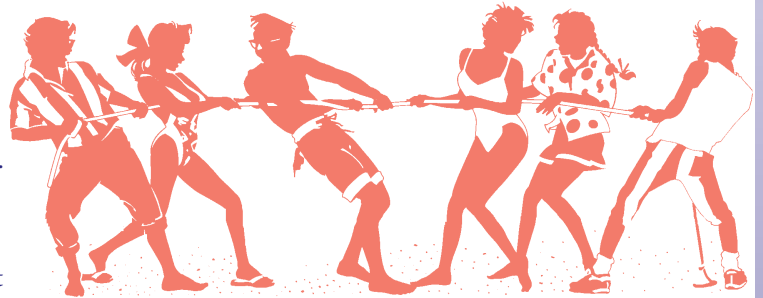
## Gladiators

The competition consisted of a team of gladiators and two teams of challengers. All teams consisted of three students and three teachers.

The first event of the competition was the Gauntlet, one male and one female from each team attempted to get past two gladiators while carrying a football. Points were awarded for each gladiator passed.

The next event was Powerball, again one male and one female participant. The goal was to get as many balls as possible into four garbage cans in 40 seconds. The garbage cans were protected by three gladiators.

The third event was the individual tug-of-war. Again one male and female from each team participated. The final event was the Eliminator. In this event the "Lethal Leafs" and "Barbarians" went head to head while the gladiators were not involved. All six team members participated in the Eliminator. It started with contestants scooter boarding on their stomachs around pylons. They quickly got off the scooter boards and did a front roll over the highjump bar, then quickly they had to crawl under a hockey stick supported by pylons, skip 3 times through a hoola hoop, and then under another hockey stick. They continued on and had to spin 10 times holding a baseball bat on their forehead and then run the length of the gym to tag their next team members. **C**



## RAINY DAY GAMES CARNIVAL

by Sally White

**Equipment:** Carpet squares to sit on, hula hoops, and an assortment of games and other fine motor activities such as jacks, pick-up sticks, puzzles, marbles, building blocks, card games, dominoes, etc.

Using the carpet squares and hula hoops, set up game stations around the perimeter of the gymnasium. Inside each hula hoop place a game or other fine motor activity and assign two students to each game station. After 3 minutes rotate the students on the inside circle counterclockwise and the students on the outside clockwise. In this manner, all of the students move to a new activity and new partner.

**Cooperative Games:** In addition to the more traditional way of playing these games, you can direct the students to play the games in a cooperative manner. For

example: How many levels can you and your partner build a card house? Can you and your partner get over 20 matches in a game of concentration.

**Or Use Three To a Group:** Another way to do this activity is to assign three students to a station and rotate. In this format, all three students rotate to the next game station.

## DINOSAUR JOG

by Judy Blum

**Equipment:** 4-5 dozen plastic eggs, (available at party stores), 12 pilons and 8 hand made dinosaur signs.

Using a large outdoor area design a mini cross-country course dividing the area into twelve stations. Solicit volunteers from senior classes or from your student leadership group to assist at each of the stations.

continued on p.

## ULTIMATE FRISBEE

*Did you know?*

- It's played outdoors on a field 40 metres by 70 metres with 25 metre end zones.
- It combines frisbee with the non-stop play of soccer, the throwing and catching of football, and the guarding and pivoting of basketball.
- It is played in 35 countries, with 3,000 teams worldwide and has grown 1,000 per cent in the last
- A University of New Mexico study recently rated ultimate one of the world's most demanding team sports.
- There are no referees in ultimate; players are responsible for their own fouls, and adhere to a philosophy called "spirit of the game" based on sportsmanship and personal responsibility.

*Annual*

# INTRAMURAL RECREATION

January 19 & 20, 1996  
Toronto, Ontario



For more information contact the CIRA Ontario office at (905) 575-2083

## Clothesline Basketball

by Nancy Chuss and Jeff Trevaskiss

**Equipment:** Four large boxes with a hole cut out on one side, a dozen (or more) nerf balls, volleyball standards and old gym clothes.

String a rope between the volleyball standards and hang the clothes on the "line". Place two boxes on each side of the court. Ensure the boxes are placed within a reasonable distance of the centre line, the distance should vary based on the age level.

Divide the group into two teams and have each team take one side of the "clothesline". The object of the game is to throw the balls over the line and into the boxes. Balls may not be blocked.

Make sure there are enough balls for all participants to be actively involved. The size and shape of the balls can vary. **C**

## GET IN THE GAME!!!



## THE 17<sup>TH</sup> ANNUAL INTRAMURAL/STUDENT COUNCIL SECONDARY SCHOOL LEADERSHIP WORKSHOP

Thursday, November 2nd &  
Friday, November 3rd

hosted by

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