KU Intramural Assessment Project

Assessment Project Description

The purpose of this project is to analyze whether employment in Intramurals properly teaches employees how to evacuate and shelter in place in our outdoor activity spaces. In an effort to better understand KU Recreation Services student employees’ skills during evacuation and shelter in place situations at outdoor spaces, Intramural Supervisors were observed by a student Program Manager to assess their communication and leadership, teamwork, critical thinking/sense of urgency, and time management skills. Using a rubric, students’ skills were assessed in four scenarios—emergency shelter in place, emergency evacuation, weather shelter in place, and weather evacuation.

Service/Program Student Learning Outcome

Students who work for Intramurals will be able to...

- Demonstrate proper evacuation and shelter in place skills at our outdoor activity spaces during Intramural activities (Shenk, Tennis/Sand Volleyball courts, softball).

Population/Sample:

The population of this sample came from our current Intramural Supervisors that work at the Shenk Complex. A total of 8 out of the 10 student workers were sampled. The two who were not scheduled did not work at the Shenk Complex.

Assessment Method(s):

The Program Manager for Risk Management met with eight of the ten Intramural Supervisors during a work shift and assessed their skills using a rubric developed to measure procedures in the following four criteria:
1) **Communication and Leadership** – How effectively did the Supervisor communicate to participants and staff in order to account for the scenario?

2) **Teamwork** – How well does the supervisor evacuate/shelter-in-place the entire facility with the use of all staff?

3) **Critical Thinking/Sense of Urgency** – How is the information taken from the source with enough interpretation/understanding to initiate a comprehensive evacuation/shelter-in-place strategy. Does the supervisor understand the need for evacuation and make decisions that are in the best interest of safety, even when they are unpopular choices.

4) **Time Management** – Once the supervisor receives the information from their sources, do they evacuate/shelter immediately? Do they use their time well throughout the evacuation/shelter process to ensure things are done thoroughly?

**Summary of Key Findings/Results**

The following table presents the average mean and percentage scores obtained for each skill. As displayed, Intramural Supervisors’ skills met standards in all four scenarios. Students’ critical thinking/sense of urgency was the only skill not reaching 80%—indicating a need for staff to identify ways to further develop this skill.

<table>
<thead>
<tr>
<th></th>
<th>Average Mean Score</th>
<th>Percentage Score</th>
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</thead>
<tbody>
<tr>
<td>Communication and Leadership</td>
<td>2.47</td>
<td>82.3%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>2.53</td>
<td>84.4%</td>
</tr>
<tr>
<td>Critical Thinking/Sense of Urgency</td>
<td>2.38</td>
<td>79.2%</td>
</tr>
<tr>
<td>Time Management</td>
<td>2.44</td>
<td>81.3%</td>
</tr>
</tbody>
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*Note. Rubric scale: 1 = Needs Improvement, 2 = Meets Standards, and 3 = Exceeds Standards.*
Conclusions

Impact of Assessment

We plan to use these results to help better train our Intramural Supervisors better as a staff for emergency situations. While results in the 80% range are acceptable, our goals would be for these scores to be above 90% in the future.

After conducting this survey from 8 out of the 10 Intramural Supervisors we employ, Intramural Sports is doing an acceptable job on risk management training at the Shenk Complex. After talking to the supervisors and setting up each scene for them, it was clear to see that the answers got better as we went through the four scenarios. A few supervisors I met with were very capable and handled each question with ease.

As for the others, there were small misunderstandings and the differences between sheltering in place and evacuation had to be repeated and explained during their answers. I'm not entirely sure if they took a relaxed approach to the scenarios because one of their fellow peers was questioning them, or that they just were not sure entirely where to shelter patrons at Shenk. I would have to say the positives for all of the questioned supervisors were that teamwork and communication were all the first priority when it came to first hearing about each scenario.

Also, the "trick" questions we asked to try and persuade the supervisor to do something wrong were all met with the correct answer. If there were a thing we need to improve on, it would be to focus more on exact locations/buildings to take patrons in case there is time to shelter in place. Another issue we came across was that the men's and women's restrooms are not always unlocked at the Shenk Complex, which of course would endanger a lot of participants in case something like this were to happen and us not be able to provide adequate shelter. Overall, I think our supervisors might need some polishing up on standard procedures, but for the most part they are completely competent to handle emergency situations.
Lessons Learned

One limitation that has been identified is that these scenarios will need to be presented to student staff by both professional and student staff members to provide different viewpoints. As stated above, some Supervisors may have taken a relaxed approach to the questions since it was presented to them by one of their peers. Would they have had this same relaxed approach with a professional staff member?

In addition, time became a major factor in completing this assessment. Intramural contests ended earlier than anticipated at Shenk so we were unable to reach out to all Supervisors. To combat this, we will need to plan for more time to ensure that we are able to reach each staff member.