

**University Union and the  
WELL/Recreational Sports  
California State University, Sacramento  
2009-2010 Addendums**

## **University Union Building Supervisor training/assessment**

### **1a. Pre and Post Testing**

The desired student learning outcome is:

—The Building Supervisor will score 90% or above in each category by the end of their first semester on the job, and remain in that percentage (if not higher) during the duration of their employment.

Each Building Supervisor is tested in 5 categories:

- A. V. equipment*
- General building knowledge*
- Policy/procedures*
- Union building systems [i.e. Lighting, HVAC,*
- Room set-ups (procedures, equipment, configurations)*

The test produces an overall score for each Supervisor as well as scores in each of the five categories. The lowest scoring categories for each supervisor determine the training topic that supervisor must cover in a peer training session(s) with the other Building Supervisors throughout the course of the upcoming semester (1b). The Supervisors are tested again at the end of the semester to see if their scores have improved. Benchmarking may also be incorporated. For instance “Supervisor A” scores a 35 on their AV section. They must score a 50 on the end of semester test, or they must repeat the Building Supervisor training in that area.

### **1b. Peer assessment rubric**

As part of an ongoing assessment process to improve the performance and knowledge of Building Supervisors, a performance assessment rubric will be filled out by all Operations students (for each Building Supervisor). They will be filled out near the end of each semester and the results will be shared with the individual Building Supervisors as part of their semester performance review. Unlike the knowledge test, the peer assessment gives an averaged overview of how their performance is seen by their co-workers. The rubric will rate performance in the following categories:

#### **OUTSTANDING**

Level of performance rarely achieved by others. Assignments and responsibilities are being accomplished at the highest possible level of performance. Employee is producing results exceptionally above the normal expectations of the job.

#### **EXCEEDS EXPECTATIONS**

Consistently exceeds job requirements with above average quality and quantity. Assignments and responsibilities are being accomplished in a highly effective manner, with only general guidance. Employee is producing results substantially above the normal expectations of the job.

#### **MEETS EXPECTATIONS**

Performs all aspects of the job and consistently meets job requirements. Assignments and responsibilities are accomplished effectively with normal supervision and direction.

#### **BELOW EXPECTATIONS**

Normally meets job requirements but occasionally performs less than expected. Assignments and responsibilities are being accomplished but sometimes with less than complete effectiveness. Requires above normal supervision, direction, and training.

#### **UNSATISFACTORY**

Unable to meet job requirements. Performs well below standards. Assignments and responsibilities are not accomplished at an acceptable level of quality or quantity. Employee requires continuous close supervision, direction, and training.

**Addendum #1 (cont)**

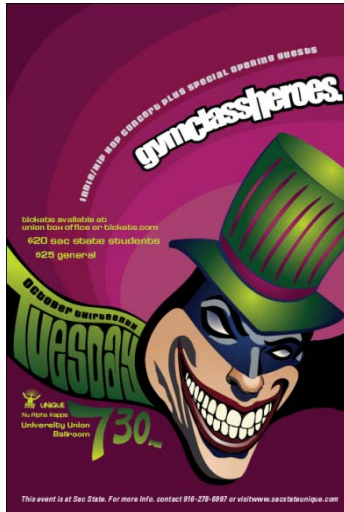
<b>Building Supervisor peer assessment</b>						
<b>Performance factors</b>	<b>Excellent (5)</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Below Expectations (2)</b>	<b>Unacceptable (1)</b>	<b>Score</b>
<b>Quality of work: Attention to detail; thoroughness</b>	Individual's work is exceptional; executes responsibilities at a high level; rarely makes mistakes	Better than average work; very few mistakes; exceeds standards	Careful work; meets required standards	Work is below required standards; frequent mistakes	Work is consistently poor; regularly makes mistakes	
<b>Efficiency and organization</b> (works in a well-organized and competent way)	The individual's work output is outstanding; consistently well organized; sets good example	Works efficiently and typically well organized	Demonstrates a moderate level of organization and is somewhat efficient	Efficiency and organization is often lacking	Shows no level of efficiency or organization in their work	
<b>Job knowledge</b>	Has exceptional knowledge of all phases of work	Has a thorough knowledge and understanding of most phases of work	Adequate knowledge of all phases of work	Lacks significant knowledge of work	Knowledge of work is unsatisfactory	
<b>Communication skills with customers and co-workers</b>	Extremely effective; prompt, clear, and concise in verbal or written communications	Consistently effective in verbal or written communications	Adequately effective in verbal or written communications	Generally understood, yet further explanation is often needed	Has difficulty communicating effectively with others	
<b>Initiative; responsibility; dependability</b>	Always initiates action and assumes responsibilities of their position	Often initiates action and assumes responsibilities of their position	Initiates action and assumes responsibilities of normal routine	Almost never initiates action or assumes responsibility	Requires reminding; must be directed in course of action	
<b>Job attitude</b>	Exceptional degree of enthusiasm, interest, initiative and cooperation	High degree of enthusiasm, interest, initiative and cooperation	Typically has a positive attitude	Attitude barely acceptable; needs improvement	Poor attitude; needs to significantly improve to remain employe	
<b>Policies and procedures</b>	Extremely knowledgeable of policies and procedures for the organization	Good understanding of policies and procedures of the organization	Generally familiar with the policies and procedures of the organization	Needs to become more familiar with the policies and procedures of the organization	Demonstrates no knowledge of organization's policies and procedures	
<b>Adheres to and promotes safety guidelines</b>	Actively promotes and follows all health & safety procedures	Consistently follows and upholds all health & safety procedures	Generally follows and upholds all health & safety procedures	Sometimes overlooks health & safety procedures; needs reminders	Seldom follows and upholds all health & safety procedures; needs constant reminders	

## Addendum #2

Student Development Assessment—Design & Visual Communication Dept.

Intern A:

A graduating senior  
Fall 2009—spring 2010  
Graphic design intern



Gym Class Heroes event poster

2008/09 Annual Report

Over the years, we have had a diverse selection of design students apply for our annual design internship. Each student arrives with a unique set of skills, consisting of both strengths and weaknesses. From our past experiences, they also have individual learning curves. In response, the Design Team caters to each student's needs to provide the best possible learning experience one can gain from an internship. The level of art directing students varies, since some interns are more difficult to manage than others.

This assessment highlights the progress of one of the current design interns—Intern A. He has been a part of the team since Fall, 2009. Initially, it was noticed that he had a difficult time with basic design technique and needed more art direction and feedback than an average student. It posed as a definite challenge in the beginning when he first started with us, but over the months he has grown as a designer and the Design Team of professional and student design staff are happy to say that the support the team provided helped him on his journey to become a true design professional.

In one of his earliest projects with the Union, (shown at the top left) he was assigned to design a campaign for an upcoming event in The Union. Gym Class Heroes is a well-known band, with a huge following. He was excited to tackle this project, and hit the ground running. He displayed a proficiency in sketching and generating concepts relevant to the subject matter.

One challenge to the assignment was the band's requirement that their actual logo be included within all of design collateral. Intern A almost immediately put up a defense, saying that threw off all his initial concepts. We soon learned Parker was a bucket full of excuses and extremely hard to art direct. His typography was weak, and his color choices were unusual. His poor use of grid, lack of white space, and continuous blame on the Gym Class Heroes' logo "throwing off the design" really put an uneasy feeling on the overall morale of the office. Each one of the full time design staff spent time sitting with Parker to help him re-work the grid and type within the project. Time was running out— it needed to be sent to print within the next couple of days.

Design Team members noticed, near the end, that he had given up. He lost confidence in his concept, and put pressure on the team to help him find the final solution of the problem at hand. Strategically, a band-aid was put on the piece and called it done. In the final assessment of this piece, it was found that he was incapable of technically and efficiently producing a final product. When approached with the requirement to put the Gym Class Heroes logo on all the pieces, he blamed the logo for his inability to make a sound creative decision.

From this point on, it was known that Intern A was going to be a challenge. The Design Team had to find a way to get through to him both logically and aesthetically. Intern A liked to talk. He seemed to have the right answer for everything, but it didn't show in his work. Project after project, his type was weak, and his concepts were flat. We needed to switch gears and give him something new and exciting. He needed a project where he had time, a project where he really needed to dissect the given elements and let his creativity fly.

The Annual Report project (shown at the top right) was due in the following months, so we felt that it might be a perfect fit. It was a project where he could focus on imagery less, and work on grid and typography more. He was excited about this project, and though we were nervous about the end result, we did nothing but encourage him along the way. An Annual Report is a very large task, but we took his word that he would be able to handle it.

On top of this project, he decided to take on a Gallery campaign as well. We didn't want him to put too much on his plate, but he reassured us he could handle both projects. He was reminded him Christmas break would take a huge chunk of time out of the available time he had to concept, but he showed initiative in offering to work on the project at home. It was not required, but he was eager to get this project done in a timely manner.

When we got back from Christmas break, staff was pleasantly surprised with the concepts he completed. There was a great use of grid, color was appropriate to The Union, and the organizational structure of the information was awesome. All were excited to see Intern A have this breakthrough moment and couldn't wait to see how he was going to lay out the rest of the information.

In the final stages of the Annual Report, nothing but great things was heard from the design staff, the Executive Director, and the Directors. He was encouraged to call printers and request bids from multiple vendors. He had never done this before, and handled everything great. There was a little hiccup in communicating when the report was actually going to be printed and in hand; but other than that, we were thrilled that Intern A had not only designed a great

piece, but handled the job from design all the way to production. That experience alone will advance his future in graphic design.

Shortly after this project, a meeting was held with all four interns and talked about each one of their strengths and weaknesses. Each student gave their own critique of the other students work, along with our professional feedback. It was interesting to see how receptive Intern A was to the feedback received. In the beginning, he wanted nothing to do with constructive criticism, but now, was as open as ever to accept feedback relating to his weaknesses and to listen and understand what he needs to do differently on future projects. Each student was asked to create a list of goals that they would like to achieve this summer, and Intern A's were very interesting. He wanted to experiment with typography more, play with more "hand-made" design applications, and work on his organizational skills. The Design Team couldn't be happier to hear Intern A acknowledge what areas that need attention and a desire to focus on during summer term with the Union.

In conclusion, this is a fine example of growth by design student interns through participation in the Union's Design Internship program. Not every student arrives with all of the necessary abilities and a true willingness to learn at first, but with time, patience, and proficient art direction, ANY of the talented design students referred to us by Sac State's Department of Design can enhance their skill sets through this opportunity.

## Addendum #3

### UNIVERSITY UNION, CSUS JOB DESCRIPTION

**DATE:** December 15, 2009

**TITLE:** Information Technology Student Web Programmer

**DEPARTMENT:** University Union / The Well

**COMPENSATION:** \$9.25/hour

**HOURS:** 20 hours/week

#### **BROAD SCOPE AND FUNCTION:**

The position is responsible for assisting with web related programming for the development, deployment, and maintenance of websites for the University Union and The Well. The position will also be responsible for assisting with the general operation, maintenance, and support of all workstations, servers, printers, and other hardware devices/software applications in the University Union / The Well.

#### **REPORTING RELATIONSHIP:**

This position reports directly to and receives supervision from Information Technology contacts for the University Union/The Well.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES:**

1. Assist University Union/The Well IT staff with the development and deployment of major websites as well as website maintenance of existing websites.
2. Act as a front line contact for desktop support issues for University Union / The Well administrative offices. Assist in prioritizing these issues, providing assistance, and documenting actions in ticket reporting software.
3. Assistant in the general maintenance and operation of the Student Computer Room. This requires assisting and addressing workstation issues, and additionally verifying proper printer supplies are available for students.
4. Perform routine software updates on workstations and servers as assigned.
5. Assist in the development and enforcement of policies and procedures for the Information Technology department.

6. Assist in the inventory/asset management of all workstations, servers, and printers.
7. Assist in the installation of new workstations, and re-installation of current workstations, including operating system/software application installation, and hardware upgrades.
8. Other duties and projects as assigned to assist the Information Technology Department.

**REQUIREMENTS:**

1. Full time student at Sacramento State.
2. Knowledge of web programming standards and trends in Web 2.0.
3. Knowledge in HTML, CSS, PHP, ASP, Javascript, AJAX, XML, mySQL, Microsoft SQL Server, and RSS.
4. Knowledge of Development Environments such as Dreamweaver, Visual Studio 2005 or higher.
5. Knowledge of Microsoft Windows Operating systems (Including Windows XP, Windows 7, Windows Server 2003 & 2008)
6. General knowledge and ability to install, configure, and troubleshoot Windows and Apple based applications.
7. General knowledge of Anti-Virus protection and Anti-Spyware software applications.
8. Basic understanding of TCP/IP based wired and wireless (802.11b, 802.11g, 802.11n) networks, both hardware and components.
9. Ability to document resolutions to problems/issues for future reference.

**PREFERRED BUT NOT REQUIRED:**

1. A general understanding of Information Resources and Technology (IRT) and/or Computing, Communication, and Media Services.
2. Prior experience working in a University setting.
3. Knowledge of the following applications/technologies: Microsoft IIS (Internet Information Services ), Microsoft Active Directory, Firewalls, VPN (Virtual Private Networking), FTP, and Subversion.
4. General experience with MAC OS X, and/or working in a cross platform environment (Windows / Apple).



5. Experience working with Adobe Flash CS3 or higher.
6. Knowledge to develop mobile website and/or applications.

**HOW TO APPLY:**

- Send your resume in Microsoft Word or PDF format to [asingletary@csus.edu](mailto:asingletary@csus.edu).  
**OR**
- Drop off your resume to the University Union Administration & Operations Office, 3<sup>rd</sup> Floor of the University Union.
- **Deadline:** All resumes must be received by December, 16<sup>th</sup> 2009

## The WELL (Recreation Sports)

Final 2009-10 Assessment Plan

### Mission Statement

*Note: Departmental mission must be directly aligned with those of the University and the Division. This statement should include approximately 3-5 sentences that identify the name of the department, its primary functions, modes of delivery and target audience.*

**Mission:** Sacramento State Recreational Sports is committed to enhancing the classroom education by providing a fun and healthy environment in which students can develop the leadership, social, and interpersonal skills they will need throughout their years at the University and beyond. Recreational Sports strives to serve the diverse recreational needs and interests of the campus community, while efficiently utilizing the financial resources provided by the students of Sacramento State.

### Planning Goals

*Note: Planning Goals are broad statements that describe the overarching, long-range intentions of an administrative unit. Goals are used primarily for general planning, as the starting point for the development and refinement of program objectives or student learning outcomes. (UCF Administrative Handbook, University of Central Florida).*

**Goal 1:** Strive to maximize as well as diversify participation while expanding our exceptional recreation programs.

**Goal 2:** Continue to increase the prominence of Recreational Sports as a choice for campus life engagement.

**Goal 3:** Develop skilled, dedicated and loyal employees who strive to grow professionally.

**Goal 4:** Continue to be a leader on campus by building campus collaborations with other departments.

**Goal 5:** Continue to work on the future of Recreational Sports by being heavily involved with the plans for the upcoming Recreation Wellness Center.

Taken from 2009-10 Strategic Plan

### Program Objectives or Student Learning Outcomes

*Note: The Objectives or Outcomes can be one of two types: program objectives or student learning outcomes. The former are related to program improvement around issues like timeliness, efficiency and participant satisfaction. The latter addresses what a student learns or how a student changes by participating in the program or utilizing the service. Both program objectives and student learning outcomes are measurable statements that provide evidence as to how well you are reaching your goals.*

## **Student Learning Outcome 1**

95% of all teams participating in Flag Football and 5 on 5 Basketball leagues will achieve a sportsmanship rating of 3.2 or better on a 1-5 scale during regular season play.

*Rationale: This is being enacted as a way to positively affect individual behavior change among recreation participants. If successful, the sportsmanship of participants in Sac State Recreational Sports programs should increase. This also meets the baccalaureate learning goals of values and pluralism perfectly.*

### **Measures**

*Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested. Provide materials such as survey instruments, check lists, focus group protocols, etc. in an appendix.*

Recreational Sports will implement a system to rate teams on sportsmanship after each game they play. Teams not achieving a sportsmanship rating of 3.2 by the end of the regular season will be ineligible for playoffs. The teams will be evaluated by the three game officials after each game. Results will be posted on the Recreational Sports website. In addition interventions will be implemented by contacting the captains of teams who score 3.7 or lower informing them of the need to improve their sportsmanship rating and that failure to improve could result in being ineligible for playoffs.

See attachments #1.

### **Results**

*Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective or student learning outcome was met.*

Recreational Sports evaluated each team based on the rating system in place. Through these evaluations, Recreational Sports was able to successfully exceed the goal for this Student Learning Outcome. Every team successfully completed the regular season in good standing. Phone calls were made to some team captains early in the season as a preventative measure. These calls were instrumental in achieving a 100% success rate.

In addition, Recreational Sports implemented this rating system for all five of the major Intramural Sports as opposed to only Flag Football and 5 on 5 Basketball.

See attachments #2 - #6.

### **Conclusions**

*Note: The conclusion should summarize briefly the collection and analyses of data. It should also "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.*

The Recreational Sports Officials and Supervisors implemented the system on a nightly basis in accordance with Recreational Sports instructions. As such, every team was rated fairly and consistently. Since there was a 100% success rate, Recreational Sports will now investigate the possibility of increasing the threshold for playoff qualification from 3.2 to 3.25 in an effort to improve the program on an annual basis.

## **Student Learning Outcome 2**

95% of student officials will be able to perform their duties at a California Interscholastic Federation equivalent level of proficiency by the fourth week of the 2009 intramural basketball season in the following areas:

1. Preparation and Appearance
2. Mechanics
3. Game Awareness
4. Judgment
5. Communication Skills

Proficient in each area means earning a rating of 3.0 or better through an observational evaluation process recorded on a standardized evaluation form.

*Rationale: Better officiating results in fewer behavioral incidents during the course of play and also results in a more positive playing experience for participants. This also meets the baccalaureate learning goals of analysis and problem solving as well as information competence.*

## **Measures**

**Step 1** – Employees will be hired based on prior experience officiating or a desire to learn those skills.

**Step 2** – Employees will receive approximately three hours of classroom instruction followed by a written test on knowledge of rules and mechanics.

**Step 3** – Employees will receive three hours of hands-on training in mechanics and positioning on the court.

**Step 4** – Employees will participate in three hours of live game practice where they will receive immediate corrective feedback on their skills.

**Step 5** – Employees will be given weekly evaluations based on observations during the course of regularly scheduled games and receive post-game feedback.

**Step 6** – Only officials averaging a 3.0 or higher score will be eligible to work playoff games.

**Step 7** – Information gathered during weekly evaluations will be used to improve subsequent officials training sessions.

See attachments #7 - #10

## **Results**

Progress was made in advancing the training of intramural officials. All officials attended five hours of classroom instruction, and then were re-tested to determine knowledge gained through the classroom instruction. In addition to the written test officials had to demonstrate their skills and attend a live game training program prior to be issued their whistles. All officials earned their whistles with 2 earning their white whistle which represents superior performance.

See Attachment #13 for details and a personal accounting of the honor that comes with a white whistle.

## **Conclusions**

Prior to beginning the first Intramural League (Flag Football) the Program Supervisor assigned to supervise officials withdrew from all classes, causing Recreational Sports to terminate his employment. His absence resulted in a lack of completed written Officials' Evaluations. Although constant verbal and informal evaluations took place, Recreational Sports needs to improve the training of multiple Officials' Evaluators prior to the start of the regular season.

Officials training clinics were thoroughly planned and implemented with efficiency. Employees walked away from training clinics with the tools to successfully officiate the given sport. Goals were achieved but a higher level of performance can still be achieved.

The Intramural Staff has a firm grip on student development. Recreational Sports needs to do a better job of having this proven through formal written evaluations.

## **Student Learning Outcome 3**

Recreational Sports employees will be able to answer 80% of questions correctly, and Recreational Sports supervisors answer 90% of questions correctly on all aspects of the Recreational Sports program as well as becoming certified in First Aid and CPR skills.

*Rationale: Employees at Recreational Sports should be knowledgeable about the entire program not just the specific areas in which they work. The more knowledgeable they are, the more likely they will be able to properly answer participant questions about, and promote participation in, our various programs. This also meets the baccalaureate learning goals of analysis and problem solving as well as information competence and communication.*

## **Measures**

Employees attend two days of staff training where they receive instruction in First Aid, CPR, customer service, timesheets, emergency action plans, one card policies, ASI employment policies, and more. They are given a test at the end of staff training to ascertain the level of knowledge retention, which is followed up throughout the semester with observations, red cap drills, and evaluations.

## Results

All Recreational Sports employees who attended the two days of staff training in August 2009 were able to be certified in First Aid and CPR through the American Red Cross. This included all Supervisors and all Recreational Sports employees.

We did not have a formal process that would allow tracking of answers regarding knowledge of the program. We had them answer "trivia" type questions regarding the program areas in order to win prizes during training. Responses were not tracked so no accurate data can be gleaned from it. The students did enjoy the trivia and chance to win prizes though.

## Conclusions

We were able to achieve one section of this Student Learning Outcome in the training we provided the students this year.

Recreational Sports will continue to provide the training program for CPR and First Aid, valuable skills for all employees to possess. The program knowledge areas will have to be completely rethought and reorganized as we make the move into the WELL. We will have significantly more employees to train and lots of new knowledge areas.

### **Student Learning Outcome 4**

100% of Recreational Sports student supervisors will demonstrate proficiency in the skills included on the job description.

*Rationale: One of the goals of the program is to help employees develop professionally and one way to ensure that they are getting the right kind of training is to include professional skills as a part of the evaluative process. This also meets the baccalaureate learning goals of analysis and problem solving as well as information competence and communication.*

## Measures

Observation and evaluation will take place throughout the year. End of year evaluations will contain aspects of performance included in the job description.

## Results

The person that was responsible for tracking this student learning outcome is no longer employed by the WELL. As a result, we did not complete this objective.

## Conclusions

This objective requires consistent work throughout the entire year by staff members. We did not have the staff time this year to accomplish this goal. Staff hiring is underway and this goal will continue next year.

### **Program Objective 1**

Eighty percent of participants surveyed will rate their satisfaction with the particular Recreational Sports program as a 3 or better on a scale of 1-5.

*Rationale: Participants should enjoy their experience with Recreational Sports. By evaluating participant satisfaction, we can determine when changes need to be made to improve the program to better serve our students. The many positive benefits that can be achieved through participation in a recreation experience are only possible if it is a quality experience and meets the needs of the participant.*

### **Measures**

Recreational Sports will evaluate various programs throughout the year. Efforts will be made to survey at least 10% of a program's participants in order for the findings to be statistically relevant.

The evaluation will survey different aspects of the given program. The area of emphasis will be the "Impact Question" section of the evaluation.

See attachment #11 for an example of survey.

### **Results**

In Flag Football, 51 participants were surveyed. Every category of the survey earned above 3.5 on average. In total, 131 student participants were surveyed throughout the course of the year. In response to question #1 of the Impact Questions, the average response was 3.94. In response to question #2 of the Impact Questions, the average response was 4.20. In response to question #3 of the Impact Questions, the average response was 2.94. When combined, the average response to the impact questions was 3.69.

See attachment #12 & #13

### **Conclusions**

The survey results confirm that participants are finding value in programs offered by Recreational Sports. Participants are making the connection between quality programs offered by Recreational Sports and their individual success in life and the classroom.

This is an important piece to improving our program that needs to be implemented on an annual basis. As we continue to grow programmatically and with staffing, this evaluation process will continue to be implemented and refined.

Questions regarding the programs and outcomes delineated in this section should be addressed to **Sean Basso, 916-278-6577, [basso@saclink.csus.edu](mailto:basso@saclink.csus.edu)**



**Sacramento State Intramural Sports  
SPORTSMANSHIP RATINGS**

\*Note: These ratings are based on officials' interpretation of sportsmanship demonstrated by teams and spectators before, during and after each game.

**5: Model sportsmanship:**

No arguing or complaining by any of the players. Any questions directed to officials are done by the captains only and in a civil manner (no sarcasm).

**4: A "normal" intramural game.**

Some bickering by teams, but nothing out of the ordinary. No unsportsmanlike penalties are administered but the officials *may* give warnings.

**3: Sportsmanship infractions: "One bad apple ruins it for the bunch:"**

- Constant complaining during the game
- Any unsportsmanlike penalty is given. These infractions include, but are not limited to, based on the judgment of the officials:
  - Spiking the ball
  - Any over-the-line act of emotion
  - Swearing (even when just frustrated with self)
  - Removing or throwing one's jersey
  - Intentional penalties
  - Unnecessary roughness
  - Tackling
  - Warnings for trash-talking or taunting
  - Intentional acts of deception.
- Problems with team spectators

**2: Team becoming a problem:**

- Captain losing control of team and/or captain is part of the problem. Teams are beginning to worry more about bickering with officials than playing the game. Official stops game to issue a team warning.
- A combination of two or more issues from a "3" Sportsmanship Rating may result in a "2" rating at the officials' discretion
- Player is caught playing under an assumed name.
- A player is ejected (must leave the area immediately)
- A player punts the ball away from the fields and/or in an unsportsmanlike manner
- A player maliciously throws the ball onto another field
- Punting/kicking of pylons or other Rec Sports equipment

The ejected player will be suspended for **at least** one game. The ejected player must meet with the Assistant Director of Recreational Sports before being allowed to play again and may receive a suspension of longer than one game.

**1: Team is a problem:**

- Ejected player refuses to leave the facility
- Instances include multiple players being ejected
- A team accumulating 3 sportsmanship penalties in the game
- A fight breaks out
- Physical contact, threats, and/or attempts to injure other participants or intramural staff.



**ATTACHMENT #2**

**2009 INTRAMURAL FLAG FOOTBALL SPORTSMANSHIP RATING**

TEAM NAME	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	
<b>Bears</b>	4	4	4	4	4	4	4.0
<b>Beast</b>	4	3	4	4	4	4	3.8
<b>Cowboys</b>	4	4	4	4	4	4	4.0
<b>Death Wish</b>	3	2	3	3	3	5	3.2
<b>EPPM</b>	4	4	4	4	4	4	4.0
<b>Falcons</b>	4	4	4	3	4	4	3.8
<b>Get Off.com</b>	2	3	4	4	3	4	3.3
<b>Kappa Sigma</b>	4	4	3	4	4	4	3.8
<b>Kool Aid Kids</b>	4	5	4	4	4	4	4.2
<b>No... We're not a Frat</b>	3	4	3	3	3	3	3.2
<b>Omega Phi Zeta</b>	4	4	4	4	4	4	4.0
<b>P.E. Majors</b>	4	3	3	3	3	3	3.2
<b>Patriots</b>	4	4	4	4	4	4	4.0
<b>PE Majors</b>	1	4	4	4	2	4	3.2
<b>Pi Kappa Alpha</b>	4	3	4	4	1	4	3.3
<b>PIKE</b>	1	4	4	4	4	4	3.5
<b>Ravens</b>	3	4	4	4	4	4	3.8
<b>Scout Squad Heros</b>	4	4	4	4	4	4	4.0
<b>Sig Ep 1</b>	4	4	4	4	4	4	4.0
<b>Sigma Chi 2</b>	2	1	4	4	4	4	3.2
<b>Sigma Chi Dream Team</b>	2	4	4	4	3	4	3.5
<b>Sigma Pi</b>	3	4	4	4	4	4	3.8
<b>Swaggaholics</b>	4	4	4	3	4	3	3.7
<b>Swol Patrol</b>	4	4	4	4	4	4	4.0
<b>The Convicts</b>	4	4	3	4	4	4	3.8
<b>Therabandits</b>	4	4	4	4	4	3	3.8
<b>Titans</b>	2	4	3	4	4	4	3.5
<b>TKE</b>	4	4	4	4	4	4	4.0
<b>TKE 2</b>	4	4	3	4	4	3	3.7

**ATTACHMENT #3**
**2009 INTRAMURAL 3-on-3 SPORTSMANSHIP RATING**

TEAM NAME	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8	
Ballin is A Habit	4	3	4	4	4	3	3	3	3.5
Bang Bros.	4	3	4	4	4	4	4	4	3.9
Blazers	3	2	3	3	4	4	3	4	3.3
Body Paint	3	3	3	4	4	3	3	3	3.3
CC Ballers	4	3	3	3	4	4	4	3	3.5
Delta Chi	3	4	4	4	3	3	4	3	3.5
Desmond Kings	3	3	4	4	4	4	4	4	3.8
D-League Allstars	4	3	3	3	3	3	4	4	3.4
EEE's	4	4	4	4	4	4	4	4	4.0
Entity	4	4	4	4	4	3	4	4	3.9
Fearless	3	3	3	4	3	4	3	4	3.4
Foreign Bodies	4	3	3	3	3	4	4	4	3.5
Hackers	4	3	4	4	3	4	3	4	3.6
Hoopers-R-Us (Ind)	3	4	4	3	4	4	3	3	3.5
JLA	3	3	3	4	4	4	4	4	3.6
JLFGB	2	3	3	4	3	4	4	4	3.4
Kappa Sig Pledges	4	4	4	4	4	4	4	4	4.0
Kappa Sigma 1	2	3	4	4	3	4	4	3	3.4
Kappa Sigma 2	3	3	4	3	4	4	4	4	3.6
Kings of the Court Yard	4	4	4	4	4	4	4	4	4.0
Lady Ballers	4	3	3	4	3	4	3	4	3.5
Like a Puma	3	3	3	4	4	4	3	3	3.4
Like You Suppose To	3	3	4	3	4	4	3	4	3.5
Out of Retirement	3	4	4	3	3	3	4	4	3.5
P.E. Majors	3	3	4	4	4	4	4	3	3.6
PIKE	3	4	4	3	3	4	4	4	3.6
Raptors	3	4	2	4	4	4	4	3	3.5
Screaching Weasels	4	3	3	3	4	4	4	3	3.5
Sig Ep	4	4	4	4	4	4	4	4	4.0
Sigma Pi 1	4	4	4	4	4	4	4	4	4.0
Sigma Pi 2	3	3	4	2	4	4	3	4	3.4
Smashers	3	3	3	4	3	2	4	4	3.3
Snapple (Ind)	3	2	3	3	4	3	4	4	3.3
Sonics	3	4	2	3	4	4	4	4	3.5

<b>Splash</b>	4	3	3	3	3	3	4	3	3.3
<b>Swaggaholics</b>	3	3	4	4	4	4	3	4	3.6
<b>Team Baws</b>	3	4	4	4	4	4	4	4	3.9
<b>Team Gottie</b>	3	4	4	4	3	4	3	3	3.5
<b>The Baddest</b>	3	3	3	3	3	3	4	4	3.3
<b>The Comebacks</b>	4	3	3	3	4	3	3	4	3.4
<b>The Threat (Ind)</b>	4	3	4	3	3	4	4	3	3.5
<b>The Trio</b>	2	3	3	4	3	4	4	4	3.4
<b>The White Fox</b>	3	3	3	3	4	4	2	4	3.3
<b>Those Big Fools</b>	3	3	3	3	4	3	4	3	3.3
<b>Thunder</b>	4	4	4	4	4	4	4	4	4.0
<b>TKE 1</b>	4	4	3	4	4	4	3	4	3.8
<b>TKE 2</b>	4	4	4	4	4	4	4	4	4.0
<b>TKE 3</b>	3	4	4	3	3	4	4	3	3.5
<b>TKE 4</b>	4	4	4	4	4	4	4	4	4.0
<b>USSB 1</b>	3	4	3	4	3	3	3	3	3.3
<b>USSB 2</b>	3	3	4	4	3	3	4	4	3.5
<b>Warriors</b>	3	4	4	4	3	4	4	4	3.8
<b>Wilt Chambermusic</b>	4	3	4	4	3	4	4	3	3.6
<b>X-Men</b>	3	3	3	3	4	4	4	4	3.5
<b>Yoked Boyz (Ind)</b>	3	4	3	3	4	3	4	3	3.4

**ATTACHMENT #4**
**2010 INTRAMURAL 5-on-5 SPORTSMANSHIP RATING**

<b>TEAM NAME</b>	<b>Game 1</b>	<b>Game 2</b>	<b>Game 3</b>	<b>Game 4</b>	<b>Game 5</b>	<b>Game 6</b>	
<b>Army ROTC</b>	4	4	4	4	4	4	4.0
<b>Ball is Life</b>	3	4	3	3	3	4	3.3
<b>Bang Bros</b>	3	3	3	4	4	3	3.3
<b>Baws</b>	4	4	4	4	4	4	4.0
<b>Bay Area Ballers</b>	2	4	3	3	3	4	3.2
<b>Blazzin Scholars</b>	3	4	3	3	3	4	3.3
<b>Blue Balls</b>	4	4	4	4	4	4	4.0
<b>Blue Devils (Ind)</b>	4	4	4	4	4	4	4.0
<b>Boca</b>	3	3	3	4	4	3	3.3
<b>Bruins (Ind)</b>	4	4	4	4	4	4	4.0
<b>C.C. Ballers</b>	2	4	3	3	3	4	3.2
<b>CPA's</b>	4	4	4	4	4	4	4.0
<b>D Block's</b>							
<b>Hooperz</b>	3	4	3	3	3	4	3.3
<b>Delta Sigma Pi</b>	3	2	4	4	3	3	3.2
<b>Draper Hall</b>	3	3	3	4	4	3	3.3
<b>Ebony Lust</b>	2	4	3	3	3	4	3.2
<b>Entity</b>	3	4	3	3	3	4	3.3
<b>Epic</b>	4	4	4	4	4	4	4.0
<b>Gametime</b>	2	4	3	3	3	4	3.2
<b>Gamma Phi</b>	4	4	4	4	4	4	4.0
<b>Goat</b>	3	4	3	3	3	4	3.3
<b>Hoopstallions</b>	3	2	4	4	3	3	3.2
<b>Individuals</b>	4	4	4	4	4	4	4.0
<b>Innovators</b>	4	4	4	4	4	4	4.0
<b>Jenkins Hall</b>	3	3	3	4	4	3	3.3
<b>KE</b>	3	4	3	3	3	4	3.3
<b>Kings</b>	4	4	4	4	4	4	4.0
<b>Kings of</b>							
<b>Courtyard-ARC</b>	3	2	4	4	3	3	3.2
<b>Looney Tunes</b>	4	2	4	4	3	4	3.5
<b>Monga</b>	4	4	4	4	4	4	4.0
<b>No Ceilings</b>	3	4	3	3	3	4	3.3
<b>Orangemen (Ind)</b>	3	3	5	2	4	3	3.3
<b>OWTLawz</b>	2	4	3	3	3	4	3.2
<b>P.E. Majors</b>	3	2	4	4	3	3	3.2
<b>Phi Sigma Sigma</b>	4	4	4	4	4	4	4.0
<b>Pike</b>	3	4	3	3	3	4	3.3
<b>Prestige</b>							
<b>Worldwide</b>	3	3	3	4	4	3	3.3
<b>Purple Rain</b>	4	4	4	4	4	4	4.0
<b>Reccies</b>	3	3	3	4	3	4	3.3
<b>Rugby</b>	3	3	3	4	4	3	3.3
<b>Sandwich and</b>							
<b>Soda</b>	3	4	3	3	3	4	3.3
<b>SigEp</b>	3	2	4	4	3	3	3.2

<b>Sigma Chi 1</b>	2	4	3	3	3	4	3.2
<b>Sigma Chi 2</b>	3	3	3	4	4	3	3.3
<b>Soldiers</b>	3	4	3	3	3	4	3.3
<b>SP</b>	4	3	3	3	4	3	3.3
<b>SPLASH</b>	3	4	3	3	3	4	3.3
<b>Splish Splash</b>	3	2	4	4	3	3	3.2
<b>Sutter Hall</b>	4	4	4	4	4	4	4.0
<b>Swaggaholics</b>	3	3	3	4	4	3	3.3
<b>Tari Gharn</b>	4	4	4	4	4	4	4.0
<b>TBO</b>	4	4	4	4	4	4	4.0
<b>Team Gidel</b>	3	4	3	3	3	4	3.3
<b>Team Greek</b>	3	3	3	4	4	3	3.3
<b>Team Raindrops</b>	3	4	3	3	3	4	3.3
<b>Team Vertical</b>	3	3	3	4	4	3	3.3
<b>The Comebacks</b>	4	4	4	4	4	4	4.0
<b>The Dream Team</b>	3	3	3	4	4	3	3.3
<b>The Goons</b>	3	4	3	3	3	4	3.3
<b>The Hit Squad</b>	2	4	3	3	3	4	3.2
<b>The Mambas</b>	3	3	3	4	4	3	3.3
<b>The Pitbulls</b>	3	3	3	4	4	3	3.3
<b>TheraBandits</b>	4	4	4	4	4	4	4.0
<b>USSB</b>	3	4	3	3	3	4	3.3
<b>Warriors</b>	2	4	3	3	3	4	3.2
<b>Westies</b>	3	3	3	4	4	3	3.3
<b>XPO</b>	4	4	4	4	4	4	4.0
<b>Young Money</b>	3	3	3	4	4	3	3.3

**ATTACHMENT #5**

## 2010 INTRAMURAL Volleyball SPORTSMANSHIP RATING

TEAM NAME	Game						
	Game 1	Game 2	Game 3	4	Game 5	Game 6	
Therabandits	4	4	4	4	4	4	4.0
Nerd Herd	4	4	4	4	4	4	4.0
Newbies	4	4	4	4	4	4	4.0
V-Ballers	4	4	4	4	4	4	4.0
Super Sicks	4	4	4	4	4	4	4.0
Bump and Dink	4	4	4	4	4	4	4.0
Dynamic Dinosaurs	4	4	4	4	4	4	4.0
3 People with Talent	4	4	4	4	4	4	4.0
Over a Million Served	4	4	4	4	4	4	4.0
Nets on your Face	4	4	4	4	4	4	4.0
Serve-Ivors	4	4	4	4	4	4	4.0
Oh-Snap	4	4	4	4	4	4	4.0
Gamma Phi Beta 1	4	4	4	4	4	4	4.0
Super Sonics	4	4	4	4	4	4	4.0
Side-Out	4	4	4	4	4	4	4.0
Hermanites	4	4	4	4	4	4	4.0
The Men Previously known as KE	4	4	4	4	4	4	4.0
Ebony Lust	4	4	4	4	4	4	4.0
Staff Infection	4	4	4	4	4	4	4.0
Entity	4	4	4	4	4	4	4.0
Smokin Aces	4	4	4	4	4	4	4.0
Gato de Tronar	4	4	4	4	4	4	4.0
P.E. Majors	4	4	3	4	4	4	3.8
Jemma's Bing Bong	4	4	4	4	4	4	4.0
Orangaroos	4	4	4	5	4	4	4.2
Peanut Butter & Jelly	4	4	4	5	4	4	4.2
Spiked	4	4	4	4	4	4	4.0
Victorious Secret	4	5	4	4	4	4	4.2
Gamma Phi Beta 2	5	4	4	4	4	4	4.2
Phi Sigma Sigma	4	4	4	4	4	4	4.0
Alen's Wolfpack	4	4	4	4	4	4	4.0
Diggers	5	5	4	4	4	4	4.3
Dig Em	4	4	4	4	4	4	4.0



**ATTACHMENT #6**

**2010 INTRAMURAL Outdoor Soccer SPORTSMANSHIP RATING**

<b>TEAM NAME</b>	<b>Game 1</b>	<b>Game 2</b>	<b>Game 3</b>	<b>Game 4</b>	<b>Game 5</b>	<b>Game 6</b>	
209 Rebels	4	4	4	3	4	4	3.8
Alpha Phi (wms)	4	4	4	3	4	4	3.8
American River Rampage	4	4	3	5	3	4	3.8
Auto Gol (crec)	5	4	4	4	3	4	4.0
Aztecs (crec)	3	3	4	4	3	4	3.5
BAMF	4	4	4	3	4	4	3.8
Barcelona	3	3	4	4	3	4	3.5
Benchwarmers	4	4	4	4	4	4	4.0
Blood Bath and Beyond	3	3	4	4	3	4	3.5
D.C.S.K. Experience	4	5	3	4	3	3	3.7
Dyslexic Untied (crec)	3	4	4	4	3	4	3.7
El Cartel F.C.	3	3	4	4	3	4	3.5
FC Barcelona	3	3	4	4	3	4	3.5
Gamma Phi Beta (Womens)	3	3	3	3	4	4	3.3
Hermanites	3	3	3	3	4	4	3.3
<b>INDIVIDUALS {COREC}</b>	4	4	4	4	4	4	4.0
<b>INDIVIDUALS {WOMENS}</b>	4	4	4	4	4	4	4.0
<b>Indivs</b>	4	4	3	3	4	4	3.7
<b>Indivs (crec)</b>	4	4	4	4	4	4	4.0
<b>Indivs (Mens)</b>	4	4	4	4	4	4	4.0
<b>Indivs Women</b>	4	4	4	4	4	4	4.0
KE	3	4	4	4	3	4	3.7
Las Chicas (wms)	3	3	3	3	4	4	3.3
Los Farmeros	4	4	3	3	4	4	3.7
Los Toros de ZER	4	4	4	4	4	4	4.0
MEP	4	4	3	3	4	4	3.7
Mud Sharks	3	3	3	3	4	4	3.3
Nacos	4	4	3	3	4	4	3.7
PE Majors	4	4	3	3	4	4	3.7
Real Santander F.C.	3	3	4	4	3	4	3.5
Sig Ep	4	4	4	3	4	4	3.8
Sigma Chi	3	4	4	4	3	4	3.7
Test Eagles	3	3	4	4	3	4	3.5

Young Money	3	4	4	4	3	4	3.7
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## ATTACHMENT #7

### Sacramento State Recreational Sports Basketball Officials' Evaluation Rubric

#### Preparation & Appearance

##### *Proper Uniform/Grooming*

- 1 – Completely out of uniform, looks are disheveled
- 2 – Black & White stripes, non-black or non-navy pants/shorts; wearing a hat
- 3 – Black & White stripes, black or navy shorts/pants
- 4 – Black & White stripes, black slacks and black shoes
- 5 – Black & White strips, black slacks, black shoes, and black jacket

##### *Fitness/Ability to Keep Up*

- 1 – Consistently beaten up and down the court by the players
- 2 – Beaten up and down the court approximately 50% of the time
- 3 – Stays with the players up and down the court
- 4 – Beats players up and down the court approximately 50% of the time
- 5 – Consistently beats players up and down the court

##### *Poise/Confidence*

- 1 – Slouches, looks down at the ground, soft whistle/voice, and appears to not know the rules
- 2 – Slouches, soft whistle/voice, avoids answering rule interpretation questions
- 3 – May slouch slightly, moderate whistle/voice, can answer many rules interpretation questions
- 4 – No slouching, solid whistle/voice, approaches table with head up, answers most rules questions
- 5 – Stands tall, shoulders back, solid whistle/voice, head up, answers questions quickly and concisely

##### *Fraternization*

- 1 – Talks to friends more than 50% of the time during the game
- 2 – Talks to friends between 10% and 50% of the time during the game
- 3 – Talks to friends less than 10% of the time during the game
- 4 – Talks to friends only at halftime, pre- or post-game
- 5 – Does not talk to friends at all during the game

#### Mechanics

##### *Spot the Foul*

- 1 – Does not see the foul more than 50% of the time
- 2 – Sees the foul more than 50% of the time
- 3 – Sees the foul, calls the foul between 50% and 75% of the time
- 4 – Sees the foul, calls the foul more than 75% of the time
- 5 – Sees the foul, calls the foul 99% (or more) of the time

##### *Report to the Table*

- 1 – Does not approach the table to report fouls
- 2 – Steps out to free-throw line to report fouls
- 3 – Comes to half-court to report fouls
- 4 – Comes to half-court to report fouls, has a loud, confident voice and attempts hand mechanics
- 5 – Comes to half-court to report fouls, has a loud, confident voice and completes proper hand mechanics

#### *5/10 Second Counts*

- 1 – Does not visually communicate counts
- 2 – Visually communicate (ONLY) counts between 10% and 30% of the time during the game
- 3 – Visually communicate (ONLY) counts between 31% and 60% of the time during the game
- 4 – Visually communicate (ONLY) counts between 61% and 90% of the time during the game
- 5 – Visually communicate (ONLY) counts over 90% of the time during the game

#### *Free Throw Administration*

- 1 – Does not communicate with players verbally or visually, poor pass to the shooter and stands directly under the basket
- 2 – Communicates with players either verbally or visually, but has poor bounce pass to the shooter and stands directly under the basket
- 3 – Communicates with players either verbally or visually, but has good bounce pass to the shooter and stands directly under the basket
- 4 – Communicates with players either verbally or visually, has good bounce pass to the shooter and stands opposite table side under the basket
- 5 – Communicates with players verbally and visually, has good bounce pass to the shooter and stands table side under the basket

#### *Substitutions*

- 1 – Allows subs on the fly
- 2 – Does not see subs at the table during a dead ball and needs partner(s) to cover
- 3 – Sees subs but doesn't sub at the proper time
- 4 – Sees subs and let's them in at the appropriate time although no communication (verbal and/or visual) informing them
- 5 – Sees and communicates (visual and/or verbal) with subs and allows them in at appropriate times

#### *Court Coverage*

- 1 – Watches the ball the whole time
- 2 – Trying to watch primary area but still watches the ball outside of the primary area
- 3 – Watches primary area effectively
- 4 – Watches primary area completely but is unable to help cover secondary area
- 5 – Watches primary area completely and is able to effectively cover secondary area

#### **Game Awareness**

##### *Expiration of Time*

- 1 – Is not aware of the time remaining in the half/game and does not check with partner to gain this information
- 2 – Is not aware of the time remaining in the half/game and checks with partner 1-2 times to gain the information
- 3 – Knows approximately how much time remains in the half/game
- 4 – Knows approximately how much time remains in the half/game and communicates with partner 3-5 times/half

5 – Communicates with partner approximately every 2 to 3 minutes regarding the time remaining in the half/game

#### *Team Fouls/Bonus Situations*

1 – Is not aware of the number of team fouls and does not check with table to gain this information

2 – Is not aware of the number of team fouls and checks with table frequently to gain the information

3 – Knows approximately how many team fouls each team has but double checks with table frequently

4 – Knows how many team fouls one team has and approximately how many the other has without asking the table

5 – Knows how many team fouls each team has at all times

#### *Player/Coach Emotions*

1 – Is not aware of when players/coaches are getting emotional

2 – Is aware of when players/coaches are getting emotional but fails to intervene

3 – Is aware of when players/coaches are getting emotional and tries to intervene

4 – Is aware of when players/coaches are getting emotional and intervenes appropriately with some success

5 – Is aware of when players/coaches are getting emotional and intervenes appropriately with a positive outcome

### **Judgment**

#### *Block/Charge*

1 – Does not call correct foul more than 50% of the time

2 – Calls correct foul more than 50% of the time

3 – Calls correct foul between 50% and 75% of the time

4 – Calls correct foul more than 75% of the time

5 – Calls correct foul 99% (or more) of the time

#### *Post Play Limits*

1 – Allows the post play to cause altercations/injuries

2 – Post play has the potential to cause altercations/injuries

3 – Allows the post players to play within the bounds of the game with some complaints by the teams

4 – Allows the post players to play within the bounds of the game with few complaints by the teams

5 – Allows the post players to play within the bounds of the game with no complaints by either team

#### *Calls Made Correct/Incorrect*

1 – Correct less than 33% of the time

2 – Correct between 34% and 50% of the time

3 – Correct between 50% and 75% of the time

4 – Correct between 75% and 95% of the time

5 – Correct more than 95% of the time

#### *Consistency*

1 – No consistency of calls

- 2 – Little to some consistency of calls
- 3 – Fairly consistent, but still some complaining from teams
- 4 – Seems to be consistent on both ends of the floor with only a mistake or two
- 5 – What is called on one end is called on the other end every time

## **Communication Skills**

### *With Coach/Players/Bench*

- 1 – Official is not approachable
- 2 – Official is overly approachable
- 3 – Official is approachable but doesn't always convey the correct message
- 4 – Official is approachable and conveys the correct message
- 5 – Official is approachable and conveys the correct message in a concise manner

### *Voice & Whistle*

- 1 – No voice/whistle
- 2 – Soft voice/whistle
- 3 – Moderate voice/whistle
- 4 – Strong voice/whistle
- 5 – Strong voice and whistle

### *With Table Personnel*

- 1 – Does not talk to table during the game
- 2 – Talks to the table only once or twice
- 3 – Communicates verbally or visually inconsistently throughout the game
- 4 – Communicates verbally or visually to table consistently throughout the game
- 5 – Communicates verbally and visually to the table throughout the game

### *Demeanor*

- 1 – Appears to not want to be there
- 2 – Appears that the game is beneath him/her
- 3 – Neither positive or negative attitude but ready to work
- 4 – Has a positive attitude and ready to work
- 5 – Shows a positive attitude and willingness to work and smiles

## ATTACHMENT #8

### Official's Training Agenda

#### **Day One – Thursday September 10<sup>th</sup>, 2009**

6:15 - Introductions – Sean

-Intro of Program

-Timesheet review

6:40 – Pre-Training NIRSA Level 1 Exam

7:10 – 7:15 Break Time

7:15 – Start Video

8:15 – Questions & Answers for Video

8:30 – End of Training

#### **Day Two – Friday September 11<sup>th</sup>, 2009**

5:00-5:15 - Meet at the shed

Intro to Pre-game Ritual

-Binder Check-In/ Timesheet

- Field Assignment Demonstration – Julie

5:15-5:30 - Field Set up Demonstration (All 3 Fields)

5:30-7:30 – Station Work (12 minutes per station)

1. Pregame Duties ( Garrett )
2. Whistle and Hand Signals (Corey)
3. Kick Coverage and Scoring ( Dale )
4. R-LJ-BJ , Basic Mechanics ( Sean )
5. Play Coverage ( EB )

5 minute Break

6. Throwing the Flag ( Sean )
7. Penalty Enforcement-Runs and Passes ( Corey )
8. Penalty Enforcement – Punts and Specials ( Garrett)
9. Timing and Overtime ( Dale )
10. Game Control and Sportsmanship ( EB )

7:45-8:00 - Refresher Q & A

8:00-8:30 – Level 1 Exam Retake

8:30 – End of Training

#### **Saturday September 12<sup>th</sup>, 2009**

If officials miss *Thursday* they watch video

If officials miss *Friday* do the station work

#### **Pre-Season Sunday September 13<sup>th</sup>, 2009**

1:30 – Meet at Shed

2:00-5:00 – Game Experience

5:00-6:00 – Individual Evaluations, Official's Certification and Completion of Training



## Sacramento State Intramural Sports Basketball Officials Evaluation

Official's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Game: \_\_\_\_\_ vs. \_\_\_\_\_

Evaluator: \_\_\_\_\_ Game Difficulty (1-10): \_\_\_\_\_

**1 = Poor   2 = Needs Improvement   3 = Average   4 = Good   5 = Excellent**

**Preparation & Appearance**

**Comments:**

Proper Uniform/Grooming	1	2	3	4	5	N/A	
Fitness/Ability to Keep Up	1	2	3	4	5	N/A	
Poise/Confidence	1	2	3	4	5	N/A	
Fraternization	1	2	3	4	5	N/A	

**Mechanics**

Spot of the Foul	1	2	3	4	5	N/A	
Report to Table	1	2	3	4	5	N/A	
5/10 Second Counts	1	2	3	4	5	N/A	
Free Throw Administration	1	2	3	4	5	N/A	
Substitutions	1	2	3	4	5	N/A	
Court Coverage	1	2	3	4	5	N/A	

**Game Awareness**

Expiration of Time	1	2	3	4	5	N/A	
Team Fouls/Bonus Situations	1	2	3	4	5	N/A	
Player/Coach Emotions	1	2	3	4	5	N/A	

**Judgment**

Block/Charge	1	2	3	4	5	N/A	
Post Play Limits	1	2	3	4	5	N/A	
Calls Made Correct/Incorrect	1	2	3	4	5	N/A	
Consistency	1	2	3	4	5	N/A	

**Communication Skills**

With Coach/Players/Bench	1	2	3	4	5	N/A	
Voice & Whistle	1	2	3	4	5	N/A	
With Table Personnel	1	2	3	4	5	N/A	
Demeanor	1	2	3	4	5	N/A	

**Comments:**



## ATTACHMENT #10

### SACRAMENTO STATE INTRAMURAL SPORTS OFFICIALS FLAG FOOTBALL EXAMINATION

National Intramural-Recreational Sports Association

Flag & Touch Football Test Questions

(Based on the 2009 & 2010 NIRSA Flag & Touch Football Rules Book & Officials' Manual, 14th Edition)

#### Level 1: Questions for the beginner official

#### RULE 1: THE GAME, FIELD, PLAYERS, AND EQUIPMENT

##### Level 1 Questions

- T F A minimum of 5 players is required in men's and women's games to avoid a forfeit.
- T F Each player must wear a quick release flag belt with two flags permanently affixed so that they fall at the hips.
- T F A player may participate in a contest with a cast as long as it is below the waist.
- T F Players may play with a hat with a protruding brim.
- T F Shoes with metal or ceramic cleats are approved for play.

#### RULE 2: DEFINITIONS OF PLAYING TERMS

##### Level 1 Questions

- T F A pass caught by a player with both knees on the ground shall be ruled incomplete.
- T F The goal line is a vertical plane separating the end zone from the field of play.
- T F The initial direction determines whether a pass is forward or backward.
- T F Offensive line players may bump or chuck the charge of the

opponent.

- T F An opponent may leave his feet to remove the flag belt of the runner.
- T F The defensive scrimmage line may extend into their end zone.
- T F For a forward pass to be ruled complete, both feet of the receiver must land in bounds with possession of the ball.
- T F A runner is considered down when the opponents removes his/her flag belt.

### **RULE 3: PERIODS, TIME FACTORS, AND SUBSTITUTIONS**

#### Level 1 Questions

- T F Playing time shall be 2 24-minute halves.
- T F Prior to the final 2 minutes of either half, the clock will only stop for an official's time-out or a charged team time-out.
- T F The officials will bring all players and coaches of both teams to the center of the field to discuss the overtime procedure before the coin toss.
- T F All overtime periods are played toward the same goal line.

### **RULE 4: BALL IN PLAY, DEAD BALL, AND OUT-OF-BOUNDS**

#### Level 1 Questions

- T F A live ball becomes dead when any fumble or backward or forward pass touches the ground.
- T F A passer who is deflagged when her arm is moving forward in an attempt to throw the ball is not considered down.
- T F A live ball will become dead when an official sounds his whistle (even though inadvertently).
- T F The sidelines and end lines are considered to be in-bounds.

### **RULE 5: SERIES OF DOWNS, NUMBER OF DOWN, AND TEAM POSSESSION AFTER PENALTY**

### Level 1 Questions

- T F The zone line-to-gain shall always be 20 yards in advance of the most forward point of the ball at the start of the series.
- T F If a penalty is declined, the number of the next down shall be whatever it would have been if that foul had not occurred.
- T F A rules decision may not be changed after the ball is next legally snapped.

### **RULE 6: -SNAPPING, HANDING, AND PASSING THE BALL**

#### Level 1 Questions

- T F No Player, including the snapper, may be in the neutral zone at the snap.
- T F A player may hand the ball forward to a teammate.
- T F A backward pass that touches the ground is dead at the spot.
- T F Offensive pass interference restrictions begin at the snap.

### **RULE 7: SCORING PLAYS AND TOUCHBACK**

#### Level 1 Questions

**List in the space provided the point values for the following five questions:**

Touchdown \_\_\_\_\_ (corec touchdown scored by a woman)

Successful try by ream A from the B 3-yard line by running or passing \_\_\_\_\_

Successful try by team A from the B 10-yard line by running or passing \_\_\_\_\_

Team B intercepts a try and returns it for a touchdown \_\_\_\_\_

Safety \_\_\_\_\_

### **RULE 8: CONDUCT OF PLAYERS AND OTHERS**

## Level 1 Questions

- T F Unsportsman-like conduct includes players and nonplayers using profanity, insulting or vulgar language, or gestures (9-3-2)T F  
B-3 is rushing passer A-1 after the ball is released. While A-1 is still fading back, B-3 contacts her. Ruling: Roughing the passer, 10 yards and automatic 1<sup>st</sup> down.
- T F A player must be on her feet before, during, and after screen blocking.
- T F The runner may use an arm or hand to protect his flags from being pulled.
- T F Runner places the ball in possession over the flag belt while B-3 is close enough to deflag. Ruling: No flag guard. Only the swinging of the arm or hand is considered flag guarding.
- T F An opponent may not obstruct a runner's progress when removing a flag.

### ***RULE 9: ENFORCEMENT OF PENALTIES***

#### Level 1 Questions

Summary of fouls and penalties:

LOD: Loss of down

AFD: Automatic 1<sup>st</sup> down

DQ: Player disqualification

Spot: Spot of interference or foul

*Please indicate the yardage penalty plus any other associated penalty with the infraction.*

- \_\_\_\_\_ False start
- \_\_\_\_\_ Illegal contact
- \_\_\_\_\_ Illegal forward pass by A
- \_\_\_\_\_ Offensive pass interference
- \_\_\_\_\_ Defensive pass interference
- \_\_\_\_\_ Roughing the passer

- \_\_\_\_\_ Intentional tampering with the flag belt in order to gain an advantage by team A
- \_\_\_\_\_ Guarding the flag belt
- \_\_\_\_\_ Player receiving snap less than 2 yards behind scrimmage line
- \_\_\_\_\_ Intentional throwing backward pass or fumble out of bounds
- \_\_\_\_\_ Intentional kicking or swinging at an opponent
- \_\_\_\_\_ Intentional contacting an official

## ATTACHMENT #11

INTRAMURAL SPORTS  
PARTICIPANT SURVEY  
2009

Participant Information

SEX (Circle One):	Male	Female
-------------------	------	--------

Team Captain:	Yes	No
---------------	-----	----

Age (circle one):	Under 21	21-25	26+
-------------------	----------	-------	-----

Class Standing:	Frsh	Soph	JR	Senior
-----------------	------	------	----	--------

Ethnicity (circle one):	White	Asian	African American	
	Foreign National	Hispanic		
	Filipino	Native American		

SPORT: Flag  
Football  
Directions

Please place a circle around the number that best represents **your expectations** about the corresponding component of our Intramural Flag Football League: 1 - 5 (1 being "Terrible" and 5 being "Excellent")

	<i>Terrible</i>	<i>Below Average</i>	<i>Average</i>	<i>Above Average</i>	<i>Excellent</i>
<b>Administrations</b>					
The Sign-Up Process	1	2	3	4	5
The Captains Meeting	1	2	3	4	5
The Playoff's Captains Meeting	1	2	3	4	5

<b>Officiating</b>					
Official's Professionalism	1	2	3	4	5
Official's Judgment	1	2	3	4	5
Official's Hustle	1	2	3	4	5

<b>League Structure</b>					
6 games & 2 byes	1	2	3	4	5
Everyone makes playoffs	1	2	3	4	5
NFC vs. AFC	1	2	3	4	5

<b>The Fun Factor</b>					
League Leaders	1	2	3	4	5
Standings	1	2	3	4	5
Pool Play Posting (Gym Wall)	1	2	3	4	5

(SEE REVERSE SIDE)

PLEASE CIRCLE A NUMBER, GIVING A RANK TO THE FOLLOWING QUESTION, BETWEEN ONE (1=NONE) AND FIVE (5= A LOT):

**IMPACT QUESTIONS**

- 1) 

Has participating in the Rec Sports Activity (Intramural Flag Football) helped you improve in any of the following areas?: Self Confidence, Stress Relief, Getting Along With Diverse Groups of People, Social Life, Team Building, Happiness?
---

Answer:      1                      2                      3                      4                      5

- 2) 

Has participation in the Rec Sports activity helped improve any of the following for you? Overall college satisfaction, connection to Sac State, happiness with college experience?
--

Answer:      1                      2                      3                      4                      5

- 3) 

Does Participation in Rec Sports contribute to your success in the classroom in any way?
--

Answer:      1                      2                      3                      4                      5

- 4) Please provide any additional comments to help us improve our program. Thank you.  
Comments:





# ATTACHMENT #12

## ASSESSMENT OF 51 INTRAMURAL PARTICIPANTS FOR FLAG FOOTBALL 2009

ALL SCORES ARE OUT OF 5.000

Demographics				Mean
100%	Male	1	NFC V AFC	earned 4.596
0%	Female	2	Personal Stats	earned 4.500
78%	Not Captains	3	Power Rankings	earned 4.481
22%	Captains	4	All-star Game (Pro Bowl)	earned 4.373
62%	Under 21	5	Everyone Makes Playoffs	earned 4.327
38%	21-25	6	Officials' Hustle	earned 4.154
0%	Plus 26	7	Sign-Up Process	earned 4.135
38%	Freshman	8	Captains Meeting	earned 4.104
26%	Junior	9	Playoff Captains Meeting	earned 4.085
24%	Senior	10	6gms2bye	earned 4.019
20%	Sophomore	11	Officials' Professionalism	earned 4.000
61%	White	12	Officials' Judgment	earned 3.731
16%	Hispanic			
14%	African American			
8%	Filipino			
2%	Foreign National			
0%	Asian			
0%	Native American			

### IMPACT QUESTIONS

Has participating in the Rec Sports Activity (Intramural Flag Football) helped you improve in any of the following areas?: Self Confidence, Stress Relief, Getting Along With Diverse Groups of People, Social Life, Team Building, Happiness?	4.171
Has participation in the Rec Sports activity helped improve any of the following for you? Overall college satisfaction, connection to Sac State, happiness with college experience?	4.195
Does Participation in Rec Sports contribute to your success in the classroom in any way?	3.488

### Comments

"Fun"

"Need to add sacs to stats"

"I love Garrett"

"EB for President"

"It was fun."

"I had fun overall."

"All around good program. Some flags like not letting blockers move should be revised."

"Thanks"

"\*Made me look forward to something. \*Stayed active. \*Felt happy. \*Met more people. "

"More Games! I would pay extra for more games!"

"We need cheerleaders!"

"Cheerleaders!"

"No byes."

"Was awesome!"

"Garrett McGhehey needs a raise. He works HARD!"

"It was good."

"More freedom for Linemen."

### Attachment # 13

#### 2009/2010 Intramural Participants Survey Results - Impact Questions (based on a 1 - 5 scale)

Impact Questions	Flag Football	3-on-3 Basketball	5-on-5 Basketball	Outdoor Soccer	Volleyball	AVERAGE
1	4.2	3.8	4.2	4	3.5	3.94
2	4.2	4.1	4.4	4.3	4	4.2
3	3.5	2.8	2.8	2.7	2.9	2.94

**Total  
Average**

**3.693333**

## ATTACHMENT #13

### JP's White Whistle By Sean Basso

Official #1 hereinafter referred to as "JP" had never worn stripes. He had never blown a Fox-40 Classic Whistle, the official whistle of the NBA, NFL, and Sacramento State Intramurals. JP was a baseball umpire. He enrolled at Sac State as a Communications Major in Fall 2009 and was hired by our intramural department in early September after showing tremendous enthusiasm for sports.

At the beginning of each official's training clinic, brand new, sparkling white Fox-40 whistles on the front table, individually laid out on a green-felt cloth with "Sacramento State" printed in gold writing. With each whistle's white lanyard individually dangling from the edge of the table, all trainees' eyes are at full attention. It is explained to the eager attendees that a white whistle will be given to the most deserving, talented official in the group and that whistle comes with certain high expectations. The white whistle represents both exceptional skills in officiating, modeling professionalism and superior customer service. The white whistle is a symbol of excellence for our intramural program. While the participants, or customers, are unaware of what the white whistle represents, everyone in the department understands the significance. They are informed that six white whistles will be awarded upon the conclusion of the officials' training clinic, but challenge everyone to earn one as the season progresses. Training then proceeds; the whistles remain enticingly on the front table for the next three days.

At the conclusion of training, the Coordinator for Intramurals makes it a point to sit down with each official and discuss their progress, one-on-one. It is during this evaluation when white or black whistle's are issued. When JP walked into the classroom following a particularly grueling 3-on-3 basketball training, there was not a white whistle waiting. Following a lengthy discussion regarding his training, he was issued his Certificate of Completion, and handed him a standard black Fox-40 whistle. He looked as if someone had stolen his puppy. He was told to continue to work hard and anything was possible. He looked the coordinator in the eye and stated, "I'm gonna get a White Whistle this semester. I *will* earn it!"

Midway through the 3-on-3 Basketball season, a difficult situation was encountered. One of our best basketball officials, a white whistle, had experienced car problems before work and was unable to make it to the gym. JP was the one to bring it to my immediate attention. He came to me and said, "Hey boss, you know Dale didn't show up tonight. He couldn't get his car to start. Can I do his games? I really want a challenge." The situation was outlined, two of the top teams were playing that night, but he insisted he was ready and he officiated the games. JP officiated like a pro, exemplifying game management, proper mechanics, play calling, preventative officiating, and a high level of professionalism.

The following Thursday a in-service meeting for the Intramural Staff was held. Prior to the meeting, the intramural student supervisors and staff unanimously agreed that JP had earned a white whistle and that he would be presented one at the in-service meeting. When the time came, the Intramural coordinator announced the decision, stating "for his dedication, willingness to step up, and superior talent in officiating 3-on-3 basketball, JP has earned the honor of the white whistle." He approached the podium to applause from his peers, classmates, and co-workers. He had accomplished his goal and it had changed his life.

The following semester, JP informed his supervisor that he had changed his major and was now committed to working in the field of Campus Recreation as a Graduate Assistant, after graduating in Spring 2011. He said he had always loved sports and that after a year of working for Intramurals, he knew what he wanted to do after college. JP attended the NIRSA National

Conference this year in Anaheim, CA, paying for 100% of the cost himself. In late spring he was promoted to a Program Supervisor for Intramural Sports, one of three that will be working in The WELL.

The following is a personal account about JP's views on the White Whistle honor:

*The white whistle to some is considered to be just another whistle, but to others is synonymous with opportunity. To be given the chance to be a white whistle, officials must perform at a level of professionalism above all others. Potential white whistles show that they are fully dedicated to the success of the intramural program. While some officials may work to maintain the level the program is at, white whistles work a little harder each day to improve the image of Sacramento State Intramurals. When an official is seeking a white whistle, it is apparent that the position is a privilege and not a right. After performing the duty for a semester, I am grateful to have had the opportunity and have taken a lot from the experience. The position comes with many more decisions than that of an official; therefore I learned to take on responsibilities I had not previously experienced. As a student seeking a Graduate Assistantship and a Masters Degree in Sports Management, I feel the opportunity was extremely beneficial to my future endeavors.*

*-JP*

Questions regarding the programs and outcomes delineated in this section should be addressed to Leslie Davis, Executive Director, University Union and the WELL (916) 278-6745. [leslied@csus.edu](mailto:leslied@csus.edu)