Assessment Date: Fall-2013

Faculty Name(s): Donna Runyon

1. Course Name and Number:
   Athl-266

2. All Course SLOs from the Course Outline of Record:

   1. Demonstrate fundamental skills of softball as it relates to practice and game-like situations
   2. Demonstrate offensive and defensive softball strategies during game-like situations
   3. Assess the potential life-long benefits of regular physical activity
   4. Organize an offensive theory regarding pitch selection as it relates to various ball-strike counts.

3. Specific Course SLO(s) assessed as part of this project:
   Demonstrate offensive and defensive softball strategies during game-like situations

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

   Students were in teams of 3 to access game-like offensive situations. For every successful advancement of the base runner, the individual received a positive point. The team was competing on offensive until 3 outs were recorded.

   NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

   This offensive exercise was executed on a daily basis in order to track growth, reliability, and offensive consistency.
6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):

The baseline percentage of success for 20 softball players at the start was 50%. At the end of the semester all student/athletes raised their baseline to an average of 75-80%.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

The softball coaching staff discusses teaching methods and ways to improve student learning bi weekly. We analyze strengths and weakness in performance, and identify ways to improve their skill set and mental game.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

We have discussed changing the offensive skill set during the semester, and possibly changing team members. We will be consistent in our teaching methods as 3 assistant coaches will be returning for another year, which aids in uniformity of student learning.

9. Results of implemented changes, if available at this time:

Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc