Assessment Date: October 1, 2013

Faculty Name(s): John Peterson, Donna Runyon

1. Course Name and Number:
Athletics Intercollegiate Courses – ATHL 265, ATHL 230, ATHL 229

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

SLO’s taken from Athletics Program Review:
1. Value the importance of and develop a regular regimen of physical activity and/or exercise.
2. Develop sport specific skill sets in preparation for transfer or entry into professional and/or Olympic sports.
3. Demonstrate critical thinking skills as they apply to game strategies and situations.
4. Develop and demonstrate the connection between preparation for and execution of work, commitment to personal and team goals, acceptance of team diversity, and leadership skills.

3. Specific Course SLO(s) assessed as part of this project:

2. Develop sport specific skill sets in preparation for transfer or entry into professional and/or Olympic sports.

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.):

We use several strategies to assess this SLO. They include: film evaluation of practice and games, statistical analysis (turnovers, deflections, field goal percentages, wins and losses, rebounding percentages, points allowed, written quizzes and assignments. Other strategies include OB%, runs allowed, moving runners, stolen bases, RBI’s, runs scored, Pitchers ERA, and BB’s. Periodic quizzes on offensive and defensive strategies are given and assessed. Filming hitting and pitching mechanics are also incorporated in practice and games.

Please see attachments.
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):

Please see attachments

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.)*:

Results and analysis are fluid. When we see an error or mistake, we re-examine the teaching methods to improve the learning curve. Statistical information ebbs and flows so our teaching methodology changes accordingly.

Athletes respond in a journal their performance in a game. They answer questions like: in control of myself, Had a clear plan and stuck with it, Saw the ball well, made solid contact, analyzed their overall AB.

Pitchers examine their performance by reading the pitching charts for the game. The frequency of each pitch, strike or ball called for that pitch, total pitch count, strike/ball ratio, ERA, and what the success of each pitch was.

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.):

Coaching staff in our department regularly meet to assess teaching methodology and ways to improve the learning of our students.

We analyze weakness in performance, both mentally and physically, and identify ways to improve their skill set and mental game. We vary our approach and teaching methods constantly to assure student success.

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

Currently there no planned “major” revisions to our courses. However, as these are Athletic team related courses, the student population changes yearly, creating issues surrounding retention of information, learning styles, skills and abilities. Having said that, all ATHL courses are fluid in their revisions as they pertain directly to each individual sport.

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

The results manifest themselves in the accomplishments of the athletes and teams from year to year. For many of our student athletes from spring 2013 the result was the opportunity to move on and participate at a 4 year institution in their respective sport.