Assessment Data is from what semester? Fall 2014
Faculty Name(s): Mike Curran

1. Course Name and Number:
ATH251 – Intercollegiate Baseball Prep

2. List all Course SLOs from the Course Outline of Record:
   1. Demonstrate fundamental skills of baseball as it relates to practice and game-like situations.
   2. Demonstrate offensive and defensive baseball 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:
Organize an offensive theory regarding pitch selection as it relates to various ball/strike counts.

4. Is this course on GE Plan A? ___ Yes ___ No (See Catalog pages 49-51 & page 55)
   If Yes, identify what area. (All GE course assessments count as GE assessments.)
   ___ Area I Natural Sciences
   ___ Area II Social and Behavioral Sciences
   ___ Area III Fine Arts/Humanities
   ___ Area IV Language and Rationality
   ___ Area V Physical Education/Wellness
   ___ Area VI Intercultural/International Studies
   ___ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
   Students were given a chart with all the different offensive counts on it. Students were asked to place given labels into each box. Given labels they had to choose from were the type of hitters count (offensive, even, defensive) and type of pitch they would most-likely see (fastball, offspeed, or fastball/offspeed out of the zone). Thus, there are 12 different offensive counts one can have (0-0, 0-1, 0-2, 1-0, 1-1, 1-2, 2-0, 2-1, 2-2, 3-0, 3-1, 3-2) and therefore they needed to place 24 labels overall. Here were the results below.

6. Results and analysis of the data. (Attach any related documents at end of form.)
   A total of 29 students were assessed. Here were the final scores:
   23 = 21-24 correct
   04 = 18-20 correct
7. What are you going to do based on the results of the data? (Any planned revisions?)

From here, I’d like to make sure ALL 29 students (players) finish in the 21-24 correct range. Why? If one of the students does NOT know the correct type of pitch that he’ll most likely see in a given count, then it’s VERY possible he will have little or no chance of success. Thus, this may be on the one academic subject where it would really be OK to give the students the “answers” before giving them the test. To more clearly articulate this, I’d like to show students the actual chart several times before giving them the test – this is NOT the type of test where I’m trying to get kids to think critically – instead this is basic lower-level thinking where students just need to KNOW information (it’s a 1-1 count which means I’ll most likely see an off-speed pitch) and regurgitate.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

`yyyysemester-sloa-courseid.doc`

Example: `2014fall-sloa-engl101c.doc`