Assessment Date: 14 May 2014

Faculty Name(s): Mike Curran

1. Course Name and Number:

ATH 231 – Intercollegiate Baseball

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

1. Demonstrate improved technical and physical ability in the sport of men’s baseball.
2. Develop an advanced knowledge of team strategy and rules of intercollegiate men’s baseball.

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

1. Develop an advanced knowledge of team strategy and rules of intercollegiate men’s baseball.

4. Will this SLO assessment count toward GE Plan A?  _Yes   X No

If Yes, identify what area:

__ 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

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

N/A

5. 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.)

Position players and pitchers have their own assessment, obviously. Position players are assessed on our knowledge of specific team strategies, specifically (1) offensive jobs, (2) offensive hitting plans, (3) 2-strike approach, (4) swing techniques, and (5) offensive approach. Pitchers are assessed on their knowledge of pitching strategies, specifically (1) pitching philosophy, (2) pitching MUSTS, and (3) pitching technique. Each assessment had a total of 50 points – the rubric used the following scores:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-50</td>
<td>A</td>
</tr>
<tr>
<td>40-44</td>
<td>B</td>
</tr>
<tr>
<td>35-39</td>
<td>C</td>
</tr>
<tr>
<td>30-34</td>
<td>D</td>
</tr>
<tr>
<td>00-29</td>
<td>F</td>
</tr>
</tbody>
</table>

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.
6. 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 #5 above):

N/A – See #5

7. 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.)

My goal was for at least 80 percent (I often choose 70 percent in lecture classes and 80 percent in activity classes) of my student-athletes to score 80 percent of higher on each assessment. A total of 35 student-athletes took the assessments. Here was the breakdown:

Pitchers (13)
12/13 = 80 percent or higher
01/13 = 79 percent or lower

Position player (22)
20/22 = 80 percent or higher
02/22 = 79 percent or lower

Overall, 32/35 students reached the benchmark score of 80 percent of higher. What was more reassuring, is that 28/35 scored a 90 percent or higher!!

8. 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.):

None at this point, but these results will be discussed at GIDD.

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

None at this point. I imagine that the scores on these are so much higher than traditional lecture classes because (1) student-athletes who are taking these assessments have been participating in baseball for anywhere from 10-15 years already, (2) the material to them is meaningful, insofar as each player WANTS to get better in order to play, and (3) students taking this course are taking it because they WANT TO vs. HAVING TO (Math, English, History, etc.).

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

I can analyze any changes in data results the next time I evaluate this SLO.

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: 2014spring-sloa-engl101c.doc