



# **Assessment Report**

Co-Curricular - Baseball

## 1. Apply interpersonal and technical skills (shared outcome)

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### Student Learning Outcome

Athletes will apply interpersonal and technical skills.

### Performance Indicators

Technical Skills

Communication Skills

Character Skills

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Baseball: (X - When Highlighted is Aligned)

- **1. Develop Technical and Tactical Skills :** To develop the technical and tactical skills related to the game baseball, as well as the physical training skills that the game demands for success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Technical Skills: We will use the synergy and game changer scoring application to measure relative stats, which reflect the players' ability to perform within certain technical categories.

Communication and character skills will be evaluated by an ongoing chart we keep throughout the year. This chart is designed to keep track of "offenses" that fall under these categories. Lack of communication and character issues are kept track of so that we have data to provide feedback to our players when we have to address issues.

We have established what the expectations are within each of these categories and made public to our players. Some of the outcomes are evaluated at the end of the year, but we can simply break down the progress of each guy to see if they are on pace to meet the learning outcome.

#### Data Collection/Evaluation Method

At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

#### Expected Performance Level & Threshold

75% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

#### Collection Timeline

End of Season April

#### Related Documents

[Athlete Skill Evaluation](#)



# **Assessment Report**

Co-Curricular - Campus Library (Poteau)

## Address Food Insecurity

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### Student Learning Outcome

Students will address the food insecurity of the campus to facilitate a positive change.

### Performance Indicators

Learn about food insecurity at the college level and on this campus

Work with group leaders and sponsors to create a food pantry housed in the Joe E. White Library.

### SLO Status

Active

### Planned Assessment Cycle

2023 - 2024

### Mapping

Co-Curricular - Campus Library (Poteau): (X - When Highlighted is Aligned)

- **Increase Awareness of Food Insecurity:** To increase awareness of food insecurity at Carl Albert State College and create a food pantry to help students. (X)

Co-Curricular Dimensions: (X)

- **Civic and Social Responsibility:** The commitment and ability to identify, engage in, and contribute to local and global communities (X)

## Direct Measure

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### Active

Yes

### Activity/Experience (Measure)

After an informative lesson on food insecurity on the college campus, participating students will answer questions about the lesson. Additionally, students will be asked to provide ways that their groups can help address the food security needs on this campus. Lastly, students will help to create a food pantry housed in the Joe E. White Library.

### Data Collection/Evaluation Method

Rubric

### Expected Performance Level & Threshold

70% of students will meet achieving.

### Collection Timeline

May 2024

**2023 - 2024**

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### Submission Date

05/02/2024

### Findings Narrative Based on Aggregated Results

I spoke with seven students about the food insecurity, but since we did not get to create a food pantry (it is now a work in progress), I do not feel that I could evaluate them for participation.

### Outcome Conclusion

Below/Progressing

### Interpretation of Findings

Since I was unable to evaluate students, I have no data.

### Analysis - Study of Student Learning

Next year, since the food/needs pantry has been partially funded and I have campus support, I will be able to evaluate the pantry and students.

**What changes were implemented based on data from the previous cycle that affected these findings?**

There was no previous data.

**Number of Students Assessed**

0

**Plan of Action**

The food/needs pantry should be running by the fall semester, so I will be able to modify this current plan for next year.

**Resources to Support Action**

Foundation support (donation), Campus support, and student needs and support

**Indirect Measure**

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**Active**

Yes

**Activity/Experience (Measure)**

After completion of the direct measure activity, a rating scale survey question and an open-ended question will assess the impact of the activity upon addressing a community need.

"After working to positively address the food insecurity of the campus, how likely are you to continue to work to help a community with its needs? Explain rating."

Definitely Not   Unlikely          Unsure   Likely   Very Likely

**Data Collection/Evaluation Method**

rating scale survey question and an open-ended question

**Expected Performance Level & Threshold**

Eighty-five percent of students will report likely/very likely.

**Collection Timeline**

May 2024

**2023 - 2024**

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**Submission Date**

05/02/2024

**Findings Narrative Based on Aggregated Results**

I spoke with seven students about the food insecurity, but since we did not get to create a food pantry (it is now a work in progress), I do not feel that I could evaluate them for participation.

**Outcome Conclusion**

Below/Progressing

**Interpretation of Findings**

Since I was unable to evaluate students, I have no data.

**Analysis - Study of Student Learning**

Next year, since the food/needs pantry has been partially funded and I have campus support, I will be able to evaluate the pantry and students.

**What changes were implemented based on data from the previous cycle that affected these findings?**

There was no previous data.

**Number of Students Assessed**

0

**Plan of Action**

The food/needs pantry should be running by the fall semester, so I will be able to modify this current plan for next year.

**Resources to Support Action**

Foundation support (donation), Campus support, and student needs and support



# **Assessment Report**

Co-Curricular - Competitive Co-Ed Cheer

## 1. Work Effectively

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### Student Learning Outcome

Athletes will work effectively within a team structure.

### Performance Indicators

Effectively communicates with teammates and coaches

Exhibits accountability, timeliness, and professionalism

Actively works to achieve team goals

Contributes a positive and encouraging attitude towards team discussions and the team as a whole

Takes initiative, displays leadership and responsibility

### SLO Status

Active

### Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Competitive Co-Ed Cheer: (X - When Highlighted is Aligned)

- **1. Team Cooperation and Engagement:** To promote team cooperation and engagement (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

### Direct Measure

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#### Active

No

#### Activity/Experience (Measure)

Cheerleaders will engage in collegiate competition which will require a cooperative demonstration of various skills to accomplish goals set as a team. At the end of the season, each athlete will be evaluated based their ability to meet set criteria both individually and as part of a group that includes the performance indicators and their overall season performance. The evaluation will be conducted utilizing a rubric to score performance.

#### Data Collection/Evaluation Method

Individualized evaluation by the coach which includes a scaled rubric that outlines various levels of success in areas related to the Performance Indicators.

#### Expected Performance Level & Threshold

70% of athletes will score in the Achieving or Mastering level in all categories.

#### Collection Timeline

April

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Cheerleaders will engage in collegiate competition which will require a cooperative demonstration of various skills to accomplish goals set as a team. At the end of the season, each athlete will be evaluated based on their ability to meet set criteria both individually and as part of a group that includes the performance indicators and their overall season performance. The evaluation will be conducted utilizing a rubric to score performance.

#### Data Collection/Evaluation Method

A rubric will be used to score each athlete's individual performance.

**Expected Performance Level & Threshold**

70% of athletes will score in the Achieving or Mastering level in all categories.

Minimum percentage of students reaching the Mastering level is 50%.

**Collection Timeline**

April

**Indirect Measure**

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**Active**

Yes

**Activity/Experience (Measure)**

During the individualized assessment by the head coach, athlete's will be given a rating scale question to assess the athletes' perception of meeting the outcome.

After participating in the 2022-2023 Season, did the experience overall positively impact the athlete's ability to work effectively within a team structure? Explain rating.

**Data Collection/Evaluation Method**

Rating Scale Question and Open-Ended Question

**Expected Performance Level & Threshold**

(missing)

**Collection Timeline**

April





# **Co-Curricular Assessment**

2023-2024

Co-Curricular - Cross Country

## General

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### **Mission Statement**

The mission of CASC athletics is to facilitate the collegiate athletic experience of competition and to cultivate sport specific skill sets while fostering lifelong learning and encouraging the development of communication skills, civic responsibility, interpersonal and intrapersonal engagement, and perseverance of all CASC athletes.

## 1. Work Effectively

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### Student Learning Outcome

Athletes will work effectively within a team structure.

### Performance Indicators

Effectively communicates with team members

Exhibits time management

Contributes to the team and team goals

Exhibits a positive attitude

Demonstrates leadership and takes responsibility

### SLO Status

Active

### Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Cross Country: (X - When Highlighted is Aligned)

- **1. Interpersonal and Intrapersonal Engagement:** to develop interpersonal and intrapersonal engagement (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

At the end of the XC season in December the coach will have an exit meeting with each individual XC member. They will sit down and go over the teamwork rubric. The coach will have a print out for the runners Personal Records from that year and also explain the teamwork rubric score to each individual runner. They will discuss how to improve leadership qualities and running ability for the next season.

#### Data Collection/Evaluation Method

Shared Teamwork Rubric

#### Expected Performance Level & Threshold

90% of the team should be at achieving on the teamwork rubric.

#### Collection Timeline

The coach will assess the students during the XC season at practice and meets on leadership qualities. At the end of the season in December the coach will have an exit meeting with each runner individually.

### Results

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#### Submission Date

04/11/2024

#### Reporting Period

2023 - 2024

#### Findings Narrative Based on Aggregated Results

In assessing the teamwork skills of 12 athletes, it's evident that the majority have demonstrated proficiency, with all students scoring either mastering or achieving in various aspects. However, one student's performance in time management was rated as developing, indicating a need for improvement in this area. The most significant area requiring enhancement across the board is taking responsibility. Addressing this aspect can lead to a more cohesive and effective team dynamic, fostering accountability and mutual respect among the athletes. Through targeted interventions and support, these athletes can further refine their teamwork skills, ultimately contributing to their collective success.

**Insert Charts and Graphs displaying breakdown of data/findings**

**Teamwork Rubric SLO: Students will work effectively within a team structure.**

Performance Indicators	Mastering	Achieving	Developing	Beginning
Effectively communicates with team members	9	3		
Exhibits time management	6	5	1	
Contributes to the team and team goals	9	3		
Exhibits a positive attitude	9	3		
Demonstrates leadership and takes responsibility	8	4		

**Outcome Conclusion**

Meets/Exceeds

**Interpretation of Findings**

The data revealing that most students have mastered or achieved teamwork skills is encouraging, suggesting a strong foundation within the cross country team. To interpret these findings effectively, it's essential to recognize this accomplishment as a testament to the team's existing cohesion and collaboration. However, the identified areas for improvement, particularly in time management and taking responsibility, highlight opportunities for growth. Moving forward, fostering teamwork and leadership within the cross country team can be achieved through targeted strategies. Implementing regular team-building exercises and workshops focused on communication, problem-solving, and goal-setting can further strengthen bonds and enhance collective efficacy. Additionally, assigning rotating leadership roles within the team can empower individuals to take ownership and accountability, promoting a culture of shared responsibility. Emphasizing the importance of open communication channels and mutual support will be pivotal in sustaining a positive team dynamic, driving continued success both on and off the track.

**Analysis - Study of Student Learning**

When analyzing the teambuilding rubric for the cross country team, several key insights emerge. Firstly, the majority of athletes have demonstrated proficiency in various teamwork aspects, as indicated by their scores of mastering or achieving. This suggests that the team possesses a solid foundation in collaborative skills, fostering a supportive environment conducive to success. However, the presence of one student scoring developing in time management underscores the need for targeted support in this area. Time management skills are crucial in the context of team sports, where coordination and synchronization are essential for optimal performance. Thus, interventions such as time management workshops or personalized coaching sessions could be beneficial in addressing this gap.

Moreover, the identified area requiring the most improvement, taking responsibility, presents a significant opportunity for growth. Developing a culture of accountability within the team can enhance trust and cohesion, ultimately leading to improved performance outcomes. Strategies to foster responsibility may include setting clear expectations, establishing consequences for missed commitments, and providing opportunities for leadership development.

In moving forward, it's essential to leverage the team's existing strengths while proactively addressing areas for improvement. Continued emphasis on team-building activities, effective communication, and shared goal-setting can further solidify bonds and enhance collective efficacy. By embracing a growth mindset and actively working towards enhancing teamwork skills, the cross country team can cultivate a culture of excellence and achieve even greater success in their endeavors.

**What changes were implemented based on data from the previous cycle that affected these findings?**

The changes implemented from the previous cycle to this one were twofold. Firstly, at the start of the season meeting, the team was presented with the teamwork rubric and informed that they would be assessed on both teamwork and leadership throughout the season. This proactive approach ensured that team members were aware of the criteria by which their performance would be evaluated, fostering a sense of accountability and clarity from the outset.

Secondly, rather than waiting until the end of the school year, the rubric was reviewed with the team at the end of the season. This adjustment allowed for a more timely and immediate feedback loop, ensuring that insights from the assessment could be promptly acted upon and integrated into the team's ongoing development. By addressing the rubric at the conclusion of the season, coaches and athletes alike could reflect on their performance while it was still fresh in their minds, enabling more targeted and effective strategies for improvement.

Both of these changes reflect a commitment to timely and meaningful evaluation, recognizing the importance of collecting data and reporting it in a manner that maximizes its utility for driving growth and enhancing performance. By engaging with the rubric at the beginning and end of the season, the team can more effectively track their progress, identify areas for improvement, and work collaboratively towards their goals.

**Number of Students Assessed**

12

**Plan of Action**

To enhance teamwork and leadership skills among cross country runners, I'll introduce pre-season guidelines outlining mandatory practice attendance and consequences for non-compliance. Throughout the season, I'll emphasize communication and accountability, providing regular feedback and support. Targeted time management workshops will equip runners with essential skills, while individualized coaching will address specific needs. Consistent recognition of progress and collective efforts will foster a cohesive team environment, aiming to elevate more students to mastery in time management and overall teamwork.

**Resources to Support Action**

none

**For resources that include a budget request, please provide cost breakdown and total cost.**

## Indirect Measure

Yes

The coach will assess the students during the XC season at practice and meets on leadership qualities. At the end of the season in December the coach will have an exit meeting with each runner individually.

## Data Collection/Evaluation Method

80% of athletes will indicate a rating of 7-10 on the indirect measure.

## December

**Submission Date**

## Reporting Period

## Findings Narrative Based on Aggregated Results

In the survey of 12 cross country athletes, it was found that all of them rated the program's effectiveness in developing leadership qualities at a 7 or higher on a scale of 1-10. Furthermore, the majority of the athletes rated the program with a perfect score of 10. This suggests a high level of satisfaction and consensus among the athletes regarding the program's impact on their leadership development.

**Insert Charts and Graphs displaying breakdown of data/findings**

1	2	3	4	5	6	7	8	9	10
Strongly Disagree									Strongly Agree
XC Runners Response						1	2	1	8

## Meets/Exceeds

## Interpretation of Findings

These findings suggest a strong positive perception among students regarding the effectiveness of the cross-country program in developing teamwork and leadership qualities. The fact that 12 students reported feeling positively about these aspects indicates a substantial portion of the participants recognize the program's impact. Furthermore, the fact that 8 out of those 12 students rated the program with the highest possible score demonstrates a high level of satisfaction and endorsement.

This indicates that the cross-country program is not only perceived as beneficial but highly valued by the students who participated. It suggests that the program is successful in achieving its goals of fostering teamwork and leadership qualities among its participants, which can be seen as a significant achievement for the program organizers and instructors. Such positive feedback can be used to reinforce and further develop the program's strategies and activities to continue providing valuable experiences for future participants.

### **Analysis - Study of Student Learning**

Providing students with the opportunity to rate the teamwork and leadership building aspects of the cross-country program is beneficial for several reasons:

**Student Engagement:** Allowing students to provide feedback empowers them and shows that their opinions are valued. This can increase their engagement with the program and their commitment to its success.

**Insight into Perceived Benefits:** By soliciting ratings, organizers can gain valuable insights into how students perceive the teamwork and leadership development aspects of the program. This helps in understanding what aspects of the program are most effective and what areas may need improvement.

**Quantifiable Data:** Ratings provide quantifiable data that can be analyzed to gauge the overall success of the program in achieving its objectives. This data can be used for future program planning and adjustments.

**Identifying Strengths and Weaknesses:** By analyzing the ratings, organizers can identify specific strengths of the program that should be emphasized and weaknesses that need to be addressed. This enables targeted improvements to enhance the overall experience for students.

**Celebrating Success:** High ratings indicate areas of success within the program, which can be celebrated with both the students and the broader community. Recognizing and acknowledging achievements can boost morale and motivation among participants.

Overall, providing students with the opportunity to rate the teamwork and leadership building aspects of the cross-country program fosters a culture of continuous improvement and ensures that the program remains relevant and effective in meeting the needs of its participants.

### **What changes were implemented based on data from the previous cycle that affected these findings?**

No changes have been made from the past year.

### **Number of Students Assessed**

12

### **Plan of Action**

Next year, I propose incorporating civic responsibility into our cross-country team by seeking volunteer opportunities where our runners can showcase their teamwork and leadership skills. We'll assess our current community engagement, set clear goals, educate team members on the importance of giving back, identify suitable volunteer activities, collaborate with local organizations, and integrate volunteerism into our schedule. By providing support, reflecting on our experiences, and making adjustments as needed, we aim to not only strengthen our team's cohesion but also make a meaningful impact in our community.

**Resources to Support Action**

None

**For resources that include a budget request, please provide cost breakdown and total cost.**

N/A





# **Assessment Report**

Co-Curricular - Educational Opportunity  
Center (Poteau)

## Apply Key Elements in Making Informed Financial Decisions

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### Student Learning Outcome

EOC participants will apply key elements in making informed financial decisions.

### Performance Indicators

Participants will estimate personal expenses

Participants will identify all income sources

Participants will estimate financial need

Participants will establish a plan for meeting financial need

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Educational Opportunity Center (Poteau): (X - When Highlighted is Aligned)

- **Provide Financial Literacy:** To provide financial literacy (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Participants who attend a financial literacy workshop will create a budget based on personal expenses and income. They will also establish a plan for meeting financial need.

#### Data Collection/Evaluation Method

Rubric

#### Expected Performance Level & Threshold

75% of students' work will be at the accomplished level.

#### Collection Timeline

April

### Indirect Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Survey Question: "Did the financial literacy workshop adequately prepare you to create a personal budget and establish a plan for meeting your financial needs? Explain your rating."

#### Data Collection/Evaluation Method

Survey question

#### Expected Performance Level & Threshold

missing

#### Collection Timeline

April



# **Assessment Report**

Co-Curricular - Educational Opportunity  
Center (Sallisaw)

## Apply Key Elements in Making Informed Financial Decisions

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### Student Learning Outcome

EOC participants will apply key elements in making informed financial decisions.

### Performance Indicators

Participants will estimate personal expenses

Participants will identify all income sources

Participants will estimate financial need

Participants will establish a plan for meeting financial need

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Educational Opportunity Center (Sallisaw): (X - When Highlighted is Aligned)

- **Provide Financial Literacy:** To provide financial literacy (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Participants who attend a financial literacy workshop will create a budget based on personal expenses and income. They will also establish a plan for meeting financial need.

#### Data Collection/Evaluation Method

Rubric

#### Expected Performance Level & Threshold

75% of students' work will be at the accomplished level.

#### Collection Timeline

April

### Indirect Measure

---

#### Active

Yes

#### Activity/Experience (Measure)

Survey Question: "Did the financial literacy workshop adequately prepare you to create a personal budget and establish a plan for meeting your financial needs? Explain your rating."

#### Data Collection/Evaluation Method

Survey Rating Scale Question

#### Expected Performance Level & Threshold

missing

#### Collection Timeline

April



# **Co-Curricular Assessment**

2023-2024

Co-Curricular - Fine Arts Club

#### General

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##### **Mission Statement**

The mission of the CASC Arts & Crafts club is to provide experiences that promote creativity, exhibit artistic talents, allow for freedom of expression, build confidence, encourage collaboration with others, and create an appreciation for the arts and the imagination.

## Identify Basic Art Properties

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### Student Learning Outcome

Students will identify basic art properties through the evaluation of their own artwork.

### Performance Indicators

1. Identify the subject of the piece of art
2. Describe the content of the piece of art (emotion or message portrayed)
3. Identify the type of medium used (type of ink pen) to create the piece of art
4. Identify the line style represented most in the piece of art (Hatching, Cross Hatching, Stippling, Random Lines)
5. Identify the art style that most closely corresponds to the piece of art (Realism, Surrealism, Impressionism, Expressionism, Cubism, or Abstract)

### SLO Status

Active

### Planned Assessment Cycle

2023 - 2024

### Mapping

Co-Curricular - Fine Arts Club: (X - When Highlighted is Aligned)

- **To provide experiences that promote creativity:** To provide experiences that promote creativity (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

## Direct Measure

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### Active

Yes

### Activity/Experience (Measure)

Students will create and evaluate a "Spring Ink Art Project" by drawing a piece of art using ink and describing the properties of their artwork.

### Data Collection/Evaluation Method

The artwork and student responses will be collected using JotForm. Answers to questions that correlate with PIs will be assessed using a rubric that also corresponds to PIs.

### Expected Performance Level & Threshold

85% of students will complete the project at an accomplished level.

### Collection Timeline

April

## Results

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### Submission Date

05/02/2024

### Reporting Period

2023 - 2024

### Findings Narrative Based on Aggregated Results

No Findings

### Outcome Conclusion

Below/Progressing

### Interpretation of Findings

N/A

### Analysis - Study of Student Learning

N/A

**What changes were implemented based on data from the previous cycle that affected these findings?**

This was a new plan. No students participated in the project.

**Number of Students Assessed**

0

**Plan of Action**

re-evaluate the plan and promote participation differently

**Resources to Support Action**

N/A

**For resources that include a budget request, please provide cost breakdown and total cost.**

N/A

## Indirect Measure

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**Active**

Yes

**Activity/Experience (Measure)**

Survey Question: "How well did the Arts & Crafts club prepare you to create and evaluate your Spring Ink Art Project?"

**Data Collection/Evaluation Method**

Survey Rating Scale Question

**Expected Performance Level & Threshold**

90% of student will indicate a 4 well prepared/5 very well prepared.

**Collection Timeline**

April

## Results

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**Submission Date**

05/02/2024

**Reporting Period**

2023 - 2024

**Findings Narrative Based on Aggregated Results**

No findings

**Outcome Conclusion**

Below/Progressing

**Interpretation of Findings**

N/A

**Analysis - Study of Student Learning**

N/A

**What changes were implemented based on data from the previous cycle that affected these findings?**

This was a new plan. No students participated in the project.

**Number of Students Assessed**

0

**Plan of Action**

Re-evaluate plan and promote participation differently

**Resources to Support Action**

N/A

**For resources that include a budget request, please provide cost breakdown and total cost.**

N/A





# **Assessment Report**

Co-Curricular - MakerSpace

## 1. Create a solution to a problem

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### Student Learning Outcome

Maker Space participants will create a solution to a problem in a group setting.

### Performance Indicators

The ability to follow a set of instructions

The ability to communicate effectively with peers

The ability to utilize information from external sources to solve the problem

Previous skills and knowledge

Internet research

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - MakerSpace: (X - When Highlighted is Aligned)

- **1. Hands-on Experience** : provide students an affordable hands-on science, math, and technology experience (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)
- **Lifelong Learning:** Self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level. (X)
- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

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Active

No

#### Activity/Experience (Measure)

Maker Space participants will design an accent lamp using a design software. They will then use Illustrator to design a graphic for the exterior of the lamp. Finally, the students will use the laser cutter to cut out the case and engrave their designs.

#### Data Collection/Evaluation Method

Sponsor Evaluation

Performance criteria will be observed during the project, and participants will be evaluated from the following scale:

1) Below Expectations 2) Meets Expectations 3) Exceeds Expectations

#### Expected Performance Level & Threshold

Meets to Exceeds

#### Collection Timeline

End of Fall Semester

### Indirect Measure

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Active

No

#### Activity/Experience (Measure)

Questions to assess how Maker Space participants perceived their ability to achieve the performance criteria used to assess the accept lamp project.

**Data Collection/Evaluation Method**

Questions

**Expected Performance Level & Threshold**

(missing)

**Collection Timeline**

End of Fall Semester

**Direct Measure**

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**Active**

Yes

**Activity/Experience (Measure)**

Maker Space participants will design a server that will operate in an aquarium. The average server uses between 40% to 60% of its power cooling the system. This Activity will allow participants the opportunity to use a non conductive fluid with an extremely low boiling point as a passive cooling system. Participants will be responsible for designing a container that will dissipate heat without loss of any cooling material or the build up of pressure within the system. Participants will also construct the server utilizing standard hardware. Finally participants will create a private server using open source software (OSS) and deploy several network applications over the internet.

**Data Collection/Evaluation Method**

Sponsor Evaluation with Rubric

**Expected Performance Level & Threshold**

70% of the students' work will meet the expected performance level for each performance indicator.

**Collection Timeline**

Fall

**2023 - 2024**

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**Submission Date**

04/15/2024

**Findings Narrative Based on Aggregated Results**

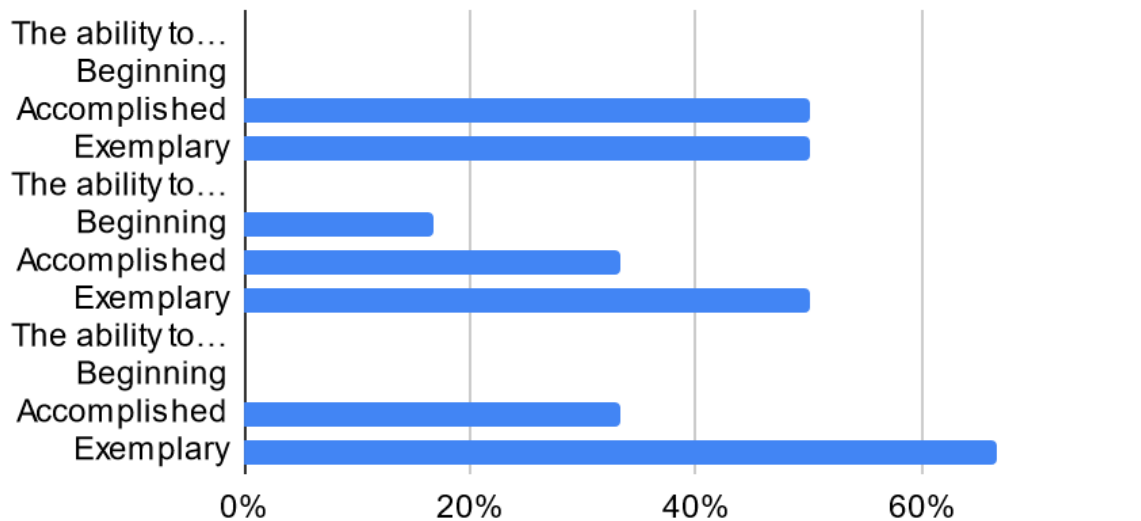
100% of the students were able to follow instructions at Accomplished or above levels with 50% of the students meeting the exemplary level.

80% of the students were able to communicate effectively with peers at accomplished or above levels with 50% meeting the exemplary level.

100% of the students were able to utilize information from external sources to solve problems at accomplished or above levels with 67% of the students meeting the exemplary level.

**Insert Charts and Graphs displaying breakdown of data/findings**

## Maker Space Direct Measure



### Outcome Conclusion

Meets/Exceeds

### Interpretation of Findings

Students struggled more than expected with communication with peers but excelled at utilizing information from external sources

### Analysis - Study of Student Learning

Students need more group projects that incorporate peer communication in order to become more fluent

### What changes were implemented based on data from the previous cycle that affected these findings?

NA

### Number of Students Assessed

6

### Plan of Action

More group activities will be planed in the furture

### Resources to Support Action

NA

### For resources that include a budget request, please provide cost breakdown and total cost.

NA

## Indirect Measure

### Active

Yes

### Activity/Experience (Measure)

Students will answer a survey to assess how Maker Space participants perceived their ability to achieve the performance criteria.

How comfortable do you feel you are at following a set of instructions?

Uncomfortable - Comfortable - Extremely Comfortable

How easy do you feel it is to communicate with the other students in the club?

Not Easy - Easy - Extremely Easy

How confident are you at gathering and filtering information from external sources?

Unconfident - Confident - Extremely Confident

## Data Collection/Evaluation Method

Rating Scale Survey Questions

## Expected Performance Level & Threshold

80% of the students; work will meet the expected performance level for each performance indicator

## Collection Timeline

Fall

2023 - 2024

## Submission Date

04/15/2024

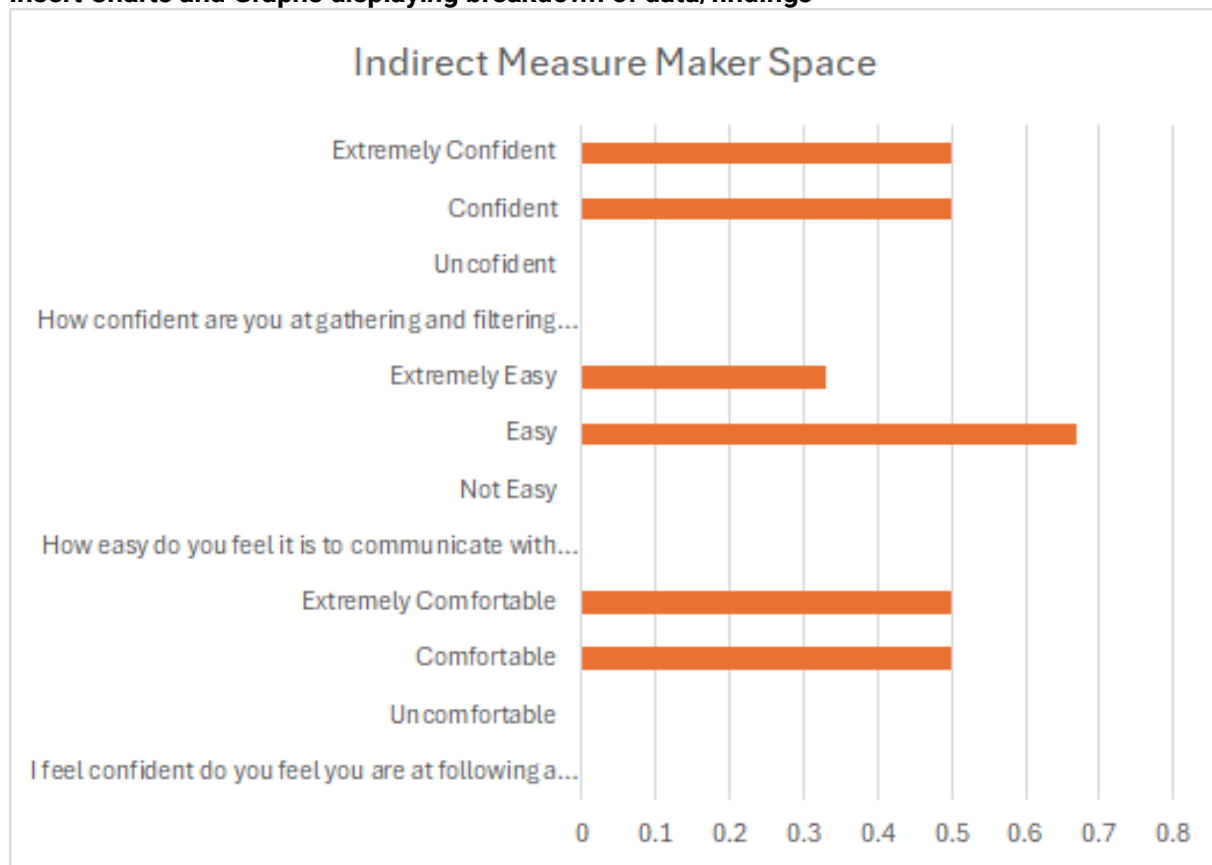
## Findings Narrative Based on Aggregated Results

100% of the students surveyed feel confident following a set of instructions with 50% of the students feeling extremely confident.

100% of the students surveyed feel at ease communicating with their team members with 33% feeling extremely at ease.

100% of the students surveyed feel confident following instructions with 50% of the students feeling extremely confident.

## Insert Charts and Graphs displaying breakdown of data/findings



## Outcome Conclusion

Meets/Exceeds

## Interpretation of Findings

When required to students feel confident at problem solving skills

## Analysis - Study of Student Learning

When engaged in a project student adapt to solve the problems at hand despite their normal tendencies.

## What changes were implemented based on data from the previous cycle that affected these findings?

New projects were added to the makers group

## Number of Students Assessed

6

**Plan of Action**

More individualized projects will be implemented in the future

**Resources to Support Action**

Funding for individualized projects



# **Assessment Report**

Co-Curricular - NASNTI Project

## Apply Foundational Concepts to College to College Algebra

---

### Student Learning Outcome

Students will apply foundational concepts of college algebra.

### Performance Indicators

Students practiced and prepared for the presentation.

Students demonstrated a depth of understanding of the concept.

Students delivered the presentation clearly to the audience

### SLO Status

Active

### Planned Assessment Cycle

2023 - 2024

### Mapping

Co-Curricular - NASNTI Project: (X - When Highlighted is Aligned)

- **Provide a proactive approach to learning** : To provide a proactive approach to learning that is reinforced through a belief in one's ability to succeed (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

---

#### Active

Yes

#### Activity/Experience (Measure)

Students will apply foundational concepts in College Algebra by making a video. The Tutor Specialist will work with the students to reinforce their understanding of the concept.

#### Data Collection/Evaluation Method

The video will be evaluated by a single point rubric using the PIs as criteria.

1-Below 2-Progressing 3- Meet Expectations 4-Exceed Expectations

#### Expected Performance Level & Threshold

100% of students will meet or exceed expected performance level for each PI and overall.

#### Collection Timeline

Summer 2023

**2023 - 2024**

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#### Submission Date

04/12/2024

#### Findings Narrative Based on Aggregated Results

Two of the six summer pilot college algebra students actively participated in the math video project. The rubric data demonstrated the project's significant impact on their learning process, as both students met or exceeded expectations on the performance indicators.

#### Outcome Conclusion

Meets/Exceeds

#### Interpretation of Findings

Students met the student learning outcome.

#### Analysis - Study of Student Learning



The students practiced and prepared for the presentation, demonstrated a depth of understanding of the concept, and delivered the presentation clearly to the audience.

**What changes were implemented based on data from the previous cycle that affected these findings?**  
This was the first year for this assessment.

#### **Number of Students Assessed**

2

#### **Plan of Action**

We will implement a similar project in our online math pilot in Fall 2024. It will be a mandatory assignment to help students actively learn math concepts. The students will either make a video or interact with one.

#### **Resources to Support Action**

The tutor and math specialists need time to create, evaluate, and provide feedback on the assignment.

#### **Indirect Measure**

---

##### **Active**

Yes

##### **Activity/Experience (Measure)**

After the learning experience, students will be given a survey with one rating scale question to assess the students' perception of mastery of the learning outcome.

On a scale from 1-5, please rate how useful completing this project was in helping you to gain a better understanding and application of this math concept.

Expected Performance Level 4-5 Threshold 100%

1-A little Useful    3- Neutral    5- Very Useful

##### **Data Collection/Evaluation Method**

Survey with one rating scale question to assess the outcome

##### **Expected Performance Level & Threshold**

100% of the students will give a rating of 4/5.

##### **Collection Timeline**

Summer 2023

#### **2023 - 2024**

---

##### **Submission Date**

04/12/2024

##### **Findings Narrative Based on Aggregated Results**

Two of the six students in the summer pilot college algebra class actively participated in the math video project. The survey data demonstrated the project's significant impact on their learning process, as both students found the experience instrumental in understanding and applying math concepts; both rated it a 5 out of 5. The students' feedback further reinforced this, stating that the project helped them organize their thoughts, explain the concept out loud, give them a better understanding, and simplify the concepts.

##### **Outcome Conclusion**

Meets/Exceeds

##### **Interpretation of Findings**

Based on the survey data, the project significantly impacted students' learning outside of the classroom.

##### **Analysis - Study of Student Learning**

The students could apply foundational concepts of college algebra to create a video shared on CASC's YouTube Channel to help current and potential students. The biggest takeaway from the assessment was to implement more active learning in tutoring and the classroom.

**What changes were implemented based on data from the previous cycle that affected these findings?**

This was the first year for this assessment.

**Number of Students Assessed**

2

**Plan of Action**

We will implement a similar project in our online math pilot in Fall 2024. It will be a mandatory assignment to help students actively learn math concepts. The students will either make a video or interact with one.

**Resources to Support Action**

The tutor and math specialists need time to create, evaluate, and provide feedback on the assignment.



# **Assessment Report**

Co-Curricular - Native American  
Association



# **Assessment Report**

Co-Curricular - Psychology Club

## 1. Identify Careers

---

### Student Learning Outcome

Psychology Club students will identify various careers in the field of psychology within their community.

### Performance Indicators

"	Description of at least three careers presented on panel
"	Main role of each career
"	Related degrees
"	Identify careers of interest
"	Action plan based on knowledge

### SLO Status

Active

### Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Psychology Club: (X - When Highlighted is Aligned)

- **1. Careers in the Field of Psychology:** To facilitate connections with careers in the field of psychology (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

---

#### Active

Yes

#### Activity/Experience (Measure)

Students will self-evaluate after the question answer panel at a local place of employment that has careers in the field of Psychology or Sociology. The professionals will introduce their educational background and describe what they do on a daily basis and then there will be time for questions.

#### Data Collection/Evaluation Method

Participant self-evaluation will be based upon established criteria to identify careers in the field of psychology.

#### Expected Performance Level & Threshold

90% of the students that participate in this activity should be able to list at least 3 careers in this field.

#### Collection Timeline

April

**2023 - 2024**

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#### Submission Date

04/25/2024

#### Findings Narrative Based on Aggregated Results

Four students participated in a tour of the Leflore County Youth Service Center, engaging in a career panel evaluation with employees from the center. During the session, employees discussed their daily job responsibilities and the educational degrees required for their positions. After completing the tour and evaluation, all students were able to list various jobs within the field of psychology. This activity provided valuable insight into potential career paths and enhanced their understanding of the field.

#### Insert Charts and Graphs displaying breakdown of data/findings

#### Career Panel Evaluations

	Student Response
1. List all careers presented today on the career panel that you can remember	2 Students -4 1 Student -3 1 Student -1
2. List the main role for each career.	4 students-listed the roles for the careers they listed
3. What degrees did the members on the career panel have?	4 students- listed the degrees needed for the occupation
4. Which Career seems the most interesting to you and why?	4 students- listed the career that interested them the most
5. Action Plan: What do you plan on doing now that you have more knowledge about various careers in the field of psychology?	4 students- had an action plan after the Leflore County Youth Service tour.

### **Outcome Conclusion**

Meets/Exceeds

### **Interpretation of Findings**

Overall, the students demonstrated proficiency or exceeded expectations in showcasing their knowledge about careers in the field of psychology. They had the opportunity to observe local careers within their chosen field and engage with experts through asking questions and gaining insights. This hands-on experience allowed them to glean valuable knowledge and insights directly from professionals in the field, enriching their understanding and broadening their perspective on potential career paths.

### **Analysis - Study of Student Learning**

Students were provided with a valuable opportunity to learn beyond the confines of the classroom during the tour of the Leflore County Youth Service Center. However, I aspire to increase student involvement in such experiential learning activities next year. By encouraging greater participation, more students can benefit from hands-on experiences and gain practical insights into their field of study. Expanding student involvement will enhance the impact of these educational opportunities and foster a deeper understanding of real-world applications in their chosen field.

### **What changes were implemented based on data from the previous cycle that affected these findings?**

Several days before our visit to the Leflore County Youth Service Center, I took the initiative to introduce students to the organization's website. We discussed various careers available within this nonprofit organization, providing them with essential background knowledge before the tour even began. This proactive approach ensured that students were well-prepared and informed, maximizing the benefits of their learning experience during the visit.

### **Number of Students Assessed**

4

### **Plan of Action**

For next year, my plan of action involves emailing all my online students about the tour to increase participation. I aim to reach a broader segment of our student population interested in pursuing psychology as a career. By actively engaging online students and encouraging their involvement in the tour, I hope to expand opportunities for them to explore potential career paths and gain valuable insights into their chosen field.

### **Resources to Support Action**

None

### **For resources that include a budget request, please provide cost breakdown and total cost.**

None

## Indirect Measure

### Active

Yes

### Activity/Experience (Measure)

Student evaluation scale based on career panel

On a scale from 1-10 how do you feel the career panel has prepared you to complete the career panel evaluation.

1 (I strongly disagree that the career panel activity has prepared me to complete the evaluation.)

10 (I strongly agree that the career panel activity has prepared me to complete the evaluation.)

### Data Collection/Evaluation Method

Student Evaluation Scale

### Expected Performance Level & Threshold

(missing)

### Collection Timeline

December

**2023 - 2024**

### Submission Date

04/25/2024

### Findings Narrative Based on Aggregated Results

Four students participated in a tour of the Leflore County Youth Service Center, where they engaged with a panel of employees discussing various careers and job descriptions within the nonprofit. Prior to the tour, the students were instructed to focus on careers in psychology and the required degrees for those positions. Following the tour and panel discussion, the students completed an informal assessment using a scale. They unanimously agreed that the career panel had greatly assisted them in their evaluation and better prepared them for future jobs in the field of psychology.

### Insert Charts and Graphs displaying breakdown of data/findings

1 Strongly Disagree	2	3	4	5	6	7	8	9	10 Strongly Agree
Student Response								1	3

### Outcome Conclusion

Meets/Exceeds

### Interpretation of Findings

The students found the career panel evaluation scale to be highly beneficial, expressing that it enabled them to demonstrate knowledge acquired through experiencing learning in a new format. They consistently rated the Psychology Club's Career Panel Evaluation with a 9 or 10, indicating strong agreement on its usefulness. Moreover, they unanimously agreed that the career panel learning experience was highly beneficial.

**Analysis - Study of Student Learning**

Upon analysis, I observed evident student learning, particularly in self-directed learning practices aimed at fostering their self-efficacy. The focus on self-directed learning facilitated the development of students' career awareness within their desired degree paths. They demonstrated a clear understanding of the direction they are pursuing in their careers, indicating effective progress in their academic and professional aspirations.

**What changes were implemented based on data from the previous cycle that affected these findings?**

Based on last year's data analysis, a key change implemented was to initiate discussions about careers with students prior to the tour. This approach aimed to build background knowledge before they engaged with the career panel. By doing so, students were better prepared to participate in meaningful discussions during the career panel sessions, maximizing the effectiveness of the learning experience.

**Number of Students Assessed**

4

**Plan of Action**

For next year, my plan of action involves emailing all my online students about the tour to increase participation. I aim to reach a broader segment of our student population interested in pursuing psychology as a career. By actively engaging online students and encouraging their involvement in the tour, I hope to expand opportunities for them to explore potential career paths and gain valuable insights into their chosen field.

**Resources to Support Action**

none

**For resources that include a budget request, please provide cost breakdown and total cost.**

none





# **Co-Curricular Assessment**

2023-2024

Co-Curricular - Oklahoma Aspiring  
Educators Association

#### General

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##### **Mission Statement**

The mission of CASC Oklahoma Aspiring Educators Association (OAEA) is to provide opportunities for education majors to develop vocational competencies for education-related careers while promoting community outreach, political action, and social justice.

## 1. Work effectively within a team structure (shared outcome)

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### Student Learning Outcome

OAEA students will work effectively within a team structure.

### Performance Indicators

Effectively Communicates with Team Members

Consistently Stays on Task

Contributes to the Team and Team Goals

Exhibits a Positive Attitude

Demonstrates Leadership and Takes Responsibility

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024, 2024 - 2025

### Mapping

Co-Curricular - Oklahoma Aspiring Educators Association: (X - When Highlighted is Aligned)

- **1. Vocational Competencies** : To develop vocational competencies for education-related careers (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

OAEA students will work together to develop a lesson plan after visiting the United States Marshals Museum. (2024-2025)

OAEA students will work together to develop a lesson plan concerning the U.S. Constitution after visiting Crystal Bridges Museum and viewing one of the original thirteen copies. (2023-2024)

#### Data Collection/Evaluation Method

Teamwork rubric

#### Expected Performance Level & Threshold

100% of students will evaluate themselves to be at Achieving or Mastering on at least three of the five performance criteria.

#### Collection Timeline

Fall

### Indirect Measure

---

#### Active

Yes

#### Activity/Experience (Measure)

Survey- Rating scale question with open-ended response

1 - No impact, 2 - Moderate impact, 3 - Strong impact

"After participating in the collaborative lesson plan, did the experience positively impact your ability to work effectively within a team structure? Explain rating."

#### Data Collection/Evaluation Method

Survey- Rating scale question with open-ended response

**Expected Performance Level & Threshold**

90% of students will report 2-3.

**Collection Timeline**

November

**Results****Submission Date**

11/27/2023

**Reporting Period**

2023 - 2024

**Findings Narrative Based on Aggregated Results**

On October 12, 2023, five OAEA members visited the Spiro Mounds Archaeological Center in Spiro, Oklahoma, and participated in a guided tour of the mounds. The students then worked as a team to create a lesson plan which could be used to teach a class of fifth graders about the Spiro People and mounds. Following the activity, participants were given the following survey question: "After participating in the collaborative lesson plan, did the experience positively impact your ability to work effectively within a team structure? Explain rating." Four out of five students (80%) indicated the activity had a "Strong impact," and one student (20%) indicated the activity had a "Moderate impact." Their comments indicated they had learned the value of working as a team and felt personal value from having contributed.

**Insert Charts and Graphs displaying breakdown of data/findings**

After participating in the collaborative lesson plan, did the experience positively impact your ability to work effectively within a team structure? Circle one and briefly explain.		
1- No impact	2- Moderate impact	3 Strong impact
Participant 1	3-Strong Impact	This helped me realize how important it will be for me to work with other teachers someday to come up with the best lesson plans.
Participant 2	3-Strong Impact	It took longer to work with the team, but we came up with a better plan than I could have by myself.
Participant 3	3-Strong Impact	We went over the characteristics of a good team member before making the lesson plan. This made me speak up more than I probably would have.
Participant 4	3-Strong Impact	It was fun to learn about AI as a team.
Participant 5	2-Moderate Impact	This was my first trip with this group, and I still felt like I needed to listen more than give my opinion.

**Outcome Conclusion**

Meets/Exceeds

**Interpretation of Findings**

After the activity, the group discussed how important the brainstorming process was to creating a team. Members expressed feeling safe to voice ideas since it had been agreed upon ahead of time that all ideas would be written down during the brainstorm session, and no ideas would be judged during that time.

### **Analysis - Study of Student Learning**

Going over the Teamwork Rubric and defining the characteristics of a good team member before the activity took a little extra time, but it was well-worth it. Even participants who are typically more introverted made contributions, understanding that their input would indicate their willingness to be a part of the team. Those individuals who have a tendency to take charge understood the goal was more about working together than asserting dominance, and the result was a genuine collaborative effort.

### **What changes were implemented based on data from the previous cycle that affected these findings?**

Last year, the activity was hindered because it was done in a van, and those in the back had a harder time participating. This time, everyone sat around a table, making all participants feel included. Also, going over the Teamwork Rubric before the activity proved beneficial. The participants understood what was expected of them up-front. Based on notes from last year, the group was encouraged to select a recorder for the brainstorming activity, and the time for brainstorming was limited to seven minutes.

### **Number of Students Assessed**

5

### **Plan of Action**

The activity was an excellent means of measuring the SLO. The only recommendation for next year would be to allow more time for students to explore the possibilities available through AI.

### **Resources to Support Action**

To complete this plan of action, students need to bring their laptops or phones in order to access AI.

### **Related Documents**

[Assessment- Teamwork Rubric.docx](#)

## **Direct Measure**

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### **Active**

Yes

### **Activity/Experience (Measure)**

OAEA students will work together to develop a lesson plan concerning the Spiro American Indians after visiting the Spiro Mounds and touring the archaeological center.

### **Data Collection/Evaluation Method**

Teamwork Rubric

### **Expected Performance Level & Threshold**

100% of students will evaluate themselves to be at Achieving or Mastering on at least three of the five performance criteria.

### **Collection Timeline**

Fall 2023

## **Results**

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### **Submission Date**

11/17/2023

### **Reporting Period**

2023 - 2024

### **Findings Narrative Based on Aggregated Results**

On October 12, 2023, five members visited the Spiro Mounds Archaeological Center in Spiro, Oklahoma, and participated in a guided tour of the mounds. The students then worked as a team to create a lesson plan which could be used to teach a class of fifth graders about the Spiro People and mounds. Next, participants evaluated their ability to work within a team structure using the attached rubric based on performance indicators.

PI 1 Effectively communicates with team members: 60% of participants indicated a level of Mastering while 40% marked Achieving.

PI 2 Stays on Task: 60% of participants felt they had mastered the ability to stay on task, 20% indicated a level of achieving, and 20% marked Developing.

PI 3 Contributes to the team and team goals: 80% of participants indicated a level of Mastering while 20% marked Achieving.

PI 4 Exhibits a positive attitude: 100% of participants marked themselves as Mastering on his performance indicator.

PI 5 Demonstrates leadership and takes responsibility: 60% of participants indicated a level of Mastering while 40 % marked Achieving.

### Insert Charts and Graphs displaying breakdown of data/findings

#### Teamwork Rubric SLO: Students will work effectively within a team structure.

Performance Indicators	Mastering	Achieving	Developing	Beginning	Comments
Effectively communicates with team members	*Always listens carefully to team members. *Demonstrates patience and respect. *Identifies and encourages team member strengths. *Collaborates with team members in a group decision making process and shares input effectively.	*Consistently listens to team members and responds with appropriate input. *Supports the efforts of the team and is respectful.	* Usually listens to shares with, is patient with, and supports the efforts of the team members. *Makes some decisions without team input.	*Occasionally listens to team members.  *Shares input but struggles to collaborate (either takes control, does not participate, or makes decisions without team input).	60% of participants indicated a level of mastering while 40% marked Achieving.
Stays on Task	*Always stays on topic *Effectively guides discussion back to topic when interruptions occur.	*Consistently stays on topic. *Attempt to guide discussion back to topic when digression occurs.	*Usually remains on topic. *Occasionally engages in brief digressions.	*Regularly distracts from the project at hand.	60% of participants felt they had mastered the ability to stay on task, 20% indicated a level of achieving, and 20% marked Developing.
Contributes to the team and team goals	*Works with team to establish common purpose and goals. *Facilitates the development of an action plan. *Carries out assigned work and supports others in completing their tasks.	*Understands common purpose and goals. *Works with team by contributing ideas to develop a plan of action and by carrying out assigned work.	*Contributes mostly useful ideas. *Follows plan of action and completes tasks.	*Sometimes provides useful ideas when participating in the group discussion. AND/OR Does what is required.	80% of participants indicated a level of Mastering while 20% marked Achieving.
Exhibits a positive attitude	*Always has a positive attitude about the task(s) and working with a team.	*Has a positive attitude about the task(s) and working with a team.	*Usually has a neutral attitude about the task(s) and working with a team.  *Attitude does not impact work.	*Has a neutral attitude about the task(s) and working with a team.  *Attitude sometimes impacts work.	100% of participants marked themselves as Mastering on his performance indicator.
Demonstrates leadership and takes responsibility	*Facilitates team assignment of responsibilities, ensuring that work is shared.  *Shows initiative and good organizational skills.	*Takes responsibility when asked or elected and shows good organizational and leadership skills within the team.	*Takes some responsibility.  *Shows leadership on certain aspects.	*Does what is required but hesitates to or does not take leadership. OR Tries to take over entirely.	60% of participants indicated a level of Mastering while 40 % marked Achieving.

### Outcome Conclusion

Meets/Exceeds

**Interpretation of Findings**

The expected performance level and threshold was that 100% of students would evaluate themselves to be at Achieving or Mastering on at least three of the five performance criteria. All five students felt they were functioning at the Achieving or Mastering level on four of the five performance criteria, exceeding the set goal.

**Analysis - Study of Student Learning**

The activity was a good one. The students were able to take the information they had just gained from the tour, sit down at a table and brainstorm together, and create a lesson plan they were all proud of. We also experimented with AI to see what kind of resources are available in helping to create lesson plans. This was extremely beneficial.

**What changes were implemented based on data from the previous cycle that affected these findings?**

Last year, our outcome conclusion was below/progressing. This may have been because we completed the activity in a van, and it was difficult for all team members to hear the discussion. Learning from that experience, this year, we sat down at a table at the Spiro Mounds to complete the activity. Everyone was able to see and hear each other, which made a significant difference. We also went over the rubric and the characteristics of good team members before beginning the activity. This allowed the students to understand ahead of time how they could best contribute to the team project.

**Number of Students Assessed**

5

**Plan of Action**

By making the necessary changes noted from last year's plan, this year's was much more successful. The desired goal was met, and the students had a very positive experience.

**Resources to Support Action**

No additional resources are needed in order to complete this plan of action.



# **Assessment Report**

Co-Curricular - Serving the New Majority



## Identify Study Skill Techniques

---

### Student Learning Outcome

Students will identify study skill techniques specific to their individual learning style.

### Performance Indicators

Identify their learning style

Identify 2 study strategies or techniques used for their specific learning style

### SLO Status

Active

### Planned Assessment Cycle

2023 - 2024

### Mapping

Co-Curricular - Serving the New Majority: (X - When Highlighted is Aligned)

- **Address specific gaps in virtual campus student support:** Address specific gaps in virtual campus student support. (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

## Direct Measure

---

### Active

Yes

### Activity/Experience (Measure)

Students in online freshman orientation will answer an open-ended question after completing a learning styles inventory lesson and quiz:

What are two study strategies used for your specific learning style?

### Data Collection/Evaluation Method

Open-ended question

### Expected Performance Level & Threshold

75% of students will identify two study strategies related to their specific learning style.

### Collection Timeline

April

**2023 - 2024**

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### Submission Date

04/23/2024

### Findings Narrative Based on Aggregated Results

Students complete an assignment where they were to list two study strategies based on their learning style. Students did not meet the expected performance indicator.

### Outcome Conclusion

Below/Progressing

### Interpretation of Findings

61% of students in online Freshman Orientation between Fall 23 and Spring 24 semesters identified two student strategies based on their results from a learning styles inventory. There are always students who stop participating in the course before we do this assignment that hurts the numbers.

### Analysis - Study of Student Learning

We received mixed feedback on this assignment. Some students find it very insightful while others struggle to find the value. The assignment works the way it is set up, but it is a multiple step assignment and some students get lost and give up before completing the entire thing or will only list one study strategy. Although we did not reach the 75% goal, 93 online students learned about their learning style and chose two ways to begin studying as a result. That is a success. We will continue to strive for 75%.

**What changes were implemented based on data from the previous cycle that affected these findings?**  
first year

**Number of Students Assessed**

152

**Plan of Action**

I think we should preface the assignment with the notion that learning styles isn't scientifically backed, but focus on how it has proven to be helpful in thinking about how you think. I think this minor shift in the way we talk about it, will help change the students perspectives and see the value it can have.



# **Assessment Report**

Co-Curricular - Softball

## 1. Apply interpersonal and technical skills (shared outcome)

---

### Student Learning Outcome

Softball athletes will apply interpersonal and technical skills.

### Performance Indicators

Athletes will be evaluated on the following criteria:

Physical Skills

Communication Skills

Mental Skills

Character Skills

### SLO Status

Active

### Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Softball: (X - When Highlighted is Aligned)

- **1. Cultivate Skills:** To cultivate sport specific skill sets (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

---

#### Active

Yes

#### Activity/Experience (Measure)

CASC student athletes will participate at the collegiate level using specific skills learned to reach pre-determined goal. At the end of the season, each student will participate in a coaches' evaluation based on a scaled rubric that includes performance indicators and

#### Data Collection/Evaluation Method

Individual coach evaluation that includes scaled rubric based upon performance

#### Expected Performance Level & Threshold

80% of the athletes will achieve Meets/Exceeds Expectations.

#### Collection Timeline

End of April

#### Related Documents

[Softball Athlete Skill Evaluation Checklist \(2\).docx](#)

**2023 - 2024**

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#### Submission Date

05/30/2024

#### Findings Narrative Based on Aggregated Results

The spring season ended with 16 softball players. I did have one player who didn't participate in any spring games due to a shoulder surgery. 16 players were evaluated for fielding percentage, all communication skills, all mental skills, and all character skills. 14 players were evaluated for slugging, batting average, and on base percentage. The 2 PO's did not hit during the season which is why they were not evaluated for offense since there was no data provided. 5 pitchers were evaluated for ERA, 2 of those pitchers were (PO's) pitchers only and the remaining 3 participated in offense. At the JUCO collegiate level, the student athletes are expected to be at the 3 rating in order to find success in their season. This year the threshold for all four PI's is 80% who achieve the 3 rating.

PI Physical Skills for fielding: The student athletes who received a rating of 2 is 6%, rating of 3 is 38% and rating of 5 is 56%. PI Skills for three offense categories: The student athletes who received a rating of 2 is 17%, rating of 3 is 38%, and rating of 5 is 43%. PI Skills for ERA for pitchers: The student athletes who received a rating of 2 is 20%, rating of 3 is 60%, and rating of 5 is 20%.

PI Communication Skills: The student athletes who received a rating of 2 is .86%, rating of 3 is 28%, and rating of 5 is 71%.

PI Mental Skills: The student athletes who received a rating of 2 is 5%, rating of 3 is 35%, and rating of 5 is 60%.

PI Character Skills: The student athletes who received a rating of 2 is .76%, rating of 3 is 17%, rating of 5 is 82%.

**Insert Charts and Graphs displaying breakdown of data/findings**

<b>Physical Skills</b>	<b>Weak 2</b>	<b>Expected 3</b>	<b>Strong 5</b>
<b>Skill 1: Fielding %</b>	6% Total 6%	38% Total 38%	56% Total 56%
<b>Skill 2: Slugging %</b>	14%	29%	57%
<b>Skill 3: Batting Average</b>	29%	36%	29%
<b>Skill 4: On Base Percentage</b>	7% Total 17%	50% Total 38%	43% Total 43%
<b>Skill 5: ERA (pitchers only)</b>	20% Total 20%	60% Total 60%	20% Total 20%

<b>Communication Skills</b>	<b>Weak 2</b>	<b>Expected 3</b>	<b>Strong 5</b>
<b>Positive Attitude</b>	0%	19%	81%
<b>Body Language</b>	6%	13%	81%
<b>Understands Directions</b>	0%	38%	63%

<b>Receives Constructive Criticism</b>	0%	44%	56%
<b>Credibility With Teammates</b>	0%	50%	50%
<b>Credibility With Coaches</b>	0%	25%	75%
<b>Coachable On The Field</b>	0%	6%	94%
<b>Total</b>	.86%	28%	71%

<b>Mental Skills</b>	<b>Weak 2</b>	<b>Expected 3</b>	<b>Strong 5</b>
<b>Emotional Control – Anxiety</b>	6%	44%	50%
<b>Emotional Control – Anger</b>	6%	38%	56%
<b>Overcome Adversity</b>	0%	19%	81%
<b>Self Confidence</b>	13%	50%	38%
<b>Motivation To Achieve Goal</b>	0%	25%	75%
<b>Total</b>	5%	35%	60%

<b>Character Skills</b>	<b>Weak 2</b>	<b>Expected 3</b>	<b>Strong 5</b>
<b>Trustworthiness</b>	0%	6%	94%
<b>Demonstrates Respect</b>	0%	6%	94%
<b>Demonstrates Responsibility</b>	0%	19%	81%
<b>Ability to lead</b>	0%	38%	63%
<b>Demonstrate Hard Work</b>	0%	6%	94%
<b>Honesty</b>	0%	13%	88%
<b>Time Management</b>	6%	13%	81%

<b>Demonstrates Leadership</b>	0%	38%	63%
<b>Total</b>	.76%	17%	82%

### **Outcome Conclusion**

Meets/Exceeds

### **Interpretation of Findings**

The findings for each category met or exceed the 80% requirement. I believe it is not only important to learn the skills, fundamentals, and mechanics of softball but to learn how to become a better individual. Therefore, that is why I added the communication skills, mental skills, and character skills since merely all those traits will transfer into their daily life or professional jobs. The data for the fielding category combined the rating of 3 and 5 exceeded with 94%. The data for the offense category combined the rating of 3 and 5 exceeded with 81%. The data for the ERA category combined the rating of 3 and 5 exceeded with 80%. The data for the communication skills combined the rating of 3 and 5 exceeded with 99%. The data for the mental skills combined the rating of 3 and 5 exceeded with 95%. The data for the character skills combined the rating of 3 and 5 exceeded with 99%.

### **Analysis - Study of Student Learning**

I feel as the student athletes not only met the 80% requirement of receiving a rating 3 or higher they very much so exceeded the standard. This year I had 9 sophomores who understood our goal as a team. My goal was to create women amongst girls who would make a positive difference in the world, meanwhile leaving their legacy and creating attainable goals for fellow females. Comparing this year to last year, this year I had 9 strong sophomores who set the standard for our many freshmen to follow. Last year, I only had 1 sophomore and 11 freshmen. This year we increased our overall team number to 16 which made all the difference in the classroom and on the softball field.

To dig deeper into exactly how successful my softball team truly is, I would like to add graduation rate and pass or fail classes. Academics are the vital key into allowing one to become a student athlete. This spring we had a team GPA of 3.5 with 8-16 ladies obtaining 4.0 in the spring semester and 6-16 ladies obtaining 4.0 in the fall semester.

Next year, I would like to remove number 2 and number 4 on the skills rating, and simply use 1 needs improvement, 2 meets expectation, and 5 exceeds expectation. I would also like to add an academic portion to show how well my softball girls are performing in the classroom since that is merely what our student athletes are attending our college for.

### **What changes were implemented based on data from the previous cycle that affected these findings?**

Establishing correct fundamentals and mechanics early in the year such as August and September. Allowed the student athletes to buy into the tradition and culture that I'm creating here at CASC. This year I provided more feedback to each individual on offense, defense, and pitching regardless if they asked or not. I wanted to allow each individuals the opportunity to improve on the skills they were lacking in order to provide the best chance for them to complete and solidify a position. The finding from last year were below/progressing and rightfully so given it was my first year in my position. My goal was to increase the numbers for all four PI's with a purpose while being genuine and transparent.

### **Number of Students Assessed**

16

### **Plan of Action**

In the fall, I will incorporate more small training groups such as infield, outfield, and pitcher/catchers. This will allow me to work more one on one with each individual in their primary positions. I believe this will create a better opportunity for each individual to complete and secure their position on the team. This way each individual will know exactly what I'm looking for and be able to make adjustments early in the year when needed.

Increase my time with the pitchers and catchers to better ensure we are all on the same page. Creating a leader board that will be a visual representation of stat leaders in the fall and spring. Designate bi-weekly meeting with the student athletes to review their video clips from games and intersquads. Provide more team bonding opportunities throughout the whole year, preferably at no cost if possible.

#### **Resources to Support Action**

Creating practice plans within the first 4 weeks that incorporates small group practices to increase the rate of success and progression.

Creating practice evaluations twice a week. This will justify if the student athletes are benefiting from their allotted practice time and to prevent practice from becoming tedious.

Utilizing the indoor facility for more one on one work for each individual. Utilizing the indoor facility not only on cold or rainy days. Mindful of hiring a GA who can help with pitching then I can focus more on offense and defense.

#### **For resources that include a budget request, please provide cost breakdown and total cost.**

The shade structure above all three bleachers will replace the canopy that was torn last summer due to a thunderstorm. We hosted 24 home games this spring, will host 10 events this summer, and 5-6 home games for the upcoming fall, the shade will benefit family members of our players and the family members of the opponent since we have no tree's near the bleachers.

The press box will be useful for our personal softball technology to record our home games and intersquads. Our camera, hot spot, and battery charger all overheat since it's in direct sunlight and ruin when rain storms pop up unannounced. The press box will be useful for our announcer to utilize for the National Anthem, music, line up announcing, score board, and stat keeping. The press box will also be useful for recruiting purposes since we host several festivals throughout the year and us being a neutral site for our conference for the 2025 season.

#### **Property:**

Press box and shade structure for all bleachers = \$10,000 completed in house

Upgrade scoreboard = \$14,768

Irrigation sprinkler system = \$30,000 - \$75,000

#### **Related Documents**

[2024 Softball Athlete Skill Evaluations.pdf](#)





# **Assessment Report**

Co-Curricular - Student Support Services  
(Sallisaw)

## Identify Steps to Improve Credit

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### Student Learning Outcome

After participating in the financial literacy workshop, SSS students will be able to identify steps to improve their credit.

### Performance Indicators

Identify two steps to improve credit

### SLO Status

Active

### Planned Assessment Cycle

2023 - 2024

### Mapping

Co-Curricular - Student Support Services (Sallisaw): (X - When Highlighted is Aligned)

- **1. Proactive Approach to Lifelong Learning:** To foster a proactive approach to lifelong learning by providing financial literacy information to low income/first generation students (X)

Co-Curricular Dimensions: (X)

- **Lifelong Learning:** Self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level. (X)

## Direct Measure

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### Active

Yes

### Activity/Experience (Measure)

Students will be asked a series of questions regarding the information presented at the financial literacy workshop:

Was the information presented beneficial to you as a student/citizen?

What are two things needed to establish good credit?

What was most impactful to you and how will you apply to your everyday life?

What additional information do you think is needed to help improve your credit?

### Data Collection/Evaluation Method

Open ended survey question

### Expected Performance Level & Threshold

85% of students will identify at least two steps to improve their credit.

### Collection Timeline

December 2023

**2023 - 2024**

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### Submission Date

12/11/2023

### Findings Narrative Based on Aggregated Results

A large majority of students who attended the Financial Literacy workshop were able to list two steps to improve their credit. Eighty seven percent of students in attendance were able to list two steps. This met the expected performance level

### Outcome Conclusion

Meets/Exceeds

### Interpretation of Findings

Eighty seven percent of students in attendance were able to list two ways to improve their credit. Paying bills in a timely manner and establishing a consistent work history were the examples listed the most in the survey.

**Analysis - Study of Student Learning**

The presentation from the Arvest local banker was an advantage to the workshop. The students enjoy getting information from a community member. The survey showed that students were able to list steps in improving their credit. Students were able to hear how their credit can not only impact today, but the future of their financial well-being.

**What changes were implemented based on data from the previous cycle that affected these findings?**

Students were given a survey instead of a focus group this reporting period.

**Number of Students Assessed**

19

**Plan of Action**

For the next workshop, ask a different bank to present. Form a small focus group to discuss the presentation.

**Resources to Support Action**

Contact a different local bank to present. Armstrong Bank or Firststar Bank in Sallisaw are two options. Ask for a donation of lunch for workshop.



# **Assessment Report**

Co-Curricular - Trio Civic Leadership Club

## Recognize Civic Engagement and Commitment

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### Student Learning Outcome

After participating in the Trio Civic Leadership Club, participants will recognize civic engagement and commitment.

### Performance Indicators

Provides evidence of experience in civic-engagement activities (civic identity)

Reflects a growing commitment to civic action (commitment)

### SLO Status

Active

### Planned Assessment Cycle

2023 - 2024

### Start Date

01/26/2024

### Mapping

Co-Curricular - Trio Civic Leadership Club: (X - When Highlighted is Aligned)

- **1. Civic and Social Responsibility:** To cultivate a sense of civic and social responsibility by promoting and participating in civic engagement (X)

Co-Curricular Dimensions: (X)

- **Civic and Social Responsibility:** The commitment and ability to identify, engage in, and contribute to local and global communities (X)

### Indirect Measure

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#### Active

Yes

#### Activity/Experience (Measure)

A pre-survey will be given at the beginning of the Club meetings, and a post survey will be given following civic service engagement for the academic year.

The pre and post survey will be evaluated by a single point rubric at the end of the academic year.

The survey will consist of the following questions:

1. Before joining the Trio Civic Leadership Club, how often did you participate in civic activities? (If so, please explain)
2. How would you rate your understanding of social service needs before joining the club?
3. How has your understanding of social service needs changed since joining the club?
4. On a scale of 1-5, rate your level of awareness about local social service organizations.
5. Have you ever participated in any social service activities before the club? If yes, please provide details.
6. Do you feel more motivated and committed to make a positive impact in your community since joining the club?
7. How has the Trio Civic Leadership Club influenced your perspective on civic engagement and social service needs?

#### Data Collection/Evaluation Method

The pre and post survey will be evaluated by a single point rubric at the end of the academic year.

#### Expected Performance Level & Threshold

90% of participants will meet standards/exceeds standards

#### Collection Timeline

Spring 2024

**2023 - 2024**

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**Submission Date**

04/29/2024

**Findings Narrative Based on Aggregated Results**

The students exceeded expectations in fulfilling community service acts. Club officers were appointed to organize meetings and explore civic service opportunities throughout the year, motivating students to become more involved. This resulted in the completion of three additional civic service acts compared to the previous school year.

**Outcome Conclusion**

Meets/Exceeds

**Interpretation of Findings**

In the Post Survey, the feedback from students showed success in meeting the expected performance level of their personal growth and sense of civic responsibility. Many reported an increased understanding, leadership skills, and expressed they gained interest in completing more projects for community help in the future.

**Analysis - Study of Student Learning**

The Learning Dimension Civic and Social Responsibility was supported by the completion of four civic service acts by students throughout the school year. This assessment was beneficial in collecting data through questionnaires at the beginning and end, that showed increase in the student's interest to become more active in their communities.

**What changes were implemented based on data from the previous cycle that affected these findings?**

The club's new name feels inclusive to all students, no longer seeming tied to only SSS members. Appointing club officers increased student engagement by allowing them to select civic service activities and meeting schedules.

**Number of Students Assessed**

10

**Plan of Action**

Despite the overall success of civic service efforts, some challenges were identified: resource constraints, and limited community outreach areas.

**Resources to Support Action**

To address these challenges, I plan to explore grant funding opportunities to increase resources, and possibly create on campus and in community partnerships with other clubs and organizations to enhance outreach and engagement.



# **Assessment Report**

Co-Curricular - Viking Ambassadors

## Apply Leadership Skills

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### Student Learning Outcome

After participating in the Viking Ambassador program, students will apply leadership skills in professional settings.

### Performance Indicators

Effectively communicates with team members and prospective students

Exhibits time management

Takes responsibility

Exhibits a positive attitude

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Viking Ambassadors: (X - When Highlighted is Aligned)

- **1. Leadership and Communication :** To further develop leadership and communication skills through the administration of campus tours (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Viking Ambassadors will demonstrate leadership by conducting and scheduling campus tours for prospective students.

#### Data Collection/Evaluation Method

Leadership rubric

#### Expected Performance Level & Threshold

90% of students will be at accomplished.

#### Collection Timeline

May





# **Assessment Report**

Co-Curricular - Wrestling Mens

## Apply Interpersonal and Technical Skills

---

### Student Learning Outcome

Athletes will apply interpersonal and technical skills.

### Performance Indicators

Technical Skills

Communication Skills

Character Skills

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Wrestling Mens: (X - When Highlighted is Aligned)

- **Develop Technical and Tactical Skills:** To develop the technical and tactical skills related to the sport of wrestling, as well as the physical training skills that the sport demands for success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

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#### Active

Yes

#### Activity/Experience (Measure)

Technical Skills: We will use the trackwrestling statistical application to measure relative stats, which reflect the players' ability to perform within certain technical categories.

Communication and character skills will be evaluated by an ongoing chart we keep throughout the year. This chart is designed to keep track of "offenses" that fall under these categories. Lack of communication and character issues are kept track of so that we have data to provide feedback to our players when we have to address issues.

We have established what the expectations are within each of these categories and made public to our players. Some of the outcomes are evaluated at the end of the year, but we can simply break down the progress of each guy to see if they are on pace to meet the learning outcome.

#### Data Collection/Evaluation Method

At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

#### Expected Performance Level & Threshold

75% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

#### Collection Timeline

March

**2023 - 2024**

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#### Submission Date

04/19/2024

#### Findings Narrative Based on Aggregated Results

Based on a sufficient amount of data, athletes met the expected performance levels in all three categories. The expected performance level for all skills is a 3 - 4 range, which is the expected level of skills for this collegiate level. The threshold for all three PIs is 80%, which was met by Technical Skills (85%), Tactical Skills (86%), and Physical Skills (81%).

**Insert Charts and Graphs displaying breakdown of data/findings**

Technical Skills	Weak 1-2	Expected PL 3 -4	Strong 5
Neutral Offense	20%	65%	15%
Neutral Defense	15%	75%	10%
Top	10%	60%	30%
Bottom	15%	70%	15%

Tactical Skills	Weak 1-2	Expected PL 3-4	Strong 5
Ability to read situations	20%	70%	10%
Knowledge of rules	10%	85%	5%
Knowledge of self	33%	67%	-
Knowledge of team goals	10%	70%	20%

Physical Training Skills	Weak 1-2	Expected PL 3-4	Strong 5
Strength	15%	65%	20%
Speed	25%	60%	15%
Flexibility	15%	70%	15%
Balance	20%	60%	20%

**Outcome Conclusion**

Meets/Exceeds

**Interpretation of Findings**

The data suggests that a considerable majority of student athletes met the expected performance levels. Given that our goal was to meet the 80% threshold on all three categories, our findings validate the successes we had this season. These goals are met by teaching athletes the techniques needed to be successful wrestling at the collegiate level and is strengthened by a sufficient strength and conditioning program. The data suggests that athletes are most strong in technical and tactical skills; furthermore, that the strength and conditioning program set in place this year was a success.

#### **Analysis - Study of Student Learning**

The strength and conditioning program proved to be beneficial to the learning experience and assessment process. Our biggest from the fata is that we need to continue to implement our strength and conditioning program; moreover, further strengthen areas of weakness, such as: Neutral Defense, Topo Work, Speed, etc. We will continue to document athlete progress and may supplement strength days for technical days.

#### **What changes were implemented based on data from the previous cycle that affected these findings?**

From the previous year, we expanded the weight room into the wrestling room, buying new equipment and hiring two new strength and conditioning coaches.

#### **Number of Students Assessed**

35

#### **Plan of Action**

We plan on continuing to create a structured calendar that emphasizes/improves strength & conditioning and implement technical days when needed. We also plan on further expanding our weight room to include more area for athletes to workout in, which will make our practices more efficient. We plan on documenting workouts and recovery schedules to also help keep athletes healthy throughout the season.

#### **Resources to Support Action**

A major resource that would support out action is a new weightlifting facility. This would allow wrestling, in addition to other sports on campus, to better allocate times for skills training since we would not have to split groups because of spatial issues. There are two coaches on staff to cover the men's and women's team, so another coach on staff would help support these actions as well.



# **Assessment Report**

Co-Curricular - Wrestling Womens

## Apply Interpersonal and Technical Skills

---

### Student Learning Outcome

Athletes will apply interpersonal and technical skills.

### Performance Indicators

Technical Skills

Communication Skills

Character Skills

### SLO Status

Active

### Planned Assessment Cycle

2022 - 2023, 2023 - 2024

### Mapping

Co-Curricular - Wrestling Womens: (X - When Highlighted is Aligned)

- **Develop Technical and Tactical Skills:** To develop the technical and tactical skills related to the sport of wrestling, as well as the physical training skills that the sport demands for success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

### Direct Measure

---

#### Active

Yes

#### Activity/Experience (Measure)

Technical Skills: We will use the trackwrestling statistical application to measure relative stats, which reflect the players' ability to perform within certain technical categories.

Communication and character skills will be evaluated by an ongoing chart we keep throughout the year. This chart is designed to keep track of "offenses" that fall under these categories. Lack of communication and character issues are kept track of so that we have data to provide feedback to our players when we have to address issues.

We have established what the expectations are within each of these categories and made public to our players. Some of the outcomes are evaluated at the end of the year, but we can simply break down the progress of each guy to see if they are on pace to meet the learning outcome.

#### Data Collection/Evaluation Method

At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

#### Expected Performance Level & Threshold

75% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

#### Collection Timeline

March

**2023 - 2024**

---

#### Submission Date

04/23/2024

#### Findings Narrative Based on Aggregated Results

Based on a sufficient amount of data, athletes met the expected performance levels in all three categories. The expected performance level for all skills is a 3 - 4 range, which is the expected level of skills for this collegiate level. The threshold for all three PIs is 80%, which was met by Technical Skills (85%), Tactical Skills (86%), and Physical Skills (81%).

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**Outcome Conclusion**

Meets/Exceeds

**Interpretation of Findings**

The data suggests that a considerable majority of student athletes met the expected performance levels. Given that our goal was to meet the 80% threshold on all three categories, our findings validate the successes we had this season. These goals are met by teaching athletes the techniques needed to be successful wrestling at the collegiate level and is strengthened by a sufficient strength and conditioning program. The data suggests that athletes are most strong in technical and tactical skills; furthermore, that the strength and conditioning program set in place this year was a success.

#### **Analysis - Study of Student Learning**

The strength and conditioning program proved to be beneficial to the learning experience and assessment process. Our biggest from the data is that we need to continue to implement our strength and conditioning program; moreover, further strengthen areas of weakness, such as: Neutral Defense, Topo Work, Speed, etc. We will continue to document athlete progress and may supplement strength days for technical days.

#### **What changes were implemented based on data from the previous cycle that affected these findings?**

From the previous year, we expanded the weight room into the wrestling room, buying new equipment and hiring two new strength and conditioning coaches.

#### **Number of Students Assessed**

20

#### **Plan of Action**

We plan on continuing to create a structured calendar that emphasizes/improves strength & conditioning and implement technical days when needed. We also plan on further expanding our weight room to include more area for athletes to workout in, which will make our practices more efficient. We plan on documenting workouts and recovery schedules to also help keep athletes healthy throughout the season.

#### **Resources to Support Action**

A major resource that would support our action is a new weightlifting facility. This would allow wrestling, in addition to other sports on campus, to better allocate times for skills training since we would not have to split groups because of spatial issues. There are two coaches on staff to cover the men's and women's team, so another coach on staff would help support these actions as well.