

WESTMONT INTERCOLLEGIATE ATHLETICS DEPARTMENT 2010-2011 ANNUAL ASSESSMENT UPDATE

I. Mission Statement, Program Goals, Program Learning Outcomes, Curriculum Map and Multi-Year Assessment Plan

A. Mission Statement:

Westmont College Athletics is a community committed to cultivating maturity of mind, body and spirit through the rigorous pursuit of athletic excellence, integrated learning and Christ-centered leadership.

<http://blogs.westmont.edu/athletics/mission/>

B. Program Learning Outcomes:

Outcome #1: Student-athletes will be able to improve their physical strength and fitness on a yearly basis.

- a. Benchmark: 75% of student-athletes improve strength and fitness
- b. Measurement: P3 test results changes in scores
- c. Other measurements: Other testing coaches utilize

Outcome #2: Athletic teams will improve their athletic performance over recent years with a goal winning percentage of 60%. In addition, we will improve yearly in the Director's Cup standings with a goal of finishing in the Top 10% of NAIA schools.

- a. Win/loss records
- b. Director's Cup standings

Outcome #3: Student-athletes receiving athletic financial aid will be able to balance the rigorous demands of the classroom and the demands of intercollegiate competition and succeed in both.

- a. Student-athletes receiving athletic financial aid will graduate at or above the "general student" graduation rate.
- b. The cumulative GPA for all student-athletes will be 3.0 or above

C. Curriculum map:

Due to the fact that athletics has no curriculum, teams work according to their individual team schedules to achieve their learning outcomes.

D. Multi-Year Assessment Plan: See Appendix A

II. Follow up on action items:

We systematically worked through our “Next Steps” from last year’s assessment report. Of primary importance to us in this year’s plan, was to discuss and revise our mission statement. We met multiple times throughout the year with all of our coaches and athletic department staff to discuss how we could better express what our mission is as a department. Kirsten Moore, associate athletic director, worked with Debra Quast, library services, to research other athletic department mission statements. Then we met as a department and brainstormed key words and phrases that we believed were integral to our mission. After that brainstorming session, department members took all of the brainstormed ideas and each wrote a potential mission statement. We met again with all department members to share our ideas. We were very pleased with our final outcome. We believe that it accurately represents the most important parts of our mission as an athletic department and that is also strongly supports the mission of Westmont College. Notes from our department meetings regarding our mission statement revision may be found in the Assessment Data Folder of our PR Archives. The final revised mission statement reads:

Westmont College Athletics is a community committed to cultivating maturity of mind, body and spirit through the rigorous pursuit of athletic excellence, integrated learning and Christ centered leadership.

This action item of rewriting our mission statement took all of our department meeting time throughout the year and we were not able to thoroughly discuss the option of adding an objective on leadership. We will carry this on as an action item for the upcoming year. We do feel that leadership development is key to what we do as a department, and we want to fully discuss the potential for measurability of a leadership related student learning outcome.

Our third action item was to assess student learning outcome #3, which we accomplished as discussed in the following section.

III. 2010-2011 Focus

Outcome #3: Student athletes receiving athletic financial aid will be able to balance the rigorous demands of the classroom and the demands of intercollegiate competition and succeed in both.

A. Summary:

Student-athletes and student (non-athlete) GPA's were obtained from the registrar's office in 2010 and 2011. GPA's were averaged for the two different groups, which are presented in Appendix B. During 2010 and 2011, student-athlete GPA's were slightly below that of the general student population, but very near our goal of 3.0 (2.99 and 2.98 for years ending in 2010 and 2011 respectively). The table in Appendix B also shows the percentage of student-athletes that have a GPA equal to or higher than the student (non-athletes) GPA's. This table shows that a significant percentage of student-athletes have a GPA that is equal to or higher than the rest of the student population; 35% in 2010 and 30.5% in 2011.

We also obtained data from the provost's office that shows the graduation rate of student-athletes that receive athletically related financial aid and the overall Westmont student graduation rate (Appendix C). Appendix C shows that the average graduation rate for student-athletes from the cohort¹ years of 1996-1999 is 78% while the average graduation rate for the general student population for this same time frame is 70%. In addition, the graduation rate for the cohort year of 2004 was also higher than the general student population (82.1% vs. 76.7% respectively).

B. Interpret the results:

We were pleased to see that our overall student-athlete graduation rate continued to exceed the general student graduation rate over the past two years. The increase in our student-athlete graduation rate reflects the informal discussions and intentional steps the department has taken to help our student-athletes in the classroom. Additionally, we believe that the hiring of a part-time advisor for student-athletes will build on this success. While there was no meaningful change in student-athlete GPA's, the number of student-athletes with GPA's above the general student average declined from 35 to 31%. Because overall student-athlete GPA's remained the same, this decline in the percentage of high academic student-athletes could also indicate a similar reduction in the number of low academic student-athletes. While we feel that a study of only two years is not a sufficient amount of time

¹ A "cohort year" refers to the group of students who began Westmont as freshmen in that particular year. In accordance with government tracking standards, graduation rate is based on a six year window from their cohort year. So this year in 2010, we evaluated the graduation rate for cohort year 2004.

to make any significant opinions on student- athlete GPA's, these numbers highlight the need to be proactive and to continue to find new ways to help our student-athletes succeed in the classroom. The immediate advantage of assessing these trends is that it allows us to focus our conversations on student-athlete academic performance.

C. Close the loop:

As we look at our data, we realize that we are close but are not reaching our goal of a 3.0 cumulative GPA for our student-athletes. As a department we discussed ways that we can help our student-athletes improve their overall GPA's, and thus meet our goal. The following steps have been taken:

1. We have added a part time academic advisor for student-athletes. This advisor will be a resource as well as provide additional accountability for student-athletes to better reach their academic goals. The advisor will meet with athletes to help advise students in class selection, graduation plans, and can also hire tutors for athletes who are having a particularly difficult time in a specific class.
2. We have provided coaches with team GPA breakdowns. This enables coaches to emphasize academic success with their athletes. For example, because the women's basketball team is under their goal GPA of 3.0, their coach has implemented study hall twice a week for a total of 4 hours of additional structured study time.

The Westmont Athletic coaching staff is very pleased with the initial response we have had from the student-athletes and their embracing the usage of the academic advisor. As a coaching staff we are also finding that having our athletes GPA's made more available to us, allows us to be more involved in the academic portion of their college experience and to help them to be more successful.

We anticipate having more brainstorming meetings as a department in the very near future to see if we can come up with additional tactics in aiding our athletes in their academic success.

IV. Next Steps:

A. Action items:

1. Consider as a department how we might add an objective on leadership.
 - a. Discuss in department meetings

- b. Consult with Dean of Curriculum and Educational Effectiveness about how this might be measurable
- 2. Focus for 2011-12 on assessing Student Learning Outcome #1
 - a. Continue recording athlete's P3 test results
 - b. Obtain any additional testing results from coaches of individual sports
 - c. Analyze data

B. Progress made this year and due date for 6 year report:

The Program review committee is discussing this, as we currently have no date set for our 6-year report. Because we are in the second year of our assessment plan, we think it most relevant to follow out our multi-year assessment plan and prepare our six year review in 2014-15.

V. Appendices

Appendix A – Multi year plan

Appendix B – Student – Athlete GPA comparison

Appendix C – Graduation rate comparison

Appendix D – Program Review Committee memorandum dated December 23, 2011, written in response to our 2009-2010 Assessment

APPENDIX A

Intercollegiate Athletics Department
MULTI-YEAR PLAN

Outcomes	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Means of Assessment, Benchmark and Status
Improve Physical strength & fitness yearly					X		P3 test results, coaches tests
Win 60% of games & Top 10% Directors Cup			X			X	W/L %, Directors Cup standings
Balance demands of academics and athletics				X			Graduation rate & GPA data
Projects							
Consider refining mission statement				X			Examples from Debra Quast
Consider adding leadership objective				X	X		Department discussions

Comments/Reflections:

Will carry over project about leadership objective into 2011-12 assessment

**APPENDIX B
WESTMONT COLLEGE ATHLETICS**

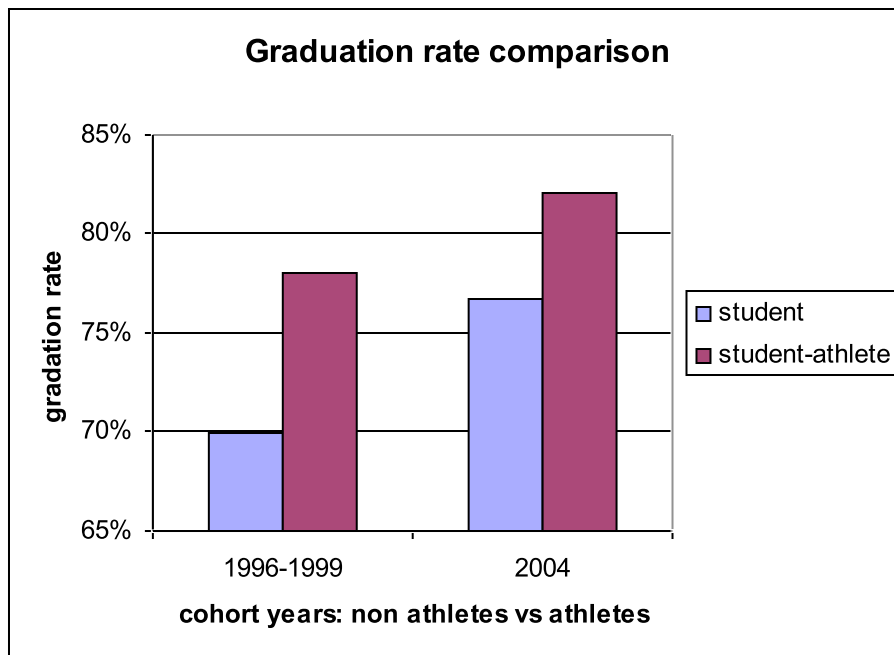
Student/Student-Athlete GPA comparison

	2009-10	2010-11
Average Student GPA	3.21	3.2
Average Student-Athlete GPA	2.99	2.98
% of student-athletes with GPA equal to or higher than student GPA	35%	30.5%

**APPENDIX C
WESTMONT COLLEGE ATHLETICS**

Graduation rate comparison of student athletes vs general student population

	Cohort Years 1996-99	Cohort Years 2004
General student population graduation rate	70%	76.7%
Student-athlete graduation rate	78%	82.10%



APPENDIX D

PROGRAM REVIEW COMMITTEE MEMORANDUM

Date: December 23, 2010

To: Department of Intercollegiate Athletics/ Dave Odell and Kirsten Moore

From: PRC/ Tatiana Nazarenko

Re: Response to Annual Assessment Report 2009-2010

Thank you for submitting your 2010 Annual Assessment Update Report. The Program Review Committee appreciated your time and the efforts put into preparing this report.

We commend your department on the following accomplishments:

- drafting your mission statement with the intention to refine it in the 2010-2011 academic year reducing the number of program/ student learning outcomes (P/SLO) from eight to three, which makes your assessment process manageable and less time-consuming
- collecting and analyzing the assessment data as well as take actions suggested by these data
- setting clear benchmarks for student outcomes and identified appropriate measurement tools
- developing a realistic Multi-Year Assessment Plan.

It is clear in your report that with new leadership your department has a good sense of itself, of long-term departmental goals and what it values in relation to time, resources, personnel, and student athletes' success. Your department is also to be commended on effective planning and implementation of the assessment results.

The following body of the response is tailored directly to specific sections of your report and relevant appendices. It addresses the major items identified by the reviewer. Other assessment-related issues will be discussed during your departmental meeting with the Dean of Curriculum and Educational Effectiveness.

Mission

In my opinion, the first two points of your current mission can evolve smoothly into a clear, concrete and concise statement to provide the framework within which your departments' coaching and character building strategies are formulated and executed.

Regarding the third point, I would argue that the first two goals of your mission statement cultivate students' maturity irrespective of your students' involvement in the life of the college, even though student athletes' participation in college activities can be very beneficial for their development.

Concerning the fourth category, "to consistently compete at the highest level sponsored by the NAIA," I would encourage you to collaborate with the Library staff on researching how other athletic departments formulate this particular goal and incorporate it in their mission statements. I realize that this goal is very important for your department. However, in its present wording it sounds more like a performance indicator than an integral part of a mission statement.

When you complete refining your mission statement, the PRC would ask you to post your mission statement, SLOs and multi-year assessment plan on the Westmont Athletics website.

Program / Student Learning Outcomes

You have made considerable progress by reducing the number of your program learning outcomes to focus on just three of them during this six-year assessment cycle with the possibility of adding a fourth one on leadership. In order to preserve the good work completed in the previous years, I would suggest that you store all the delisted outcomes along with the developed assessment tools (rubrics) in the Assessment Data folder of your PR Archives. This way, your delisted outcomes will be available whenever you need to revisit them and make the decision whether to use them in the future.

2009-2010 Focus

It is commendable that you have focused on one student learning outcome this past academic year and thoroughly researched the options for improving student athletic performance. It is also laudable that you measured athletic team's performance internally (weekly win-loss record) and externally (against other colleges in the Annual Director's Cup standing and against GSAC competitors) and that you developed an action plan based on your data analysis.

The PRC committee applauds your implementation of strategies developed in response to the collected data including enhancing recruitment opportunities through focusing fundraising efforts on raising money for scholarships, establishing the Student-Athlete Grant and the Director's Club, strengthening the relationships with alumni, and purchasing an on-line computer database service Scoutware for coaches. Given that the end of assessment is action your department is on the right track. Keep up the good work!

The PRC is also appreciative of your efforts to improve overall students-athlete health care to help them perform to the best of their abilities. We are looking forward to learn more about your success in this area in future years.

Next Steps

The PRC committee appreciates the clarity that you provided for this area. I am pleased to see that you will be working on one specific outcome and have already undertaken concrete steps towards assessing student athletes' performance in relation to this outcome.

I think that it will be beneficial for your department to collaborate with academic librarians on your mission statement research project and encourage you to work with the Library staff -- to the extent possible -- on other projects as well.

I will be happy to discuss the measurability of your leaderships learning outcome. Have you considered the possibility to request the library staff to research how other athletic departments utilize and measure this specific outcome to support your decision-making process? I would also recommend you to make use of educational effectiveness resources posted at the Provost Website. The URL is http://www.westmont.edu/offices/institutional_portfolio/program_review/ProgramReview-FacultyResources.html

Appendices, Organization, and Archives

The PRC would like to acknowledge Kirsten Moore's effective report-writing skills. Your assessment report is clear, succinct, and informative. All the claims are corroborated by the collected data, which is laudable. The report follows the Annual Assessment Report Template and includes all the required and available data but it lacks pagination. We expect that you will address this issue in your subsequent reports.

As of today, the report has not been downloaded in the Program Review Archives. Nor does it follow the established naming conventions. Please, download the report in your folder of the PRC Archives upon correcting its title. You might use downloading guidelines which are outlined in the file "How to Access Program Review Archives" of the Program Review folder at the Provost Website. The same file contains naming conventions and the suggested structure of your folder in the PR Archives.

Next Year

You have a strong sense of what you are doing, and the PRC, again, commends the department on its laudable work. Based on my review of your report and assessment activities conducted by your Department, the PRC would expect you to focus on the following three items in this academic year and report on their progress in your next your annual report: 3

- Work systematically through your Next Steps. Keep working on your goals, which are clear and have achievable end results.
- Post your revised mission statement, SLOs, and Multi-Year Assessment Plan on the departmental website. This way, you do not have to include these materials in your next annual report.
- Meet with the Dean of Curriculum and Educational Effectiveness to discuss your assessment plans and strategies.

Thank you again for your good work. The PRC is looking forward to seeing the results of your assessment. Please, let us know how we can serve your department better.