

# Assessment: Course Four Column

SPRING / SUMMER 2016



## El Camino: Course SLOs (HSA) - Adapted PE

### ECC: PE 400:Adapted Fitness

Course SLOs	Assessment Method Description	Results	Actions
<b>SLO #1 Components</b> - Students will define the components of physical fitness and the methodology to improve each component. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017) <b>Input Date:</b> 11/12/2013	<b>Exam/Test/Quiz</b> - Students were given a 10 question quiz on the components of fitness and the methodology to improve each component. Questions were short answer/fill-in. <b>Standard and Target for Success:</b> 75% of students should achieve a grade of 9-10 (4 on the rubric) on the quiz.	<b>Exam/Test/Quiz</b> - 8 questions on the midterm exam dealt with the components of fitness and methods for improving the components. <b>Standard and Target for Success:</b> 70% of the students will earn a rubric score of 3-4 > 4.	
<b>SLO #2 Benefits</b> - Students will describe the benefits regular exercise. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 11/12/2013	<b>Exam/Test/Quiz</b> - Students were given an exam that had 5 questions describing the benefits of regular exercise. <b>Standard and Target for Success:</b> 100% of students should be able to describe 3 benefits, and 80% should be able to describe 5 benefits of regular exercise.		

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<p><b>SLO #3 Body Composition</b> - Students will identify strategies to estimate and improve body composition.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/12/2013</p>	<p><b>Exam/Test/Quiz</b> - 5 test questions were developed on estimating and identifying strategies to improve body composition for inclusion on a mid-term exam.</p> <p><b>Standard and Target for Success:</b> 70% of students will score a 3 or 4 on the rubric</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>75 students in 4 sections of PE400 took the mid-term exam that included 5 questions on body composition.</p> <p>Rubric-</p> <p>5 correct = 4 4 correct = 3 3 correct = 2 2 or less correct = 1</p> <p>49 students earned a 4 (65%) 7 students earned a 3 (10%) 6 students earned a 2 (14%) 13 students earned a (21%)</p> <p>75% of students earned a 3 or 4 on the rubric.</p> <p>The standard was met, and the number of students who successfully answered the questions was encouraging. The 21% of students who earned a 1 on the rubric is higher than desired. Many of the students who earned this low score have intellectual disabilities which makes mastering of the material difficult. (03/29/2016)</p> <p><b>Faculty Assessment Leader:</b> Russell Serr</p> <p><b>Faculty Contributing to Assessment:</b> Mark Llpe</p>	<p><b>Action:</b> The goal when introducing the material next time is to develop an easy to follow study guide to assist those with intellectual disabilities to master the material. The study guide will be given to the support staff that accompanies many of these students to class for use in out of class group studying. Possible use of pictures or symbols may help in the lecture, and in the take home study guides. (10/12/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> An improved study guide was created and given to support staff. There was not a lot of out of class studying, and there were no pictures to help students that can not read. Improved use of pictures and encouraging outside of class review for those with intellectual disabilities will be continued (04/24/2017)</p>

# ECC: PE 401:Adapted Strength Training

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Appropriate Resistance</b> - Students will identify appropriate resistance exercises for specific muscle groups.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017)  <b>Input Date:</b> 11/12/2013</p>	<p><b>Exam/Test/Quiz</b> - Students were given a 10 question quiz and asked to match exercises with the specific muscle group used during that exercise.</p> <p><b>Standard and Target for Success:</b>  80% of students will be able to score a 3 or 4 on the 1-4 rubric.  9-10 = 4  7-8 = 3  5-6 = 2  3-4 = 1  0-2 = 0</p> <hr/> <p><b>Exam/Test/Quiz</b> - 8 questions on the mid-term exam dealt with various muscle groups and exercises to strengthen the specific muscles.</p> <p><b>Standard and Target for Success:</b>  70% of the students will earn a rubric score of 3 or 4 &gt; 4.</p>		
<p><b>SLO #2 Training Principles</b> - Students will describe various training principles and strategies to improve muscle endurance and muscle strength.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)  <b>Input Date:</b> 11/11/2013</p>	<p><b>Exam/Test/Quiz</b> - 6 True/False - Multiple Choice questions regarding training principles/strategies were embedded in an exam during the class.</p> <p><b>Standard and Target for Success:</b>  80% of students should be able earn a rubric score of 3 - 4, this would equal answering 5 - 6 of the questions correctly.</p>		
<p><b>SLO #3 Benefits</b> - Students will describe the benefits of resistance exercise training.</p>	<p><b>Exam/Test/Quiz</b> - Students were asked to list 5 benefits of strength training that were identified during</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)  <b>Standard Met?</b> : Standard Met</p>	<p><b>Action:</b> Handouts need to be developed to help students understand the benefits of strength</p>

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<b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016) <b>Input Date:</b> 11/12/2013	class lectures and on provided handouts. <b>Standard and Target for Success:</b> 70% of students will be able to earn a 3 or 4 on the rubric during a mid term exam. 4-1 rubric was used 4 = Students listed 5 benefits 3 = Students listed 4 benefits 2 = Students listed 3 benefits 1 = Students listed 2 benefits or less	42 students in 3 sections took the mid term exam 25 students earned a 4 on the rubric (60%) 6 students earned a 3 (14%) 3 students earned a 2 (4%) 5 students earned a 1 (12%)  74% of students earned a 3 or 4 meeting the target for success. More emphasis should be put on the benefits during lectures and on handout materials to address this SLO. While the standard was met, I think a real understanding of why strength training is important is not really grasped by many the students. The intellectual disabilities of some of the underachieving students needs to be considered and materials developed to accommodate these students. (03/31/2016) <b>Faculty Assessment Leader:</b> Russell Serr	training. The groups of students who do not meet the standard should be the focus, and many could use diagrams or pictorials to help explain to students who have limited reading skills. (02/01/2017) <b>Action Category:</b> Teaching Strategies <b>Follow-Up:</b> Improved handouts with pictures were developed, but an improved use of pictorials from recently purchased Exercise Pro software will improve the handouts with enhanced pictures. (04/24/2017)

## ECC: PE 404:Adapted Cardiovascular Fitness

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Target Heart Rate</b> - Students will calculate one's target exercise heart rate for cardiovascular exercise and identify its applications and limitations.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 05/15/2014</p>	<p><b>Exam/Test/Quiz</b> - Twenty students took a midterm exam which included 5 specific questions relating to SLO statement #1. A rubric was developed to measure their knowledge based upon the number of correct answers.</p> <p><b>Standard and Target for Success:</b></p> <p><b>Target:</b> Anticipated 60% of the students to earn a rubric score of 3&amp;gt;4. A score of 4 = student answered 5 &amp;gt; 5 questions correctly. A score of 3 = student answered</p> <p><b>Reviewer's Comments:</b> Only 9 (45%) &gt; 20 students earned a rubric score</p>		

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	<p>of 4 or better on this midterm exam. To improve the results, consider having similar questions on the final exam with same content to see if the results will improve.</p> <p>Results: 5 students scored 4 4 students scored 3 9 students scored 2 2 students scored 1</p> <p><b>Related Documents:</b> <a href="#">Rubric for PE 404 SLO.docx</a> <b>Exam/Test/Quiz</b> - Eight True/False and Multiple Choice type questions on a written midterm exam were used to assess SLO #1. The rubric score was based on the following: Rubric score of 4 = students answered 7-8 &gt; 8 questions correctly. Rubric score of 3 = students answered 5-6 &gt; 8 questions correctly. Rubric score of 2 = students answered 3-4 &gt; 8 questions correctly. Rubric score of 1 = students answered 0-2 &gt; 8 questions correctly. <b>Standard and Target for Success:</b> 70% of students will earn a rubric score of 3 or 4 from a scale of 1-4. <b>Reviewer's Comments:</b> The 70% target for success was 10% higher when compared to the last assessment.</p>		
<b>SLO #2 Intensity</b> - Students will estimate exercise intensity for improving cardiovascular fitness.	<b>Exam/Test/Quiz</b> - Thirty-one students took a written final exam which included 5 specific questions		

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<b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 05/20/2015	<p>relating to SLO statement #2. A rubric was developed to measure their knowledge was based upon the number of correct answers.</p> <p><b>Standard and Target for Success:</b>          Sixty percent of the students will earn a rubric score of 3 out of 4 which is equivalent of answering 4-5 &gt; 5 questions correct on their final exam.</p>		
<b>SLO #3 Demonstrate Improvement -</b> Students will demonstrate improvement in cardiovascular fitness. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016) <b>Input Date:</b> 11/12/2013	<p><b>Journal/Log -</b> Beginning the fourth week of the semester, students will track their Resting Heart Rate on a weekly basis and/or keep track of their cardiovascular exercise routine noting improvements relative to duration, intensity, and caloric expenditure. Exercise heart rates and 1' recovery heart rates will also be assessed. This information is noted on their personalized exercise cards.</p> <p><b>Standard and Target for Success:</b> It is expected that 60% of the students will demonstrate improvement in their cardiovascular fitness and will score a maximum of 4 &gt; 4 -1 on the rubric scale developed for the SLO statement.</p> <p>A rubric of 4 = earning the maximum of 4 points from the following: 2 points for increased intensity, 1 point for increased duration, and 1 point for improvements with resting heart rate and/or exercise recovery heart rate.</p> <p>A rubric of 3 = earning 3 points from</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)  <b>Standard Met? :</b> Standard Not Met            44% of the students enrolled in this one course showed improvements in their cardiovascular fitness. This data was supported by improvements in each of the following: exercise intensity, exercise duration, and resting heart rates and/or exercise recovery heart rates. These students earned a rubric score of 4 &gt; 4. The average rubric score for 16 &gt; 18 students was 3.44. There were 2 students who did not engage in cardiovascular exercise due to their medical condition. (02/04/2016)  <b>Faculty Assessment Leader:</b> Mark Lipe  <b>Reviewer's Comments:</b> Assessing resting heart rates and exercise / recovery heart rates should be assessed more frequently. To improve the accuracy of heart rates and to improve the ease of assessment for documentation, purchasing Heart Rate Monitoring Wrist Bands is recommended. Student assistants in class were used to assess heart rates and should have some formal training the first 4 weeks of class.</p>	<p><b>Action:</b> To improve the accuracy of heart rates and to improve the ease of assessment for documentation, purchasing Heart Rate Monitoring Wrist Bands is recommended. Student assistants in class were used to assess heart rates and should have some formal training the first 4 weeks of class. (09/12/2016)  <b>Action Category:</b> Program/College Support</p>

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the following: 2 points for increased intensity, 1 point for increased duration, and 1 point for improvements with resting heart rate and/or exercise recovery heart rate.

A rubric of 2 = earning 3 points from the following: 2 points for increased intensity, 1 point for increased duration, and 1 point for improvements with resting heart rate and/or exercise recovery heart rate.

A rubric of 1 = earning 2 points from the following: 2 points for increased intensity, 1 point for increased duration, and 1 point for improvements with resting heart rate and/or exercise recovery heart rate.