



# Course SLO Assessment Report - 4-Column

## El Camino College

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

Course SLOs 1 and ctu.unitid = 728	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: PE 201 - Introduction to Adapted Physical Education - SLO #2 Appropriate Exercise - Students will identify appropriate exercise routines for students with various disabilities.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> 7 questions dealing with exercise recommendations for specific disabilities were embedded in a unit exam. Three questions were multiple choice, and four were short answer.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 75% of the students should be able to answer all 7 of the questions correctly.</p>	<p>12/04/2014 - 47 students too the exam. 24 (51%) of the students answered all of the questions correctly. 9 correctly answered 6 of 7 (19%) 4 correctly answered 5 of 7 (8%) 3 correctly answered 4 of 7 (6%) 3 correctly answered 3 of 7 (6%) 3 correctly answered 2 of 7 (6%) 1 correctly answered 1 of 7 (2%)</p> <p>The students do lab time working with students with disabilities, and should be able to identify which exercises are recommended for different disability groups. The most common missed question dealt with exercises for different types of Cerebral Palsy. The type of aerobic exercise protocol for persons with Multiple Sclerosis was also missed frequently. A better understanding of the benefits, and contraindications of exercise for different disability groups needs to be more effectively introduced to students.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Russell Serr</p>	<p>02/17/2015 - Small group presentations will be implemented next semester. The presentations will include creating exercise prescriptions for various disabilities. Using students who have disabilities that are actually participating in the lab portion of the class will hopefully give the 201 student a real life situation. This will help create a more meaningful and better understanding of this important topic.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>ECC: PE 407 - Adapted Bowling - SLO #1 Keeping Score - Students will demonstrate the process of keeping score.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a written exam with a sample bowling pin count. They were to complete the score sheet with the correct bowling score.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 75% of students should be able to correctly keep a bowling score.</p>	<p>12/11/2013 - 8 out of 23 (35%) students correctly completed the bowling score sheet. This is far below the standard for success that was set.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Russell Serr</p>	<p>01/24/2014 - Students should be given more practice on keeping score. More practice before we go to the bowling alley is recommended, and an exercise where the automatic scorers are temporarily turned off may be effective.</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> 06/30/2014 - More practice time at the lanes during play was a huge success in assisting students to learn to keep score. Recognizing pin count, and scoring on their own without the automatic scorers was great practice</p>

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	<p><b>Assessment Method Description:</b> Students will accurately keep score of a bowling game that they bowl. They will need to recognize pin count, understand the scoring concepts of strikes and spares, and be able to correctly add scores.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 75% of students will be able to accurately keep score of a bowling game. They will score a 4 on the Rubric. 4 - Has mastered keeping score. Can recognize pin count, exhibit understanding of concepts of scoring of strikes and spares, and can correctly add scores. 3 - Has difficulty with one of the above scoring keeping components. 2 - Has difficulty with two of the above scoring keeping components. 1 - Can not identify pin count, does not understand the concepts of scoring with strikes and spares, and can not correctly add scores.</p>	<p>11/24/2014 - 26 students kept score of a game that they bowled. On the rubric 12 scored a 4 (46%), 6 scored a 3 (23%), 4 scored a 2 (15%), and 4 scored a 1 (15%). Students who scored a 3 on the rubric can most likely master keeping score with more practice. Students who scored a 2 on the rubric may or may not have the cognitive ability to master keeping score. Students who scored a 1 do not have the cognitive ability or math skills to keep score of a bowling game.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Russell Serr</p>	<p><b>Follow-Up:</b> for the exam. this teaching method should be continued.</p> <hr/> <p>02/13/2015 - Next time this course is offered, a pre-test will be given to identify which students score a 2 or 3 on the rubric. These students will then be given extra practice sessions in class to hopefully help them master keeping score of a bowling game.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/>