

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (HSA) - Adapted PE

ECC: PE 201:Introduction to Adapted Physical Education

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Contraindications - Students will identify contraindications of exercise for specific disability groups.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Students were asked to list 5 contraindications of exercise for students in the Adapted Physical Education and explain why the exercise is not recommended.</p> <p>Standard and Target for Success: 70% of students will be able to list 5 contraindicated exercises and the reasons the exercise should not be done by this population</p> <p>Rubric 4 - List 5 exercises with a an accurate explanation 3 - List 4 exercises with an accurate explanation 2 - List 2-3 exercises with an accurate explanation 1 - List 0-1 exercises with an accurate explanation</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 43 students took the quiz. 31 students earned a 4 on the rubric (72%) 4 students earned a 3 on the rubric (12 %) 4 students earned a 2 on the rubric (12%) 3 students earned a 1 on the rubric (6%)</p> <p>The majority of the class was able to list and explain exercises that are contraindicated for students with a variety of disabilities. Being able to work with students in the lab helped some to program and assist students in a safe manner and this information helped with that portion of the class. The portion of the class that covers information about specific disabilities is covered later in the semester. This quiz should be given following the section on specific disabilities. The material is covered in depth during the final 6 weeks. During this semester the quiz was given during week 8. The questions for topic should be on the last quiz, or the final exam. (11/10/2015) Faculty Assessment Leader: Russell Serr</p>	<p>Action: The quiz/exam was given during the 8th week of class. Give the quiz/exam later in the semester after the section on contraindicated exercises and the unit on specific disabilities has been completed. (05/02/2016) Action Category: Teaching Strategies</p>

ECC: PE 402:Adapted Swimming and Hydroexercise

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Skills - Students will identify effective swimming skills related to the kick, arm action, and breathing.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - A combination of True False, Multiple Choice, and Fill in questions were included on the exam.</p> <p>Standard and Target for Success: 70% of the students will earn a rubric score of 3 or better</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>41 students form 2 section took the exam. On the 4-1 rubric 17 students earned a 4, 13 students earned a 3, 6 students earned a 2, 5 students earned a 1</p> <p>The average rubric score was 3.02. 30 students earned a 3 or 4 which equals 73%. This meets the target for success. Due to intellectual disabilities many of the students did not reach the target. Many students due not perform all strokes so have difficulty understanding concepts. (12/10/2015)</p> <p>Faculty Assessment Leader: Mark Lipe, Russell Serr</p> <hr/> <p>Standard Met? : Standard Met</p> <p>Data: The average rubric score per student was 3.06 and 83% of all students earned a rubric score of 3 or 4. The exam results reveled that thirty-nine percent of students earned a rubric score of 4, forty-four percent earned a 3, six percent earned a 2, and eleven percent earned a 1.</p> <p>Analysis: The students exceeded my expectations of by 13% with their rubric scores. I believe that students learned the material with better comprehension since the course was during the summer session and students received instruction 4 days per week versus the traditional 2 times per week during the fall/spring terms. It should be noted that 50% of the students missed questions #7 and #9. The majority of questions were True/False format but #7 was a multiple choice questions and #9 was a short answer fill-in question. (08/19/2014)</p> <p>Faculty Assessment Leader: Mark Lipe</p> <p>Faculty Contributing to Assessment: Mark Lipe</p>	<p>Action: Make some of the questions to specifically address the strokes or routines of various students. This may require creating more than one exam. (04/01/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Assess again in the fall or spring terms of 2015/16 where the frequency of class meetings are 2 x per week and see if the results are different when compared to the results of the 4 x per week summer 2014 term. (12/04/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The results during the fall 2015 term reveled 70% of students earning a rubric score of 3 or better. This percentage was lower when compared to the summer 2015 class which indicated 83% of the students earning a rubric score of 3 or better. This decrease in the fall 2015 can be attributed to students meeting 2x per week when compared to the summer 4x per week. Student retention of instructional material is better when students meet more frequently during the week.</p>

ECC: PE 407:Adapted Bowling

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Spare Strategies - Students will identify the appropriate strategies for executing various spare shots.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - The students were given an oral quiz on strategies to convert a variety of spare shots. They were then to demonstrate the strategy while attempting to convert a spare shot while bowling.</p> <p>Standard and Target for Success: 70% of students could explain and demonstrate appropriate strategies for converting spare shots.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Using a 1-4 rubric students were graded on their ability to explain and demonstrate strategies for converting spares</p> <p>4 - students could fully explain and demonstrate spare strategies</p> <p>3 - Students could fully explain but not demonstrate spare strategies</p> <p>2 - Students could partially explain strategies</p> <p>1 - Students could not explain or demonstrate strategies</p> <p>32 students took the test as a final exam.</p> <p>20 scored 4 - 63%</p> <p>2 scored 3 = 6%</p> <p>6 scored 2 = 19%</p> <p>4 scored 1 = 8%</p> <p>The standard was not met partially due to the fact that many of the students have intellectual disabilities that makes the concept of developing a strategy to convert a spare out of their ability level. More review throughout the semester can better educate the students that have the ability but did not display it on the exam to be successful. Periodic coaching while bowling will increase success in the future. Standard for success may need to be lowered. (11/24/2015)</p> <p>Faculty Assessment Leader: Russell Serr</p>	<p>Action: Periodic coaching on how to execute spares throughout the semester will increase the number of students that will be able to explain and demonstrate how to execute a successful spare shot. (01/20/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 409:Adapted Yoga

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Fitness - Students will identify the wellness/fitness components that are positively affected by a Yoga Practice.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Fall 2018)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Student will complete short essay in final exam worth 10 points.</p> <p>Student will describe wellness/fitness components that have positively affected them during the semester.</p> <p>Standard and Target for Success: 80% of students will achieve 10 out of 10 points</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>All students completed essay with a 10/10 score.</p> <p>Question "How do you think Yoga has changed you?" too general.</p> <p>Language for question should be changed to be more specific to "Identify at least two wellness/fitness components of Yoga and describe how they were positively affected by your Yoga practice this semester" (02/05/2016)</p> <p>Faculty Assessment Leader: Kathy Cass</p>	<p>Action: Will change test question language on final exam to better match specific SLO (02/05/2016)</p> <p>Action Category: Teaching Strategies</p>