

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (HSA) - Adapted PE

ECC: PE 400:Adapted Fitness

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #2 Benefits - Students will describe the benefits regular exercise.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Students were given an exam that had 5 questions describing the benefits of regular exercise.</p> <p>Standard and Target for Success: 100% of students should be able to describe 3 benefits , and 80% should be able to describe 5 benefits of regular exercise.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>84 students in 4 section of PE400 took the exam.</p> <p>45 students scored 5 (53%)</p> <p>18 students scored 4 (21%)</p> <p>4 students scored 3 (5%)</p> <p>4 students scored 2 (5%)</p> <p>4 students scored 1 (5%)</p> <p>8 students scored 0 (10%)</p> <p>80% of students scored 3 or better, not meeting the standard of 100%</p> <p>80% of students were able to score 5, meeting the standard.</p> <p>Due to the fact that one that 2 sections had a large number of students with intellectual disabilities (developmentally delayed), the scores were not as high as anticipated. (05/14/2015)</p> <p>Faculty Assessment Leader: Russell Serr</p> <p>Faculty Contributing to Assessment: Mark Lipe</p>	<p>null.courseAction: More review for students identified as DDL early in the semester will be done to try and assist this group in learning the material. Some individual instruction during their workouts will be tried as class is participating. (09/21/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 401:Adapted Strength Training

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Training Principles - Students will describe various training principles and strategies to improve muscle endurance and muscle strength.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/11/2013</p>	<p>Exam/Test/Quiz - 6 True/False - Multiple Choice questions regarding training principles/strategies were embedded in an exam during the class.</p> <p>Standard and Target for Success: 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>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>38 students form 2 sections took the exam. On the 4-1 rubric:</p> <p>14 earned a score of 4 13 earned a score of 3 6 earned a score of 2 5 earned a score of 1</p> <p>Average rubric score = 2.9 71% earned a score of 3 or 4</p> <p>While the instructors attempted to use the same test questions, they differed some because of the different emphasis of the lectures during class. (04/29/2015)</p> <p>Faculty Assessment Leader: Russell Serr</p> <p>Faculty Contributing to Assessment: Mark Lipe</p>	<p>null.courseAction: Next time this assessment is done, faculty need to collaborate at the beginning of the semester to insure the material covered in class is consistent, and the test questions can be the same or very similar. (02/08/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 404:Adapted Cardiovascular Fitness

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Intensity - Students will estimate exercise intensity for improving cardiovascular fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 05/20/2015</p>	<p>Exam/Test/Quiz - Thirty-one students took a written final exam which included 5 specific questions relating to SLO statement #2. A rubric was developed to measure their knowledge was based upon the number of correct answers.</p> <p>Standard and Target for Success: Sixty percent of the students will earn a rubric score of 3 out of 4 which is equivalent of answering 4-5 > 5 questions correct on their final exam.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Data: Average rubric score was 2.8 > 5.</p> <p>65% (20 of 31 students) earned a rubric score of 3 or 4. 22% (7 of 31 students) earned a rubric score of 2. 13% (4 of 31 students) earned a rubric score of 1.</p> <p>Analysis: The percent of students earning a rubric score of 3 or 4 was 65% which met our Target for Success of 60% and was slightly higher when compared to the SLO #1 data from 2014 which had a 61% of students earning the same index score. The average rubric score of 2.8 was slightly lower when compared to the SLO #1 2014 average score of 3.0. It was noted that two of the five questions were missed by 45% of the students which brought down the average rubric score to 2.8 compared to 3.0 from 2014. (05/20/2015)</p> <p>Faculty Assessment Leader: Mark Lipe</p> <p>Faculty Contributing to Assessment: Mark Lipe and Stan Mintz</p>	<p>null.courseAction: Evaluate the questions on the exam and determine why a high percentage of students missed a particular question. Consider placing higher emphasis on topic that the question was derived from. Approximately 45% of the students missed questions #2 and #4. (09/28/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 409:Adapted Yoga

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 Skill - Students will develop more self-awareness and demonstrate the appropriate individualized adaptation of a series of poses and breathing techniques.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Fall 2017)</p> <p>Input Date: 11/12/2013</p>	<p>Project - Student will complete a worksheet of 20 basic postures. Each worksheet will include student filling in 3 categories:</p> <ol style="list-style-type: none"> 1. Primary movement/spinal direction of pose 2. Breath pattern during the pose 3. At least one individualized adaptation of pose <p>Standard and Target for Success: Student will achieve 80% on worksheet. 20 points out of 25.</p> <p>Related Documents: 20 Basic Postures Handout Pg 1 (REV).xls 20 basic postures Best student version.pdf </p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met Of 17 of the students who completed the assignment, all of them achieved a 20 or above on the worksheet. The average score was 23.4.</p> <p>(05/17/2015)</p> <p>Faculty Assessment Leader: Kathy Cass</p> <p>Reviewer's Comments: Students practiced 20 basic postures over a 2 classes. Students worked in pairs or groups to complete the forms. Instructor/Assistants were available as needed to help guide students without providing answers.</p>	<p>null.courseAction: Most mistakes were made in the Primary Spinal Direction Category. Will add drawing as well as writing the direction to increase understanding of the concept. (05/17/2015)</p> <p>Action Category: Teaching Strategies</p>