<table>
<thead>
<tr>
<th>Assessment Data is from what semester?</th>
<th>Fall 2014</th>
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<tr>
<td>Faculty Name(s):</td>
<td>Mike Curran</td>
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1. Course Name and Number:

ATH 120A3 – Cross Training for the Athlete

2. List all Course SLOs from the Course Outline of Record:

1. Demonstrate proper muscle training techniques.
2. Manipulate heart rate and training intensity to develop a training program that is easily adjusted to ones needs.

3. Specific Course SLO(s) assessed as part of this project:

1. Demonstrate proper muscle training techniques.

4. Is this course on GE Plan A?  ____ Yes  x No  (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)

____  Area I Natural Sciences
____  Area II Social and Behavioral Sciences
____  Area III Fine Arts/Humanities
____  Area IV Language and Rationality
____  Area V Physical Education/Wellness
____  Area VI Intercultural/International Studies
____  Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

Student-athletes were shown how to perform proper lifts in the first weeks of the semester. Lifts demonstrated for student-athletes were the following:

1) Front squat
2) Dead lift
3) Bench press
4) Military shoulder press

Assessment was calculated in two ways:

1) Students were asked to demonstrate each lift themselves in Week 8
2) Student’s lifting totals were recorded in the same lifts listed above Week 2, Week 8, and Week 13

When assessing #1, I was looking for proper form and technique. If the student exhibited proper form, it would prevent him from incurring injury and would also help him to increase his maximal
weight lifting ability throughout the semester.

When assessing #2, I was looking to see if students had increases in the amount of weight they lifted from Week 2 to Week 8 to Week 13. These lifts, if the players increase from Week 2 to Week 8 to Week 13, will improve the student’s strength and explosion. This course is designed to help students (all of whom are intercollegiate athletes this semester) increase conditioning and muscle mass.

### 6. Results and analysis of the data

(Attach any related documents at end of form.)

I had a total of 42 students in the class whom I was able to assess in both assessments (#1 and #2). Please recall that for Assessment #1, my students were assessed on their ability to perform lifts properly (good form, good technique, minimal jerking) in Week 8. For Assessment #2, my students looked to increase the number of reps they did in each lift (the same weight each time) over the course of 30 seconds. They recorded scores in Week 2, Week 8, and Week 13.

**Assessment #1**

A rubric was used:

3 Lift performed with perfect form
2 Lift performed with near perfect form
1 Lift not performed well (possibility of injury could present itself)

They were scored on this for all four of their lifts. Thus, a perfect score would be a 12.

Of the 42 students scored, 40 of them got a 10-12 (95 percent)
Of the 42 students scored, 02 of them got a 07-09 (5 percent)
Of the 42 students scored, 00 of them got a 00-06 (0 percent)

**Assessment #2**

Each student was asked to perform 4 different lifts. Thus, if 42 students each were assessed in 4 lifts each, that means a total of 168 lifts were measured for improvement. Here is the breakdown:

1) Front squat – 37 of 42 increased by 5+ reps; 5 of 42 increased by 1-4 reps (over 30 seconds)
2) Dead lift – 21 of 42 increased by 5+ reps; 21 of 42 increased by 1-4 reps (over 30 seconds)
3) Bench press – 14 of 42 increased by 5+ reps; 22 of 42 increased by 1-4 reps; 6 of 42 stayed the same or decreased (over 30 seconds)
4) Military shoulder press – 16 of 42 increased by 5+ reps; 19 of 42 increased by 1-4 reps; 7 of 42 reps stayed the same or decreased (over 30 seconds)

### 7. What are you going to do based on the results of the data?

(Any planned revisions?)

It is clear that students were able to show much greater improvements in their lower half than in their upper half. Why is this so? But before looking at this question, I’d like to first examine something else.

Next time I assess, I am very comfortable assessing with the two measurements that I’ve used (did they exhibit proper form / did they increase weight over the course of 13 weeks); however, I would like to do two things in regards to how I assessed the amount of weight they lifted. First, I'd like to break my students up into two groups: (1) pitchers and (2) position players. Secondly, I'd like to assess differently than my current method, which was to see if they could increase their reps with a common weight over 30 seconds. Instead, I'm going to assess how much weight they've increased in their maximal lifts. It may be a more true way of assessing improvement to see if player X started out benching 155 and finished at Week 13 benching 225.

Based on the assessments, I can tell that the upper body lifts did not yield as great of results.
Thus, I'll be assessing WHAT lifts we did for upper body and be trying to find different ways for us to increase upper body strength. I am happy with the gains we made with lower body. Upper body can see more, however.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014fall-sloa-engl101c.doc