Report form for course SLO assessment projects

Please submit this document to your Dean when completed.

Revised February 2014

Assessment Date: 14 May 2014

Faculty Name(s): Mike Curran

1. Course Name and Number:

|PE 343 – Strength and Cardio Training |

2. All Course SLOs from the Course Outline of Record:

| 1. Increase cardiovascular health through the use of cardiovascular training. |
| 2. Increase muscular strength through training on resistance machines, free weights and body weight calisthenics. |
| 3. Demonstrate an understanding of the general training principles of both cardiovascular and strength programs. |
| 4. Demonstrate proper form when using both free weights and machines. |

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

| 1. Increase muscular strength through training on resistance machines, free weights and body weight calisthenics. |

4. Will this SLO assessment count toward GE Plan A? __Yes  X No

If Yes, identify what area:

__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

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

N/A

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

To assess this SLO, I tracked student’s strength gains by testing them throughout the semester on a variety of exercises. Thus, students were tested on Week 1, Week 8, and Week 15 of the semester on the following exercises: situps, pushups, and lat pulldowns. The desire was to see if students made significant or even minimal increases in strength. If that were the case, then we could say that we’ve partly fulfilled our mission in this course (of increasing strength, among other things). So, data was gathered through each of the three tests mentioned above.

Note: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.
6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #5 above.):

N/A – See #5

7. Results and analysis of the data. *(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)*

It was exciting and impressive to see the gains that many of the students accomplished. Most impressively was the gains the females made, as the numbers below will show. Here’s a look at the numbers:

**Situps**

14 of 14 students increased (thus, 0 progressed negatively) = **100% IMPROVEMENT**

1 student did not show

1 student’s data was disregarded (I was suspicious of his high numbers)

Males who improved showed gains as low as 3 (Manarth) and as high as 26 (Emmanuel)

Females who improved showed gains as low as 9 (Anabel) and as high as 35 (Brittney)

**Pushups**

13 of 14 students increased (thus, 1 progressed negatively) = **93% IMPROVEMENT**

1 student did not show

1 student’s data was disregarded

Males who improved showed gains as low as 3 (Emmanuel) and as high as 17 (Lanston)

Females who improved showed gains as low as 3 (Ariana) and as high as 28 (Brittney)

**Lat Pulldowns**

11/14 students increased (thus, 3 progressed negatively) = **79% IMPROVEMENT**

1 student did not show

1 student’s data was disregarded

Males who improved showed gains as low as 3 (several) and as high as 15 (Lanston)

Females who improved showed gains as low as 6 (Patricia) and as high as 10 (Anabel)

Please see full results here …
8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

| No results were shared at a faculty meeting, but I’m sure they will at our next GIDD. It’s important for (1) us to have collaboration and/or (2) me to be analyzing my data as semester’s pass by. I will be able to chat with Robin at the next meeting to see how she assesses students. |

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

| I was VERY, VERY, VERY happy to see the improvement of students. Each day they are required to log their lifting and cardio work (a suggestion that Robin offered during my evaluation period), which seems to keep students on track more. The fear of “if I don’t turn in my log book, I may not get a good grade” may be more powerful than any other type of punishment / reward to keep students working hard in the class. I would like to find out why girls seemed to have bigger gains than the men. Additionally, I’d like to possibly add more types of assessments to gather strength increases on the lower body (maybe squats or leg presses to assess lower body increase / decrease). |

10. Results of implemented changes, if available at this time:

| I will be able to answer this the next semester that I assess this SLO. |

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: 2014spring-sloa-engl101c.doc