Assessment Data is from what semester? _____SPRING 2014____

Faculty Name(s): __Robin Kurotori____________________________

1. Course Name and Number:

Indoor Cycling: Heart Rate Training – PE 378D3

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

1. Demonstrate improved cardiorespiratory endurance and lower body strength.
2. Determine estimated heart rate max and anaerobic threshold and calculate personal heart rate training zones.
3. Compare and contrast various methods of determining intensity and identify benefits and weaknesses of each.
4. Demonstrate an understanding of the benefits of training within a target heart rate zone.

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

3. Compare and contrast various methods of determining intensity and identify benefits and weaknesses of each.

4. Is this course on GE Plan A?    _x___Yes   ____ 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
_x_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.)

Students were asked to respond to a journal prompt:
“What are two methods of determining the intensity or your workout? Identify the benefits and limitations of each method. Which do you like better, and why?”

6. Results and analysis of the data. (Attach any related documents at end of form.)

The results showed that all students understood that pulse palpation, heart rate monitors and Rate of Perceived Exertion were all methods of determining intensity during a cycling class. Most students (6/7) were able to identify strengths and weaknesses of each method.

The one student who was not able to identify the strengths and weaknesses of each method was an ESL student who did not understand the question and as such did not provide an answer. An effort to elicit a response from that student resulted in a continued lack of understanding and an inability to provide an answer.
7. What are you going to do based on the results of the data? (Any planned revisions?)

I will attempt to do a better job of communicating with ESL students. I will do a better job of directing them to the reading material on the Blackboard shell which provides in written form the information I am giving verbally regarding monitoring intensity and the methods we use in class. I will also do a better job of checking for understanding with the students I know may have difficulty with English.

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`