**SLO Cycle Assessment Form**

**Please type on this form. Do not submit handwritten forms.**

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| **Course: PE 162** | | **Semester data collected:**  **Spring 2012** | | **Date this form was completed: 8-31-12** |
| **# of sections offered:**  **2** | **# of sections assessed:**  **2** | | **Data Collected from: (Check all that apply)**  FT Faculty \_\_1\_\_\_\_ PT Faculty \_\_1\_\_\_\_  Day \_\_2\_\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ | |
| **1. People involved in summarizing & evaluating data (minimum of two)** | | | Jim Mecate and Jill Lerno | |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.** | | | Analyze and customize the principles of strength training to their respective sport. | |
| **3. Data results**  Briefly summarize the data. (Please see instructions). | | | Students were assessed with a pretest and posttest doing a bench press test with either a barbell or chest press machine. The students used the same apparatus for both tests. Of the 31 students that did both the pre-test and post-test, 20 improved, 9 stayed the same, and 2 had a decrease in strength. | |
| **4a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **4b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No | | | Based on the above results, we will continue the same strength training program. The in-season program’s main purpose is to maintain strength levels throughout the season as opposed to the purpose of the pre-season strength program to increase strength levels. | |
| **5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  **IVC’s 5 ILOs:**  **ILO1 = Communication Skills**  **ILO2 = Critical Thinking Skills**  **ILO3 = Personal Responsibility**  **ILO4 = Information Literacy**  **ILO5 = Global Awareness** | | | The two student learning outcomes that were identified contributed to Institutional Learning Outcomes 2 and 3. The students had to use critical thinking on how to use correct strength principles in customizing to their respective sports, and take personal responsibility in putting forth the effort to get the desired strength results. | |
| **6. Next Steps**  **Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?**  **If so, how?** | | | The process was effective, and we will keep using the same outcome/assessments for next year. | |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | | |  | |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](http://www.imperial.edu/ivc/files/student_learning_outcomes/Forms/DRAFT%20SLO%20Cycle%20Assessment%20Form%20Guidelines.docx)

Or visit the IVC SLO Website: http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/slo-forms-and-handouts/