Arapahoe Community College
2013-2014 Physical Education Assessment Plan Data

Learning Outcome
Personal Development: Students will determine their individual progress toward their personal goals by electing to assess their progress through a post-assessment tool.

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students will determine their individual progress toward their personal fitness goals by electing to assess their progress through a post-assessment tool and comparing these post-assessment results to their pre-assessment results.

Measure 1 Sample Size:
279

Measure 1 Benchmark

1) Describe the benchmark for this measure.
45% or more of the students participating in the Life Fitness classes of PED 110, 111, 112, and 113 will retest at the end of the semester to determine their success in improving their results/fitness in the five components of health related fitness.

2) What is the rationale for choosing this benchmark?
It is the department’s goal for as many PED students as possible to improve their personal fitness levels by using a pre and post assessment of their fitness levels in each component for them to visually see the progress they have made over the semester and to help them understand that fitness is a way of life and that fitness needs to be maintained over time to see positive results. We feel successful in this endeavor with a 45% retest rate.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?
## Outcomes Met/not met

Surpassed benchmark

### Measure 1 Results:

49.46% of students enrolled in PED 110, 111, 112, and 113 chose to participate in a post assessment tool to compare pre and post assessment results of their personal fitness.

<table>
<thead>
<tr>
<th>Total # Students in Life Fitness classes</th>
<th>279</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% students testing</th>
<th>Improvement / Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY2006</td>
<td>55</td>
<td>13</td>
<td>68</td>
<td>15.42%</td>
<td>Baseline Data</td>
</tr>
<tr>
<td>AY2007</td>
<td>65</td>
<td>51</td>
<td>116</td>
<td>29.67%</td>
<td>Improvement of 14.25 percentage points above AY06</td>
</tr>
<tr>
<td>AY2008</td>
<td>74</td>
<td>85</td>
<td>159</td>
<td>49.84%</td>
<td>Improvement of 20.17 percentage points above AY07</td>
</tr>
<tr>
<td>AY2009</td>
<td>* 49</td>
<td>90</td>
<td>139</td>
<td>56.97%</td>
<td>Will not use AY2009 or AY2010 as valid comparison data as these two AY's included Police Academy results and all others do not include Police Academy results.</td>
</tr>
<tr>
<td>AY2010</td>
<td>* 87</td>
<td>141</td>
<td>228</td>
<td>61.96%</td>
<td></td>
</tr>
<tr>
<td>AY 2011</td>
<td>92</td>
<td>66</td>
<td>158</td>
<td>50.48%</td>
<td>Improvement of .64 percentage points above AY2008</td>
</tr>
<tr>
<td>AY 2012</td>
<td>84</td>
<td>61</td>
<td>145</td>
<td>51.97%</td>
<td>Improvement of 2.25 percentage points above AY2011</td>
</tr>
<tr>
<td>AY2013</td>
<td>83</td>
<td>55</td>
<td>138</td>
<td>49.46%</td>
<td>Decrease of .72 percentage points from AY2012</td>
</tr>
</tbody>
</table>

### Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
   Strong: Exceeded Benchmark

2) How does the data compare to the previous year, if applicable?
   Just slightly lower than AY 2012 by .72 percentage points.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
   Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

   This assessment result has influenced a change in staffing and methodology of these PED courses. This impacts budget planning for Instructors as well as reorganization of the basic structure of conducting the coursework. This involves more planning to train instructors and to gain input from instructors on the implementation of the new process.

### Further Action:
Further Action Planned

Describe the action plan:
We are in the process of changing to a different model of instruction for the PED 110, 111, 112, and 113 courses that use the Fitness Center for basically a self-paced course. In the Fall 2013 semester, we moved to having a fitness center professional staff member become the instructor for each of the course and each of these staff members/instructors conducted their own orientation session(s) for these classes with all instructors following the same guidelines and imparting the same basic information. Each instructor is responsible for all the course work for their individual classes, including pre and post assessments, midterm testing, and assessment reporting. Even though these classes do not meet on a regular basis after the orientation session, they are responsible to one instructor as their “go to” person and each instructor follows up with their assigned students throughout the semester to encourage more accountability on the students’ behalf.

As a department, benchmarks are being evaluated as whether they are achievable and reasonable. New benchmarks may be established based on the instructor input and feedback. Fall 2013 assessment results will be reviewed and any needed action based on these results could influence the assessment protocol going forward.

Person/ Group responsible for action
Physical Education Department Instructors, Perri Cunningham

Target Date for implementation of the action
12/16/2013

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Additional pay for this change in instructor staffing.

Learning Outcome
Information Management: Students will know, understand and execute the principles of attaining cardiovascular/cardiorespiratory fitness by exercising for the proper amount of time and at the proper exertion level to achieve such cardiovascular/cardiorespiratory fitness.

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students will know, understand and execute the principles of attaining cardiovascular/cardiorespiratory fitness by exercising for the proper amount of time (20 minutes or more of cardiovascular training) and at the proper exertion level to achieve improvement in such cardiovascular/cardiorespiratory fitness over the level of cardiovascular fitness exhibited on the pre-assessment tool at the beginning of the class. The assessment tool used it the 3 minute Step Test which is administered in the pre-test fitness evaluation and also in the post-test assessment/evaluation which is optional for students to take.

Measure 1 Sample Size:
138

Measure 1 Benchmark

1) Describe the benchmark for this measure.
The desired benchmark is that 60% or more of the students who perform both the pre-assessment and the post-assessment show improvement from the pre to post sessions in cardiorespiratory/cardiovascular fitness as indicated by the 3 Minute Step Test pre and post results.

2) What is the rationale for choosing this benchmark?
The rationale is based on the department’s and instructors’ expectations of achievement and improvement. This percent of improvement is perceived as achievable with the students’ diligent adherence to the specified and recommended workout plan for this course.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Measure 1 Results:
The results of the pre- and post assessment testing for the cardiorespiratory / cardiovascular component are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Cardiovascular Endurance</th>
<th>3 Minute Step Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Progress: 41</td>
<td>Regress: 38</td>
</tr>
<tr>
<td>Male</td>
<td>Progress: 26</td>
<td>Regress: 26</td>
</tr>
<tr>
<td>Totals</td>
<td>Progress: 67</td>
<td>Regress: 64</td>
</tr>
<tr>
<td>Overall</td>
<td>% 49</td>
<td>% 44</td>
</tr>
</tbody>
</table>

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Students that pre and post tested in cardiorespiratory/cardiovascular component, using the 3 Minute Step Test achieved an improvement percentage of 49% which is below the desired benchmark of 60%.

2) How does the data compare to the previous year, if applicable?
The previous year’s improvement percentage was at 55%. This year’s improvement percentage of 49% is a drop of 6 percentage points from last year’s rate.

3) If multiple measures were used, how do they compare to each other?
1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
   Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
   Plans to modify the current teaching format as well as budget planning for such modifications are necessary.

Further Action:
Further Action Planned

Describe the action plan:
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Person/ Group responsible for action
Physical Education Department and Perri Cunningham

Target Date for implementation of the action
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Priority
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