Course Assessment in a Box, PE 346 SLO#1 and #2
2012-2013

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:
   PE 346 – Guts and Butts

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

   1. Demonstrate proper exercise technique during abdominal, gluteal, and thigh exercises.
   2. Employ proper form/alignment while utilizing weighted exercise balls and elastic bands/tubing
   3. Demonstrate proper stretching technique during warm up and cool down.
   4. Assess abdominal and lower body strength and endurance, and flexibility and demonstrate improvement.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

   Lottie Bain and Robin Kurotori have informally discussed utilization of the rubric to evaluate form in squats and planks. Rubric was determined to be specific enough to accurately evaluate alignment and execution of movement.

4. List the SLO(s) you are assessing in this particular instance:

   1. Demonstrate proper exercise technique during abdominal, gluteal, and thigh exercises.
   2. Employ proper form/alignment while utilizing weighted exercise balls and elastic bands/tubing
   4. Assess abdominal and lower body strength and endurance, and flexibility and demonstrate improvement.

5. Describe the assessment strategy or tool that addresses the SLO(s):

   One section of 16 students were assessed during Fall 2012.
   **SLO 1:** Rubric was used to evaluate execution of the 30 second plank and the 1 minute squat during pre and post testing.
   **SLO 2:** Instructor observation was used to evaluate execution of torso twist using resistance tubing and med ball single leg lunge with rotation and lift. Rubric was used for the lunge with med ball. Ability to maintain stable hips while rotating upper body against tubing resistance without collapsing chest or bending elbows more than 90% was evaluated by instructor observation.
   **SLO #4:** Pre and post testing was used to determine baseline and improvement.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....
6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

<table>
<thead>
<tr>
<th>SLO 1: The 30 second plank is an exercise that requires abdominal stabilization and strength. It is common for students to lose stabilization with fatigue. The 60 second squat utilizes thigh and gluteal strength and endurance. Weight in the heels and knees above ankles are often the first alignment techniques that fail with fatigue. The rubric identifies the proper alignment and as such directly assesses the student’s ability to maintain proper form. A pre test determined form errors so these could be addressed during the semester. A post test determined increased strength, kinesthetic awareness and the ability to implement suggested form improvements.</th>
<th>SLO 2: The torso twist is a multi-joint, multi-muscle movement that requires maintaining stabilization at one joint and movement at another. The elastic resistance of tubing makes maintaining the posture more challenging. The instructor can see at a glance if students are maintaining hip stabilization and an open chest while rotating the torso in this exercise. A pre test determined form errors so these could be addressed during the semester. A post test determined increased strength, kinesthetic awareness and the ability to implement suggested form improvements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #4: Pre and post testing used 60 second sit ups for abdominal strength and endurance, 60 sec squats for lower body strength and endurance, 60 second pushups for upper body strength and endurance and the sit and reach test for flexibility.</td>
<td></td>
</tr>
</tbody>
</table>

7. By looking holistically at the results from all students, describe your findings:

**SLO #1 and #2**

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

(1 injury)  
(improve 100% or maintain 100%)  
(1 injury)  

Although the goal was to have every student achieve a score of 3 in each of the four exercises assessed, this may have been an unrealistic goal. There are many reasons students fail to achieve perfect form. If form errors can be reduced or eliminated, success has been obtained. The squat and the med ball lunge had 100% of students achieving a perfect score. The plank had 83% achieving a perfect score and the tube twist revealed 94% with perfect form. These results are encouraging. Also encouraging is the result of 95% or greater improved their form over the semester as indicated by a higher score in the post test as compared to the pre.
SLO #4: 15/17 (88%) of students improved the number of sit ups in one minute. 100% improved the number of squats completed in one minute. 100% increased the number of push ups completed in one minute. 71% improved their flexibility. The results are acceptable and demonstrate student success. (Data has been requested from other sections but none has been submitted to date.)

8. Describe faculty dialogue (if any) involved in the assessment process:

No discussion transpired outside of a request for submission of data.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

Flexibility improvement remains below 80% (standard set in spring 2012). I was unsuccessful in increasing the amount of time stretching at the end of the class. Will implement a timer to remind me to stop for stretching during spring 2013 to see if that will improve the flexibility results.

The other results are acceptable.

10. After the improvements are implemented, describe the results: