Course Assessment in a Box, **PE378A2 – SLO #1-4 – Fall 2012**

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 378A2 – Indoor Cycling

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

   1. Improve cardiorespiratory endurance.
   2. Demonstrate proper bike set up.
   3. Assess estimated lactate threshold and estimate personal maximum heart rate.
   4. Identify three methods for increasing intensity during a cycling workout.

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):

   I am the only faculty member teaching this course. I have dialoged with colleagues about the SLO and assessment process, in general, to make sure I am evaluating with pertinent and relevant testing methods.

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

   1. Improve cardiorespiratory endurance.
   2. Demonstrate proper bike set up.
   4. Identify three methods for increasing intensity during a cycling workout.

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

   **SLO 1** is assessed using three fitness tests. The first is the Fit Test (VO2) in the fitness center using the Lifecycle stationary bikes. The second test is a 1 mile for time test that is done at the beginning, middle and end of the semester. The third test is a 15 minute test to see how far the student can go in the 15 minutes. Distance is recorded at the beginning, middle and end of the semester.

   **SLO 2** is assessed by instructor observation. The seat height should be at a height that allows the student to have a 10 – 30 degree bend in the knee when the leg is extended at the bottom of the pedal stroke. There should be no movement in the hips (rocking back and forth) and the handle bars should be placed so the upper body remains comfortable with the back extended in neutral spinal alignment.

   **SLO 3** Estimated maximum heart rate is determined using a mathematical formula and a sub max performance test. Results are recorded in student notebooks and assessed for completion.

   **SLO 4** is assessed on the midterm exam with the following question: “Identify three methods for increasing the intensity during your cycling workout.”

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>Test</th>
<th>FA12 improvement</th>
<th>SP13 improvement</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit Test</td>
<td>83% / 85%</td>
<td>63%</td>
<td>Students were unsupervised in Spring when completing this assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Motivation, careful attention to instructions and attention were lacking.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Need a better assessment method moving forward. Too many inconsistent results.</td>
</tr>
<tr>
<td>Time Trial</td>
<td>100% / 93%</td>
<td>100%</td>
<td>Great results - success</td>
</tr>
<tr>
<td>How Far in 15 min</td>
<td>100% / 100%</td>
<td>97%</td>
<td>Great results - success</td>
</tr>
</tbody>
</table>

SLO #4 – Final exam question: “Name three methods of increasing intensity during a cycling class.” 97% of students answered correctly compared with 100% in the fall. This is a very basic question and one we discuss every class period. The one student who answered incorrectly may not have understood the vocabulary as she is an English learner. If I asked her face to face how to make the class harder, she would have been able to tell me. Success.

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

**Fall 2012:**

SLO 1: Two sections (30 students) were assessed. 100% of students in the PM class and 93% of students in the AM class improved their 1 mile time. 100% of the students in both classes went further in their post assessment during the 15 minute test. 83% of AM students improved on their Fit Test results compared with 85% of PM students. As with most fitness assessments, student participation, motivation, and effort are essential for success. The class met twice a week which is not optimal for improvements in cardiorespiratory fitness. Students were encouraged to participate in activity outside of class, which many students did.

SLO 2: 100% of students demonstrated proper bike set up.

SLO 3: 100% of AM students and 93% of PM students successfully estimated maximum heart rate using the Karvonen formula and the Foster Sub max Heart Rate test.

SLO 4: 100% of students correctly identified three methods for increasing intensity.

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

Nothing specific to this course. General dialogue during Get it Done Day was carried out and SLOs were reviewed for viability. No changes required.
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:

Students appear to be meeting or exceeding expectations. They are generally happy with their improvements and many have changed lifestyle habits to reflect better nutrition, more physical activity, better sleep habits and stress management. This supports our GE Program SLO for Area V A and B.

To address new repeatability restrictions, we have created two additional cycling classes to enable students to deepen their understanding of cycle training and to further develop their skills and fitness level. We have also added a 1 unit class that meets 1.5 hours per week. It will be interesting to see if fitness improvements are greater with the additional training time.

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

Will look at results from Fall 2013.