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 344A2 and Pe 344A3 – Total Fitness

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

<table>
<thead>
<tr>
<th>The student will:</th>
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</thead>
<tbody>
<tr>
<td>1. Assess their current fitness level as it relates to cardiovascular endurance, muscular strength and endurance, and flexibility.</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the general principles of both cardiovascular and strength programs.</td>
</tr>
<tr>
<td>3. Demonstrate proper technique when using cardiovascular equipment, machine weights or free weights.</td>
</tr>
</tbody>
</table>

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):

Dialogue was with colleagues throughout the semester with respect to the SLO we would assess in Fall and which SLO in Spring. We assessed SLO #2 in Fall and #1 in Spring. Methods of assessment were discussed with the addition of a plank rather than sit ups for core strength.

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

#2 FA12: Demonstrate an understanding of the general principles of both cardiovascular and strength programs.
#1 SP13: Assess their current fitness level as it relates to cardiovascular endurance, muscular strength and endurance, and flexibility.

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

#1 was assessed with pre and post fitness assessments: One mile walk/run for cardiorespiratory fitness, 1 minute push up test, 1 minute squat test (muscular endurance), and the sit and reach (flexibility).

#2 was assessed with a written question on the final exam: “Explain the difference between a workout that targets muscular strength versus one that targets muscular endurance.” To answer correctly, students needed to correctly identify the type of exercise that develops muscular strength and endurance, and then indicate how a sets and reps are utilized to change the desired effect (*i.e. strength versus endurance).

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,
6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

These questions specifically target the SLO criteria. Improvements in muscular strength and endurance are demonstrated in increases in the number of push ups and squats the student can perform in one minute from beginning of the semester to the end of the semester. Flexibility increases are demonstrated by an increase in the reach using a Sit and Reach box. Improvements in VO2 max representative of improved cardiorespiratory fitness are demonstrated with an improved mile run/walk time.

Understanding the differences between muscular strength and muscular endurance and knowing how each are improved and targeted are critical components in fitness training. To answer correctly, students needed to correctly identify the type of exercise that develops muscular strength and endurance, and then indicate how a sets and reps are utilized to change the desired effect (*i.e. strength versus endurance).

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

**SLO #2:** 22 students were assessed. Of the 22, 14 or 64%, were able to correctly differentiate between muscular strength and endurance and then identify the appropriate sets and reps to improve fitness in the desired area. 5 of 22 missed one point, meaning they either did not correctly define the terms or they did not correctly identify the method of training. 3 of 22 missed the point altogether.

It is important to note that this type of question assumes English competency, which is not always the case in our classes. It is possible that the students who did not demonstrate an understanding of this concept, simply did not understand what the question was asking. We would like to see more than 64% correctly answer the question and as such have decided to rewrite the question so that it is more clear.

<table>
<thead>
<tr>
<th>Test</th>
<th># tested</th>
<th># improved</th>
<th>% improved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mile time</td>
<td>24</td>
<td>20</td>
<td>83%</td>
<td>Success</td>
</tr>
<tr>
<td>Push Up</td>
<td>27</td>
<td>26</td>
<td>96%</td>
<td>Success</td>
</tr>
<tr>
<td>Squat</td>
<td>27</td>
<td>27</td>
<td>100%</td>
<td>Success</td>
</tr>
<tr>
<td>Sit/Reach</td>
<td>27</td>
<td>27</td>
<td>100%</td>
<td>Success</td>
</tr>
</tbody>
</table>

The results demonstrate that greater than 80% of the students who completed PE 344 improved in quantifiable fitness measures. This is great news.

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

Dialogue regarding better wording for the test question continues.

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

Will reword the test question and beta test in Fall 2013.
10. After the improvements are implemented, describe the results: