Course Assessment in a Box, PE 379A2
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 379A2 – Body Sculpting

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

1. Discover their body's potential for an increase in flexibility.
2. Discover their body's potential for an increase in strength.
3. Develop an awareness of muscle movement and basic human anatomy.
4. Recognize and maintain correct and safe alignment during exercise.

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):


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

SLO #1, SLO #2, SLO #3 and SLO #4

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

SLO 1 and 2 were assessed with pre and post fitness testing. Flexibility increases were determined using the Sit and Reach box. (It is important to note that there was an equipment change from pre to post test. Results may be invalid.) Strength was assessed with improvement in number of squats push ups, and sit ups that could be completed in one minute. The plank was held as long as possible up to two minutes. 30 second increments were called.

SLO 3 was assessed by written question on the final exam. “Identify one exercise for each of the muscles listed.” There were 7 muscles listed and students needed to correctly provide at least one exercise that utilized the muscle as a primary mover. This required students to not only know the name and location of the muscle (anatomy) but the action of that muscle as well (awareness of muscle movement).

SLO 4 was assessed with two questions on the final exam. “T/F – when performing a proper curl up, you want to pull your shoulders off of the floor, even if that means that your chin presses into your chest.” Understanding the concept of neutral cervical spine alignment is implicit in this question. The second question was “Which of the following is true of a stretch done for flexibility?” This question required students to understand the difference between a stretch and a strengthening movement, and the difference between rhythmic limbering and static hold.
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>
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</tr>
</tbody>
</table>

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

SLO 1: Discover the body's potential for an increase in flexibility
SLO 2: Discover the body's potential for an increase in strength.

**Method of Assessment:** Pre and Post Fitness Testing

<table>
<thead>
<tr>
<th>Results:</th>
<th># of students improving</th>
<th>Percent improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit and Reach</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Squats in 1 min</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Push ups in 1 min</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Sit ups in 1 min</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>Plank hold</td>
<td>16</td>
<td>80%</td>
</tr>
</tbody>
</table>

N=20

Assessment results indicate that greater than 80% of students are improving in strength and muscular endurance. The success rate for the flexibility test was lower at 75% but as indicated above, it is hard to say if this was due to the change of equipment. The old method required a student to have a partner who read the results. The new board had a bar that was pushed. It will be interesting to see if this can be improved in Fall 2013.

We are quite happy with the increase in the number of squats, push-ups and sit ups. Some students more than doubled their pre test scores, which is quite impressive.
SLO #3: Develop an awareness of muscle movement and basic human anatomy.

**Method of assessment:** written question

Identify one exercise for each of the muscles listed below (pectoralis, triceps, gluteals, abdominals, trapezius, deltoids, biceps.

SLO #4: Recognize and maintain correct and safe alignment during exercise.

**Method of assessment:** written questions and observation

1. T/F: When performing a proper curl up, you want to pull your shoulders off of the floor, even if that means that your chin presses into your chest.

2. Which of the following is true of a stretch done for flexibility?

**Joined value:** 10 points

<table>
<thead>
<tr>
<th>Joined</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10 points</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>7-8 points</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>5-6 points</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>3-4 points</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>less than 3</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

N = 20

These results are disappointing. Missing points came from all three questions with some students missing points in all three areas. Clearly, a better job needs to be done outlining muscle location, exercises appropriate for the muscle groups, safe execution in sit ups and the difference between a stretch for flexibility and one for warm up.

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

There will be a faculty change next semester. It will be interesting to compare results from the different instructors. Questions will be given to the instructors at the beginning of the semester so the appropriate material will be covered.

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

Give the instructors questions at the beginning of the semester.
Clean up the language so it is very clear what is being asked. Perhaps use a muscle diagram to allow students to locate the muscle on the body and then choose from a list the appropriate exercises.

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