### Assessment Overview

**Discipline/Program Name**: Physical Education  
**Assessment Year**: AY 2011-12

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will determine their individual progress toward their personal goals by electing to assess their progress through a post-assessment tool.</td>
<td>SLO</td>
<td>Pre-Post Test,</td>
<td>158</td>
<td>6 Years</td>
<td>45% or more of students participating in the Life Fitness classes of PED110, 11, 210, and 211 will retest on the five components of health-related fitness.</td>
<td>51.30% of students retested</td>
<td>Strong: Exceeds benchmark</td>
</tr>
<tr>
<td>2. 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.</td>
<td>SLO</td>
<td>Pre-Post Test</td>
<td>158</td>
<td>6 Years</td>
<td>60% or more of students showing improvement in cardiovascular/cardiorespiratory fitness is desired.</td>
<td>56% of students tested improved their cardiovascular/cardiorespiratory fitness</td>
<td>Weak: Misses benchmark by 4 points but is 1% above last year's results.</td>
</tr>
<tr>
<td>3. Students will understand and execute the principles of flexibility and implement proper exercises and routines to improve individual flexibility.</td>
<td>Other</td>
<td>Pre-Post Test</td>
<td>158</td>
<td>6 Years</td>
<td>The benchmark for improved flexibility is an improvement level of 70% or higher for students pre- and post-</td>
<td>77% of students tested improved their flexibility</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
</tbody>
</table>


4. Students will know and apply the principles involved to improve muscular strength and muscular endurance.

| Describe the Learning Outcome That You Have Measured | Other | Pre-Post Test | 158 | 6 Years | The benchmark for muscular endurance is a desired level of improvement of 70% or higher and the benchmark for muscular strength is a desired level of improvement of 75% or higher for a combination of upper and lower body strength. | 78% of students tested improved their Muscular Endurance. 69% of students tested improved their Muscular Strength |

Neutral: Muscular endurance is strong and Muscular strength is just below the benchmark. Overall rating - strong
Program / Discipline Assessment Report

Program/Discipline: Physical Education
Responsibility: Perri Cunningham

Program/Discipline's Mission Statement:
To provide accessible, pertinent, and current health, fitness and wellness education as well as provide an accessible physical education environment that will facilitate and encourage the development of a healthy lifestyle and enhance the quality of the lives of ACC students.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

Using a pre- and post assessment tool to evaluate the students’ progress in PED 110, 111, 210, and 211 has enabled the department to see student progress or lack thereof though the teaching and assessments methods used during the semester. Weak areas are identified and strategies are implemented each year to positively affect student achievement. This assessment process is allowing the department to use the comparative data to determine if our strategies should be continued or altered. We continue to monitor our program’s effectiveness according the student results. We are attempting to be much more precise in what results/outcomes we expect to see from the work that is required of the student. To reinforce the higher expectation, the grading requirements have been modified to include “more” required for an A but not weaken the other letter grades either.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

Being able to communicate more clearly to the students the desired outcomes from the class and verbalizing with the students about the previous academic year’s progress or lack of in certain areas helps to emphasize to the students that what is being taught and expected from the class has some value because we evaluate the progress of each student in more ways that just numbers to achieve a grade for the course. Communicating this process more clearly, especially the “why” of some elements of the course clarifies the expectations more and allows the student a fuller understanding that besides the importance of a grade and the importance of each one’s physical health, others are looking at progress as well. The evaluation process gives more credence to what is being taught and encouraged for each student.

What unintended consequences, if any, have occurred because of the assessment process?

Throughout the past four years of assessment, we have seen less than desirable improvement in one area we test, cardiovascular fitness. In an effort to change the overall course design and assessment, we found we are still not reaching the desired improvement/benchmark in this one category.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

Course instructors/fitness center professional staff and the division dean are given these results. Showing the individual instructors where progress is happening and where it is not occurring to the desired level will lend more importance to each one addressing the fitness components and helping the students follow through with their workout plans throughout the semester.

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: AY 2011(Fall 2010, Spring 2011, Summer 2011)
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: Goal Setting for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose one):</td>
<td><strong>Outcome Description:</strong></td>
</tr>
<tr>
<td>Discipline/Program</td>
<td>Students will determine their individual progress toward their personal goals by electing to assess their progress through a post-assessment tool. Students will take individual responsibility for their health and fitness by the department allowing this to be a choice rather than a mandate; however, the past grading scale has been altered to only allow students to earn up to the highest letter grade of a B if they choose NOT to take the post-assessment. This is the second year for this change in the grading and it appears to be successful. The students are also rewarded bonuses for taking the initiative to retest.</td>
</tr>
<tr>
<td>X SLO</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>If Student Learning Outcome (choose one):</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Society and Culture/Diversity and Global Awareness</td>
<td></td>
</tr>
<tr>
<td>Problem Solving/Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills/Leadership and Teamwork</td>
<td></td>
</tr>
<tr>
<td>X Information Management</td>
<td></td>
</tr>
<tr>
<td>Personal Development and Responsibility</td>
<td></td>
</tr>
<tr>
<td>Benchmark for success</td>
<td></td>
</tr>
<tr>
<td>1) Please specify what percentage of the sample size is expected to meet or exceed the following criteria:</td>
<td>1) 45% or more of students participating in the Life Fitness classes of PED110, 11, 210, and 211 will retest on the five components of health-related fitness.</td>
</tr>
<tr>
<td>2) A low percentage of students choose to follow up the mandatory pre-assessment at the beginning of the semester with a voluntary post-assessment at the end of the semester. This being the sixth year of this evaluation process, emphasis is continually kept in place for students to desire to see their physical progress toward their personal goals through the post-assessment. This reinforces the need for each student to take responsibility for their fitness level and their desired grade.</td>
<td></td>
</tr>
</tbody>
</table>
1) A post test consisting of the same elements of which the students were pre-tested.
2) Each student is able to compare pre- and post- test results by using a computer-generated report for each individual that completes a post test / assessment.
3) This pre- and post-test option is available at the beginning and end of each semester. For progress in a physical activity to be accurately measured, there should be at least eight weeks between the pre- and post-testing. A longer time frame is preferred. The 15-week length of a semester is a very appropriate time frame to allow for student improvement to occur.
4) The sample size for AY 2011 was 158 students that chose to pre- and post test/assess.

### Results

**Number of Pre- & Post Test Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% students testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011</td>
<td>92</td>
<td>66</td>
<td>158</td>
<td>51.30%</td>
</tr>
</tbody>
</table>

The overall percentage of students who pre- and post-tested declined from the previous year’s percentage of 61.96%. This decline is mostly due to the fact that we did not include the Police Academy PED 110 classes in the AY2011 testing due to the fact that their training and workouts are quite different that the typical PED 110 student. The department felt that
we were not accurately comparing the same type of students and results. The Police Academy students have a very different motivation for this class and their results are not an equal comparison to other PED 110 classes.

What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% students testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY2006</td>
<td>55</td>
<td>13</td>
<td>68</td>
<td>15.42%</td>
</tr>
<tr>
<td>AY2007</td>
<td>65</td>
<td>51</td>
<td>116</td>
<td>29.67%</td>
</tr>
<tr>
<td>AY2008</td>
<td>74</td>
<td>85</td>
<td>159</td>
<td>49.84%</td>
</tr>
<tr>
<td>AY2009</td>
<td>49</td>
<td>90</td>
<td>139</td>
<td>56.97%</td>
</tr>
<tr>
<td>AY2010</td>
<td>87</td>
<td>141</td>
<td>228</td>
<td>61.96%</td>
</tr>
<tr>
<td>AY 2011</td>
<td>92</td>
<td>66</td>
<td>158</td>
<td>51.30%</td>
</tr>
</tbody>
</table>

Improvement / Decline
Baseline Data
- Improvement of 14.25 percentage points above AY06
- Improvement of 20.17 percentage points above AY07
- Improvement of 7.13 percentage points above AY08
- Improvement of 4.99 percentage points above AY09
- Decrease of 10.66 percentage points above AY10

1) The group performance exceeded the established benchmark of 45% or more of students participating in a post assessment. The specific number of students testing compared to those who chose to not test is 158 out of 308 total students enrolled in the course.
2) Previous years’ comparison is stated in above table.

Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) Student performance is strong in regard to this outcome.
2) Despite this being above the established benchmark, the department will continue to emphasize the importance of the post-assessment in order for students to understand the need to establish goals, assess where they begin in their fitness program with the pre-assessment and then assess their progress toward their goals with the post-assessment. This will be emphasized much more during the orientation for the individual classes.
Outcome #: 2

Outcome Title: Cardiovascular / cardiorespiratory fitness

Outcome Description:
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.

Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 60% or more of students showing improvement in cardiovascular/cardiorespiratory fitness is desired.
2) The cardiovascular/cardiorespiratory fitness component is the most important of the five fitness components as determined by fitness researchers. It is also the most difficult for students and the general public to attain due to the perceived difficulty of assessing this fitness level in a general workout session and to the reason that most people prefer other types of fitness components such as muscular endurance over the cardiovascular component when given a choice. Other components are much easier to assess on a daily basis because progress can easily be measured.

Description of assessment process:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) A pre- and post-test of a cardiovascular test consisting of a 3-minute step test performed according to consistent designated criteria.
2) Each student is able to compare pre- and post-test results by a computer-generated report for each individual that completes a post-test.
3) This is measured at the beginning and at the end of each semester. For progress in a physical activity to accurately measured, there should be at least eight weeks between the pre- and post-test. A longer time is preferred. The length of a semester is quite an appropriate time frame. To encourage students to see progress, a midterm assessment is administered by having students complete a midway assessment using the treadmill to indicate improvement or lack of improvement halfway through the semester.
4) 158 students made up the sample size.

Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Cardiovascular Endurance - 3 Minute Step Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY2011 Progress</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td>Overall %</td>
</tr>
</tbody>
</table>

What did the department learn?
1) How did group performance compare to the

1) The group performance was still lower than the benchmark of 60% despite some changes in the procedures used to encourage students to achieve a higher level of cardiovascular fitness.
| Student performance summary | 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Student performance is rated as weak but steadily improving in this area in regard to this outcome. 2) After attempting a different assessment technique in the Fall 2010 semester, the department will continue to use the previously used assessment tool as it is and continue to emphasize the importance of cardiovascular/cardiorespiratory fitness during the orientation process for all sections of this class.</td>
</tr>
</tbody>
</table>

2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

2) This is a one percentage point higher/increase from AY2010.
Outcome #: 3

Outcome Title: Improved Flexibility

Outcome Description: Students will understand and execute the principles of flexibility and implement proper exercises and routines to improve individual flexibility.

Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) The benchmark for improved flexibility is an improvement level of 70% or higher for students pre- and post-testing.
2) The rationale for this measure is that flexibility is one of the easiest fitness components to improve upon with consistent work and practice. Most individuals overlook the importance of flexibility in an exercise program and emphasis is placed upon the need for individuals to incorporate this into their daily lives in order to be able to enjoy daily activities for a lifetime.

Description of assessment process:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) A Trunk Flexion assessment tool called the Sit and Reach test is used in both the pre- and post-testing.
2) By incorporating flexibility into their daily exercise program, students are able to see an increase in the distance they are able to cover in the stretch assessment at the end of the semester.
3) This component is measured at the beginning and at the end of the semester. For progress in a physical activity to be accurately measured, there should be at least eight weeks between the pre- and post-test. A longer time frame is preferred. The length of a semester is quite an appropriate time frame.
4) For this assessment 158 students made up the sample.

Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Flexibility - Trunk Flexion / Sit and Reach Test</th>
<th>AY2011</th>
<th>Progress</th>
<th>Regress</th>
<th>Maintain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>70</td>
<td>15</td>
<td>7</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>53</td>
<td>9</td>
<td>4</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>123</td>
<td>24</td>
<td>11</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>77%</td>
<td>15%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

1) This group exceeded the benchmark of 70% improvement for this component.
2) This is an improvement of four percentage points over the previous year’s results.
Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) Student performance is rated as strong since the results exceeded the benchmark and exceeded last year’s results also.
2) The method of assessing flexibility will be continued in the same manner with no adjustments.
Outcome #: 4

Outcome Type (choose one):
- □ Discipline/Program
- □ SLO X Other

If Student Learning Outcome (choose one):
- □ Communication
- □ Society and Culture/Diversity and Global Awareness
- □ Problem Solving/Critical Thinking
- □ Quantitative Reasoning
- □ Technology
- □ Interpersonal Skills/Leadership and Teamwork
- □ Aesthetics
- □ Values and Ethics
- □ Information Management
- □ Personal Development and Responsibility

Outcome Title: Improved Muscular Strength and Muscular Endurance

Outcome Description:
Students will know and apply the principles involved to improve muscular strength and muscular endurance.

Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

Description of assessment process:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) The benchmark for muscular endurance is a desired level of improvement of 70% or higher and the benchmark for muscular strength is a desired level of improvement of 75% or higher for a combination of upper and lower body strength.
2) The higher benchmark is accounted for by the fact that many students and individuals in general prefer to work on a muscular component when considering improving fitness. There is a higher individual motivation for these two components.

1) The assessment methods used to measure these outcomes were the following:
   a. Muscular endurance used a One Minute Abdominal Crunch Test
   b. Muscular strength combined the results of upper body one repetition maximum testing and lower body one repetition maximum testing ad compiled the results in combination with the individual’s body weight for a resulting Relative Strength gain or loss per individual.
2) An increase in the amount of weight each student is able to lift at the end of the semester post-test indicates the student has worked correctly to increase muscular strength. The ability of the student to be able to perform more abdominal crunches indicates proper work for the increase in muscular endurance.
3) These components are measured at the beginning of the semester and at the end of the semester. For progress in a physical activity to be accurately measured there should be at least eight weeks between the pre- and post-testing. A longer time frame is preferred. The length of a semester is quite an appropriate time frame for this type of testing.
4) The sample size for this assessment component was 158

Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th></th>
<th>One Minute Ab Crunch -Muscular Endurance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY2011</td>
</tr>
<tr>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
</tr>
<tr>
<td>Totals</td>
<td>123</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Overall%</td>
<td>78%</td>
</tr>
</tbody>
</table>

### Muscular Strength - Leg Strength

<table>
<thead>
<tr>
<th>AY2011</th>
<th>Progress</th>
<th>Regress</th>
<th>Maintain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>63</td>
<td>25</td>
<td>4</td>
<td>92</td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td>18</td>
<td>2</td>
<td>66</td>
</tr>
<tr>
<td>Totals</td>
<td>109</td>
<td>43</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td>Overall%</td>
<td>69%</td>
<td>27%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

### Muscular Strength - Upper Body Strength

<table>
<thead>
<tr>
<th>AY2011</th>
<th>Progress</th>
<th>Regress</th>
<th>Maintain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>56</td>
<td>15</td>
<td>21</td>
<td>92</td>
</tr>
<tr>
<td>Male</td>
<td>54</td>
<td>7</td>
<td>5</td>
<td>66</td>
</tr>
<tr>
<td>Totals</td>
<td>110</td>
<td>22</td>
<td>26</td>
<td>158</td>
</tr>
<tr>
<td>Overall%</td>
<td>70%</td>
<td>14%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

Combined Upper and Lower Strength results averages to **69%** of Improvement.

**What did the department learn?**

1. How did group performance compare to the benchmark?
2. How does the data compare to the previous year, if applicable?
3. If multiple measures were used, how do they compare to each other?

1. The Muscular Endurance results exceeded the established benchmark of 70%. The Muscular Strength results were lower than the established benchmark of 75%.
2. The group performance was nine percentage points less than the previous year’s results in the Muscular Endurance component but still exceeding the benchmark.
3. The group performance was 5% higher than last year’s results and is still slightly below the benchmark.

**Student performance summary**

1. Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2. How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1. Student performance in regard to muscular endurance is strong but slightly weak in the muscular strength category even though improvement shows over the previous year.
2. No changes will be made in the assessment methods.
Part 2: Current Academic Year Assessment Plan

- Current Academic Year: AY2012-13

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
  Intended learning outcomes will remain the same.

Assessment Method(s) (only include if they differ from those noted in Part 1)
  The same assessment methods will be used as in the previous year.

Benchmarks (only include if they differ from those noted in Part 1)
  No changes in the established benchmarks.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
  Yes  No
  none needed