

PE 256: Racquetball - Assessment Report, Fall 2003

I. GER objectives, student outcomes, evaluation instruments

Physical Education GER Objectives: Each course in the physical education category of the GER will provide instruction and guidance that help students to:

1. learn the fundamentals of health-related fitness, encompassing cardiorespiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility, and body composition, and;
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle, and;
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies of physical activities and sport, and;
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

Course Learning Outcomes: Students should be able to:

1. demonstrate that they have learned the fundamentals of health-related fitness related to effectively playing racquetball, such as enhancing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, and muscular flexibility;
2. apply what they have learned about health-related fitness to meeting racquetball goals established by instructors and by students.
3. demonstrate that they have acquired or enhanced the basic motor skills and skill-related competencies, concepts, and strategies related to racquetball.
4. show that they possess a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of racquetball.

Evaluation Instruments for Assessing Course Learning Outcomes: Students will demonstrate that they have met the GER learning outcomes through:

1. a written midterm quiz by which instructors determine the extent to which students have learned the fundamentals of health-related fitness related to effectively and efficiently playing racquetball;
2. observations of students' basic racquetball skills during physically demanding practice sessions and competitive play by which instructors determine the extent to which students apply the fundamentals of health-related fitness related to safely and effectively playing racquetball;
3. a performance-based skills examination (ball control wall volley test) administered during the semester; and performance in competition with other students evaluated with a performance rubric (groundstrokes, serves, returns, strategies, rules, and sportsmanship);
4. a final written exam in which students are tested on their working knowledge, appreciation, and understanding of the spirit, rules, history, safety, and etiquette of racquetball.

II. Summary of evaluation for each outcome:

1. Midterm quiz scores (class average = 88%) indicate that students have learned the fundamentals of physical conditioning for racquetball. Muscle strength is not a prominent aspect of racquetball, though students now know its relationship to specific portions of the game.
2. Court movement, proper positioning, and shot execution are vital skills of successful racquetball play; physical fitness enhances these skills. Students demonstrated the ability to perform high-skill movements during fast-paced, physically demanding games. Students with below average fitness levels were at a distinct disadvantage during match play.
3. Wall volley skill assessment scores (class average 84%) and performance assessment via skills rubric (class average 85%) illustrate that students have acquired or enhanced basic motor skills and skill-related competencies, concepts, and strategies related to racquetball.
4. Final exam scores (87%) indicate that students have acquired a working knowledge, appreciation, and understanding of the spirit, rules, history, safety, and etiquette of racquetball.

III. Effectiveness of Course as GER Course in Physical Education

Racquetball encompasses all aspects of Physical Education (fitness, motor skill development, history, safety, and rules). For this reason, racquetball is an ideal course for inclusion in the department's GER. I don't think that students expect to learn much about the history of racquetball during a one-hour activity class, but the inclusion of the game's background does help students understand the relevancy of certain rules and protocol. I also think that few students come to a skill-based class such as racquetball with a concern for physical fitness. However, those students who improve their fitness levels will have an advantage over those who do not. Racquetball students will appreciate the carry-over fitness knowledge from this class once they have left the university.

IV. Changes since last assessment
n/a

V. Changes

1. Students will be given a copy of the performance rubric at the beginning of the semester. This will enhance their understanding of the fitness and physical skill demands of the game. The class rubric will be "streamlined" to better illustrate different skill requirements without being cumbersome.
2. Class discussion of rules will include a section pertaining to etiquette and safety and how those two areas can be similar yet separate entities.