### Course SLOs 1 and ctu.unitid = 729

**ECC: PE 105abc - Women's Intercollegiate Basketball Team - SLO #1 Speed - Student/Athletes demonstrate improvement in their court related running speed.**

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

**Input Date:** 11/29/2013

**Course SLO Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Rubric / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> &quot;Pyramid of Three&quot; (A &quot;set&quot; is a run from baseline to opposite baseline and then return to the beginning baseline. A Pyramid of Three is a set of 1, a set of 2, a set of 3, a set of 2 and a set of 1. <strong>Assessment Method:</strong> Performance <strong>Standard and Rubric:</strong> Set of 1 in 14 seconds, set of two in 28 seconds, set of three in 42 seconds.</td>
<td>12/10/2014 - LastFirstPre-testPost-test 10-1-14 12-1-14 StudentA5/55/5 StudentB4/55/5 StudentC3/54/5 StudentD2/54/5 StudentE2/54/5 StudentF4/55/5 StudentG5/55/5 StudentH3/54/5 StudentI4/55/5 StudentJ3/55/5 StudentK2/54/5 StudentL5/55/5 Student athletes improved but some did not quite meet the 100% standard. Close, and good improvements, but need a little more time speed training. <strong>Standard Met:</strong> Yes</td>
<td>09/30/2014 - Continue to use the speed training implemented with the course while adding extra speed training sessions for those not meeting the target 100% of the time.</td>
</tr>
</tbody>
</table>

**Faculty Assessment Leader:** Shaw, Steve

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### Course SLOs 1 and ctu.unitid = 729

**ECC: PE 110abc - Women's Intercollegiate Volleyball Team - SLO #1 Rules - The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.**

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

**Input Date:** 11/29/2013

**Course SLO Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Rubric / Tasks</th>
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<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> Students will demonstrate their knowledge of the eligibility rules that govern the sport of volleyball by orally describing the rules that are determined for eligibility. <strong>Assessment Method:</strong> Presentation/Skill Demonstration <strong>Standard and Rubric:</strong> The student must state that there are 4 parts to the process of eligibility for participation. 1. Student must maintain a 2.0. 2. Student must be continuously and actively enrolled and attending class in a minimum of 12 units. 3. Of the 12 units at least 9 shall be attempted in courses counting toward remediation and be consistent with the student athlete's educational plan. 4. Students must pass a total of 24 units before the next season of competition.</td>
<td>10/14/2014 - Students were tested by oral presentation on the 4 points of eligibility. 19 students participated in the oral presentation. 15 received 100%. 19 out of 19 received 75% or better. <strong>Standard Met:</strong> No</td>
<td>12/01/2015 - Review rules and requirements several times per semester with the team members stressing the need for an educational plan on record and progress towards graduation.</td>
</tr>
</tbody>
</table>

**Faculty Assessment Leader:** Le Valley Pattison

**Faculty Contributing to Assessment:** Le Valley Pattison

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**Faculty Assessment Leader:** Le Valley Pattison

**Faculty Contributing to Assessment:** Le Valley Pattison
### ECC: PE 121abc - Off-Season Training for Women's Intercollegiate Softball Team - SLO #1

**Fielding - Student will demonstrate proficiency in the fielding of their appropriate position.**

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

**Input Date:**
- 11/29/2013

**Course SLO Status:**
- Active

<table>
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<th>Assessment Methods &amp; Standard and Rubric / Tasks</th>
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</tr>
</thead>
</table>
| **Assessment Method Description:**
Students had 10 attempts to field a ground ball or fly ball from a specific position on the field. The ball was batted or contacted from home plate. The results were recorded.

**Assessment Method:**
- Performance

**Standard and Rubric:**
- 100% of students should field 8-10 ground balls or fly balls successfully off a batted ball from home plate.

10/07/2014 - 20 students attempted to successfully field ground balls and fly balls which were contacted or batted from home plate. Each student had 10 tries to field the ball without error. 14 students were able to successfully field 10 ground balls or fly balls in a row without error while 6 students were not able to successfully complete this task. The batted ball was first contacted from home plate and an error was designated as anything other than a smooth transition from ground or air to glove. No runner was running the bases. Students needed to be able to position themselves behind the ball and focus on the flight or bounce long enough to possess it without bobble or drop. Analysis of the performance assessment shows that 70% of the students were adequately skilled at fielding a ground ball or fly ball from their specific position while 30% of the students still need further instruction and practice at taking ground balls and fly balls. Students who missed the ground balls and fly balls missed in a variety of ways. Some students could not adequately position themselves behind the ball causing them to lose their balance or not get their glove to the ball on time while others misread the flight or bounce of the ball and had their glove in a different location than where the ball landed. More repetition in class and more practice outside of class may be needed during assessment for students to be successful. More time and repetition should be spent on defensive skill and positioning or balance in fielding in order to assist all students in meeting the standard.

**Standard Met:**
- No

**Semester of Current Assessment:**
- 2014-15 (Fall 2014)

**Faculty Assessment Leader:**
- Jessica Rapoza

**Faculty Contributing to Assessment:**
- Jessica Rapoza

01/05/2015 - Students in this class would benefit greatly from a permanent fence being placed into the outfield. This fence would allow both infielders and outfielders to be able to gauge the flight path of a well contacted ball resulting in better positioning and better communication therefore decreasing possible injury.

**Action Category:**
- Program/College Support

### ECC: PE 15abc - Men's Intercollegiate Basketball Team - SLO #2 Strategies - Students will describe various offensive/defensive strategies.

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

**Input Date:**
- 01/24/2014

**Course SLO Status:**
- Active

<table>
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</table>
| **Assessment Method Description:**
Students were asked to react/run specific offensive sets/motion based on the defense they faced during multiple possessions. They were evaluated on their decision making (reading he defense), execution of the offense (locating open teammate or taking advantage of the defensive breakdown) and the use of proper timing (ball movement, setting screens, sprinting to spots on the floor etc.).

**Assessment Method:**
- Performance

12/01/2014 - Student #1
- Student #2
- Student #3
- Student #4
- Student #5
- Student #6
- Student #7
- Student #8
- Student #9
- Student #10
- Student #11
- Student #12

11/05/2015 - For those student-athletes who struggled with both remembering and executing our team’s offensive sets, we will spend 15 minutes at the beginning of class to improve their understanding and get them caught up with the rest of the team. We will have an assistant coach assigned to that small group and they will work on the motion, reads and execution of those sets on one of our side-courts.

**Faculty Assessment Leader:**
- Jessica Rapoza

**Faculty Contributing to Assessment:**
- Jessica Rapoza

04/16/2015 1:18 PM

Generated by TracDat a product of Nuventive.
Assessment Method Description:
Throughout the competitive season of cross country, the student-athlete competes in distances of 5,000m for women and 4 miles for men (the SLO will need to be changed to reflect the gender differences in the distance of timed run). Although there are variations in course terrain throughout the season, the distance is accurately measured and we have similar terrain courses at the beginning and end of the season that can reflect any improvements (or regression) that will occur during the competitive 10-12 week season.

Assessment Method:
Performance

Standard and Rubric:
90% of student-athletes that are able to progress injury-free throughout the season will demonstrate a 5% improvement (an average of one-minute) over the course of the season and season of training and competition.

12/04/2014 - Almost 90% of student-athletes training and competing injury-free throughout the season improved (lowered) their respective cross country performance time by a minimum of one minute. A couple came very close to this goal and in all likelihood, were well within the potential range of error based on varying environmental and racing conditions that may have negatively impacted their final performance (warmer temperature; uneven pacing; tripped).

Standard Met:
Yes

Semester of Current Assessment:
2014-15 (Fall 2014)

Faculty Assessment Leader:
Dean Lofgren

Faculty Contributing to Assessment:
Sean Sheil

Action Category:
Teaching Strategies

09/10/2015 - At this time, there are no changes in teaching/coaching strategies recommended. We have been fortunate to have had a tradition of cardiovascular development of our men and women distance runners participating in our cross country program and plan on continuing this success. While we may occasionally incorporate new methodologies in coaching techniques (based on most recent research) for improving the cardiovascular fitness level of our student-athletes (as measured by timed run), the basic premise of the periodization will likely not change.

Action Category:
Teaching Strategies
### Course SLOs 1 and ctu.unitid = 729

<table>
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<th>Assessment Methods &amp; Standard and Rubric</th>
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<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> Students performed a 30 second rhythmic precision arm &quot;high v&quot;, &quot;high t&quot;, &quot;low v&quot;, and a &quot;clap&quot;. This sequence was done repeatedly for 30 seconds, and the students will complete 3 sequences. The quality of the poses was evaluated, and certain criteria was used to evaluate the strength, cleanliness, and sharpness of the sequence. <strong>Assessment Method:</strong> Performance <strong>Standard and Rubric:</strong> 80% of the students should be able to complete 5 quality sequences in 30 seconds.</td>
<td>01/16/2015 - Most of the students were able to complete the 5 quality sequences. Some could not due to lack of upper body strength. 12 students did the assessment. In 30 seconds 4 completed more than 15 high v T low V clap. 5 students completed between 10 -12 3 students were below 10.</td>
<td>09/21/2015 - More time needs to be spent on developing upper body strength. An additional 30-45 minutes of strengthening exercises will be added next semester.</td>
</tr>
<tr>
<td><strong>Assessment Method Description:</strong> We evaluated each position by having them perform a position specific skill. We assessed their skills by watching them and video recording their performance. <strong>Assessment Method:</strong> Performance <strong>Standard and Rubric:</strong> The athletes target success was at an eighty percent level. We would repeat throughout the semester to have them continue to achieve this level.</td>
<td>12/11/2014 - We evaluated 35 students, 20 (62%) students met the eight percent level. 15 students were at 80%, 10 students were at 70%, and 10 students were at/ or below 60%. We are going to review the time spent in practicing the exercises and the equipment used. We will also review the time spent watching and showing the students performances and equipment used. <strong>Standard Met:</strong> No</td>
<td>05/05/2015 - To help assist with the improvement of our success we need to look at purchasing some new equipment such as: Mobility Chute, Open Field Tackle Machine, Jugs Machine, a Lab Top Computer and the opportunity to hire work study students to assist with the filming.</td>
</tr>
</tbody>
</table>

### Course SLO Assessment Cycle:
- **ECC: PE 35abc - Men's Intercollegiate Football Team - SLO #1 Skill Demonstration - Student will demonstrate the specific skills needed for successful participation in intercollegiate football.**
  - 2014-15 (Fall 2014)
  - 2017-18 (Fall 2017)
- **ECC: PE 233abc - Pep Squad - SLO #1 Basic Cheer Motions - Students will demonstrate basic cheer motions with proper form jumps and performance skills.**
  - 2014-15 (Fall 2014)
  - 2017-18 (Fall 2017)
- **ECC: PE 46abc - Off-Season Training for Men's Intercollegiate Golf Team - SLO #1 Putting - Students will demonstrate proficiency in putting a golf ball.**
  - 2014-15 (Fall 2014)
  - 2017-18 (Fall 2017)

### Input Date:
- **11/29/2013**

### Course SLO Status: Active

### Faculty Assessment Leader:
- **Diana Galias**

### Action Category:
- **Teaching Strategies**

### Teaching Strategies
- **Action Category:** Program/College Support

### Program/College Support
- **Action Category:** Program/College Support

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- **Teaching Strategies**

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### Action Category:
- **Teaching Strategies**
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<tr>
<td>Students will swim a set of 8-10 x 50 yard freestyle at fast speeds counting the number of strokes taken on each 50 and add to the time it takes to complete each 50 yard effort. Best effort is recorded.</td>
<td>10/30/2014 - 16 of 22 students tested were able to meet the standard of 70 combining time and number of strokes to complete a fast 50 yard swim. The range of performance was 40 (for a former State Champion) to 86 (for a very inexperienced swimmer). All the students have experienced improvement from the beginning of the semester. The less experienced swimmers will continue to need skills improvement and conditioning improvement in order to achieve the standard. Additional equipment will be needed help their skill development and provide a safe environment for their training.</td>
<td>03/15/2015 - replace lane lines that are in severe disrepair to ensure student safety. procure newer models and different sizes of hand paddles to facilitate improvements in student skill and power.</td>
</tr>
<tr>
<td>Assessment Method: Performance</td>
<td>Standard Met: No</td>
<td>Action Category: Program/College Support</td>
</tr>
<tr>
<td>Standard and Rubric: 100% of students will be able to have a score of 70 or under. This would correspond with a performance level that would have a chance to score points at the South Coast Conference Championships.</td>
<td>Semester of Current Assessment: 2014-15 (Fall 2014)</td>
<td></td>
</tr>
</tbody>
</table>

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**ECC: PE 60abc - Women's Intercollegiate Soccer Team - SLO #1 Free Kick - Student will demonstrate the task of proficiency in an appropriate free (direct) kick from a specified area of the playing field in an attempt to score a goal.**

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
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</thead>
<tbody>
<tr>
<td>Students were asked to take 10 kicks from a specific area on the field and asked to deliver a ball to a required area from approx. 35 yards.</td>
<td>12/03/2014 - 18 students were tested. 9/10 successful attempts 0 7/8 7 5/6 8 3/4 3 0/2 0</td>
<td>08/17/2015 - The coach should incorporate more fundamental kicking skills early on the season leading up to the more advanced skill of performing the free kick.</td>
</tr>
<tr>
<td>Assessment Method: Performance</td>
<td>Standard Met: No</td>
<td>Action Category: Teaching Strategies</td>
</tr>
<tr>
<td>Standard and Rubric: All students will be expected to hit the target area at least 7 out of 10 attempts.</td>
<td>Semester of Current Assessment: 2014-15 (Fall 2014)</td>
<td></td>
</tr>
</tbody>
</table>
### ECC: PE 66abc - Off-Season Training for Intercollegiate Tennis Team - SLO #1 Tennis Stroke Components - Students will identify fundamental components of tennis strokes that are necessary to perform at an advanced level and determine practice strategies for improvement.

#### Course SLO Assessment Cycle:
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

#### Input Date:
11/29/2013

#### Course SLO Status:
Active

#### Assessment Method Description:
Each student was responsible for performing a self-analysis of their own basic tennis strokes (ground strokes, serve, volley, lob, overhead). Each component of the stroke was analyzed from ready position to back swing to contact point to follow through. Strengths and weaknesses were noted based on a 4.5 (advanced) rating according to the NTRP rating scale. Specific stroke modifications were then listed with drills and practice aids included to promote improvement.

#### Assessment Method:
Presentation/Skill Demonstration

#### Standard and Rubric:
In preparation for the collegiate tennis season, it is imperative that players understand the components of the basic tennis strokes, analyze their own strengths and weaknesses and be able to plot a strategy for improvement. Since actual tennis matches are played with most decision making and stroke adjustments made almost entirely by the player and not the coach, it is expected that advanced players should be able to recognize a minimum of 1 area of improvement in each basic stroke. Once identified, a practice strategy must be planned to correct the 1 or more weaknesses within each stroke.

#### Results
12/06/2014 - Each student met with the instructor toward the end of the semester to compare their individual stroke analysis with the instructor's analysis of the stroke components. 20 of 20 students were able to identify at least 1 fundamental area of improvement for each stroke. 16 of the 20 students were also able to effectively propose a basic strategy for improvement (specific repetitive drill, visual or verbal cue) to reinforce fundamental modification in each stroke. Of the 4 students who were unable to propose a specific strategy for improvement of each stroke, all 4 of them were unclear how to go about improving their weaknesses despite their ability to identify the weaknesses. All 4 of these players were relatively new to the game of tennis, suggesting that total experience may be a factor in the student's ability to look beyond analysis of stroke mechanics and plot an effective strategy for improvement.

#### Standard Met:
No

#### Semester of Current Assessment:
2014-15 (Fall 2014)

#### Faculty Assessment Leader:
Steve VanKanegan

#### Action & Follow-Up
10/01/2015 - Ample time seemed to be spent with these relative newcomers early in the semester to help them understand stroke components. Since tennis players often play entire matches without a coach’s input, perhaps more time can be spent in the future encouraging them to take a more active role in this important part of the improvement process rather than rely so much on the instructor to make an improvement plan.

### Teaching Strategies

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### ECC: PE 6abc - Off-Season Training for Men’s Intercollegiate Baseball - SLO #1 Fielding - Student will demonstrate proficiency in the fielding of their appropriate position.

#### Course SLO Assessment Cycle:
- 2014-15 (Fall 2014)
- 2017-18 (Fall 2017)

#### Input Date:
11/29/2013

#### Course SLO Status:
Active

#### Assessment Method Description:
Through practical examination by instructor the student will demonstrate proficiency in the appropriate skill.

#### Assessment Method:
Performance

#### Standard and Rubric:
- 4 – student will properly field their position 9 out of 10 times
- 3 – student will properly field their position 7 out of 10 times
- 2 – student will properly field their position 5 out of 10 times
- 1 – students will properly field their position a minimum of three times.

#### Results
12/22/2014 - see attached document

<table>
<thead>
<tr>
<th>Student Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 23 students, 3- 11 students, 2- 4 students</td>
</tr>
</tbody>
</table>

Students performed extremely well in the assessment rubric. Much better than previous classes. There was a much higher percentage of 4 scores.

A big reason for the improvement in scores was the condition of the field. The field was re-leveled and new material was put on the top of the surface. This allowed for more consistent predictability in the projection of the ball. It also gave students the ability to rely on their skill level and not an outside factor of a random bounce of the ball.

#### Standard Met:
Yes

#### Semester of Current Assessment:

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### Program/College Support

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<td><strong>ECC: PE 70abc - Men's Intercollegiate Soccer Team - SLO #1 Free Kick</strong> - Student will demonstrate the task of proficiency in an appropriate free (direct) kick from a specified area of the playing field in an attempt to score a goal.</td>
<td><strong>Assessment Method Description:</strong> Students will demonstrate proficiency in taking a free kick from a specified area on the field to reach a target area approx. 35 yards away.</td>
<td><strong>Results:</strong>&lt;br&gt;12/03/2014 - A total of 28 students were tested&lt;br&gt;9/10 on target 12 students&lt;br&gt;7/8 15&lt;br&gt;5/6 1</td>
<td>12/01/2015 - Next time the assessment is done we will increase the distance and angle of delivery in order to make the standard more difficult to achieve.</td>
</tr>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong>&lt;br&gt;2014-15 (Fall 2014)&lt;br&gt;2017-18 (Fall 2017)</td>
<td><strong>Assessment Method:</strong> Performance&lt;br&gt;<strong>Standard and Rubric:</strong> All students are expected to reach a 70% (7/10) success rate.</td>
<td><strong>Standard Met:</strong>&lt;br&gt;Yes</td>
<td><strong>Action Category:</strong>&lt;br&gt;Teaching Strategies</td>
</tr>
<tr>
<td><strong>Input Date:</strong>&lt;br&gt;11/29/2013</td>
<td>12/05/2014 - 97% of the student-athletes participating in the Fall &quot;Off-Season&quot; Track &amp; Field course satisfactorily demonstrated and successfully evaluated the specific skills of their track and field event(s). The 4% that did not meet the standard did so because they did not attend regularly beyond the course withdrawal date and were not in attendance to participate in the final evaluation of their skills.</td>
<td><strong>Semester of Current Assessment:</strong>&lt;br&gt;2014-15 (Fall 2014)</td>
<td>09/10/2015 - We are currently in the transition of new facility construction. Although manageable, we are currently (and have been for two seasons) using off-campus facilities (North Torrance HS and Compton Center) for training in the specific track &amp; field areas of the sprints, relays, hurdles, horizontal jumps, vertical jumps, distance event interval training, and the pole vault. When our new facility is constructed, all events in track &amp; field will be effectively taught on campus.</td>
</tr>
<tr>
<td><strong>Faculty Assessment Leader:</strong>&lt;br&gt;Nate Fernley</td>
<td><strong>Faculty Assessment Leader:</strong>&lt;br&gt;A. John Britton</td>
<td><strong>Faculty Contributing to Assessment:</strong>&lt;br&gt;Kevin Hughley</td>
<td><strong>Action Category:</strong>&lt;br&gt;Teaching Strategies</td>
</tr>
<tr>
<td><strong>Course SLO Status:</strong>&lt;br&gt;Active</td>
<td><strong>Faculty Contributing to Assessment:</strong>&lt;br&gt;Dean Lofgren</td>
<td><strong>Action Category:</strong>&lt;br&gt;Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td><strong>ECC: PE 76abc - Off-Season Training for Intercollegiate Track and Field Team - SLO #1 Skill Evaluation</strong> - Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.</td>
<td><strong>Assessment Method Description:</strong> This class is designed for students interested in participating on the Spring Intercollegiate Track &amp; Field Team. With 17 different track &amp; field events for each gender, most all class participants have an area/event of interest and/or strength in which they develop. With this in mind, we as faculty/coaches do our best to teach and coach them in the specific area where their strengths and interests lie (sprints; horizontal jumps; vertical jumps; pole vault; hurdles; throwing events). Most all distance runners (yet more track and field events) are participating with the Intercollegiate Cross Country Team cross country during this fall period. With these specific needs and interests in mind, student-athletes are evaluated most heavily in their specific event(s) area since it is not practical - nor logical - to have them spend what little fall instructional time available in an event area where there is likely less potential success and development. However, there is some potential carry-over from one event to another in the sprints, jumps, and throwing events.</td>
<td><strong>Standard Met:</strong>&lt;br&gt;Yes</td>
<td><strong>Action Category:</strong>&lt;br&gt;Teaching Strategies</td>
</tr>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong>&lt;br&gt;2014-15 (Fall 2014)&lt;br&gt;2017-18 (Fall 2017)</td>
<td><strong>Assessment Method:</strong> Performance&lt;br&gt;<strong>Standard and Rubric:</strong> Even taking into account any potential injury and/or illness, 90% of the student-athletes should be able to successfully demonstrate and evaluate</td>
<td><strong>Semester of Current Assessment:</strong>&lt;br&gt;2014-15 (Fall 2014)</td>
<td><strong>Faculty Assessment Leader:</strong>&lt;br&gt;Dean Lofgren&lt;br&gt;<strong>Faculty Contributing to Assessment:</strong>&lt;br&gt;Kevin Hughley</td>
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<td><strong>Faculty Assessment Leader:</strong>&lt;br&gt;A. John Britton</td>
<td><strong>Faculty Contributing to Assessment:</strong>&lt;br&gt;Kevin Hughley</td>
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<td><strong>Course SLO Status:</strong>&lt;br&gt;Active</td>
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<td><strong>Action Category:</strong>&lt;br&gt;Teaching Strategies</td>
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<tr>
<td><strong>Course SLOs</strong> 1 and ctu.unitid = 729</td>
<td>the skills necessary to successfully participate in their track &amp; field event.</td>
<td></td>
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</tr>
<tr>
<td><strong>ECC: PE 81abc - Off-Season Training for Men's Intercollegiate Volleyball Team - SLO #1</strong></td>
<td><strong>Assessment Method Description:</strong> Proper foot and hand position, rotate torso toward the passing target, pass the ball with a high arc so that the setter has time to forward the ball to a spiker. <strong>Assessment Method:</strong> Performance <strong>Standard and Rubric:</strong> We use a scale from 0-3. 0 is unsuccessful and a 3 grade is successful. Any score above 2.3 is outstanding.</td>
<td>11/06/2014 - Proper foot and hand position, rotate torso toward the passing target, pass the ball with a high arc so that the setter has time to forward the ball to the spiker. <strong>Standard Met:</strong> Yes <strong>Semester of Current Assessment:</strong> 2014-15 (Fall 2014) <strong>Faculty Assessment Leader:</strong> Richard Blount</td>
<td>09/21/2015 - Better contrasting background wall color and lighting will help players see the ball better for serve receive. <strong>Action Category:</strong> Program/College Support</td>
</tr>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong></td>
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<td></td>
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<td>2017-18 (Fall 2017)</td>
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<tr>
<td><strong>ECC: PE 85abc - Men's Intercollegiate Water Polo Team - SLO #1</strong></td>
<td><strong>Assessment Method Description:</strong> Students will complete 30 passes without dropping the ball using eggbeater kick to remain in a vertical position. <strong>Assessment Method:</strong> Performance <strong>Standard and Rubric:</strong> 100% of the students will be able to complete 30 passes without dropping the ball.</td>
<td>11/19/2014 - 100% of the students were able to complete 30 passes without dropping the ball using vertical eggbeater kick. Other passing tests could be done to increase the challenge accurate passing like passing to someone who is moving or passing with a guard on the passer. <strong>Standard Met:</strong> Yes <strong>Semester of Current Assessment:</strong> 2014-15 (Fall 2014) <strong>Faculty Assessment Leader:</strong> Corey Stanbury <strong>Faculty Contributing to Assessment:</strong> Corey Stanbury</td>
<td>10/21/2015 - Other passing skill tests can be done to increase the difficulty of the test and mimic game situations. Examples would be passing to someone who is moving or passing with a guard on the passer. <strong>Action Category:</strong> Teaching Strategies</td>
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<td><strong>Course SLO Assessment Cycle:</strong></td>
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<tr>
<td><strong>ECC: PE 87abc - Women's Intercollegiate Water Polo Team - SLO #1</strong></td>
<td><strong>Assessment Method Description:</strong> Students will be able to pass the ball 30 times without dropping the ball using the eggbeater kick to maintain a vertical body position. <strong>Assessment Method:</strong> Performance <strong>Standard and Rubric:</strong> 100% of the students will be able to pass the ball to a partner 30 times without dropping the ball.</td>
<td>11/20/2014 - 100% of the students were able to pass the ball 30 times without dropping it using vertical eggbeater kick. The next step would be a more challenging test of passing to a moving partner or passing with a guard on the passer. These would be additional ways of mimicking game situations. <strong>Standard Met:</strong> Yes <strong>Semester of Current Assessment:</strong> 2014-15 (Fall 2014) <strong>Faculty Assessment Leader:</strong> Corey Stanbury</td>
<td>10/20/2015 - Using additional passing tests to like passing to a moving player or passing while being pressured by a defender would test other game skills. <strong>Action Category:</strong> Teaching Strategies</td>
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<td>Results</td>
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