

El Camino Community College

PROGRAM REVIEW 2016

HEALTH SCIENCE AND ATHLETICS KINESIOLOGY: THEORY, FITNESS AND WELLNESS, ATHLETICS, AND RECREATION



**CONTRIBUTORS:
DANIELLE ROMAN
DEAN LOFGREN
GENE ENGLE
NATE FERNLEY
TOM HAZELL**

TABLE OF CONTENTS

Contents

SECTION 1 Overview of the Program	3
SECTION 2 Analysis of Research Data	13
SECTION 3 Curriculum.....	19
SECTION 4 Assessment of Student and Program Learning Outcomes (SLOs & PLOs)	23
SECTION 5 Analysis of Student Feedback	24
SECTION 6 Facilities and Equipment	26
SECTION 7 Technology and Software.....	28
SECTION 8 Staffing	28
SECTION 9 Future Direction and Vision	32
SECTION 10 Prioritized Recommendations.....	34
Appendices.....	36
A. Alignment Grids	36
B. Kinesiology Student Survey Results	46
C. Family Courses	79
D. Demographic and Enrollment Characteristics	80
E. Athletic Academic success	110
F. El Camino Score Academic Success Chart	Error! Bookmark not defined.

SECTION 1

Overview of the Program

A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The mission of Kinesiology/Physical Education is to educate, as well as empower all students to sustain regular, lifelong wellness/fitness as a foundation for a healthy, productive and fulfilling life. The department will utilize learning in the cognitive, affective and psychomotor domains in their instructional programs.

The mission includes, but is not limited to:

1. Seeking to promote lifelong wellness/fitness through a comprehensive curriculum that furthers our student's development in our five program areas.
2. To continue the advancement of programs through student learning outcomes and planning.
3. Provide education, support and services to our students in an effort to enhance their foundation for lifelong wellness.
4. Exploration into Kinesiology/Physical Education careers.
5. Provide courses that reflect the diverse needs of our population while ensuring excellent instructional delivery.
6. Design and offer courses that assist our honors transfer students to pursue excellence and transfer in their chosen sport.

This is an exciting time for the Kinesiology department as we are going through a major phase of growth and expansion. The long awaited Murdock Stadium and Athletic Training and Fitness facility is complete and Fall 2016-17 will be beginning construction of the Beach Volleyball, Aquatic complex, and new department offices. The department of Kinesiology is motivated to develop new programs and certificates to enhance the state of the art buildings, equipment and innovative pedagogy where students thrive for success. As the department awaits the physical plans of construction; growth and change can begin to form internally. Creating new curriculum, succession planning, internship and certificate programs such as: Strength and Conditioning/Personal Training internship program, Youth Sports Officiating, Youth Coaching, and a 200 hour Yoga Certification, will enhance our department and our community as a whole.

Kinesiology as a discipline has a long standing history of successfully preparing students for transfer and career as well as improving the health and fitness of the individual through activity and education. The field of Kinesiology ranks as a top ten selected degree in the CSU system. Students who complete the first two years of their education with a focus in Kinesiology can transfer to regional and national schools with a strong foundation to build on. Once completing their bachelor's degree students can find success in careers such as teaching, coaching, personal training, athletic training, recreation management and physical therapy.

The Kinesiology program is made up of the disciplines of fitness/wellness, theory, athletics, and recreation. Presently we have 17 full-time, 38 part-time faculty, and 10 classified employees. We have 22 sports thriving sports. Men's and women's volleyball, Women's Beach Volleyball, Softball, Women's Basketball, Football, Baseball, Men's and Women's Water polo are among the top of the South Coast Conference. Our program strives to incorporate and apply the mission and vision of the college and of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPHERD) which is to promote and support leadership, research, education and best practices in the professions that support creative, healthy and active lifestyles.

Our vision is to strive to meet our student's education and personal needs by providing excellent instruction throughout our diverse courses. The department will continue to assist the college by providing advancement in certificates, transfer, and courses that assist our community in their goal of lifelong wellness/fitness.

Our mission is to promote lifelong wellness/fitness through a comprehensive curriculum that furthers our student's development in our four program areas.

Fitness/wellness provides extensive offerings to educate students through the acquisition of skill and knowledge. Instructors strive to empower the student towards successful transfer and lifelong wellness/fitness as a foundation for a healthy, productive and fulfilling life. Lifetime wellness courses such as boot camp fitness, combative arts and self-defense, yoga, body conditioning and physical fitness, aquatics, and sports courses are offered in the area.

The theory courses consist of concepts and methodologies within the field of kinesiology to educate and empower students to continue the advancement of programs through student learning outcomes. Kinesiology theory classes provide education, support, and services to our students in an effort to enhance their foundation for lifelong wellness and exploration of Kinesiology/Physical Education careers. In addition, the Kinesiology department provides courses that reflect the diverse needs of our population while ensuring excellent instructional delivery. Our program also offers courses that assist our 'gifted' students in pursuing excellence and transfer in their chosen area.

Athletics is another component included within the kinesiology program. This program encompasses over 550 student-athletes per semester. The cohort is extremely successful by the standards set at El Camino College. Student-athletes in the cohort have higher rates of retention, success, and persistence than the average El Camino college student, as well as higher average GPA's. Approximately forty percent of student-athletes achieved a scholar baller status last year. The Scholar-Baller is a nationwide program that recognizes student-athletes who achieve a 3.0 or higher while competing in intercollegiate athletics. El Camino College has been a member of the Scholar-Baller program since 2006. Through organized tutoring, mandatory education plans, and

early identification the number of Scholar-Baller student athletes have steadily increased each year. According to a 2012 “athletes on the move” statistic, roughly 14% transfer to play at Universities. One outstanding sport to highlight is Softball, the new Head Coach Jessica Rapoza has a 98% transfer record, as of 2015. She helped 30 student-athletes transfer to Universities to compete. The student-athletes maintain these high standards while taking an average load of 29.35 units per year compared to the El Camino college average of 13 units per year. The athletic programs are involved in the community in many ways. The coaches act as ambassadors of the college, visiting district high school campuses promoting El Camino. The student-athletes participate in community service projects including, contributing in elementary field or sport day at school and providing clinics for children to get exposure in the sport. This community outreach also promotes the college through their sport. Some sports also fundraise to help purchase extra uniforms and equipment supplemental to their allotted funds.

Recreation is designed for students desiring to transfer or obtain an entry-level position in recreation and leisure services. After understanding the philosophical and theoretical foundations of recreation, the student will apply leadership, planning, and supervision in the field incorporating cooperative work experience education.

The Kinesiology program serves a diverse population of students that resembles the enrollment of the district. In the last four years, the average has increased to over 5800 students per year with a significantly larger population of Latino students, followed by African American, White, and Asian students respectively. Most students tend to be of the traditional student age with a large number of high school graduates who attend during the day and intend to transfer to a 4-year university.

B) Describe the degrees and/or certificates offered by the program.

According to the American Kinesiology Association, Kinesiology is one of the fastest-growing majors in the country. There are more than 11,300 kinesiology majors in the California State University system, and the number of students out of state is comparable; this reflects a 50.5% increase over a 5-year period. Many students are straying from traditional kinesiology careers like coaching or fitness instruction and more than half pursue other quickly-growing allied health and medical professions like physical therapy, occupational therapy or physician assistant. According to employment projections from the U.S. Department of Labor the growth rate projection from 2014-2024 careers such as Physician Assistants, Physical Therapists, and Physical Therapist Aides projected to grow between 30% and 50%. To serve this growing demand in the kinesiology field, the Kinesiology Program has maintained the Associate in Arts for Transfer degree (AA-T) to facilitate student matriculation to the undergraduate programs at 4-year universities. Students completing the AA-T are given priority consideration into one of the CSU colleges and a “bump” in their GPA. The Kinesiology program includes theory, fitness,

athletics, and recreation courses. The lecture courses are not only for degree advancement but for student advancement in teaching pedagogy and careers in the field of sport, science, and recreation. Examples are found in PE 290 which prepares students for certification as a personal fitness trainer and Rec 217, Recreation Leadership which provides students with skills to enter the workforce. PE 275, Sport Psychology, CH 1, Contemporary Health, PE 280, Exercise and Nutrition Programs for Fitness and Weight Management, also meet the CSU general certification. CH 1 and PE 280 both general courses for A.A. and A.S. degrees. The fitness activity classes allow students to not only enhance their own physical health but apply comprehensive knowledge to physical activity.

Degrees and Certificates

- Physical Education (fitness/wellness, Theory, and Athletics):
- AA-T Degree in Kinesiology
- A. A. Degree and Certificate of Accomplishment in Physical Education
- Fitness Trainer Certificate of Accomplishment (Physical Education)
- A.A. Degree and Certificate of Accomplishment in Recreation
- Recreation Leadership Certificate of Accomplishment

C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

A. Student Learning: The Kinesiology faculty has been successful in using various methods of pedagogy in and out of the classroom. Instructional strategies with the use of technology, the colleges support resources, and new methodologies such as group activities, team building exercises, and small group activities, discussions, think-pair-share, and differentiation strategies all been incorporated to student success. Faculty uses smart classrooms for power point, internet websites, and DVDs. In addition, instructors use Etudes and the ECC portal to provide access to the power point lectures and materials to encourage student success.

B. Student Success and Support: By empowering students to find success within the scope of fitness and wellness through lifelong active activities they are able then to focus on their educational goals, success, and personal achievement. Faculty hold office hours and open lab times for students support. The also communicate and work closely with the student resource center, counselors, and EOPS office to provide support to help students succeed.

C. Collaboration: The Department works closely with multiple components of the campus community to provide a comprehensive program of activities and events such as: the special resource center, library and learning resources, transfer center, and academic counseling services. The Kinesiology department meets as a whole to coordinate programs to encourage student success. In addition department members participate in a variety of activities and committees including Academic senate, Curriculum Committee, Division Council, Coaching meetings, and Athletic Conference meetings.

D. Community Responsiveness: Many of the courses we offer will introduce the students to a variety of options and they progress through their educational and vocational goals. The Kinesiology major offers a broad spectrum of employment and educational options; teaching, personal trainer, coaching, and health/fitness facility operations. Faculty also have developed partnerships with local community colleges and universities in order to support our students and student athletes.

E. Institutional Effectiveness: The use of SLO's and PLO's allows for a continued and progressive review of the needs of the department and thus supports the program review process.

F. Modernization: The College is in the final phases of bond construction and modernization. We have completed the gorgeous Murdock Stadium and Athletic Training Facility, tennis courts, community walking track, soccer fields, and beach sand volleyball courts. We are in the process of completing the department facilities Athletic Education and Aquatic and Fitness Complex which contains stadium competition and instructional facility, instructional practice facility, and new main office and faculty offices. The completion of these facilities will dramatically modernize our department and enhance positive student learning outcomes and success. Along with the new stadium and athletic training facilities, we have purchased new equipment to complement the modernization of the facilities. We also have new exercise and fitness equipment for many of the activity classes to keep up with the new trends. During Fall 2017 the Fitness Center, Aquatics complex, and new classrooms construction will begin which we desperately need up to date, this construction will bring our department up to current standards with equipment, facilities, and technology to promote student success.

D) Discuss the status of recommendations from your previous program review.

In reviewing the recommendations that were proposed in 2012, the Kinesiology department has continued to be stable with our leadership and structure. In addition, the department has had some significant growth and change within the physical aspect of the Kinesiology department throughout the last four years.

1. Kinesiology TMC Degree completion.

Status: Completed

2. All activity courses to be a common 15% load and 54 hours.

Status: Completed

3. Promote and increase the amount of Kinesiology majors that complete.

Status: In progress. We have just started a Kinesiology club and we are promoting the major as well as the certificate offered.

4. Develop and implement the Kinesiology-Coaching Certificate

Status: In progress. Faculty has discussed and begun the process of creating curriculum for coaching as well as a certificate of accomplishment.

5. Review class rate between day and night to possibly better serve our night students. The program serves 10% fewer night students versus the campus average.

Status: No change. Enrollment in night courses over the past two years has steadily declined. The department is looking at additional strategies to improve the offerings at night and late afternoon.

6. Campus continue to promote the importance of physical activity for a well-rounded curriculum and meeting our diverse community need.

Status: No change.

7. Increase the number of full-time faculty members/coaches within the department. Previously 3 have been identified (Women's Basketball, Softball, and Football)

Status: Completed and ongoing. The department has hired 3 full-time faculty members to improve the delivery of instruction within athletics and the larger curriculum. Since 2012 the department has hired a full-time Instructor/Softball coach, full-time Instructor/Head Football coach (replacement due to retirement), and full-time Instructor/Strength and Conditioning Coach.

8. Replacement of the separation wall in PE51, 52

Status: No Change, new facility in plans.

9. Progression and development of the stadium and practice instructional area.

Status: Completed. The new Athletic education and fitness complex Murdock Stadium has been completed and the instructional area within the scope of the facility has been upgraded and expanded. The instructional area now offers to students an all-weather track, turf field for instruction as well as soccer and football competition, additional support facilities, a state of the

art competitive stadium with Wi-Fi, a community walking trail and open fitness training areas. Aadditional facilities have been developed as a result of a collaborative effort involving faculty, staff, and administration.

10. Replacement of strength and weight equipment in needed instructional facilities.

Status: Ongoing, in progress. The following facilities have had equipment upgrades: PE 3: new cardio and weight machines, PE 51: lifting platforms, plyometric equipment, power/strength equipment, and needed general equipment, PE 30: upgrade of some machines and support equipment, PE 33: new fitness machines and support equipment. The fitness center has been established since the previous program review. This center provided over \$250,000 in new equipment to serve the campus community, students, and surrounding region at low cost.

11. Identification of the new instructional facility in the master plan and future bond extension.

Status: in progress. A new \$48m stadium and instructional facility have recently been completed. This offered an opportunity for instructional classes in the area of activity, fitness, and athletics. The baseball instructional/competition facility has received new outfield fencing and backstop. Future projects in various stages of development are the basketball/volleyball instructional areas and the classroom/aquatics facility. Improvements and additions are being made in the area of beach volleyball and softball. Three additional areas of improvement are in various stages of planning and construction. The new gymnasium facility will provide opportunities for instruction in athletics and activity as well as competition for basketball and volleyball. The facility will contain two state of the art gymnasium areas. The new aquatics and Kinesiology department facility will provide classrooms, activity rooms, offices and the future home of the Division of Health Science and Athletics.

12. Renovation of the old training room into a student success center for Kinesiology majors and student-athletes.

Status: in progress. The old training room has been utilized as an additional classroom. A new state of the art facility for athletic training has been established as part of the new stadium and instructional facility. The old athletic training room is being repurposed to provide instructional opportunities for classes.

13. Continual replacement and upgrade of equipment needed for the accurate instruction of our courses.

Status: on going. Through the planning process the district has provided \$50,000 a year for four consecutive years in an effort to replace aging equipment. This equipment has improved the instructional offerings in various fitness courses. In addition, the annual planning process has

provided monies for other projects such as fitness equipment, facility safety improvements, and field maintenance equipment.

14. Succession planning, mentoring and development of new faculty.

Status: in progress. Recently hired faculty have participated in the new faculty academy established on campus. In addition, the faculty has been provided the opportunity to pair with a seasoned staff member to assist in program specific areas. Succession planning assisted in the transition of retirement of previous coaches.

15. Faculty in this area should be greatly encouraged to acquire and maintain current CPR.

Status: on going. Faculty is still encouraged but this is not part of their faculty contract agreement.

16. Provide the curriculum needed to support the department certificates that are in development.

Status: In progress. We are in the process of creating new curriculum such as, coaching, sports officiating, and stretching and modalities for health.

17. Develop a fitness/wellness course that supports circuit training specific to our fitness center.

Status: Completed - Circuit Training was established a few years ago.

18. Develop curriculum to support field work/fitness for youth coaching certificate.

Status: In progress

19. Continual repair and/or replacement of old damaged or extremely aged equipment. This will improve safety, retention, and student success.

Status: on going. Addressed in previous recommendation.

20. Upon relocation of the athletic training facility into the new stadium complex, acquire space and equipment to double the size of the fitness facility. Improved weight and cardio equipment will be needed.

Status: in progress. New Athletic training facility and relocation completed. The fitness center is in preparation for the potential increased space. Delay in the construction completion has delayed the scheduled move.

21. Create two classified positions Assistant AD position and a Classified Supervisor For Athletic Eligibility.

Status: in proposal

22. Hire a new FT Athletic Trainer

Status: no change. Funding has been provided for an additional part-time athletic trainer at this point. The planning process does identify this growing need.

23. Incorporate technology into activity based courses. These include heart rate monitors, Internet-based technology to track student performance, weight and body composition monitoring, etc.

Status: in progress. Address through faculty request for instructional equipment annually.

24. Restrooms near the women's softball field.

Status: in progress. New gymnasium will provide restrooms that are located behind left field.

25. Baseball field cage, outfield fencing, and protective netting.

Status: Completed and addressed in other recommendation

26. New lighting in the South Gym.

Status: Abandoned. New gym under construction.

27. Classroom designed for group activities and storage facilities for recreational program

Status: Begins spring 2017

28. Permanent Softball field fencing.

Status: Completed

E) Describe highlights of the program's previous success and future vision.

What we have done:

The Kinesiology department has had extensive growth in the last 4 years. The brand new "state of the art" Athletic Education and Fitness Complex Murdock stadium is complete. Additional information on this construction was provided above. This was a collaborative effort involving faculty and staff participation from design to completion. Plans for two new gyms have been completed and work scheduled to begin. A user group has been established for the new aquatic center/PE facility and plans completed for a new beach sand volleyball facility. Sand beach volleyball courts construction begins this fall 2016. The aquatics complex which includes new division and faculty offices begins fall 2017.

The department has been proactive with student matriculation and facilitating the 4-year transfer, including the completion of the AA-T degree, completing a fitness trainer certificate, and 4 approved new courses and 2 pending final approval.

SLO's have reinforced some recommendations for actions to improve teaching strategies, equipment, and curriculum. As a result, new curriculum, Women's Health, Power Yoga, Circuit

Training, and Beach Sand Volleyball has been implemented and 2 swimming courses are pending approval. Student Learning Outcomes have also been utilized to identify other facility and equipment needs to be placed within the annual planning process.

What we are doing:

We have just begun a mentoring/training internship program for strength and conditioning. This will enhance not only the kinesiology major program and fitness trainer certificate of accomplishment but also safety and skill development for our students and student athletes.

Repeatability has been caused a big change for the fitness/wellness courses. In 2012 the Chancellors office decided to do away with repeating “like” courses. This change has hit our course matriculation as fill rates have decreased from 106% to 86%. We have combined some sports who compete at the same time for more effective budgeting. We have organized courses into “families” for better student selection and advancement. In addition, the department is in the process of proposing new curriculum as well as reactivating old courses. For example, **New curriculum** such as Stress Management for Healthy Living, Mobility and Relaxation, Sports Officiating, Sports Management, Theory of Coaching, Advanced Body Conditioning and Physical Fitness, Advanced Sports Specific Training and Conditioning, Theory of Football and Sport, and Intermediate Swimming. **Courses pending curriculum review:** Body Conditioning and Physical Fitness (distance Ed), Swimming, Lifeguard Training, Cardio Fitness and Body Sculpting (Title change), Basic Principles of Fitness and Weight Control (Distance Ed), Fitness and Sports Nutrition and Personal Fitness Trainer, Exercise Weight Management and Nutrition (Distance Ed). Reactivation of courses: Slow-pitch softball, Physical Fitness and Aging, Functional Fitness and Aging, and Cooperative career Education.

The vision of our department as we continue to grow and change we need to keep up with current research and trends. As repeatability has changed we plan to add “zero” unit or non-credit courses to our program. In addition, with the “state of the art” buildings, we will need new innovative technology and equipment. Three certificates programs that are on the horizon include sports officiating, coaching, and yoga. We also plan to continue to expand our curriculum to support these certificate programs, such as Athletic Training Certificate, Coaching Certificate, Sports Officiating Certificate, Strength Training Certificate, and Sports Management Certificate.

We would like to create more FTES by track usage hours in the fitness center. This will not only create more revenue for the department but also for the college. Promoting an open gym in the fitness center for the students, faculty, staff, and community as well as creating a “non” or “zero” credit course will create more revenue and a healthy campus.

Needs for our department include:

1. Consistent working up to date technology in certain lecture rooms, specifically the new laptops and HDMI/VGA connections, and projectors. Wi-Fi throughout the PE buildings.
2. New waterproof Heart Rate tracking system and innovative technologies (video analysis, myzone fitness tracker, inbody fat calculator, Bodygem, Exercise pro, universal exercise structure with equipment for theory and fitness/wellness courses.
3. Fitness center tracking system for usage hours.
4. Large clock or scoreboard that is visible from the track and the practice field areas for better calculation of fitness assessments and possible games.
5. New sound system and speakers in all activity rooms. This is being addressed through the new construction which will replace all existing areas of the Kinesiology department
6. New Classified positions: Classified Supervisor Assistant Athletic Director to assist with Athletic Eligibility. This item is reviewed and address through the hiring process annually. No vacant administrative position currently exists. Athletic Trainer, Classified Assistant Athletic Director, Laundry Attendant, Classified Strength and Conditioning Specialist.
7. Tennis courts foundation needs to be fixed for safety issues

SECTION 2

Analysis of Research Data

A) Head count of students in the program

The program serves a population that resembles the diverse community of the El Camino Campus. Latinos, African American, and White students are the largest represented groups respectively. A slightly lower percentage of Asian students are served in the program versus the campus percentage. The program serves between 5300-over 6100 students per fall semester. Below shows a significant drop in fitness courses after fall 2012, when repeatability was taken away from the students. This trend has continued to decline each semester.

total students	fall 11	fall 12	fall 13	fall 14
Theory	1990	2006	2006	2002
Fitness	3090	2806	2422	2294
Athletics	541	558	554	514
Recreation	82	76	75	62
Total		6169	5560	5353

B) Course grade distribution:

Kinesiology has a significant amount of A's throughout all courses, theory, fitness, athletics and recreation. Most of our A's are in the one unit fitness courses where the majority of students choose to take these courses and are motivated to be successful.

Fall 2011-2014

Grade distribution	A	B	C	D	F
Theory	2309	1450	844	281	557
Fitness	7667	1139	587	129	586
Athletics	1868	65	27	0	14
Recreation	162	56	32	2	28
Total	12006	2710	1490	412	1885

c) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

Success rates for our students have been above average for the past four years. To highlight ECC student-athletes, the average GPA is 2.81 compared to the ECC non-athlete 2.56. The ECC student-athlete GPA (2.81) is .16 higher than the California State student-athlete (2.65). The ECC student-athlete units of attendance are 29.35 per year with 22.48 units of success. This is slightly higher than the State average and significantly higher, 13.27 and 11.07 respectively than the ECC non-student athlete. This demonstrates the enforced academic expectations and performance not only for our student-athletes but also in our overall department of Kinesiology. Notice the theory success rates are above the success standard.

Success Rates %

Fall 11	Fall 12	Fall 13	Fall 14	
Theory	75.7	73.4	72.9	72..1
Fitness	79.6	76.9	75.2	73.8
Athletics	84.9	83.9	85.8	88.5
Recreation	82.4	74.4	74.4	82.6
Total Ave	80.7	77.2	77.1	81.6

d) Retention rates (if applicable, include retention based on placement method)

Retention rates in the Kinesiology department are high in our department; retention percentages average with the Theory 87%, Fitness 82.6%, Athletics 86.5%, and Recreation 86.6%

Retention Rates%

	Fall 11	Fall 12	Fall 13	Fall 14
Theory	87.9	86.6	87.1	87
Fitness	85.4	82.2	82	81
Athletics	85.8	84.8	86.5	89.1
Recreation	87.9	82.1	84.1	92.8
Total Ave	86.8	83.9	84.9	87.4

e) A comparison of success and retention rates in face-to-face classes with distance education classes

The distance learning courses are: Introduction to Kinesiology (PE 277), Contemporary Health (CH1), and a hybrid First Aid, CPR, and Emergency Care (FAID1). We recently implemented Sport Psychology as a new distance learning course.

Distance learning vs. Face to Face

Success average for distance learning is 68.65% compared to 70.55% for face to face courses. The difference is 1.9%.

Success	Fall 11	Fall 12	Fall 13	Fall 14
DL	73.3	71.1	63.7	66.5
F2F	72.5	69.1	67.8	72.9

Distance learning vs. Face to Face

Retention rates for distance learning are 83.3% compared to 85.4% for face to face courses. This is only a 2.1% difference.

The success and retention rates are not significantly different between face to face and distance learning. Continuing to offer distance learning and possible more course offering will be necessary for future growth.

Retention	Fall 11	Fall 12	Fall 13	Fall 14
DL	88.6	84.2	77.1	83.4
F2F	85.0	84.8	85.9	85.9

Success Rates within each discipline according to Ethnicity

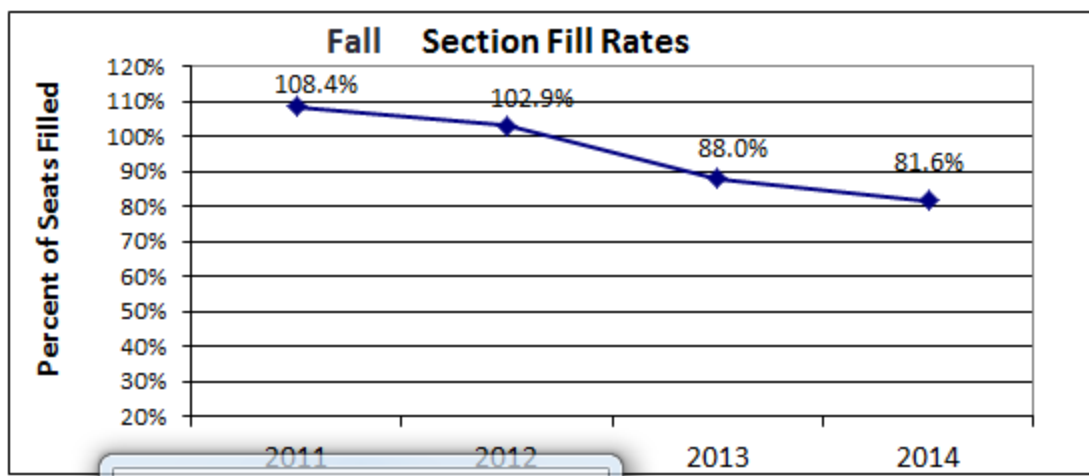
	Fall 11	Fall 12	Fall 13	Fall 14
Athletics				
Af Amer	77.5	73.1	80	81.5
Asian	91.4	93.2	91.5	88.2
Latino	87.4	85.4	85.2	89.4
Amer Ind.	0	0	100	100
Pac. Islander	75	100	87.5	69.2

White	90.9	89.2	90.9	96.6
Theory	Fall 11	Fall 12	Fall 13	Fall 14
Af Amer	61.4	59.9	59	58.5
Asian	90.4	88.8	82.8	82
Latino	76.3	73.2	73.6	72.1
Amer Ind.	75	71.4	50	66.7
Pac. Islander	65.4	64	60	70.6
White	87.3	86.4	87.9	84.8
Fitness	Fall 11	Fall 12	Fall 13	Fall 14
Af Amer	72.1	65.1	63.8	63.6
Asian	86.9	86.9	84.1	84.3
Latino	78.8	78.6	76	73.3
Amer Ind	71.4	62.5	66.7	75
Pac. Islander	78.9	81.5	60	66.7
White	86.4	80.3	79.4	82.2
Recreation	Fall 11	Fall 12	Fall 13	Fall 14
Af Amer	84.4	60	66.7	67.7
Asian	100	83.3	100	100
Latino	92.3	83.3	83.9	94.7
Amer Ind	100	0	0	0
Pac. Islander	50	87.5	100	100
White	78.6	100	70	100

f) Enrollment statistics with section and seat counts and fill rates

As you can see in the graphs below, there has been a significant decrease in fill rates after 2012. This decrease is due to the Chancellors decision to remove repeatability of courses. The 20% decrease of fill rates in fitness courses has negatively impacted the Kinesiology course seat counts. Our department will need to create succession courses, for example: beginning, intermediate, advanced courses in certain fitness courses such as swimming. We also need to create new curriculum to separate courses within the family of courses, possible classes: weight training, Olympic and power lifting, crossfit training, yoga for health and fitness, advanced yoga, or yin yoga.

Fitness



G) Scheduling of courses (day vs. night, days offered, and sequence)

Kinesiology day courses heavily outweigh the night courses. Theory and athletic day courses have been consistent in the last 4 years, however fitness day courses have increased 8% in the last 4 years. Recreation courses are only offered in the daytime. Night course offerings are significantly lower in our department. Perhaps adding one recreation and more evening fitness and theory courses offered in the future. Increased offerings may help increase the number of certifications received in our department.

The breakdown between the programs is as follows:

	Day	Night
Theory	75.9	11.15
Fitness	80.5	16.9
Athletics	82.2	16.2
Recreation	100	0

*Our theory and fitness classes serve 50.8% and 42.5% full-time students respectively.

h) Additional data compiled by faculty

Athletics serves 81.5% of our full-time population, this is a result of the required 12.0 units for student-athletes to be eligible to play both during and off season. All three areas of Kinesiology are higher than the college average for full-time students. 69.8% of our students are between the 18-21 years old, however, our program has consistent numbers of students in the age groups over 25. This number is slightly below the campus average again due to a good portion of students being involved in athletic programs.

Currently our program is not able to track utilization of the fitness center. We have discussed non-credit courses to bring in more revenue for the college. Tracking fitness center usage of hours may also increase funding for the college.

F) List any related recommendations.

Recommendations:

1. Create new courses to counter the negative repeatability impact. Our department can create succession courses such as beginning, intermediate, advanced courses in fitness. In addition create new curriculum within the family of courses. Examples are: weight training, Olympic and power lifting, crossfit training, yoga for health and fitness, advanced yoga, or yin yoga.
2. Improve the percentage of evening and night class students.
3. Computer tracking system for the usage hours in the fitness center.
4. Reduce normal class size
5. Increase distance learning course offerings

SECTION 3

Curriculum

A. Program Review for Curriculum (Kinesiology, Athletics, and Recreation)

Introduction:

Since our previous program review, our curriculum has seen some significant changes - specifically in areas of repeatability due to the new climate for activity-based courses in the state of California. As of fall 2013, all activity courses not coded as intercollegiate athletic courses or intercollegiate academic or vocational competition courses are non-repeatable. Previously, a student had been allowed to take the activity course and repeat it a maximum of three times. In addition to the loss of repeatability, community colleges were asked to place activity courses within a family of courses related in content. See Appendix C for Family of Courses. Title 5 limits the number of courses taken within each family to four times regardless if the student earned a passing or substandard grade or withdrew from the course.

These changes in course repeatability have dramatically altered student enrollment in our activity based courses. This reduction has limited the opportunity for students to gain life-long knowledge and skills in physical education activity courses which would enhance a healthy lifestyle promoting health, wellness, and improved fitness. Repeatable courses are those listed in the College Catalog that has lowercase letters in the course number which indicates the number of times a course may be taken. An example of a repeatable course would be Physical Education 60abc (Women's Intercollegiate Soccer Team). In this example, a student may enroll in Physical Education 60abc three times depending upon athletic eligibility.

Programs:

The Physical Education AA Degree was revised for the 2016-17 academic year and the Kinesiology AA-T Degree was developed and advertised in the El Camino College 2015-16 catalog. The Physical Education AA Degree provides an orientation to the profession through participation in diverse physical activities and study of the dimensions of exercise. Upon completion of the program, students will enhance their ability to pursue advanced degree options or entry-level positions in the discipline. The Kinesiology AA-T Degree is intended for students who plan to complete a bachelor's degree in a similar major at the CSU and are given priority consideration for admission to the CSU system, but not to a particular campus or major. Students who have completed the AA-T will have a strong academic foundation in the field and will be prepared for upper division baccalaureate study at the university. The faculty feels that this clear route to transfer will have a positive effect on increasing the number students seeking the Associates Degree in Kinesiology.

In addition, students also have the opportunity to earn an AA Degree in General Studies with an emphasis in Kinesiology and Wellness. Completion of the degree requirements provide students with the skills and resources needed to make informed academic and career-related decisions. Our Recreation AA Degree continues to be offered and is designed for students desiring to transfer or to obtain entry-level positions in recreation and leisure services. There are currently three courses within the Recreation major; REC 207-Introduction to Recreation, REC 217-Recreation Leadership, REC 307-Camp Counseling, and FAID 1 – First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care.

The Fitness Trainer Certificate of Accomplishment (13 units) was recently established for the 2014-15 academic year. The purpose of the certificate is to enhance employment or pay rate for entry-level jobs at various regional fitness centers.

The Recreation Leadership Certificate of Accomplishment (15 units) continues to serve students who are pursuing entry-level positions in recreation and leisure services.

In the previous four years, we have seen an increase in the number of AA Degrees earned by our Physical Education and Kinesiology students.

Listed below are the numbers of degrees or certificates earned each academic year: Program	2010-11	2011-12	2012-13	2013-14	2014-15
Physical Education AA Degree	1	2	5	5	3
Kinesiology AA-T Degree	NA	NA	NA	NA	1
General Studies AA Degree with Emphasis in Kinesiology and Wellness	2	13	22	22	28
Recreation AA Degree	0	1	0	0	1
Fitness Instructor Certificate[ml10]	NA	NA	NA	NA	TBD
Recreation Leadership Certificate[ml11]	TBD	TBD	TBD	TBD	TBD

All courses within Contemporary Health, Kinesiology, Physical Education, and Recreation are on a 6-year review cycle. Our First-Aid course is on a 2-year review cycle since it is classified as a Career Technical Educational (CTE) course. See Appendix D [Table of contents](#) for our course review plan. Many of these courses were approved earlier for course number changes only with the removal of “abcd” and a few course numbers were changed due to the college-wide renumbering plan. With these courses that had number changes only, a full course review remains required within the established 6-year cycle.

Contemporary Health:

Two of our Contemporary Health 1 sections remain an integral component of two very successful El Camino College academic programs. Two sections are offered each semester to students in the First-Year Experience Program (FYE) designed to prepare new students for academic success and help in selecting the career path that's right for them. One section each semester is offered as a component of the Honors Transfer Program (HTP) designed to better prepare the highly motivated student to transfer successfully to a university and complete a Bachelor's degree. These three-semester sections fill quickly and are very popular for students in these programs. We should continue to explore other campus programs whose curriculum might benefit from courses within our discipline.

New Courses:

Due to the popularity and rising interests, we added the following courses to our curriculum:

Course Number	Title of Course	Start
CH 5	Contemporary Women's Health	Fall 2015
PE 140abc	Intercollegiate Sand Volleyball Team	Spring 2016
PE 255	Beach Volleyball	Fall 2016
PE 258	Power Vinyasa Yoga	Fall 2014
PE 259	Circuit Training	Fall 2014

Inactivated Courses:

Inactivated courses over the previous program review include the following: Courses were inactivated due to either limited in enrollment, Student Learning Outcomes (SLO) not assessed in a three-year period, or intercollegiate athletic courses changed their descriptive title to be non-specific gender. **Course Number**

	Title of Course	Date Inactivated
PE 96abcd	Cooperative Career Education	TBD
PE 101	Physical Fitness and Aging	2015-16
PE 102abcd	Functional Fitness and Aging	2014-15
PE 125abc	Women's Intercollegiate Swimming Team	2014-15
PE 126abc	Off-Season Training for Women's Intercollegiate Swimming Team	2014-15
PE 130abc	Women's Intercollegiate Track and Field Team	2014-15
PE 131abc	Off-Season Training for Women's Intercollegiate Track and Field Team	2014-15
PE 232	Racquetball	2014-15
PE 238abcd	Slow-Pitch Softball	2014-15
PE 244	Springboard Diving	2016-17
PE 274	Assessment and Management of Athletic Injuries	2015-16
PE 282abcd	Primary Prevention of Cardiovascular and Related Diseases	2014-15
PE 285abcd	Continuing Fitness, Nutrition, and Weight Management Programs	2014-15
PE 302abcd	Step Aerobics	2015-16
REC 96abcd	Cooperative Career Education	2016-17

Distance Education[ml14]:

Our distance education offerings continue to be very popular and are quick to achieve their enrollment limit. We are currently in the process of expanding online/hybrid course offerings.

Listed below are approved online courses and offerings: Course Number	Title of Course	Sections Offered
CH 1	Personal and Community Health Issues	6 / semester 3 / summer
FAID 1	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	1 / semester 0 / summer
PE 217	Sports Officiating	TBD / semester TBD / summer
PE 275	Sport Psychology	TBD / semester TBD / summer
PE 277	Introduction to Kinesiology and Physical Education	3 / semester 2 / summer
REC 207	Introduction to Recreation	TBD

Curriculum Recommendations:

1. Continue with the development of certificate programs in areas of youth coaching; athletic training; fitness trainer II; strength training; recreation, and general coaching.
2. Explore the development of leveling (e.g. beginning, intermediate, advanced) activity and fitness courses to provide for an advantageous learning environment.
3. Explore the feasibility and options of “Non-Credit” type courses in physical education activity courses.
4. Investigate offering similar courses of different levels at the same time with one instructor.
5. Explore the curriculum development in Kinesiology areas of Stress Management for Healthy Living; Sports Management; Theory of Coaching; Yoga Ride/Strength; Stretching and Relaxation; Outdoor Recreation; and Stand-Up Paddling.
6. Investigate the Sports Officiating course (PE 217) curriculum as it relates to unit value, hours of instruction, transferability, and course offerings. This course is part of the Recreation degree and certificate. This course also meets the Physical Education requirement of the General Studies Area of Emphasis in Kinesiology and Wellness (AA degree). Possibly increasing the course to a 3 unit, as the physical Education requirement is 6 units and the other options are 3 unit courses.
7. Explore curriculum development in Recreation in areas of Therapeutic Recreation, Hospitality, and Leisure Studies, Programming, and Games and Activities.
8. Continue to increase distance education opportunities.
9. Predict future trends in fitness and health in order to best “stay in tune” with population interests. An example of a recent popular fitness trend is Barre fitness (cardio) and Cross Fit which is seen in our current Boot Camp Fitness and PE 10 courses.
10. As curriculum grows and changes, need to update the listing of Family of Courses which are advertised in our school’s catalog and website. Need to consult with Curriculum Advisor regarding any changes.

SECTION 4

Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

A) Current alignment grids showing course, program, and institutional learning outcomes, see Appendix A.

B) Current timelines for both course and program-level SLO assessments are attached.

C) In the last four years, 100% of our course and program SLO's have been assessed as per their scheduled cycle assessment date.

D) SLO and PLO assessments results have driven many changes in our department that have resulted in an improvement in student learning and success. Since a large number of our courses are fitness based, updated facilities and new equipment are essential if our students are going to have the opportunity to achieve at the highest level. Just over 38% of our SLO assessment action plans called for program support in the form of new equipment or improvement in facilities. Our department has a \$50,000.00 annual budget allocation for the purchase of new equipment. The majority of these purchases are the direct result of SLO assessments. Two examples would be; the purchase of new lane lines for the pool which addressed an SLO safety issue, and the purchase of several new power lifting platforms for PE 51 which increases the amount of instructional time that can be spent on critical core weight training lifts. An SLO assessment in PE 2 "Walking for Fitness" led to the arrangement of a new and improved facility where students can meet and receive instruction.

SLO assessments have also led directly to the development of new curriculum within the department. The following courses were developed as a response to SLO assessment action strategies.

PE 258 Power Vinyasa Yoga, this is an active course.

PE 255 Beach Volleyball, this course has been approved.

PE 240B Intermediate Swimming, this course is pending final approval.

PE 18B Intermediate Boxing, this course is pending final approval.

The faculty continues to use SLO assessment results to re-evaluate and adjust teaching strategies. As a result, the number of students achieving the standard in most courses has improved. The PLO Assessment from spring 2015 showed that 88% of the students in the department's courses met the standard for success.

E) Our program continues to make the SLO process a main priority in almost all matters pertaining to the program. SLO's are listed on each course syllabus and instructors make them a point of emphasis in each section. In every department and division meeting, there is an agenda item that specifically addresses some aspect of SLO improvement or assessment. Discussions pertaining to SLO's amongst faculty members continues to be robust and the discussion of the importance of SLO's and their relationship to student success has increased over the past four years. As a result of improving collaboration in multiple section assessments, faculty have discussed results and have engaged in greater collaboration in understanding student learning needs and in adjusting teaching strategies to address those needs. Instructors are re-evaluating teaching methods, tests, technology, and presentation of material in light of assessment results. A couple of examples would be the placement of tests in closer proximity to the material being taught, an increased emphasis and more instructional time on core concepts for the course, and better methods of identifying and helping underperforming students.

F) One finding that supports the purchase of new equipment comes from the 2015 spring PLO #1 Assessment. The achievement standard of 80% was met however the contributing faculty members all agreed that with the purchase of additional equipment, an even higher percent of students would achieve the standard. The recommendations included the purchase of heart rate monitors, body fat analyzers, and metabolic measuring devices, as well as a large clock that would be visible from the track exercise area for better calculation of fitness indicators. From the SLO recommendations to improve teaching strategies, we have purchased lane lines for the pool to enhance safety, PE 3 exercise equipment (bikes, rowers, and circuit weight machines), PE 51 platforms, and advanced weight training equipment for athletes, TRX, and general fitness field equipment, the new track and stadium are complete.

SECTION 5

Analysis of Student Feedback






The Kinesiology Department administered a 23 question survey to a variety of theory, fitness, athletic, recreation, day and evening courses. Students have the opportunity to complete a paper or online version. A total of 480 students completed the survey, which is a small sample, only 8% of our Kinesiology student population. Please refer to Appendix B for the survey questions and results.

This survey was a significant change from the previous program review student survey which was over 50 questions in 2011. Revisions will be necessary for future program reviews in the Kinesiology Department because two of the newest Kinesiology hires were appointed to create the survey; longevity is helpful when creating a survey to evaluate the program. Below are the survey results.


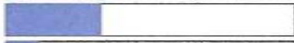




A. Describe the results of the student survey in each of the following areas:

1. Student Support- 69.4% of the students taking Kinesiology courses at ECC strongly agree/agree that instructors in this program have helped them achieve their academic goals. Support also comes from friendships within the course. 60.8% of the students strongly agree/agree that they have developed friendships within the course.

18. Instructors in this program have helped me achieve my academic goals.



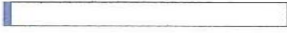


Response	Frequency	Percent	
Strongly Agree	184	36.80	
Agree	163	32.60	
Neither Agree nor Disagree	27	5.40	
Disagree	2	0.40	
Strongly Disagree	0	0.00	

19. I have developed friendships within this course.

Response	Frequency	Percent	
Strongly Agree	135	27.00	
Agree	169	33.80	
Neither Agree nor Disagree	62	12.40	
Disagree	11	2.20	
Strongly Disagree	5	1.00	
Missing	118	23.60	

- Curriculum- 44% of the El Camino college Kinesiology students are “very satisfied” in the courses they have taken. 61% said they would you take another class taught by their instructor. 61% plan to take more Kinesiology Department courses at ECC.

16. Considering ALL Kinesiology Department courses you have taken, how would you rank your satisfaction with these courses?

Response	Frequency	Percent	
Very Satisfied	220	44.00	
Satisfied	132	26.40	
Somewhat Satisfied	16	3.20	
Not Satisfied	3	0.60	
Missing	129	25.80	

The top three courses students would like to see at offered in the Kinesiology department as a whole are:

- Stretch and relaxation
- Crossfit Fitness
- Stress Management for Healthy Living

Other course interests students wrote in were: Sports appreciation, History of Sport, Theory of Coaching, Wellness and mental health, Spin/Strength, Outdoor recreation, Lap swim, Table tennis, and Skateboarding.

3. Students were asked about ECC’s Facilities, Equipment, and Technology: 63% of the students strongly agree/agree that the buildings and classrooms are satisfactory. The fitness equipment and the technological equipment also are favorable at 57% and 60% respectively. Although our numbers are favorable, many students commented on the facilities and equipment. Updating the machines, new equipment in the exercise rooms, more space for the amount of students in each class, improve wheelchair accessibility in classrooms, and updating the elevator were all written comments from the survey.

4. Program Objectives- The Kinesiology department objective is to educate, as well as empower all students to sustain regular, lifelong wellness/fitness as a foundation for a healthy, productive and fulfilling life. The department will utilize learning in the cognitive, affective and psychomotor domains in their instructional programs using excellent instruction throughout our diverse courses. The department will continue to assist the

college by providing advancement in certificates, transfer, and courses that assist our community in their goal of lifelong wellness/fitness.

B. Discuss the implications of the survey results for the program.

Student comments suggested that the kinesiology department provides more diverse classes, more classroom/gym space for the amount of students in the classes, update the exercise equipment (machines and fitness modalities), updating the locker rooms and curtains in the showers.

C. Discuss the results of other relevant surveys. The results are positive for the Kinesiology Department. Students are satisfied taking classes within the department, however, would like to see a variety of new courses. The total number of students who completed surveys, both online and paper was 480. Over the past four years, an average of 5800 students per year have taken Kinesiology courses. Within the 480 students taking the survey some did not complete all answers.

D. List any related recommendations.

1. Creating more curriculum for a more diverse class selection
 - a. Stretch and Relaxation
 - b. CrossFit Fitness
 - c. Stress Management for Healthy Living
2. Create new certification programs: Sports Officiating, Yoga Teaching Certification, and Coaching Certification
 - a. Theory of Coaching/ Youth Sports Coaching
 - b. Sports Officiating
3. Updating equipment in the PE rooms, HDMI and VGA cables, new computers with updates software.
4. Smaller class size or more equipment for the amount of students
5. Upgrade classrooms and locker room
6. Create an inclusive classroom for wheelchair accessibility in all areas in PE
7. Improved fitness assessment modalities, heart rate monitors, body composition “Bod Pod” or InBody Scale, resting metabolic rate “Bodygem” device.
8. Free-Standing multi-station structure for more exercises with weights and equipment to complement.

SECTION 6

Facilities and Equipment

A. Describe and assess the existing program facilities and equipment

The department of Kinesiology and the specific programs within the department are very reliant on the use of facilities. They commonly work closely with facilities grounds personnel in the attempt to offer excellent facilities to the student as they seek success completion of their courses. We have recently completed the Athletic Education and Fitness Complex containing instructional areas, athletic competition areas, and support areas. As stated within the document this is the first of three major construction efforts in the department. Upon completion of the third

project essentially all department areas will be renovated or completely replaced with new state of the art facilities. Murdock Stadium and Athletic training facilities.

B. Explain the immediate needs related to facilities and equipment

Satisfying the transportation needs for our many athletic programs we have purchased four new vans within the last four years and we will have two more soon. It would seem sensible to continue to investigate options for transporting student-athletes, possible minibusses capable of transporting more student-athletes with similar fuel costs. Our department may collaborate with other programs on campus to support the transportation issues. Perhaps the debate team, geology program, and others where transportation of students has been an issue, possibly purchasing campus mini buses will help alleviate this problem.

New facilities, such as the beach sand volleyball courts (begin fall 2016), Aquatic center, new department main office, new classrooms, and new faculty offices are beginning fall 2017. New equipment has been purchased, however, fitness and athletic equipment continuously change, as a result, the department needs to continue to stay with the trends and technologies for student success.

C. Explain the long range needs related to facilities and equipment

1. Continued upgrade or replacement as some of our vans are over ten years old. Functional team vans and /or minibusses for transporting more student-athletes are recommended in the next few years. 2.
2. Foundational replacement of the tennis courts. Surface has considerable damage with growing cracks that will pose future safety and liability issues
3. Replacement of current windscreens on the tennis courts
4. Bathroom access at baseball field serving classroom instruction, visiting institutions and spectators
5. Installation of netting and concrete foundation to 3rd base side batting cage of softball
6. Installation of multi-cage hitting softball facility behind right field fence. Covered with lights for evening use.
7. Resurfacing of playing facilities in baseball and softball. Sports turf recommended.
8. Concrete stadium seating behind backstop area baseball with handicap seating

Many of the courses in the department are equipment intensive. The continued support of the program in the replacement and upgrade of equipment is needed. Aged equipment increases the liability of the district and decreases the ability of the students to succeed in their course of study. Availability of necessary storage areas for equipment in our classroom/activity rooms is a necessity. The limited space and amount of equipment may be a safety hazard. Many of the courses instructional formats require the use of technology and would benefit from the consistent availability of the Internet, video analysis/playback system, smart boards, and Wi-Fi access in all teaching classrooms. Three of our instructional classrooms are extremely archaic and it is difficult to use new technology in this area.

D. List any related recommendations.

1. Storage cabinets
2. Body composition InBody Scale
3. Resting metabolic measuring device
4. Heart rate monitors (waterproof)
5. Hand dynamometer
6. More rubber weight for the fitness center to measure strength
7. Rowers or assault bikes
8. Universal exercise structure with multiple areas and a variety of exercises
9. New tennis racquet stringer
10. Mini Buses

SECTION 7

Technology and Software

A. Describe and assess the adequacy and currency of the technology and software used by the program.

Currently we have had new computers for employees, however, the new computers are not compatible with the old classroom projector systems. We need to overhaul all classrooms for HDMI from VGA compatibility.

B. Currently, this facility is going through changes. Construction of new classrooms, department main office, and faculty offices will begin fall 2017. New smart classroom and new technology will be expected in the new construction.

C. Long-range (2-4+ years) continue to keep up with new fitness, athletic, and recreation technology and software. Incorporate new software programs and apps in our instruction. In order to do this, we need to stay current with the new software and technology that comes out every few years, i.e. iPad, computer programs, heart rate monitors, exercise modalities.

D. List any related recommendations.

1. Smart classrooms
2. iPads or easy carrying devices to record data, video, and use apps
3. Software i.e. my fitness pal, include license and updates, exercise pro, waterproof heart rate monitors, exercise recommendation software.

SECTION 8

Staffing

A. Describe the program's current staffing, including faculty, administration, and classified staff.

Kinesiology

Presently we have 17 full-time faculty and 38 part-time faculty. We have 10 classified employees. The department has four components within it: theory, fitness/wellness, athletics, and recreation. Out of our 17 full-time faculty 7 are also full-time coaches. We have 22 sports with minimal administration and eligibility assistants.

A. Administration

We have one Dean that oversees Kinesiology as well as 7 other departments. The Athletic Director is also titled the Director of Kinesiology.

B. Classified

There is one Administrative Assistant and one clerical position. We also have 2 Women's Equipment Attendants as well as 2 Men's Equipment Attendants. All 4 of these positions also work with the athletic programs. We terminated a laundry attendant position a few years back and now, with 22 sports and a growing department, we need this position back.

C. Athletic Faculty:

At the present time we have 9 full-time and 4 part-time head coaches for 22 programs. The only sports that are not contested at El Camino College are: Wrestling and Women's Golf. These are all instructors and teach courses at El Camino College. Of the 9 FT coaches, 4 are within the retirement bubble; 3 may continue to teach but not coach, and 1 has indicated he would retire. The sports of Soccer, Football, Cross-Country, Women's Volleyball and Track and Field all have the potential of the coach moving out of coaching, but continuing to teach. This will create the situation of either hiring PT instructors to fill the head coaching positions or to try and hire additional FT Head Coaches/Instructors to fill the void.

During the past 4 years we have hired 2 full-time Football coaches that replaced two football coaches that had retired. In addition, we have hired a full time Softball Coach and Men's Basketball Coach. In addition, Women's Beach Volleyball was introduced as a new sport which was assigned to our FT Women's Volleyball Coach. Also hired was a FT Strength and Conditioning Coach/Instructor. There is also a Sport Information Specialist that covers the team sports, 25 hours a week.

Head Coaches:

Football: 3 FT

M/W – Cross Country: 1 FT*

M/W Soccer: 1 FT*

M/W Swimming: 1 FT*

M/W Track and Field: 1 FT*

M/W Water Polo: 1FT*

Men's Baseball: 1FT

W Badminton: 1 FT*

W SAND Volleyball: 1FT*

Women's Basket Ball: 1 PT

Men's Golf: 1 PT

Men's Tennis: 1 PT

Men's Volleyball: 1 PT

*: Indicates same coach, coaching 2 sports

W Softball: 1 FT

Women's Volleyball: 1 FT *

Part-Time Assistants:

Football: 20 (casual/certificated)

Men's Baseball: 3 (2 certificated / 1 casual)

Men's Basketball: 4 (1 certificated / 3 casual)

Men's Cross Country: (2 certificated / 3 casual)*

Men's Golf: (none)

Men's Swimming: (1 certificated / 1 casual)*

Men's Tennis (1 certificated)

Men's Track: (2 certificated / 3 casual)*

Men's Volleyball: (1 certificated)*

Men's Water Polo: (1 certificated / 2 casual)*

Women's Badminton :(none)

Women's Basketball: (1 casual)

Women's Cross Country: (2 certificated / 3 casual)*

Women's Sand Volleyball: (1 certificated / 2 casual)*

Women's Softball: (1 certificated / 1 casual)

Women's Swimming: (1 certificated / 1 casual)*

Women's Tennis: (1 certificated)*

Women's Track: (2 Certificated / 3 casual)*

Women's Volleyball: (1 certificated / 2 casual)*

Women's Water Polo: (1 certificated / 2 casual)*

All positions are paid either by being certificated or casual.

Only one volunteer: Men's Baseball

*Same coaches for two sports

Athletic Administration:

Presently we have one Athletic Director and an Athletic Specialist. The Athletic Director also serves as Director of the Kinesiology Department. Having 22 sports and only two administrators possibly developing a structure with Department Chairs may be possibility to organize not only the Athletic side but also the Kinesiology aspect of the department.

Athletic Classified Staff:

A. Staffing needs (1-2 years):

Kinesiology Instruction:

1. 1 FT Faculty with 50% release time to supervise athletic events.
2. 1 FT Exercise Physiologist.
3. 1 FT Combatives Instructor
4. 1 FT Yoga/Aerobics Instructor

Staffing Goals - Athletic Coaching:

1. Have all head coaching positions be full-time.
2. Institute Wrestling and Women Golf programs
3. Sport psychologist
4. Sport nutritionist

Staffing Goals – Athletic Classified

1. FT Supervisor for Athletic Eligibility or Athletic Director of Compliance
2. FT Athletic Trainer
3. FT Athletic Strength and Conditioning Specialist
4. Athletic Secretary (assigned to Athletic Director)
5. Laundry Attendant

Staffing Goals - Athletic Administration:

This may be a department chair recommendation.

1. Coordinator - Kinesiology
 2. FT Assistant AD - position for Athletic Eligibility Specialist.
- B. Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Athletics:

1. It has been demonstrated that FT coaching/instructor positions better serve the student. With the complexity that is associated with recruiting, eligibility, playing safety, and academic success, it becomes more than clear that there is a better opportunity to promote and support student success with a FT coach/Instructor.
2. The operational components that are represented in maintaining and fielding a football team are staggering. The average size of a football team is over 100 players that must be properly fitted with equipment, the

equipment cleaned and maintained, as well as a large number of ancillary facility needs that must be addressed on a daily basis year-round. These responsibilities are on top of what the Equipment Specialist is responsible for on game days. All the athletic programs demand specific operational support as well as the need of facility and equipment support. At the present time the athletic support personnel spend part of their time with athletics and part with physical education classes. Athletics need to have dedicated support personnel assigned to athletics.

3. The size and stature of El Camino College demands that it should offer the full contingent of athletic opportunities to its students. The only programs not being offered at this time are Women's Golf and Men's Wrestling. Both of these programs have a strong base of district wide high school programs that would support these activities. A survey needs to be completed to further establish and support the need to offer these programs.

SECTION 9

Future Direction and Vision

Our vision is to strive to meet our student's education and personal needs by providing excellent instruction throughout our diverse courses. The department will continue to assist the college by providing advancement in certificates, transfer, and courses that assist our community in their goal of lifelong wellness/fitness.

The program has a clear plan to increase the recruitment and service to students and strive for success. This vision incorporates the priorities of the four departments under the kinesiology program. Combined these departments come together to define the future goals and directives of the kinesiology program. Within the context of the four areas, there is a unified objective that centers on staffing, facilities, curriculum and certificates. Athletic training, Fitness training, and Recreation Certificates need to be revamped and promoted. Coaching, Yoga, Sports Management, and Sports Officiating certificate are being developed. The development and implementation of the TMC (Transfer Model Degree) in Kinesiology will assist students in direct access to the CSU system. The program should prepare and implement new courses and strategic planning to respond to the recent restrictions on repeatability. The development new and succession (beginning, intermediate, advanced) courses will prove important to students who wish to progress to a high level of personal fitness knowledge and application. The fitness portion of the program should emphasize the importance of physical activity incorporated into the student's everyday lives.

To meet the need of growing national industries the program will emphasize education in expanding careers. Athletic training is a growing field and a strong transfer program to the four-year institution of the CSU system. Articulation agreement and a development program will help in direct transfer to the next level. Strength and Personal Training is a program that can serve the local fitness facilities in our community and also meet transfer needs of those students seeking bachelor programs.

Coaching and youth coaching is a field that is in continual need of qualified coaches. All coaches must obtain a specific level of training prior to their instruction of youth, recreation and club sports. The program is revamping the Fitness Trainer certificate and is developing a Strength Training internship program not only at El Camino but reaching out the local gyms in the community.

In 2012 the change in “repeatability” of certain courses has been a devastating blow to our program. We would like to develop new curriculum for the best interests of our student-athletes’ learning and well-being. Creating “non-credit” or “zero-credit” courses may reverse the negative impact from the removal of repeatability in activity courses. Developing a community and open gym in the fitness center where we can track usage hours for more FTES may create more revenue for our program/college.

With many changes in our field, we need to better identify our Department of Kinesiology and the course names as Physical Education. The state and UC transfer courses and certificates should be consistent. Therefore, a closer look at the course title changes in the theory and activity courses should perhaps be changed from Physical Education to Kinesiology.

Many local high schools currently have the popular sports programs of men's and women's lacrosse; women's golf; men and women's wrestling. Since the Mission of El Camino College and our Athletic program is to “*offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community*” it would appear to be in our best interests to consider adding these sports as intercollegiate athletic programs. Of course, any additions to our Athletic program this will depend on the state of the economy and other variables and would require additional staffing with coaches for these sports. With the emphasis from the NCAA, it would provide an avenue for matriculation to four-year colleges. The vision of the recreation program has remained constant and always focused upon the introduction and exposure interested students to the profession of recreation services. Today this vision extends into the areas of Leisure Services, Hospitality, and Tourism, to name a few. Because of the ever-expanding nature of Recreation, the direction that the program is moving toward is also evolving. From a base of three core courses, a Leadership Certificate program is emerging. This will be to help students to become more employable in the recreation marketplace. Along with this, we have identified a number of new areas that we need to establish new certificate programs. The areas of Hospitality, Therapeutic Recreation, and Recreation therapists. Statically these are three major growth areas for employment.

There are many events now happening in recreation that will support our efforts with the development of new courses and certificate programs. It’s a time of transformation. We have an aging and active population. There is a huge degree of hyper-connectivity with the popularity of social networking, the fragmentation of sports/recreation/hobbies into smaller widespread niches, and a focus on health care, which will have people staying locally and demanding more local services. Also, our Corporative Career Education course needs to be re-established to help with the placement of students in recreation positions. A certificate is recommended to facilitate the placement of students.

SECTION 10

Prioritized Recommendations

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

Recommendations	Cost Estimate	Strategic Initiatives
1. Full Time Assistant Athletic Director or Classified Position <u>Justification</u> : Help with athletic eligibility and assist in all 22 sports.		Institutional Effectiveness
2. Classified Laundry Attendant	45,000	Institutional Effectiveness
3. Full time Instructor and release time for athletic supervision <u>Justification</u> : Develop new certification programs	100,000	Student Learning Institutional Effectiveness
4. Full Time Strength And Conditioning Specialist <u>Justification</u> : Assist and develop Strength and Conditioning program, Athletics, and internship program	65,000	Institutional Effectiveness Student learning Student success Modernization
5. Innovative Technologies: New Heart Rate tracking system myzone” fitness tracker- Garmin HRM-swim and run Exercise Program InBody scale Bodygem tennis racquet stringer <u>Justification</u> : more efficient tracking for fitness assessments and student success	2160.40 99.00 x 30 175 + 50 licensing annual 6534.55 2,659 + 598 1925	Student Learning Student success Modernization Institutional Effectiveness
6. Fitness Center Tracking System	2500	
7. Strength and Conditioning equipment for athletics, theory, and fitness classes:		Student success Student learning

Black widow training gear x 4 Elite FTS x 2 Rogue x 5 Rogue bumper plates 10, 15, 25, 45 set 410.50 x 5 <u>Justification:</u> completing SLO's for student success and modernization	1020 778 1525 2052.50 5375.50 total	modernization
8. Large clock or Scoreboard for the track and practice field. <u>Justification:</u> better calculations for fitness assessments	700	Student success Student learning Modernization
9. Concept 2 Model E Rower PM5 Assault Airbikes <u>Justification:</u> cardio equipment that can stand a lot of hard usage. For Theory and activity classes, bootcamp, circuit, weights, PE 280, and PE 290.	1100 x 5= \$5500 1000 x 5= 5000 \$10,500 total	Student success Student learning modernization
10. Multi-station functional training system with equipment	10,000	Student success Student learning modernization
11. WiFi throughout the PE buildings. <u>Justification:</u> more effective teaching strategies using wifi less time "manipulating" the old computer systems.		Modernization student success
12. Up to date technology lecture rooms, specifically the new laptops with connections VGA to HDMI <u>Justification:</u> more effective teaching.		Modernization
13. Foundation of the Tennis courts cracking and flooding. <u>Justification:</u> need to be fixed for safety issues and injury prevention		Modernization
14. Mini Bus for transportation <u>Justification:</u> cost effective transportation of student athletes, college teams, clubs etc.	15,000 each 1800-BUS-Sales	Modernization Institutional Effectiveness

Appendices

A. Alignment Grids

HEALTH SCIENCES AND ATHLETICS Institutional (ILO), Program (PLO), and Course (SLO) Alignment						
Program: Kinesiology		Number of Courses: 42	Date Updated: 09.15.2014	Submitted by: R. Serr, ext. 3811		
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>		
SLO-PLO-ILO ALIGNMENT NOTES: <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>						
PLOs			PLO to ILO Alignment <i>(Mark with an X)</i>			
			1	2	3	4
PLO #1 Fitness and Wellness Students will demonstrate an understanding and appreciation of physical activities and their relationship to wellness and fitness.					X	
PLO #2 Critical Thinking Students will apply the knowledge and skills in the field of kinesiology to think critically in examining issues and solving problems associated with their chosen sub discipline.			X			
PLO #3 Skill Development Students will demonstrate improved specific skills related to their sport or activity.					X	

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
CH 1 Personal and Community Health Issues: SLO #1 Components Students will define the 5 components of physical fitness and explain how to improve each component.	X	X		X		X	
CH 1 Personal and Community Health Issues: SLO #2 Warning Signs of Cancer The student will identify the seven warnings signs of cancer.		X					
CH 1 Personal and Community Health Issues: SLO #3 Risk Factors of CV Disease The student will identify the risk factors of cardiovascular disease.		X					
CH 3 Drugs and Alcohol in Society: SLO #1 Identify Symptoms Student will identify the signs and symptoms of Alcoholism.		X		X			
CH 3 Drugs and Alcohol in Society: SLO #2 Dysfunctional Family Student will analyze the characteristics of dysfunctional family and their relationship to drug addiction.		X					
CH 3 Drugs and Alcohol in Society: SLO #3 Psychoactive Drugs Student will identify the five categories of psychoactive drugs.		X					
CH 5 Contemporary Women's Health: SLO #1 Reproductive label Students will label the structures of the female reproductive system and identify the functions of each structure on a test with 80% accuracy.		X		X			
CH 5 Contemporary Women's Health: SLO #2 Contraception In a written report, students will identify five methods of contraception and correctly compare and contrast each method in terms of how it prevents pregnancy, overall effectiveness, and ease of use, cost and side effects with 80% accuracy.		X					
CH 5 Contemporary Women's Health: SLO #3 History Students will identify the important events in the history of the women's social movement in America and women's health on a written test with 80% accuracy.		X					
FAID 1 First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care: SLO #1 Red Cross Certification Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.		X	X	X		X	
FAID 1 First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care: SLO #2 Choking Student will recognize signs of conscious choking and utilize appropriate methods to clear the airway.		X	X				
FAID 1 First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care: SLO #3 Bleeding Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.		X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 10 Body Conditioning and Physical Fitness: SLO #1 Lifting Techniques Students will demonstrate the correct lifting technique for upper body free weight exercises.	X		X				
PE 10 Body Conditioning and Physical Fitness: SLO #2 Evaluate Fitness Test Results Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender.		X		X		X	
PE 10 Body Conditioning and Physical Fitness: SLO #3 Cardiovascular Fitness Student will demonstrate advancement in personal cardiovascular fitness.	X						
PE 101 Physical Fitness and Aging: SLO #1 Evaluate Students will evaluate their own results from standard tests of health related fitness using reference value for age and gender.		X					
PE 101 Physical Fitness and Aging: SLO #2 Resistance and Stretching Students will demonstrate appropriate resistance and stretching exercises related to specific muscle groups.	X		X	X		X	
PE 101 Physical Fitness and Aging: SLO #3 Benefits and Limitations Students will describe the benefits and limitations of resistance exercise training relative to the physiological changes to muscle, bone, and spine with adult aging.		X					
PE 135ABC Sport-Specific, Periodized Training for Athletes: SLO #1 Endurance Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.		X					
PE 135ABC Sport-Specific, Periodized Training for Athletes: SLO #2 Sport Specific Student will identify conditioning techniques for a specific sport and evaluate progression in performance using a standardized testing procedure.		X	X	X		X	
PE 135ABC Sport-Specific, Periodized Training for Athletes: SLO #3 Strength Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.		X					
PE 18 Boxing: SLO #1 Improved Endurance Students will demonstrate improvements in aerobic and anaerobic cardio respiratory endurance.	X						
PE 18 Boxing: SLO #2 Techniques Students will demonstrate at least three boxing techniques (routines).			X			X	
PE 18 Boxing: SLO #3 Sparring Students will demonstrate sparring to the body.			X				
PE 2 Walking for Fitness: SLO #1 Improved Fitness Students will demonstrate improvement in their Physical Fitness through an individualized fitness walking program.	X						
PE 2 Walking for Fitness: SLO #2 Exercise Heart Rates Students will utilize exercise training heart rates to monitor exercise intensity.		X	X	X		X	
PE 2 Walking for Fitness: SLO #3 Stretching Students will demonstrate and explain the value of static stretching exercises.	X	X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 204 Badminton: SLO #1 Overhead Clear Students will demonstrate proficiency and accuracy in the overhead clear.			X				
PE 204 Badminton: SLO #2 Rules Students will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.		X		X		X	
PE 204 Badminton: SLO #3 Overhead Smash Students will demonstrate proficiency and accuracy in the overhead smash.			X				
PE 208 Bowling: SLO #1 Keeping Score Students will demonstrate the process of keeping score.		X					
PE 208 Bowling: SLO #2 Spare Strategies Students will identify the appropriate strategies for executing various spare shots.		X	X	X		X	
PE 208 Bowling: SLO #3 Terminology and Etiquette Students will explain proper bowling terminology and lane etiquette.		X					
PE 217 Sports Officiating: SLO #1 Qualifications Student will identify the qualifications and duties required for becoming a sports official.		X					
PE 217 Sports Officiating: SLO #2 Rules and Mechanics Students will apply the basic rules and mechanics of officiating for a variety of sports.		X	X	X		X	
PE 217 Sports Officiating: SLO #3 Evaluate and Critique Students will evaluate a sports official and be able to provide detailed feedback/critique regarding the performance of that individual.		X					
PE 220 Naginata - A Japanese Martial Art: SLO #1 Demonstration Students will utilize a Naginata (pole arm) and demonstrate appropriate offensive and defensive tactics.			X				
PE 220 Naginata - A Japanese Martial Art: SLO #2 Identify Terminology Students will identify Japanese terminology related to Naginata.		X		X		X	
PE 220 Naginata - A Japanese Martial Art: SLO #3 Etiquette Students will demonstrate proper etiquette with the martial art of Naginata.			X				
PE 221 Combative Arts and Self Defense: SLO #1 Elbow Strikes Students will demonstrate the proper technique in the execution of four basic elbow strikes.			X				
PE 221 Combative Arts and Self Defense: SLO #2 Flexibility Students will demonstrate improvement in the flexibility component of fitness.	X			X		X	
PE 221 Combative Arts and Self Defense: SLO #3 Awareness Students will apply the concepts of awareness in their environment.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 224 Golf: SLO #1 Driving Students will demonstrate proficiency in driving a golf ball.			X	X		X	
PE 224 Golf: SLO #2 Putting Student will demonstrate proficiency in putting a golf ball.			X				
PE 224 Golf: SLO #3 Rules Students will identify the rules of golf and explain proper etiquette.		X					
PE 240 Beginning Swimming: SLO #1 Breathing The student will demonstrate swimming freestyle using correct breathing.			X			X	
PE 240 Beginning Swimming: SLO #2 Backstroke The student will demonstrate swimming on their back using either backstroke or elementary backstroke.			X				
PE 240 Beginning Swimming: SLO #3 Pool Safety The student will demonstrate water safety by jumping into the deep pool and safely getting back to the edge of the pool.	X		X				
PE 241 Intermediate/Advanced Swimming: SLO #1 500 Yard Swim The student will demonstrate improvement in a 500 yard swim.	X		X			X	
PE 241 Intermediate/Advanced Swimming: SLO #2 Technique The student will demonstrate good form and breathing technique while performing freestyle.			X				
PE 241 Intermediate/Advanced Swimming: SLO #3 Strokes The student will demonstrate competence in at least four different strokes.	X		X				
PE 244 Springboard Diving: SLO #1 Scoring Students will calculate scores of other students dive performance on a scale of 0-10.		X		X		X	
PE 244 Springboard Diving: SLO #2 Dive List Sheet Students will create a dive list sheet using a dive degree of difficulty table.		X					
PE 244 Springboard Diving: SLO #3 Demonstrate Students will demonstrate good form for a forward approach and dive.			X				
PE 245 Water Aerobics: SLO #1 CV Fitness Students will demonstrate improvements in cardiovascular fitness.	X					X	
PE 245 Water Aerobics: SLO #2 Flexibility Students will demonstrate improvements in flexibility.	X						
PE 245 Water Aerobics: SLO #3 Exercise Heart Rate Students will calculate and utilize exercise training heart rates to monitor exercise intensity.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 247 Swimming, Lifeguard Training: SLO #1 Lifesaving Skills Students will demonstrate appropriate lifesaving skills for active drowning, passive drowning and submerged victims meeting the most recent standards set by the American Red Cross Lifeguard Training program.			X	X		X	
PE 247 Swimming, Lifeguard Training: SLO #2 Breathing Emergencies Students will demonstrate proper technique in response to breathing emergencies, both conscious and unconscious for infant, children and adults.		X	X				
PE 247 Swimming, Lifeguard Training: SLO #3 Spinal Injuries Students will recognize spinal injuries which occur on land or in the water and perform the currently accepted techniques for emergency responders.		X	X				
PE 247 Swimming, Lifeguard Training: SLO #4 First Aid Students will demonstrate appropriate responses to the first aid emergencies that most commonly occur at swimming pools and non-ocean waterfronts.		X	X				
PE 248 Swimming, Water Safety Instructor: SLO #1 Lesson Plans Students will develop lesson plans to teach swimming skills and water safety to a diverse population.		X		X		X	
PE 248 Swimming, Water Safety Instructor: SLO #2 Age-appropriate Techniques Students will demonstrate age-appropriate techniques to teach swimming skills and water safety to both kids and adults.		X	X				
PE 248 Swimming, Water Safety Instructor: SLO #3 Workout Routines Students will create workout routines for water aerobics or fitness swimming by applying the principles of hydrodynamics and general fitness training fundamentals as applied to the aquatic environment.		X					
PE 249 Swimming for Fitness: SLO #1 CV Fitness Improvement Student will demonstrate improvement in cardiovascular endurance.	X			X		X	
PE 249 Swimming for Fitness: SLO #2 Stroke Technique Student will demonstrate ability to swim the competitive swim strokes with proper technique.			X				
PE 249 Swimming for Fitness: SLO #3 Swim Sets Student will identify written or verbal 'swim sets' by completing various assigned sets.	X	X	X				
PE 250 Techniques of Surfboard Riding: SLO #1 Paddling Students will demonstrate knee and prone paddling techniques.			X	X		X	
PE 250 Techniques of Surfboard Riding: SLO #2 Identify Wave Students will identify an appropriate wave to ride for their skill level.		X	X				
PE 250 Techniques of Surfboard Riding: SLO #3 Paddling Speed Students will demonstrate improvement in paddling speed.	X		X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 251 Tennis: SLO #1 Rules Student will identify and explain the rules for the game of Tennis.		X		X		X	
PE 251 Tennis: SLO #2 Stroke Technique Student will demonstrate proper stroke technique for the forehand stroke and backhand stroke.			X				
PE 251 Tennis: SLO #3 Fitness Students will demonstrate an improvement in cardiovascular fitness.	X						
PE 253 Volleyball: SLO #1 Passing The student will demonstrate accuracy in volleyball passing off the serve.			X	X		X	
PE 253 Volleyball: SLO #2 Hitting Approach Student will demonstrate and explain the basic fundamentals of a hitting approach.		X	X				
PE 253 Volleyball: SLO #3 Rules and Strategies Students will identify and explain rules and strategies associated with the game of volleyball.		X					
PE 254 Aerobic Fitness: SLO #1 CV Endurance Students will demonstrate improvements in Cardiovascular Endurance.	X			X		X	
PE 254 Aerobic Fitness: SLO #2 Flexibility Improvement Students will demonstrate improvements in flexibility.	X						
PE 254 Aerobic Fitness: SLO #3 Body Composition Students will calculate their body fat percentage.		X					
PE 257 Yoga for Health and Fitness: SLO #1 Evaluate Fitness Test Results Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender.		X		X		X	
PE 257 Yoga for Health and Fitness: SLO #2 Fitness Components and Hatha Yoga Students will demonstrate improvement and identify the fitness components that are positively affected by a Hatha Yoga Practice.	X	X					
PE 257 Yoga for Health and Fitness: SLO #3 Sun Salutation Students will demonstrate the poses of Sun Salutation A and explain the sequential order.			X				
PE 258 Power Vinyasa Yoga: SLO #1 Surya Namaskar Sequencing Students will explain the correct sequencing of postures in Surya Namaskar B.			X	X		X	
PE 258 Power Vinyasa Yoga: SLO #2 Improvement in Fitness Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga Practice.	X						
PE 258 Power Vinyasa Yoga: SLO #3 Breathing Students will describe the three Bandhas and Ujjayi Breathing used in Power Yoga.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 259 Circuit Training: SLO #1 CV Improvement Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.	X						
PE 259 Circuit Training: SLO #2 Aerobic vs Anaerobic Students will distinguish the differences between the aerobic and anaerobic energy systems.		X		X		X	
PE 259 Circuit Training: SLO #3 Target Heart Rate Students will calculate their aerobic target heart rate.		X					
PE 260 Basic Principles of Fitness and Weight Control: SLO #1 Technique Students will demonstrate proper resistance training technique.			X				
PE 260 Basic Principles of Fitness and Weight Control: SLO #2 Nutrition and Fitness Plan Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.		X		X		X	
PE 260 Basic Principles of Fitness and Weight Control: SLO #3 Strength Students will achieve improvement in upper and lower body strength.	X						
PE 270 Fitness and Sports Nutrition: SLO #1 Protein and Nutritional Supplements Student will identify effective protein and nutritional supplements for enhanced muscular recovery from exhaustive exercise.		X					
PE 270 Fitness and Sports Nutrition: SLO #2 Carbohydrate Supplements Student will identify effective carbohydrate supplements for pre-exhaustive, exhaustive, and post-exhaustive endurance training sessions.		X		X			
PE 270 Fitness and Sports Nutrition: SLO #3 Body Weight and Composition Student will design an effective strategy to achieve goal body weight and composition.		X					
PE 272 Care and Prevention of Athletic Injuries: SLO #1 Bandaging and Taping Students will demonstrate appropriate bandaging and taping skills for upper and lower extremities.		X	X				
PE 272 Care and Prevention of Athletic Injuries: SLO #2 Management Techniques Students will explain and justify common management techniques for athletic injuries.		X		X		X	
PE 272 Care and Prevention of Athletic Injuries: SLO #3 Emergency Plan Students will design and rehearse an emergency action plan.		X	X				
PE 274 Clinical Assessment and Management of Athletic Injuries: SLO #1 Emergency Management Students will describe the evaluation and emergency management of musculoskeletal injuries.		X					
PE 274 Clinical Assessment and Management of Athletic Injuries: SLO #2 Therapeutic Rehabilitation Students will design programs for strength, conditioning, and rehabilitation of injuries utilizing therapeutic modalities and therapeutic exercise.		X		X			
PE 274 Clinical Assessment and Management of Athletic Injuries: SLO #3 Policies and Procedures Students will describe policies and procedures an athletic trainer uses to ensure the health and welfare of the athletic population, while minimizing risk to the institution.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 275 Sport Psychology: SLO #1 Study vs. Experiment The student will describe the difference between a study and an experiment.		X		X			
PE 275 Sport Psychology: SLO #2 Motivation The student will compare and contrast intrinsic vs extrinsic motivation.		X					
PE 275 Sport Psychology: SLO #3 Goal Setting The student will describe the characteristics of effective goal setting.		X					
PE 277 Introduction to Kinesiology and Physical Education: SLO #1 Basic Concepts Students will identify and describe the basic concepts of Kinesiology.		X		X			
PE 277 Introduction to Kinesiology and Physical Education: SLO #2 Pathways Students will identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.		X					
PE 277 Introduction to Kinesiology and Physical Education: SLO #3 Foundations Students will identify and describe the historical, ethical and philosophical foundations of Kinesiology.		X					
PE 280 Exercise and Nutrition Programs for Fitness and Weight Management: SLO #1 Cardiopulmonary Fitness Students will evaluate their level of Cardiopulmonary Fitness and make training program design recommendations for improvement based on laboratory fitness test results and reference standards for age and gender.	X	X		X		X	
PE 280 Exercise and Nutrition Programs for Fitness and Weight Management: SLO #2 Muscle Endurance Students will assess current fitness levels in muscle endurance and develop programs to improve fitness levels.	X	X				X	
PE 280 Exercise and Nutrition Programs for Fitness and Weight Management: SLO #3 Caloric Intake Students will identify and apply principles of proper diet and nutrition systems when formulating caloric intake.		X				X	
PE 290 Personal Fitness Trainer: SLO #1 Technique Students will demonstrate proper resistance training technique.			X	X		X	
PE 290 Personal Fitness Trainer: SLO #2 Weight Loss Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.		X				X	
PE 290 Personal Fitness Trainer: SLO #3 Strength Improvement Students will achieve improvement in upper and lower body strength.	X					X	
PE 3 Boot Camp Fitness Training: SLO #1 Muscles Students will identify muscles and which exercise targets each.		X		X		X	
PE 3 Boot Camp Fitness Training: SLO #2 Fitness Students will evaluate their fitness level, and demonstrate improvement in fitness.	X	X				X	
PE 3 Boot Camp Fitness Training: SLO #3 Demonstrate Exercises Students will demonstrate a variety of anaerobic and aerobic exercises.	X					X	

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 4 Basketball: SLO #1 Dimensions Student will utilize a court diagram to identify the dimensions, boundaries, markings and positions on a collegiate basketball court.		X		X		X	
PE 4 Basketball: SLO #2 Offensive Techniques Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing and shooting.		X	X				
PE 4 Basketball: SLO #3 Defensive Principles Student will explain and execute man to man defensive principles.		X	X				
PE 47 Introduction to Indoor Rock Climbing: SLO #1 Belay Technique Students will apply fundamental skill components of specific belay technique in basic top rope climbing.			X	X		X	
PE 47 Introduction to Indoor Rock Climbing: SLO #2 Three-Foot and Hand Positions Students will demonstrate the 3-foot work and 3 hand positions critical in rock climbing.		X	X				
PE 47 Introduction to Indoor Rock Climbing: SLO #3 Improved Fitness Students will demonstrate improvement in one or all components in their pre and post fitness tests including: muscular endurance, muscle strength, balance, and body composition.	X						
PE 54 Weight Training: SLO #1 Assess Endurance and Develop Programs Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.	X	X		X		X	
PE 54 Weight Training: SLO #2 Anatomy and Movements Student will identify muscle anatomy and describe basic muscle movements.		X					
PE 54 Weight Training: SLO #3 Assess Strength and Develop Programs Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.	X	X					
PE 7 Baseball: SLO #1 Rules Students will identify basic rules and strategy within the sport.		X		X		X	
PE 7 Baseball: SLO #2 Fielding Students will demonstrate proper fundamentals of fielding.		X					
PE 7 Baseball: SLO #3 Hitting Students will identify proper fundamentals of hitting.			X				
PE 74 Soccer: SLO #1 Free Kick Student will demonstrate attempting to score a goal from a direct free kick from a specified area of the playing field.			X	X		X	
PE 74 Soccer: SLO #2 Corner Kick Students will demonstrate in taking a corner kick and delivering the soccer ball into a specified target area in the penalty box.			X				
PE 74 Soccer: SLO #3 Laws of the Game Student will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.		X					

HEALTH SCIENCES AND ATHLETICS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Kinesiology Athletics		Number of Courses: 43	Date Updated: 11.17.2014	Submitted by: Russell Serr, ext. 3811	
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>	
SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.					
PLOs				PLO to ILO Alignment (Mark with an X)	
				1	2
				3	4
PLO #1 Sportsmanship, Decorum and Rules Students-athletes will demonstrate awareness and implement a thorough understanding of campus, state and national intercollegiate athletic playing rules, values and decorum standards.				X	X
PLO #2 Scholar Baller Student-athletes will demonstrate and assess academic and athletic achievement through sound practices, guidance, testing and efficient educational planning. The importance of incorporating improvement in athletic skills and academic performance together is utilized to achieve optimal student-athlete goals.				X	X
PLO #3 Skill Development Students will demonstrate the acquisition of skill and tactical knowledge to perform appropriately in relation to their position and their chosen athletic program.					X

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 105abc Women's Intercollegiate Basketball Team: Women's Intercollegiate Water Polo Team Student/Athletes demonstrate improvement in their court related running speed.			X	X		X	
PE 105abc Women's Intercollegiate Basketball Team: SLO #2 Strategies Students will describe various offensive/defensive strategies.			X				
PE 105 abc Women's Intercollegiate Basketball Team: SLO #3 Data Students will utilize statistical data to analyze their performance.		X					
PE 106 abc Off-Season Training for Women's Intercollegiate Basketball Team: SLO #1 Fitness Identify the five components of physical fitness and describe how they relate to the development of basketball performance.			X			X	
PE 106 abc Off-Season Training for Women's Intercollegiate Basketball Team: SLO #2 Skill Related Fitness Students will demonstrate improvement's in skill related fitness components.			X				
PE 106 abc Off-Season Training for Women's Intercollegiate Basketball Team: SLO #3 Strategies Students will describe various offensive/defensive strategies.			X				
PE 110 abc Women's Intercollegiate Volleyball Team: SLO #1 Rules The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.	X			X		X	
PE 110 abc Women's Intercollegiate Volleyball Team: SLO #2 Sportsmanship The student athlete will utilize appropriate sportsmanship during practices and competition.	X						
PE 110 abc Women's Intercollegiate Volleyball Team: SLO #3 Fitness Student will demonstrate improvement in cardiovascular fitness.			X				
PE 111 abc Off-Season Training for Women's Intercollegiate Volleyball: SLO #1 Passing The student will demonstrate accuracy in volleyball passing off the serve.			X			X	
PE 111 abc Off-Season Training for Women's Intercollegiate Volleyball: SLO #2 Fitness Student will demonstrate improvement in cardiovascular fitness.			X				
PE 111 abc Off-Season Training for Women's Intercollegiate Volleyball: SLO #3 Hitting Approach Student will demonstrate and explain the basic fundamentals of a hitting approach.			X				
PE 120 abc Women's Intercollegiate Softball Team: SLO #1 Fielding Student will demonstrate proficiency in fielding of their appropriate position in softball.			X	X		X	
PE 120 abc Women's Intercollegiate Softball Team: SLO #2 Fitness Students will demonstrate improvement in the cardio respiratory endurance component of fitness.			X				
PE 120 abc Women's Intercollegiate Softball Team: SLO #3 Sportsmanship Students will define and apply acceptable levels of sportsmanship during competition.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 121 abc Off-Season Training for Women's Intercollegiate Softball Team: SLO #1 Fielding Student will demonstrate proficiency in the fielding of their appropriate position.			X	X		X	
PE 121 abc Off-Season Training for Women's Intercollegiate Softball Team: SLO #2 Fitness Students will demonstrate improvement in the cardio respiratory endurance component of fitness.			X				
PE 121 abc Off-Season Training for Women's Intercollegiate Softball Team: SLO #3 Rules and Strategy Students will identify basic rules and strategy within the sport.	X						
PE 132abc Women's Intercollegiate Badminton Team: SLO #1 High Serve Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game.			X	X		X	
PE 132abc Women's Intercollegiate Badminton Team: SLO #2 Low "short" Service Students will develop and demonstrate proficiency and accuracy in the low, short backhand service, predominately, but not exclusively, used in badminton doubles matches.			X				
PE 132abc Women's Intercollegiate Badminton Team: SLO #3 Rules Student will apply the "Laws of Badminton", and explain the rules and regulations covering the sport.	X						
PE 133abc Off-Season Training for Women's Intercollegiate Badminton Team: SLO #1 Forehand Overhead Clear Student will be able to develop and demonstrate the forehand overheard clear to both the backhand and forehand corners of the badminton.			X			X	
PE 133abc Off-Season Training for Women's Intercollegiate Badminton Team: SLO #2 Forehand, Overhead Drop Shot Students will develop and demonstrate the forehand, overhead, and drop shot from both deep corners of the badminton court.			X				
PE 133abc Off-Season Training for Women's Intercollegiate Badminton Team: SLO #3 Forehand Underhand Clear Student will develop and demonstrate the understand clear, (forehand) from a drop shot to the net, returning the shot deep, to the back of their opponents court.			X				
PE 15abc Men's Intercollegiate Basketball Team: SLO #1 Speed Students/Athletes will demonstrate improvement in their court related running speed.			X	X		X	
PE 15abc Men's Intercollegiate Basketball Team: SLO #2 Strategies Students will describe various offensive/defensive strategies.			X				
PE 15abc Men's Intercollegiate Basketball Team: SLO #3 Performance Students will utilize statistical data to analyze their performance.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 16abc Off-Season Training for Men's Intercollegiate Basketball Team: SLO #1 Fitness Identify the five components of physical fitness and describe how they relate to the development of basketball performance.			X				
PE 16abc Off-Season Training for Men's Intercollegiate Basketball Team: SLO #2 Skill Related Fitness Students will demonstrate improvement's in skill related fitness components.			X			X	
PE 16abc Off-Season Training for Men's Intercollegiate Basketball Team: SLO #3 Strategies Students will describe various offensive/defensive strategies.			X				
PE 20abc Intercollegiate Cross Country Team: SLO #1 Demonstrate Improvement Student will demonstrate an improvement in her 5,000m run time following a cardiovascular training program.			X				
PE 20abc Intercollegiate Cross Country Team: SLO #2 Periodization Student will explain how periodization applies to her season cardiovascular training program.			X	X		X	
PE 20abc Intercollegiate Cross Country Team: SLO #3 Rules Student will explain NCAA rules that apply to cross country invitational and championship competition in California Community College and NCAA cross country.	X						
PE 21abc Off-Season Training for Intercollegiate Cross Country Team: SLO #1 5000m Time Student will demonstrate an improvement in her 5,000m run time following a six-week cardiovascular training program.			X				
PE 21abc Off-Season Training for Intercollegiate Cross Country Team: SLO #2 Rules Student will explain NCAA rules that apply to cross country competition.	X			X		X	
PE 21abc Off-Season Training for Intercollegiate Cross Country Team: SLO #3 Strength Training Student will explain the importance of strength training in an off-season program.			X				
PE 233abc Pep Squad: SLO #1 Basic Cheer Motions Students will demonstrate basic cheer motions with proper form jumps and performance skills.			X				
PE 233abc Pep Squad: SLO #2 Conditioning Students will demonstrate improvements in muscular endurance and flexibility.			X			X	
PE 233abc Pep Squad: SLO #3 Routines Students will identify and demonstrate appropriate half time routines, timeout cheers, and band dances.			X				
PE 234abc Off-Season Training for Pep Squad: SLO #1 Basic Cheer Motions Students will demonstrate basic cheer motions with proper form jumps and performance skills.			X				
PE 234abc Off-Season Training for Pep Squad: SLO #2 Competitive Strategies Identify offensive and defensive strategies as practiced within competitive situations.			X			X	
PE 234abc Off-Season Training for Pep Squad: SLO #3 Collaborative Work Demonstrate collaborative work with partner team mates in competitive situations.			X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 35abc Men's Intercollegiate Football Team: SLO #1 Skill Demonstration Student will demonstrate the specific skills needed for successful participation in intercollegiate football.			X	X		X	
PE 35abc Men's Intercollegiate Football Team: SLO #2 Terminology Student will be able to identify the terminology of either the offensive or defensive system of play and demonstrate the understanding during practice.			X				
PE 35abc Men's Intercollegiate Football Team: SLO #3 Identify Rules Student will identify the rules of play that pertain to their specific skill position.	X						
PE 36abc Off-Season Training for Men's Intercollegiate Football Team: SLO #1 Skill Demonstration Student will demonstrate the proper technique of the skills need his specific position on the football team.			X	X		X	
PE 36abc Off-Season Training for Men's Intercollegiate Football Team: SLO #2 Evaluate Performance Student will evaluate his performance and determine areas of personal improvement.		X	X				
PE 36abc Off-Season Training for Men's Intercollegiate Football Team: SLO #3 Understanding Terminology Student will describe the basic terminology of either the offensive or defensive system.			X				
PE 45abc Men's Intercollegiate Golf Team: SLO #1 Driving Students will demonstrate proficiency in driving a golf ball.			X			X	
PE 45abc Men's Intercollegiate Golf Team: SLO #2 Chipping Students will demonstrate proficiency in chipping a golf ball.			X				
PE 45abc Men's Intercollegiate Golf Team: SLO #3 Rules and Etiquette Students will identify the rules of golf and explain proper etiquette.			X				
PE 46abc Off-Season Training for Men's Intercollegiate Golf Team: SLO #1 Putting Students will demonstrate proficiency in putting a golf ball.			X	X		X	
PE 46abc Off-Season Training for Men's Intercollegiate Golf Team: SLO #2 Driving Accuracy Player will demonstrate accuracy in driving a golf ball.			X				
PE 46abc Off-Season Training for Men's Intercollegiate Golf Team: SLO #3 Rules and Etiquette Students will identify the rules of golf and explain proper etiquette.	X						
PE 57abc Intercollegiate Swimming Team: SLO #1 Stroke Count Student will compare stroke count with time to provide a measure of efficiency.			X	X		X	
PE 57abc Intercollegiate Swimming Team: SLO #2 Turns Students will apply the rules and demonstrate legal backstroke turns.	X		X				
PE 57abc Intercollegiate Swimming Team: SLO #3 Racing Start Demonstrate correct form in a racing start to be used in competition.			X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 58abc Off-Season Training for Intercollegiate Swimming Team: SLO #1 Stroke Count Student will compare stroke count with time to provide a measure of efficiency.			X				
PE 58abc Off-Season Training for Intercollegiate Swimming Team: SLO #2 Turns Students will apply the rules and demonstrate legal backstroke turns.	X		X	X		X	
PE 58abc Off-Season Training for Intercollegiate Swimming Team: SLO #3 Form Student will demonstrate proper form and complete a 200 IM using all of the required strokes.			X				
PE 5abc Men's Intercollegiate Baseball Team: SLO #1 Fielding Student will demonstrate proficiency in fielding of their appropriate position in baseball.			X				
PE 5abc Men's Intercollegiate Baseball Team: SLO #2 Fitness Students will demonstrate improvement in the cardio respiratory endurance component of fitness.			X	X		X	
PE 5abc Men's Intercollegiate Baseball Team: SLO #3 Sportsmanship Students will define and apply acceptable levels of sportsmanship during competition.	X						
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.			X				
PE 60abc Women's Intercollegiate Soccer Team: SLO #2 Wall Pass Students will demonstrate the task of proficiency in utilizing a "wall pass" to beat a man vs. man defense.			X			X	
PE 60abc Women's Intercollegiate Soccer Team: SLO #3 Short Corner Kick Student will explain and demonstrate proficiency in performing a "short" corner kick with a team mate, and creating a scoring opportunity.			X				
PE 61abc Off-Season Training for Women's Intercollegiate Soccer Team: SLO #1 Instep Passing and Shooting Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.			X				
PE 61abc Off-Season Training for Women's Intercollegiate Soccer Team: SLO #2 Defensive Heading Students will demonstrate their proficiency in performing "defensive" heading, from soccer balls fed in to the penalty box from offensive players.			X	X		X	
PE 61abc Off-Season Training for Women's Intercollegiate Soccer Team: SLO #3 Defensive Wall Student will demonstrate how to set up a defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.	X		X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 65abc Intercollegiate Soccer Team: SLO #1 Strategies Student's will analyze an opponent's strengths and weaknesses and recognize suitable strategies in a competitive situation.			X				
PE 65abc Intercollegiate Soccer Team: SLO #2 Use of Spin Students will execute topspin, under spin and side spin and utilize these spins both offensively and defensively in competition.			X			X	
PE 65abc Intercollegiate Soccer Team: SLO #3 Tennis Specific Conditioning Students will identify and apply skill related components of fitness such as agility, power, speed and reaction necessary to compete at an advanced level of tennis.			X				
PE 66abc Off-Season Training for Intercollegiate Soccer 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.			X				
PE 66abc Off-Season Training for Intercollegiate Soccer Team: SLO #2 Tennis Stroke Skills Students will demonstrate tennis stroke components and execute the strokes with a consistency necessary to perform at an advanced level.			X			X	
PE 66abc Off-Season Training for Intercollegiate Soccer Team: SLO #3 Tennis Specific Conditioning Students will identify and demonstrate tennis related fitness components such as aerobic and anaerobic conditioning at a level necessary to compete with advanced players.			X				
PE 6abc Off-Season Training for Men's Intercollegiate Baseball: SLO #1 Fielding Student will demonstrate proficiency in the fielding of their appropriate position.			X				
PE 6abc Off-Season Training for Men's Intercollegiate Baseball: SLO #2 Fitness Students will demonstrate improvement in the cardio respiratory endurance component of fitness.			X	X		X	
PE 6abc Off-Season Training for Men's Intercollegiate Baseball: SLO #3 Rules and Strategy Students will identify basic rules and strategy within the sport.	X						
PE 70abc Men'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.			X				
PE 70abc Men's Intercollegiate Soccer Team: SLO #2 Wall Pass Students will demonstrate the task of proficiency in utilizing a "wall pass" to beat a man vs. man defense.			X			X	
PE 70abc Men's Intercollegiate Soccer Team: SLO #3 Short Corner Kick Student will explain and demonstrate proficiency in performing a "short" corner kick with a team mate, and creating a scoring opportunity.			X				
PE 71abc Off-Season Training for Men's Intercollegiate Soccer Team: SLO # Instep Passing and Shooting Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.			X			X	

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 71abc Off-Season Training for Men's Intercollegiate Soccer Team: SLO #2 Defensive Heading Students will demonstrate their proficiency in performing "defensive" heading, from soccer balls fed in to the penalty box from offensive players.			X				
PE 71abc Off-Season Training for Men's Intercollegiate Soccer Team: SLO #3 Defensive Wall Student will demonstrate how to set up a defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.			X				
PE 75abc Intercollegiate Track and Field Team: SLO #1 Skills Evaluation Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.			X				
PE 75abc Intercollegiate Track and Field Team: SLO #2 Periodization Student will explain how periodization applies to his/her season strength, speed, and/or cardiovascular training program.			X	X		X	
PE 75abc Intercollegiate Track and Field Team: SLO #3 Rules Student will explain NCAA rules that apply to track & field invitational and championship competition in California Community College and NCAA track and field.	X						
PE 76abc Off-Season Training for Intercollegiate Track and Field Team: SLO #1 Skill Evaluation Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.			X				
PE 76abc Off-Season Training for Intercollegiate Track and Field Team: SLO #2 Rules Student will explain NCAA rules that apply to track and field competition.	X			X		X	
PE 76abc Off-Season Training for Intercollegiate Track and Field Team: SLO #3 Importance of Off Season Training Student will explain the importance of strength training and cardiovascular conditioning in an off-season track and field program.			X				
PE 80abc Men's Intercollegiate Volleyball Team: SLO #1 Rules The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.	X						
PE 80abc Men's Intercollegiate Volleyball Team: SLO #2 Sportsmanship The student athlete will utilize appropriate sportsmanship during practices and competition.	X			X		X	
PE 80abc Men's Intercollegiate Volleyball Team: SLO #3 Fitness Student will demonstrate improvement in cardiovascular fitness.			X				
PE 81abc Off-Season Training for Men's Intercollegiate Volleyball Team: SLO #1 Passing The student will demonstrate accuracy in volleyball passing off the serve.			X				
PE 81abc Off-Season Training for Men's Intercollegiate Volleyball Team: SLO #2 Fitness Student will demonstrate improvement in cardiovascular fitness.			X			X	
PE 81abc Off-Season Training for Men's Intercollegiate Volleyball Team: SLO #3 Hitting Approach Student will demonstrate and explain the basic fundamentals of a hitting approach.			X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 85abc Men's Intercollegiate Water Polo Team: SLO #1 Passing Student will demonstrate passing with a partner using the eggbeater kick.			X				
PE 85abc Men's Intercollegiate Water Polo Team: SLO #2 Group Shooting Student will demonstrate efficiency and speed in a group shooting drill using the goal covering "sniper".			X			X	
PE 85abc Men's Intercollegiate Water Polo Team: SLO #3 Strategies Student will identify strategies for scoring in an "extra man" situation and be able to demonstrate appropriate skills in various positions.			X				
PE 86abc Off-Season Training for Men's Intercollegiate Water Polo Team: SLO #1 Passing Student will demonstrate passing with a partner using the eggbeater kick.			X				
PE 86abc Off-Season Training for Men's Intercollegiate Water Polo Team: SLO #2 Group Shooting Student will demonstrate efficiency and speed in a group shooting drill using the goal covering "sniper".			X			X	
PE 86abc Off-Season Training for Men's Intercollegiate Water Polo Team: SLO #3 Strategies Student will identify strategies for scoring in an "extra man" situation and be able to demonstrate appropriate skills in various positions.			X				
PE 87abc Women's Intercollegiate Water Polo Team: SLO #1 Passing Student will demonstrate passing with a partner using the eggbeater kick.			X				
PE 87abc Women's Intercollegiate Water Polo Team: SLO #2 Group Shooting Student will demonstrate efficiency and speed in a group shooting drill using the goal covering "sniper".			X			X	
PE 87abc Women's Intercollegiate Water Polo Team: SLO #3 Strategies Student will identify strategies for scoring in an "extra man" situation and be able to demonstrate appropriate skills in various positions.			X				

HEALTH SCIENCES AND ATHLETICS

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Recreation		Number of Courses: 3	Date Updated: 09.15.2014	Submitted by: R. Serr, ext. 3811
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.				
PLOs				PLO to ILO Alignment (Mark with an X)
PLO #1 Leadership Students will demonstrate an understanding of recreation and leadership skills.				X
PLO #2 Foundations of Recreation Students will acquire historical, philosophical, and theoretical foundations of recreation.				X
PLO #3 Camp Settings Students will apply administrative, leadership, planning, supervisory, and counseling skills in commercial, municipal, and camp settings.				X

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	1	2	3	4
RECR 207 Introduction to Recreation: SLO #1 Healthy Lifestyle Students will develop a plan for lifetime pursuits to promote a healthy lifestyle.		X					
RECR 207 Introduction to Recreation: SLO #2 Academic Employment Opportunities Students will identify the academic and employment opportunities in the recreation and leisure services.		X		X	X		
RECR 207 Introduction to Recreation: SLO #3 Work Versus Play Students will differentiate concepts of work versus play.	X						
RECR 217 Recreational Leadership: SLO #1 Leadership Skills Students will identify recreation leader skills and correctly apply those skills while facilitating cooperative play activities.	X						
RECR 217 Recreational Leadership: SLO #2 Diversity Students will describe leadership skills necessary to deal effectively with diverse and multi-cultural participants.			X		X	X	
RECR 217 Recreational Leadership: SLO #3 Entry-Level Employment Students will define leadership concepts and skills for entry level employment in leisure services.			X				
RECR 307 Camp Counseling: Leadership and Programming: SLO #1 Cooperative Play Activities Students will identify recreation leadership skills and correctly apply those skills while facilitating cooperative play activities.			X				
RECR 307 Camp Counseling: Leadership and Programming: SLO #2 Safe and Best Camping Practices Students will analyze the safe and best practice in the operation of a day or overnight camp.			X		X	X	
RECR 307 Camp Counseling: Leadership and Programming: SLO #3 Positive Discipline Students will identify strategies to promote positive discipline in dealing with camp participants.	X						

B. SLO Timelines

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

HEALTH SCIENCES AND ATHLETICS DIVISION - KINESIOLOGY

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: CH 1	Personal and Community Health Issues	SLO #1 Components	Students will define the 5 components of physical fitness and explain how to improve each component.
2013-14 (Spring 2014)	ECC: FAID 1	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	SLO #1 Red Cross Certification	Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.
2013-14 (Spring 2014)	ECC: PE 135abc	Sport-Specific, Periodized Training for Athletes	SLO #1 Endurance	Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.
2013-14 (Spring 2014)	ECC: PE 221	Combative Arts and Self Defense	SLO #1 Elbow Strikes	Students will demonstrate the proper technique in the execution of four basic elbow strikes.
2013-14 (Spring 2014)	ECC: PE 241	Intermediate/Advanced Swimming	SLO #1 500 Yard Swim	The student will demonstrate improvement in a 500 yard swim.
2013-14 (Spring 2014)	ECC: PE 245	Water Aerobics	SLO #1 CV Fitness	Students will demonstrate improvements in cardiovascular fitness.
2013-14 (Spring 2014)	ECC: PE 249	Swimming for Fitness	SLO #1 CV Fitness Improvement	Student will demonstrate improvement in cardiovascular endurance.
2013-14 (Spring 2014)	ECC: PE 251	Tennis	SLO #1 Rules	Student will identify and explain the rules for the game of Tennis.
2013-14 (Spring 2014)	ECC: PE 253	Volleyball	SLO #1 Passing	The student will demonstrate accuracy in volleyball passing off the serve.
2013-14 (Spring 2014)	ECC: PE 257	Yoga for Health and Fitness	SLO #1 Evaluate Fitness Test Results	Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender.
2013-14 (Spring 2014)	ECC: PE 277	Introduction to Kinesiology and Physical Education	SLO #1 Basic Concepts	Students will identify and describe the basic concepts of Kinesiology.
2013-14 (Spring 2014)	ECC: PE 290	Personal Fitness Trainer	SLO #1 Technique	Students will demonstrate proper resistance training technique.
2013-14 (Spring 2014)	ECC: PE 3	Boot Camp Fitness Training	SLO #1 Muscles	Students will identify muscles and which exercise targets each.
2013-14 (Spring 2014)	ECC: PE 47	Introduction to Indoor Rock Climbing	SLO #1 Belay Technique	Students will apply fundamental skill components of specific belay technique in basic top rope climbing.
2014-15 (Fall 2014)	ECC: CH 3	Drugs and Alcohol in Society	SLO #1 Identify Symptoms	Student will identify the signs and symptoms of Alcoholism.
2014-15 (Fall 2014)	ECC: PE 10	Body Conditioning and Physical Fitness	SLO #1 Lifting Techniques	Students will demonstrate the correct lifting technique for upper body free weight exercises.
2014-15 (Fall 2014)	ECC: PE 18	Boxing	SLO #2 Techniques	Students will demonstrate at least three boxing techniques (routines).

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014)				Students will demonstrate at least three boxing techniques (routines).
2014-15 (Fall 2014)	ECC: PE 2	Walking for Fitness	SLO #2 Exercise Heart Rates	Students will utilize exercise training heart rates to monitor exercise intensity.
2014-15 (Fall 2014)	ECC: PE 204	Badminton	SLO #1 Overhead Clear	Students will demonstrate proficiency and accuracy in the overhead clear.
2014-15 (Fall 2014)	ECC: PE 208	Bowling	SLO #1 Keeping Score	Students will demonstrate the process of keeping score.
2014-15 (Fall 2014)	ECC: PE 217	Sports Officiating	SLO #1 Qualifications	Student will identify the qualifications and duties required for becoming a sports official.
2014-15 (Fall 2014)	ECC: PE 220	Naginata - A Japanese Martial Art	SLO #1 Demonstration	Students will utilize a Naginata (pole arm) and demonstrate appropriate offensive and defensive tactics.
2014-15 (Fall 2014)	ECC: PE 224	Golf	SLO #1 Driving	Students will demonstrate proficiency in driving a golf ball.
2014-15 (Fall 2014)	ECC: PE 240	Beginning Swimming	SLO #1 Breathing	The student will demonstrate swimming freestyle using correct breathing.
2014-15 (Fall 2014)	ECC: PE 244	Springboard Diving	SLO #1 Scoring	Students will calculate scores of other students dive performance on a scale of 0-10.
2014-15 (Fall 2014)	ECC: PE 247	Swimming, Lifeguard Training	SLO #1 Lifesaving Skills	Students will demonstrate appropriate lifesaving skills for active drowning, passive drowning and submerged victims meeting the most recent standards set by the American Red Cross Lifeguard Training program.
2014-15 (Fall 2014)	ECC: PE 248	Swimming, Water Safety Instructor	SLO #1 Lesson Plans	Students will develop lesson plans to teach swimming skills and water safety to a diverse population.
2014-15 (Fall 2014)	ECC: PE 250	Techniques of Surfboard Riding	SLO #1 Paddling	Students will demonstrate knee and prone paddling techniques.
2014-15 (Fall 2014)	ECC: PE 254	Aerobic Fitness	SLO #2 Flexibility Improvement	Students will demonstrate improvements in flexibility.
2014-15 (Fall 2014)	ECC: PE 258	Power Vinyasa Yoga	SLO #1 Surya Namaskar Sequencing	Students will explain the correct sequencing of postures in Surya Namaskar B.
2014-15 (Fall 2014)	ECC: PE 259	Circuit Training	SLO #1 CV Improvement	Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.
2014-15 (Fall 2014)	ECC: PE 260	Basic Principles of Fitness and Weight Control	SLO #1 Technique	Students will demonstrate proper resistance training technique.
2014-15 (Fall 2014)	ECC: PE 270	Fitness and Sports Nutrition	SLO #1 Protein and Nutritional Supplements	Student will identify effective protein and nutritional supplements for enhanced muscular recovery from exhaustive exercise.
2014-15 (Fall 2014)	ECC: PE 272	Care and Prevention of Athletic Injuries	SLO #1 Bandaging and Taping	Students will demonstrate appropriate bandaging and taping skills for upper and lower extremities.
2014-15 (Fall 2014)	ECC: PE 274	Clinical Assessment and Management of Athletic Injuries	SLO #1 Emergency Management	Students will describe the evaluation and emergency management of musculoskeletal injuries.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: PE 275	Sport Psychology	SLO #1 Study vs Experiment	The student will describe the difference between a study and an experiment.
2014-15 (Fall 2014)	ECC: PE 280	Exercise and Nutrition Programs for Fitness and Weight Management	SLO #1 Cardiopulmonary Fitness	Students will evaluate their level of Cardiopulmonary Fitness and make training program design recommendations for improvement based on laboratory fitness test results and reference standards for age and gender.
2014-15 (Fall 2014)	ECC: PE 4	Basketball	SLO #1 Dimensions	Student will utilize a court diagram to identify the dimensions, boundaries, markings and positions on a collegiate basketball court.
2014-15 (Fall 2014)	ECC: PE 54	Weight Training	SLO #1 Assess Endurance and Develop Programs	Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.
2014-15 (Fall 2014)	ECC: PE 7	Baseball	SLO #1 Rules	Students will identify basic rules and strategy within the sport.
2014-15 (Fall 2014)	ECC: PE 74	Soccer	SLO #1 Free Kick	Student will demonstrate attempting to score a goal from a direct free kick from a specified area of the playing field.
2014-15 (Spring 2015)	ECC: CH 1	Personal and Community Health Issues	SLO #2 Warning Signs of Cancer	The student will identify the seven warnings signs of cancer
2014-15 (Spring 2015)	ECC: FAID 1	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	SLO #2 Choking	Student will recognize signs of conscious choking and utilize appropriate methods to clear the airway.
2014-15 (Spring 2015)	ECC: PE 135abc	Sport-Specific, Periodized Training for Athletes	SLO #2 Sport Specific	Student will identify conditioning techniques for a specific sport and evaluate progression in performance using a standardized testing procedure.
2014-15 (Spring 2015)	ECC: PE 221	Combative Arts and Self Defense	SLO #2 Flexibility	Students will demonstrate improvement in the flexibility component of fitness.
2014-15 (Spring 2015)	ECC: PE 241	Intermediate/Advanced Swimming	SLO #2 Technique	The student will demonstrate good form and breathing technique while performing freestyle.
2014-15 (Spring 2015)	ECC: PE 245	Water Aerobics	SLO #2 Flexibility	Students will demonstrate improvements in flexibility.
2014-15 (Spring 2015)	ECC: PE 249	Swimming for Fitness	SLO #2 Stroke Technique	Student will demonstrate ability to swim the competitive swim strokes with proper technique.
2014-15 (Spring 2015)	ECC: PE 251	Tennis	SLO #2 Stroke Technique	Student will demonstrate proper stroke technique for the forehand stroke and backhand stroke.
2014-15 (Spring 2015)	ECC: PE 253	Volleyball	SLO #2 Hitting Approach	Student will demonstrate and explain the basic fundamentals of a hitting approach.
2014-15 (Spring 2015)	ECC: PE 257	Yoga for Health and Fitness	SLO #2 Fitness Components and Hatha Yoga	Students will demonstrate improvement and identify the fitness components that are positively affected by a Hatha Yoga Practice.
2014-15 (Spring 2015)	ECC: PE 277	Introduction to Kinesiology and Physical Education	SLO #2 Pathways	Students will identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field
2014-15 (Spring 2015)	ECC: PE 290	Personal Fitness Trainer	SLO #2 Weight Loss	Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.
2014-15 (Spring 2015)	ECC: PE 3	Boot Camp Fitness Training	SLO #2 Fitness	Students will evaluate their fitness level, and demonstrate

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015)				improvement in fitness.
2014-15 (Spring 2015)	ECC: PE 47	Introduction to Indoor Rock Climbing	SLO #2 Three-Foot and Hand Positions	Students will demonstrate the 3-foot work and 3 hand positions critical in rock climbing.
2015-16 (Fall 2015)	ECC: CH 3	Drugs and Alcohol in Society	SLO #2 Dysfunctional Family	Student will analyze the characteristics of dysfunctional family and their relationship to drug addiction.
2015-16 (Fall 2015)	ECC: PE 10	Body Conditioning and Physical Fitness	SLO #2 Evaluate Fitness Test Results	Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender.
2015-16 (Fall 2015)	ECC: PE 18	Boxing	SLO #3 Sparring	Students will demonstrate sparring to the body
2015-16 (Fall 2015)	ECC: PE 2	Walking for Fitness	SLO #3 Stretching	Students will demonstrate and explain the value of static stretching exercises.
2015-16 (Fall 2015)	ECC: PE 204	Badminton	SLO #2 Rules	Students will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.
2015-16 (Fall 2015)	ECC: PE 208	Bowling	SLO #2 Spare Strategies	Students will identify the appropriate strategies for executing various spare shots.
2015-16 (Fall 2015)	ECC: PE 217	Sports Officiating	SLO #2 Rules and Mechanics	Students will apply the basic rules and mechanics of officiating for a variety of sports.
2015-16 (Fall 2015)	ECC: PE 220	Naginata - A Japanese Martial Art	SLO #2 Identify Terminology	Students will identify Japanese terminology related to Naginata.
2015-16 (Fall 2015)	ECC: PE 224	Golf	SLO #2 Putting	Student will demonstrate proficiency in putting a golf ball.
2015-16 (Fall 2015)	ECC: PE 240	Beginning Swimming	SLO #2 Backstroke	The student will demonstrate swimming on their back using either backstroke or elementary backstroke.
2015-16 (Fall 2015)	ECC: PE 244	Springboard Diving	SLO #2 Dive List Sheet	Students will create a dive list sheet using a dive degree of difficulty table.
2015-16 (Fall 2015)	ECC: PE 247	Swimming, Lifeguard Training	SLO #2 Breathing Emergencies	Students will demonstrate proper technique in response to breathing emergencies, both conscious and unconscious for infant, children and adults.
2015-16 (Fall 2015)	ECC: PE 247	Swimming, Lifeguard Training	SLO #4 First Aid	Students will demonstrate appropriate responses to the first aid emergencies that most commonly occur at swimming pools and non-ocean waterfronts.
2015-16 (Fall 2015)	ECC: PE 248	Swimming, Water Safety Instructor	SLO #2 Age-appropriate Techniques	Students will demonstrate age-appropriate techniques to teach swimming skills and water safety to both kids and adults.
2015-16 (Fall 2015)	ECC: PE 250	Techniques of Surfboard Riding	SLO #2 Identify Wave	Students will identify an appropriate wave to ride for their skill level.
2015-16 (Fall 2015)	ECC: PE 254	Aerobic Fitness	SLO #3 Body Composition	Students will calculate their body fat percentage.
2015-16 (Fall 2015)	ECC: PE 258	Power Vinyasa Yoga	SLO #2 Improvement in Fitness	Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga Practice.
2015-16 (Fall 2015)	ECC: PE 259	Circuit Training	SLO #2 Aerobic vs Anaerobic	Students will distinguish the differences between the aerobic and
06/24/2014 2:55 PM			Page 4 of	

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015)				anaerobic energy systems.
2015-16 (Fall 2015)	ECC: PE 260	Basic Principles of Fitness and Weight Control	SLO #2 Nutrition and Fitness Plan	Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.
2015-16 (Fall 2015)	ECC: PE 270	Fitness and Sports Nutrition	SLO #2 Carbohydrate Supplements	Student will identify effective carbohydrate supplements for pre-exhaustive, exhaustive, and post-exhaustive endurance training sessions.
2015-16 (Fall 2015)	ECC: PE 272	Care and Prevention of Athletic Injuries	SLO #2 Management Techniques	Students will explain and justify common management techniques for athletic injuries.
2015-16 (Fall 2015)	ECC: PE 274	Clinical Assessment and Management of Athletic Injuries	SLO #2 Therapeutic Rehabilitation	Students will design programs for strength, conditioning, and rehabilitation of injuries utilizing therapeutic modalities and therapeutic exercise.
2015-16 (Fall 2015)	ECC: PE 275	Sport Psychology	SLO #2 Motivation	The student will compare and contrast intrinsic vs extrinsic motivation.
2015-16 (Fall 2015)	ECC: PE 280	Exercise and Nutrition Programs for Fitness and Weight Management	SLO #2 Muscle Endurance	Students will assess current fitness levels in muscle endurance and develop programs to improve fitness levels.
2015-16 (Fall 2015)	ECC: PE 4	Basketball	SLO #2 Offensive Techniques	Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing and shooting.
2015-16 (Fall 2015)	ECC: PE 54	Weight Training	SLO #2 Anatomy and Movements	Student will identify muscle anatomy and describe basic muscle movements.
2015-16 (Fall 2015)	ECC: PE 7	Baseball	SLO #2 Fielding	Students will demonstrate proper fundamentals of fielding.
2015-16 (Fall 2015)	ECC: PE 74	Soccer	SLO #2 Corner Kick	Students will demonstrate in taking a corner kick and delivering the soccer ball into a specified target area in the penalty box.
2015-16 (Spring 2016)	ECC: CH 1	Personal and Community Health Issues	SLO #3 Risk Factors of CV Disease	The student will identify the risk factors of cardiovascular disease
2015-16 (Spring 2016)	ECC: FAID 1	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	SLO #3 Bleeding	Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.
2015-16 (Spring 2016)	ECC: PE 135abc	Sport-Specific, Periodized Training for Athletes	SLO #3 Strength	Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.
2015-16 (Spring 2016)	ECC: PE 221	Combative Arts and Self Defense	SLO #3 Awareness	Students will apply the concepts of awareness in their environment.
2015-16 (Spring 2016)	ECC: PE 241	Intermediate/Advanced Swimming	SLO #3 Strokes	The student will demonstrate competence in at least four different strokes.
2015-16 (Spring 2016)	ECC: PE 245	Water Aerobics	SLO #3 Exercise Heart Rate	Students will calculate and utilize exercise training heart rates to monitor exercise intensity.
2015-16 (Spring 2016)	ECC: PE 249	Swimming for Fitness	SLO #3 Swim Sets	Student will identify written or verbal 'swim sets' by completing various assigned sets.
2015-16 (Spring 2016)	ECC: PE 251	Tennis	SLO #3 Fitness	Students will demonstrate an improvement in cardiovascular fitness.

06/24/2014 2:55 PM

Page 5 of

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016)				
2015-16 (Spring 2016)	ECC: PE 253	Volleyball	SLO #3 Rules and Strategies	Students will identify and explain rules and strategies associated with the game of volleyball.
2015-16 (Spring 2016)	ECC: PE 257	Yoga for Health and Fitness	SLO #3 Sun Salutation	Students will demonstrate the poses of Sun Salutation A and explain the sequential order.
2015-16 (Spring 2016)	ECC: PE 277	Introduction to Kinesiology and Physical Education	SLO #3 Foundations	Students will identify and describe the historical, ethical and philosophical foundations of Kinesiology.
2015-16 (Spring 2016)	ECC: PE 290	Personal Fitness Trainer	SLO #3 Strength Improvement	Students will achieve improvement in upper and lower body strength.
2015-16 (Spring 2016)	ECC: PE 3	Boot Camp Fitness Training	SLO #3 Demonstrate Exercises	Students will demonstrate a variety of anaerobic and aerobic exercises.
2015-16 (Spring 2016)	ECC: PE 47	Introduction to Indoor Rock Climbing	SLO #3 Improved Fitness	Students will demonstrate improvement in one or all components in their pre and post fitness tests including: muscular endurance, muscle strength, balance, and body composition.
2016-17 (Fall 2016)	ECC: CH 3	Drugs and Alcohol in Society	SLO #3 Psychoactive Drugs	Student will identify the five categories of psychoactive drugs.
2016-17 (Fall 2016)	ECC: PE 10	Body Conditioning and Physical Fitness	SLO #3 Cardiovascular Fitness	Student will demonstrate advancement in personal cardiovascular fitness.
2016-17 (Fall 2016)	ECC: PE 18	Boxing	SLO #1 Improved Endurance	Students will demonstrate improvements in aerobic and anaerobic cardio respiratory endurance.
2016-17 (Fall 2016)	ECC: PE 2	Walking for Fitness	SLO #1 Improved Fitness	Students will demonstrate improvement in their Physical Fitness through an individualized fitness walking program.
2016-17 (Fall 2016)	ECC: PE 204	Badminton	SLO #3 Overhead Smash	Students will demonstrate proficiency and accuracy in the overhead smash
2016-17 (Fall 2016)	ECC: PE 208	Bowling	SLO #3 Terminology and Etiquette	Students will explain proper bowling terminology and lane etiquette.
2016-17 (Fall 2016)	ECC: PE 217	Sports Officiating	SLO #3 Evaluate and Critique	Students will evaluate a sports official and be able to provide detailed feedback/critique regarding the performance of that individual.
2016-17 (Fall 2016)	ECC: PE 220	Naginata - A Japanese Martial Art	SLO #3 Etiquette	Students will demonstrate proper etiquette with the martial art of Naginata.
2016-17 (Fall 2016)	ECC: PE 224	Golf	SLO #3 Rules	Students will identify the rules of golf and explain proper etiquette.
2016-17 (Fall 2016)	ECC: PE 240	Beginning Swimming	SLO #3 Pool Safety	The student will demonstrate water safety by jumping into the deep pool and safely getting back to the edge of the pool.
2016-17 (Fall 2016)	ECC: PE 244	Springboard Diving	SLO #3 Demonstrate	Students will demonstrate good form for a forward approach and dive.
2016-17 (Fall 2016)	ECC: PE 247	Swimming, Lifeguard Training	SLO #3 Spinal Injuries	Students will recognize spinal injuries which occur on land or in the water and perform the currently accepted techniques for emergency responders.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Fall 2016)	ECC: PE 248	Swimming, Water Safety Instructor	SLO #3 Workout Routines	Students will create workout routines for water aerobics or fitness swimming by applying the principles of hydrodynamics and general fitness training fundamentals as applied to the aquatic environment.
2016-17 (Fall 2016)	ECC: PE 250	Techniques of Surfboard Riding	SLO #3 Paddling Speed	Students will demonstrate improvement in paddling speed.
2016-17 (Fall 2016)	ECC: PE 254	Aerobic Fitness	SLO #1 CV Endurance	Students will demonstrate improvements in Cardiovascular Endurance.
2016-17 (Fall 2016)	ECC: PE 258	Power Vinyasa Yoga	SLO #3 Breathing	Students will describe the three Bandhas and Ujjayi Breathing used in Power Yoga.
2016-17 (Fall 2016)	ECC: PE 259	Circuit Training	SLO #3 Target Heart Rate	Students will calculate their aerobic target heart rate.
2016-17 (Fall 2016)	ECC: PE 260	Basic Principles of Fitness and Weight Control	SLO #3 Strength	Students will achieve improvement in upper and lower body strength.
2016-17 (Fall 2016)	ECC: PE 270	Fitness and Sports Nutrition	SLO #3 Body Weight and Composition	Student will design an effective strategy to achieve goal body weight and composition.
2016-17 (Fall 2016)	ECC: PE 272	Care and Prevention of Athletic Injuries	SLO #3 Emergency Plan	Students will design and rehearse an emergency action plan.
2016-17 (Fall 2016)	ECC: PE 274	Clinical Assessment and Management of Athletic Injuries	SLO #3 Policies and Procedures	Students will describe policies and procedures an athletic trainer uses to ensure the health and welfare of the athletic population, while minimizing risk to the institution.
2016-17 (Fall 2016)	ECC: PE 275	Sport Psychology	SLO #3 Goal Setting	The student will describe the characteristics of effective goal setting.
2016-17 (Fall 2016)	ECC: PE 280	Exercise and Nutrition Programs for Fitness and Weight Management	SLO #3 Caloric Intake	Students will identify and apply principles of proper diet and nutrition systems when formulating caloric intake.
2016-17 (Fall 2016)	ECC: PE 4	Basketball	SLO #3 Defensive Principles	Student will explain and execute man to man defensive principles.
2016-17 (Fall 2016)	ECC: PE 54	Weight Training	SLO #3 Assess Strength and Develop Programs	Students will assess current fitness levels in muscle strength and develop programs to improve fitness level
2016-17 (Fall 2016)	ECC: PE 7	Baseball	SLO #3 Hitting	Students will identify proper fundamentals of hitting
2016-17 (Fall 2016)	ECC: PE 74	Soccer	SLO #3 Laws of the Game	Student will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.
2016-17 (Spring 2017)	ECC: CH 1	Personal and Community Health Issues	SLO #1 Components	Students will define the 5 components of physical fitness and explain how to improve each component.
2016-17 (Spring 2017)	ECC: FAID 1	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	SLO #1 Red Cross Certification	Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.
2016-17 (Spring)	ECC: PE 135abc	Sport-Specific, Periodized	SLO #1 Endurance	Student will assess current fitness levels in muscle endurance and

06/24/2014 2:55 PM

Page 7 of

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2017)		Training for Athletes		develop programs to improve fitness level.
2016-17 (Spring 2017)	ECC: PE 221	Combative Arts and Self Defense	SLO #1 Elbow Strikes	Students will demonstrate the proper technique in the execution of four basic elbow strikes.
2016-17 (Spring 2017)	ECC: PE 241	Intermediate/Advanced Swimming	SLO #1 500 Yard Swim	The student will demonstrate improvement in a 500 yard swim.
2016-17 (Spring 2017)	ECC: PE 245	Water Aerobics	SLO #1 CV Fitness	Students will demonstrate improvements in cardiovascular fitness.
2016-17 (Spring 2017)	ECC: PE 249	Swimming for Fitness	SLO #1 CV Fitness Improvement	Student will demonstrate improvement in cardiovascular endurance.
2016-17 (Spring 2017)	ECC: PE 251	Tennis	SLO #1 Rules	Student will identify and explain the rules for the game of Tennis.
2016-17 (Spring 2017)	ECC: PE 253	Volleyball	SLO #1 Passing	The student will demonstrate accuracy in volleyball passing off the serve.
2016-17 (Spring 2017)	ECC: PE 277	Introduction to Kinesiology and Physical Education	SLO #1 Basic Concepts	Students will identify and describe the basic concepts of Kinesiology.
2016-17 (Spring 2017)	ECC: PE 290	Personal Fitness Trainer	SLO #1 Technique	Students will demonstrate proper resistance training technique.
2016-17 (Spring 2017)	ECC: PE 3	Boot Camp Fitness Training	SLO #1 Muscles	Students will identify muscles and which exercise targets each.
2016-17 (Spring 2017)	ECC: PE 47	Introduction to Indoor Rock Climbing	SLO #1 Belay Technique	Students will apply fundamental skill components of specific belay technique in basic top rope climbing.
2017-18 (Fall 2017)	ECC: PE 10	Body Conditioning and Physical Fitness	SLO #1 Lifting Techniques	Students will demonstrate the correct lifting technique for upper body free weight exercises.
2017-18 (Fall 2017)	ECC: PE 18	Boxing	SLO #2 Techniques	Students will demonstrate at least three boxing techniques (routines).
2017-18 (Fall 2017)	ECC: PE 2	Walking for Fitness	SLO #2 Exercise Heart Rates	Students will utilize exercise training heart rates to monitor exercise intensity.
2017-18 (Fall 2017)	ECC: PE 204	Badminton	SLO #1 Overhead Clear	Students will demonstrate proficiency and accuracy in the overhead clear.
2017-18 (Fall 2017)	ECC: PE 208	Bowling	SLO #1 Keeping Score	Students will demonstrate the process of keeping score.
2017-18 (Fall 2017)	ECC: PE 217	Sports Officiating	SLO #1 Qualifications	Student will identify the qualifications and duties required for becoming a sports official.
2017-18 (Fall 2017)	ECC: PE 220	Naginata - A Japanese Martial Art	SLO #1 Demonstration	Students will utilize a Naginata (pole arm) and demonstrate appropriate offensive and defensive tactics.
2017-18 (Fall 2017)	ECC: PE 224	Golf	SLO #1 Driving	Students will demonstrate proficiency in driving a golf ball.
2017-18 (Fall 2017)	ECC: PE 240	Beginning Swimming	SLO #1 Breathing	The student will demonstrate swimming freestyle using correct breathing.

06/24/2014 2:55 PM

Page 8 of 9

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2017-18 (Fall 2017)	ECC: PE 244	Springboard Diving	SLO #1 Scoring	Students will calculate scores of other students dive performance on a scale of 0-10.
2017-18 (Fall 2017)	ECC: PE 247	Swimming, Lifeguard Training	SLO #1 Lifesaving Skills	Students will demonstrate appropriate lifesaving skills for active drowning, passive drowning and submerged victims meeting the most recent standards set by the American Red Cross Lifeguard Training program.
2017-18 (Fall 2017)	ECC: PE 248	Swimming, Water Safety Instructor	SLO #1 Lesson Plans	Students will develop lesson plans to teach swimming skills and water safety to a diverse population.
2017-18 (Fall 2017)	ECC: PE 250	Techniques of Surfboard Riding	SLO #1 Paddling	Students will demonstrate knee and prone paddling techniques.
2017-18 (Fall 2017)	ECC: PE 254	Aerobic Fitness	SLO #2 Flexibility Improvement	Students will demonstrate improvements in flexibility.
2017-18 (Fall 2017)	ECC: PE 258	Power Vinyasa Yoga	SLO #1 Surya Namaskar Sequencing	Students will explain the correct sequencing of postures in Surya Namaskar B.
2017-18 (Fall 2017)	ECC: PE 259	Circuit Training	SLO #1 CV Improvement	Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.
2017-18 (Fall 2017)	ECC: PE 260	Basic Principles of Fitness and Weight Control	SLO #1 Technique	Students will demonstrate proper resistance training technique.
2017-18 (Fall 2017)	ECC: PE 270	Fitness and Sports Nutrition	SLO #1 Protein and Nutritional Supplements	Student will identify effective protein and nutritional supplements for enhanced muscular recovery from exhaustive exercise.
2017-18 (Fall 2017)	ECC: PE 272	Care and Prevention of Athletic Injuries	SLO #1 Bandaging and Taping	Students will demonstrate appropriate bandaging and taping skills for upper and lower extremities.
2017-18 (Fall 2017)	ECC: PE 275	Sport Psychology	SLO #1 Study vs Experiment	The student will describe the difference between a study and an experiment.
2017-18 (Fall 2017)	ECC: PE 280	Exercise and Nutrition Programs for Fitness and Weight Management	SLO #1 Cardiopulmonary Fitness	Students will evaluate their level of Cardiopulmonary Fitness and make training program design recommendations for improvement based on laboratory fitness test results and reference standards for age and gender.
2017-18 (Fall 2017)	ECC: PE 4	Basketball	SLO #1 Dimensions	Student will utilize a court diagram to identify the dimensions, boundaries, markings and positions on a collegiate basketball court.
2017-18 (Fall 2017)	ECC: PE 54	Weight Training	SLO #1 Assess Endurance and Develop Programs	Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.
2017-18 (Fall 2017)	ECC: PE 7	Baseball	SLO #1 Rules	Students will identify basic rules and strategy within the sport.
2017-18 (Fall 2017)	ECC: PE 74	Soccer	SLO #1 Free Kick	Student will demonstrate attempting to score a goal from a direct free kick from a specified area of the playing field.

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

HEALTH SCIENCES AND ATHLETICS DIVISION - KINESIOLOGY ATHLETICS

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: PE 106abc	Off-Season Training for Women's Intercollegiate Basketball Team	SLO #1 Fitness	Identify the five components of physical fitness and describe how they relate to the development of basketball performance.
2013-14 (Spring 2014)	ECC: PE 111abc	Off-Season Training for Women's Intercollegiate Volleyball	SLO #1 Passing	The student will demonstrate accuracy in volleyball passing off the serve.
2013-14 (Spring 2014)	ECC: PE 120abc	Women's Intercollegiate Softball Team	SLO #1 Fielding	Student will demonstrate proficiency in fielding of their appropriate position in softball.
2013-14 (Spring 2014)	ECC: PE 132abc	Women's Intercollegiate Badminton Team	SLO #1 High Serve	Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game.
2013-14 (Spring 2014)	ECC: PE 16abc	Off-Season Training for Men's Intercollegiate Basketball	SLO #1 Fitness	Identify the five components of physical fitness and describe how they relate to the development of basketball performance.
2013-14 (Spring 2014)	ECC: PE 234abcd	Off-Season Training for Pep Squad	SLO #1 Basic Cheer Motions	Students will demonstrate basic cheer motions with proper form jumps and performance skills.
2013-14 (Spring 2014)	ECC: PE 36abc	Off-Season Training for Men's Intercollegiate Football Team	SLO #1 Skill Demonstration	Student will demonstrate the proper technique of the skills need his specific position on the football team.
2013-14 (Spring 2014)	ECC: PE 45abc	Men's Intercollegiate Golf Team	SLO #1 Driving	Students will demonstrate proficiency in driving a golf ball.
2013-14 (Spring 2014)	ECC: PE 57abc	Intercollegiate Swimming Team	SLO #1 Stroke Count	Student will compare stroke count with time to provide a measure of efficiency.
2013-14 (Spring 2014)	ECC: PE 5abc	Men's Intercollegiate Baseball Team	SLO #1 Fielding	Student will demonstrate proficiency in fielding of their appropriate position in baseball.
2013-14 (Spring 2014)	ECC: PE 61abc	Off-Season Training for Women's Intercollegiate Soccer Team	SLO #1 Instep Passing and Shooting	Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.
2013-14 (Spring 2014)	ECC: PE 65abc	Intercollegiate Tennis Team	SLO #1 Strategies	Student's will analyze an opponent's strengths and weaknesses and recognize suitable strategies in a competitive situation.
2013-14 (Spring 2014)	ECC: PE 71abc	Off-Season Training for Men's Intercollegiate Soccer Team	SLO #1 Instep Passing and Shooting	Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.
2013-14 (Spring 2014)	ECC: PE 75abc	Intercollegiate Track and Field Team	SLO #1 Skills Evaluation	Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.
2013-14 (Spring 2014)	ECC: PE 80abc	Men's Intercollegiate Volleyball Team	SLO #1 Rules	The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.
2013-14 (Summer 2014)	ECC: PE 21abc	Off-Season Training for Intercollegiate Cross Country Team	SLO #1 5000m Time	Student will demonstrate an improvement in her 5,000m run time following a six-week cardiovascular training program.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: PE 105abc	Women's Intercollegiate Basketball Team	SLO #1 Speed	Student/Athletes demonstrate improvement in their court related running speed.
2014-15 (Fall 2014)	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.
2014-15 (Fall 2014)	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.
2014-15 (Fall 2014)	ECC: PE 133abc	Off-season Training for Women's Intercollegiate Badminton Team	SLO #1 Forehand Overhead Clear	Student will be able to develop and demonstrate the forehand overhead clear to both the backhand and forehead corners of the badminton.
2014-15 (Fall 2014)	ECC: PE 15abc	Men's Intercollegiate Basketball Team	SLO #2 Strategies	Students will describe various offensive/defensive strategies.
2014-15 (Fall 2014)	ECC: PE 20abc	Intercollegiate Cross Country Team	SLO #1 Demonstrate Improvement	Student will demonstrate an improvement in her 5,000m run time following a cardiovascular training program.
2014-15 (Fall 2014)	ECC: PE 233abcd	Pep Squad	SLO #1 Basic Cheer Motions	Students will demonstrate basic cheer motions with proper form jumps and performance skills.
2014-15 (Fall 2014)	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)	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)	ECC: PE 58abc	Off Season Training for Intercollegiate Swimming Team	SLO #1 Stroke Count	Student will compare stroke count with time to provide a measure of efficiency.
2014-15 (Fall 2014)	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.
2014-15 (Fall 2014)	ECC: PE 66abc	Off-Season Training for Intercollegiate Tennis Team	SLO #1 Tennis Stroke Components	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.
2014-15 (Fall 2014)	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.
2014-15 (Fall 2014)	ECC: PE 70abc	Men'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.
2014-15 (Fall 2014)	ECC: PE 76abc	Off-Season Training for Intercollegiate Track and Field Team	SLO #1 Skill Evaluation	Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.
2014-15 (Fall 2014)	ECC: PE 81abc	Off-Season Training for Men's Intercollegiate Volleyball Team	SLO #1 Passing	The student will demonstrate accuracy in volleyball passing off the serve.
2014-15 (Fall 2014)	ECC: PE 85abc	Men's Intercollegiate Water Polo Team	SLO #1 Passing	Student will demonstrate passing with a partner using the eggbeater kick.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: PE 87abc	Women's Intercollegiate Water Polo Team	SLO #1 Passing	Student will demonstrate passing with a partner using the eggbeater kick.
2014-15 (Spring 2015)	ECC: PE 106abc	Off-Season Training for Women's Intercollegiate Basketball Team	SLO #2 Skill Related Fitness	Students will demonstrate improvement's in skill related fitness components.
2014-15 (Spring 2015)	ECC: PE 111abc	Off-Season Training for Women's Intercollegiate Volleyball	SLO #2 Fitness	Student will demonstrate improvement in cardiovascular fitness.
2014-15 (Spring 2015)	ECC: PE 120abc	Women's Intercollegiate Softball Team	SLO #2 Fitness	Students will demonstrate improvement in the cardio respiratory endurance component of fitness.
2014-15 (Spring 2015)	ECC: PE 132abc	Women's Intercollegiate Badminton Team	SLO #2 Low "short" Service	Students will develop and demonstrate proficiency and accuracy in the low, short backhand service, predominately, but not exclusively, used in badminton doubles matches.
2014-15 (Spring 2015)	ECC: PE 16abc	Off-Season Training for Men's Intercollegiate Basketball	SLO #2 Skill Related Fitness	Students will demonstrate improvement's in skill related fitness components.
2014-15 (Spring 2015)	ECC: PE 234abcd	Off-Season Training for Pep Squad	SLO #2 Competitive Strategies	Identify offensive and defensive strategies as practiced within competitive situations.
2014-15 (Spring 2015)	ECC: PE 36abc	Off-Season Training for Men's Intercollegiate Football Team	SLO #2 Evaluate Performance	Student will evaluate his performance and determine areas of personal improvement.
2014-15 (Spring 2015)	ECC: PE 45abc	Men's Intercollegiate Golf Team	SLO #2 Chipping	Students will demonstrate proficiency in chipping a golf ball.
2014-15 (Spring 2015)	ECC: PE 57abc	Intercollegiate Swimming Team	SLO #2 Turns	Students will apply the rules and demonstrate legal backstroke turns.
2014-15 (Spring 2015)	ECC: PE 5abc	Men's Intercollegiate Baseball Team	SLO #2 Fitness	Students will demonstrate improvement in the cardio respiratory endurance component of fitness.
2014-15 (Spring 2015)	ECC: PE 61abc	Off-Season Training for Women's Intercollegiate Soccer Team	SLO #2 Defensive Heading	Students will demonstrate their proficiency in performing "defensive" heading, from soccer balls fed in to the penalty box from offensive players.
2014-15 (Spring 2015)	ECC: PE 65abc	Intercollegiate Tennis Team	SLO #2 Use of Spin	Students will execute topspin, under spin and side spin and utilize these spins both offensively and defensively in competition.
2014-15 (Spring 2015)	ECC: PE 71abc	Off-Season Training for Men's Intercollegiate Soccer Team	SLO #2 Defensive Heading	Students will demonstrate their proficiency in performing "defensive" heading, from soccer balls fed in to the penalty box from offensive players.
2014-15 (Spring 2015)	ECC: PE 75abc	Intercollegiate Track and Field Team	SLO #2 Periodization	Student will explain how periodization applies to his/her season strength, speed, and/or cardiovascular training program.
2014-15 (Spring 2015)	ECC: PE 80abc	Men's Intercollegiate Volleyball Team	SLO #2 Sportsmanship	The student athlete will utilize appropriate sportsmanship during practices and competition.
2014-15 (Summer 2015)	ECC: PE 21abc	Off-Season Training for Intercollegiate Cross Country Team	SLO #2 Rules	Student will explain NCAA rules that apply to cross country competition.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015-16 (Fall 2015)	ECC: PE 105abc	Women's Intercollegiate Basketball Team	SLO #2 Strategies	Students will describe various offensive/defensive strategies.
2015-16 (Fall 2015)	ECC: PE 110abc	Women's Intercollegiate Volleyball Team	SLO #2 Sportsmanship	The student athlete will utilize appropriate sportsmanship during practices and competition.
2015-16 (Fall 2015)	ECC: PE 121abc	Off-Season Training for Women's Intercollegiate Softball Team	SLO #2 Fitness	Students will demonstrate improvement in the cardio respiratory endurance component of fitness.
2015-16 (Fall 2015)	ECC: PE 133abc	Off-Season Training for Women's Intercollegiate Badminton Team	SLO #2 Forehand, Overhead Drop Shot	Students will develop and demonstrate the forehand, overhead, and drop shot from both deep corners of the badminton court.
2015-16 (Fall 2015)	ECC: PE 15abc	Men's Intercollegiate Basketball Team	SLO #3 Performance	Students will utilize statistical data to analyze their performance.
2015-16 (Fall 2015)	ECC: PE 20abc	Intercollegiate Cross Country Team	SLO #2 Periodization	Student will explain how periodization applies to her season cardiovascular training program.
2015-16 (Fall 2015)	ECC: PE 233abcd	Pep Squad	SLO #2 Conditioning	Students will demonstrate improvements in muscular endurance and flexibility.
2015-16 (Fall 2015)	ECC: PE 35abc	Men's Intercollegiate Football Team	SLO #2 Terminology	Student will be able to identify the terminology of either the offensive or defensive system of play and demonstrate the understanding during practice.
2015-16 (Fall 2015)	ECC: PE 46abc	Off-Season Training for Men's Intercollegiate Golf Team	SLO #2 Driving Accuracy	Player will demonstrate accuracy in driving a golf ball.
2015-16 (Fall 2015)	ECC: PE 58abc	Off Season Training for Intercollegiate Swimming Team	SLO #2 Turns	Students will apply the rules and demonstrate legal backstroke turns
2015-16 (Fall 2015)	ECC: PE 60abc	Women's Intercollegiate Soccer Team	SLO #2 Wall Pass	Students will demonstrate the task of proficiency in utilizing a "wall pass" to beat a man vs. man defense.
2015-16 (Fall 2015)	ECC: PE 66abc	Off-Season Training for Intercollegiate Tennis Team	SLO #2 Tennis Stroke Skills	Students will demonstrate tennis stroke components and execute the strokes with a consistency necessary to perform at an advanced level.
2015-16 (Fall 2015)	ECC: PE 6abc	Off-Season Training for Men's Intercollegiate Baseball	SLO #2 Fitness	Students will demonstrate improvement in the cardio respiratory endurance component of fitness.
2015-16 (Fall 2015)	ECC: PE 70abc	Men's Intercollegiate Soccer Team	SLO #2 Wall Pass	Students will demonstrate the task of proficiency in utilizing a "wall pass" to beat a man vs. man defense.
2015-16 (Fall 2015)	ECC: PE 76abc	Off-Season Training for Intercollegiate Track and Field Team	SLO #2 Rules	Student will explain NCAA rules that apply to track and field competition.
2015-16 (Fall 2015)	ECC: PE 81abc	Off-Season Training for Men's Intercollegiate Volleyball Team	SLO #2 Fitness	Student will demonstrate improvement in cardiovascular fitness
2015-16 (Fall 2015)	ECC: PE 85abc	Men's Intercollegiate Water Polo Team	SLO #2 Group Shooting	Student will demonstrate efficiency and speed in a group shooting drill using the goal covering "sniper".
2015-16 (Fall 2015)	ECC: PE 87abc	Women's Intercollegiate Water	SLO #2 Group Shooting	Student will demonstrate efficiency and speed in a group shooting

06/24/2014 2:22 PM

Page 4 of

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015)		Polo Team		drill using the goal covering "sniper".
2015-16 (Spring 2016)	ECC: PE 106abc	Off-Season Training for Women's Intercollegiate Basketball Team	SLO #3 Strategies	Students will describe various offensive/defensive strategies.
2015-16 (Spring 2016)	ECC: PE 111abc	Off-Season Training for Women's Intercollegiate Volleyball	SLO #3 Hitting Approach	Student will demonstrate and explain the basic fundamentals of a hitting approach.
2015-16 (Spring 2016)	ECC: PE 120abc	Women's Intercollegiate Softball Team	SLO #3 Sportsmanship	Students will define and apply acceptable levels of sportsmanship during competition.
2015-16 (Spring 2016)	ECC: PE 132abc	Women's Intercollegiate Badminton Team	SLO #3 Rules	Student will apply the "Laws of Badminton", and explain the rules and regulations covering the sport.
2015-16 (Spring 2016)	ECC: PE 16abc	Off-Season Training for Men's Intercollegiate Basketball	SLO #3 Strategies	Students will describe various offensive/defensive strategies.
2015-16 (Spring 2016)	ECC: PE 234abcd	Off-Season Training for Pep Squad	SLO #3 Collaborative Work	Demonstrate collaborative work with partner team mates in competitive situations.
2015-16 (Spring 2016)	ECC: PE 36abc	Off-Season Training for Men's Intercollegiate Football Team	SLO #3 Understanding Terminology	Student will describe the basic terminology of either the offensive or defensive system.
2015-16 (Spring 2016)	ECC: PE 45abc	Men's Intercollegiate Golf Team	SLO #3 Rules and Etiquette	Students will identify the rules of golf and explain proper etiquette.
2015-16 (Spring 2016)	ECC: PE 57abc	Intercollegiate Swimming Team	SLO #3 Racing	Start Demonstrate correct form in a racing start to be used in competition
2015-16 (Spring 2016)	ECC: PE 5abc	Men's Intercollegiate Baseball Team	SLO #3 Sportsmanship	Students will define and apply acceptable levels of sportsmanship during competition.
2015-16 (Spring 2016)	ECC: PE 61abc	Off-Season Training for Women's Intercollegiate Soccer Team	SLO #3 Defensive Wall	Student will demonstrate how to set up a defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.
2015-16 (Spring 2016)	ECC: PE 65abc	Intercollegiate Tennis Team	SLO #3 Tennis Specific Conditioning	Students will identify and apply skill related components of fitness such as agility, power, speed and reaction necessary to compete at an advanced level of tennis.
2015-16 (Spring 2016)	ECC: PE 71abc	Off-Season Training for Men's Intercollegiate Soccer Team	SLO #3 Defensive Wall	Student will demonstrate how to set up a defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.
2015-16 (Spring 2016)	ECC: PE 75abc	Intercollegiate Track and Field Team	SLO #3 Rules	Student will explain NCAA rules that apply to track & field invitational and championship competition in California Community College and NCAA track and field.
2015-16 (Spring 2016)	ECC: PE 80abc	Men's Intercollegiate Volleyball Team	SLO #3 Fitness	Student will demonstrate improvement in cardiovascular fitness.
2015-16 (Summer 2016)	ECC: PE 21abc	Off-Season Training for Intercollegiate Cross Country Team	SLO #3 Strength Training	Student will explain the importance of strength training in an off-season program.

06/24/2014 2:22 PM

Page 5 of

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Fall 2016)	ECC: PE 105abc	Women's Intercollegiate Basketball Team	SLO #3 Data	Students will utilize statistical data to analyze their performance.
2016-17 (Fall 2016)	ECC: PE 110abc	Women's Intercollegiate Volleyball Team	SLO #3 Fitness	Student will demonstrate improvement in cardiovascular fitness.
2016-17 (Fall 2016)	ECC: PE 121abc	Off-Season Training for Women's Intercollegiate Softball Team	SLO #3 Rules and Strategy	Students will identify basic rules and strategy within the sport.
2016-17 (Fall 2016)	ECC: PE 133abc	Off-season Training for Women's Intercollegiate Badminton Team	SLO #3 Forehand Underhand Clear	Student will develop and demonstrate the understand clear, (forehand) from a drop shot to the net, returning the shot deep, to the back of their opponents court.
2016-17 (Fall 2016)	ECC: PE 15abc	Men's Intercollegiate Basketball Team	SLO #1 Speed	Students/Athletes will demonstrate improvement in their court related running speed.
2016-17 (Fall 2016)	ECC: PE 20abc	Intercollegiate Cross Country Team	SLO #3 Rules	Student will explain NCAA rules that apply to cross country invitational and championship competition in California Community College and NCAA cross country.
2016-17 (Fall 2016)	ECC: PE 233abcd	Pep Squad	SLO #3 Routines	Students will identify and demonstrate appropriate half time routines, timeout cheers, and band dances.
2016-17 (Fall 2016)	ECC: PE 35abc	Men's Intercollegiate Football Team	SLO #3 Identify Rules	Student will identify the rules of play that pertain to their specific skill position.
2016-17 (Fall 2016)	ECC: PE 46abc	Off-Season Training for Men's Intercollegiate Golf Team	SLO #3 Rules and Etiquette	Students will identify the rules of golf and explain proper etiquette.
2016-17 (Fall 2016)	ECC: PE 58abc	Off Season Training for Intercollegiate Swimming Team	SLO #3 Form	Student will demonstrate proper form and complete a 200 IM using all of the required strokes.
2016-17 (Fall 2016)	ECC: PE 60abc	Women's Intercollegiate Soccer Team	SLO #3 Short Corner Kick	Student will explain and demonstrate proficiency in performing a "short" corner kick with a team mate, and creating a scoring opportunity.
2016-17 (Fall 2016)	ECC: PE 66abc	Off-Season Training for Intercollegiate Tennis Team	SLO #3 Tennis Specific Conditioning	Students will identify and demonstrate tennis related fitness components such as aerobic and anaerobic conditioning at a level necessary to compete with advanced players.
2016-17 (Fall 2016)	ECC: PE 6abc	Off-Season Training for Men's Intercollegiate Baseball	SLO #3 Rules and Strategy	Students will identify basic rules and strategy within the sport.
2016-17 (Fall 2016)	ECC: PE 70abc	Men's Intercollegiate Soccer Team	SLO #3 Short Corner Kick	Student will explain and demonstrate proficiency in performing a "short" corner kick with a team mate, and creating a scoring opportunity.
2016-17 (Fall 2016)	ECC: PE 76abc	Off-Season Training for Intercollegiate Track and Field Team	SLO #3 Importance of Off Season Training	Student will explain the importance of strength training and cardiovascular conditioning in an off-season track and field program.
2016-17 (Fall 2016)	ECC: PE 81abc	Off-Season Training for Men's Intercollegiate Volleyball Team	SLO #3 Hitting Approach	Student will demonstrate and explain the basic fundamentals of a hitting approach.
2016-17 (Fall 2016)	ECC: PE 85abc	Men's Intercollegiate Water Polo Team	SLO #3 Strategies	Student will identify strategies for scoring in an "extra man" situation

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016)		Polo Team		and be able to demonstrate appropriate skills in various positions.
2016-17 (Fall 2016)	ECC: PE 87abc	Women's Intercollegiate Water Polo Team	SLO #3 Strategies	Student will identify strategies for scoring in an "extra man" situation and be able to demonstrate appropriate skills in various positions.
2016-17 (Spring 2017)	ECC: PE 106abc	Off-Season Training for Women's Intercollegiate Basketball Team	SLO #1 Fitness	Identify the five components of physical fitness and describe how they relate to the development of basketball performance.
2016-17 (Spring 2017)	ECC: PE 111abc	Off-Season Training for Women's Intercollegiate Volleyball	SLO #1 Passing	The student will demonstrate accuracy in volleyball passing off the serve.
2016-17 (Spring 2017)	ECC: PE 132abc	Women's Intercollegiate Badminton Team	SLO #1 High Serve	Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game.
2016-17 (Spring 2017)	ECC: PE 16abc	Off-Season Training for Men's Intercollegiate Basketball	SLO #1 Fitness	Identify the five components of physical fitness and describe how they relate to the development of basketball performance.
2016-17 (Spring 2017)	ECC: PE 16abc	Off-Season Training for Men's Intercollegiate Basketball	SLO #2 Skill Related Fitness	Students will demonstrate improvement's in skill related fitness components.
2016-17 (Spring 2017)	ECC: PE 234abcd	Off-Season Training for Pep Squad	SLO #1 Basic Cheer Motions	Students will demonstrate basic cheer motions with proper form jumps and performance skills.
2016-17 (Spring 2017)	ECC: PE 45abc	Men's Intercollegiate Golf Team	SLO #1 Driving	Students will demonstrate proficiency in driving a golf ball.
2016-17 (Spring 2017)	ECC: PE 57abc	Intercollegiate Swimming Team	SLO #1 Stroke Count	Student will compare stroke count with time to provide a measure of efficiency.
2016-17 (Spring 2017)	ECC: PE 5abc	Men's Intercollegiate Baseball Team	SLO #1 Fielding	Student will demonstrate proficiency in fielding of their appropriate position in baseball.
2016-17 (Spring 2017)	ECC: PE 61abc	Off-Season Training for Women's Intercollegiate Soccer Team	SLO #1 Instep Passing and Shooting	Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.
2016-17 (Spring 2017)	ECC: PE 65abc	Intercollegiate Tennis Team	SLO #1 Strategies	Student's will analyze an opponent's strengths and weaknesses and recognize suitable strategies in a competitive situation.
2016-17 (Spring 2017)	ECC: PE 71abc	Off-Season Training for Men's Intercollegiate Soccer Team	SLO #1 Instep Passing and Shooting	Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.
2016-17 (Spring 2017)	ECC: PE 75abc	Intercollegiate Track and Field Team	SLO #1 Skills Evaluation	Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.
2016-17 (Spring 2017)	ECC: PE 80abc	Men's Intercollegiate Volleyball Team	SLO #1 Rules	The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.
2016-17 (Summer 2017)	ECC: PE 21abc	Off-Season Training for Intercollegiate Cross Country Team	SLO #1 5000m Time	Student will demonstrate an improvement in her 5,000m run time following a six-week cardiovascular training program.
2017-18 (Fall)	ECC: PE 105abc	Women's Intercollegiate	SLO #1 Speed	Student/Athletes demonstrate improvement in their court related

06/24/2014 2:22 PM

Page 7 of

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2017)		Basketball Team		running speed.
2017-18 (Fall 2017)	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.
2017-18 (Fall 2017)	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.
2017-18 (Fall 2017)	ECC: PE 133abc	Off-season Training for Women's Intercollegiate Badminton Team	SLO #1 Forehand Overhead Clear	Student will be able to develop and demonstrate the forehand overheard clear to both the backhand and forehead corners of the badminton.
2017-18 (Fall 2017)	ECC: PE 15abc	Men's Intercollegiate Basketball Team	SLO #2 Strategies	Students will describe various offensive/defensive strategies.
2017-18 (Fall 2017)	ECC: PE 20abc	Intercollegiate Cross Country Team	SLO #1 Demonstrate Improvement	Student will demonstrate an improvement in her 5,000m run time following a cardiovascular training program.
2017-18 (Fall 2017)	ECC: PE 233abcd	Pep Squad	SLO #1 Basic Cheer Motions	Students will demonstrate basic cheer motions with proper form jumps and performance skills.
2017-18 (Fall 2017)	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.
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.
2017-18 (Fall 2017)	ECC: PE 58abc	Off Season Training for Intercollegiate Swimming Team	SLO #1 Stroke Count	Student will compare stroke count with time to provide a measure of efficiency.
2017-18 (Fall 2017)	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.
2017-18 (Fall 2017)	ECC: PE 66abc	Off-Season Training for Intercollegiate Tennis Team	SLO #1 Tennis Stroke Components	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.
2017-18 (Fall 2017)	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.
2017-18 (Fall 2017)	ECC: PE 70abc	Men'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.
2017-18 (Fall 2017)	ECC: PE 76abc	Off-Season Training for Intercollegiate Track and Field Team	SLO #1 Skill Evaluation	Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.
2017-18 (Fall 2017)	ECC: PE 81abc	Off-Season Training for Men's Intercollegiate Volleyball Team	SLO #1 Passing	The student will demonstrate accuracy in volleyball passing off the serve.
2017-18 (Fall 2017)	ECC: PE 85abc	Men's Intercollegiate Water Polo Team	SLO #1 Passing	Student will demonstrate passing with a partner using the eggbeater kick.
2017-18 (Fall 2017)	ECC: PE 87abc	Women's Intercollegiate Water Polo Team	SLO #1 Passing	Student will demonstrate passing with a partner using the eggbeater

06/24/2014 2:22 PM

Page 8 of

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2017)		Polo Team		kick.

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

HEALTH SCIENCES AND ATHLETICS DIVISION - RECREATION

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: RECR 207	Introduction to Recreation	SLO #1 Healthy Lifestyle	Students will develop a plan for lifetime pursuits to promote a healthy lifestyle.
2014-15 (Fall 2014)	ECC: RECR 217	Recreational Leadership	SLO #1 Leadership Skills	Students will identify recreation leader skills and correctly apply those skills while facilitating cooperative play activities.
2014-15 (Fall 2014)	ECC: RECR 307	Camp Counseling: Ldrshp/Prgmng	SLO #1 Cooperative Play Activities	Students will identify recreation leadership skills and correctly apply those skills while facilitating cooperative play activities.
2014-15 (Spring 2015)	ECC: RECR 207	Introduction to Recreation	SLO #2 Academic Employment Opportunities SLO #2 Diversity	Students will identify the academic and employment opportunities in the recreation and leisure services.
2015-16 (Fall 2015)	ECC: RECR 217	Recreational Leadership	SLO #2 Diversity	Students will describe leadership skills necessary to deal effectively with diverse and multi-cultural participants.
2015-16 (Fall 2015)	ECC: RECR 307	Camp Counseling: Ldrshp/Prgmng	SLO #2 Safe and Best Camping Practices	Students will analyze the safe and best practice in the operation of a day or overnight camp.
2015-16 (Spring 2016)	ECC: RECR 207	Introduction to Recreation	SLO #3 Work Versus Play	Students will differentiate concepts of work versus play.
2016-17 (Fall 2016)	ECC: RECR 217	Recreational Leadership	SLO #3 Entry-Level Employment	Students will define leadership concepts and skills for entry level employment in leisure services.
2016-17 (Fall 2016)	ECC: RECR 307	Camp Counseling: Ldrshp/Prgmng	SLO #3 Positive Discipline	Students will identify strategies to promote positive discipline in dealing with camp participants.
2016-17 (Spring 2017)	ECC: RECR 207	Introduction to Recreation	SLO #1 Healthy Lifestyle	Students will develop a plan for lifetime pursuits to promote a healthy lifestyle.
2017-18 (Fall 2017)	ECC: RECR 217	Recreational Leadership	SLO #1 Leadership Skills	Students will identify recreation leader skills and correctly apply those skills while facilitating cooperative play activities.
2017-18 (Fall 2017)	ECC: RECR 307	Camp Counseling: Ldrshp/Prgmng	SLO #1 Cooperative Play Activities	Students will identify recreation leadership skills and correctly apply those skills while facilitating cooperative play activities.

Kinesiology Student Survey-Paper and Online

N= 500

Spring 2016

Gender:

Response	Frequency	Percent	
Male	218	43.60	
Female	262	52.40	
Missing	20	4.00	

430

Age

Response	Frequency	Percent	
Under 18	1	0.20	
18-24	379	75.80	
25-29	54	10.80	
30-34	14	2.80	
35-39	7	1.40	
40-44	7	1.40	
45-49	10	2.00	
50-54	4	0.80	
55-60	3	0.60	
Over 60	8	1.60	
Missing	13	2.60	

Ethnicity/Race

Response	Frequency	Percent	
African-American	76	15.20	
Asian-American	48	9.60	
Filipino	28	5.60	
Latino	228	45.60	
Native American	3	0.60	
Pacific Islander	6	1.20	
White	58	11.60	
Missing	53	10.60	

1. Are you a student athlete?

Response	Frequency	Percent	
Yes	69	13.80	
No	408	81.60	
Missing	23	4.60	

1a. If you answered Yes to question #1, were you recruited?

Response	Frequency	Percent	
Yes	20	4.00	
No	152	30.40	
Missing	328	65.60	

2. Educational Goal

Response	Frequency	Percent	
AA/AS Degree	56	11.20	
AA/AS Transfer	138	27.60	
BA/BS	92	18.40	
MA/MS	68	13.60	
Personal Growth	24	4.80	
Missing	122	24.40	

3. My usual semester course load is:

Response	Frequency	Percent	
6 units or less	47	9.40	
7-10 units	116	23.20	
11-14 units	281	56.20	
15-18 units	33	6.60	
more than 18 units	3	0.60	
Missing	20	4.00	

4. What is your current cumulative GPA?

Response	Frequency	Percent	
less than 2.0	21	4.20	
2.1-2.5	67	13.40	
2.6-3.0	151	30.20	
3.1-3.5	133	26.60	
3.6-4.0	69	13.80	
Missing	59	11.80	

6/21/2016

Kinesiology Student Survey-Paper and Online

Page 1

5. Are you taking this course:

Response	Frequency	Percent	
Lecture	238	47.60	
Activity	174	34.80	
Online	13	2.60	
Missing	75	15.00	

7. I would most likely attend PE courses that meet:

Response	Frequency	Percent	
Early am [6am-8am]	67	13.40	
Mid-Morning [9am-12pm]	192	38.40	
Early Afternoon [1pm-3pm]	32	6.40	
Evenings [6pm-9pm]	16	3.20	
Night [10pm-11pm]	1	0.20	
Missing	192	38.40	

9. Are you interested in taking a PE online course?

Response	Frequency	Percent	
Yes	63	12.60	
No	334	66.80	
Missing	103	20.60	

6. Why did you enroll in this course? (Mark all that apply)

Response	Frequency	Percent	
Graduation Requirement	206	41.20	
Fits my schedule	136	27.20	
To learn a new skill	153	30.60	
To improve my fitness	174	34.80	
To improve my health	152	30.40	
Recommended by my coach	9	1.80	
Missing	14	2.80	

8. Are you currently taking a PE online course?

Response	Frequency	Percent	
Yes	19	3.80	
No	400	80.00	
Missing	81	16.20	

10. The PE courses I would like to see offered at El Camino College would be: (Choose top 3)

Response	Frequency	Percent	
Sports Appreciation	24	4.80	
History of Sport	11	2.20	
Stretch and Relaxation	67	13.40	
Theory of Coaching	10	2.00	
Crossfit Fitness	57	11.40	
Spin/Strength	26	5.20	
Stress Management for Healthy Living	52	10.40	
Outdoor Recreation/Adventure	42	8.40	
Other	6	1.20	
Missing	205	41.00	

11. Is this course the first you have taken in the Kinesiology Department at El Camino College?

Response	Frequency	Percent	
Yes	192	38.40	
No	178	35.60	
Missing	130	26.00	

13. Would you recommend this course to a friend?

Response	Frequency	Percent	
Yes	430	86.00	
No	6	1.20	
Missing	64	12.80	

15. If you answered No to question #14, why would you not take another Kinesiology Department class at ECC (Mark all that apply)

Response	Frequency	Percent	
Don't like PE	2	0.40	
No time in schedule	28	5.59	
Satisfied my graduation requirement	61	12.18	
Poor previous experience	3	0.60	
Available courses do not meet my needs	15	2.99	
Missing	395	78.84	

12. Would you take another class taught by your current Kinesiology/PE instructor?

Response	Frequency	Percent	
Yes	306	61.20	
No	21	4.20	
Missing	173	34.60	

14. Do you plan on taking another Kinesiology Department course at ECC?

Response	Frequency	Percent	
Yes	309	61.80	
No	147	29.40	
Missing	44	8.80	

16. Considering ALL Kinesiology Department courses you have taken, how would you rank your satisfaction with these courses?

Response	Frequency	Percent	
Very Satisfied	220	44.00	
Satisfied	132	26.40	
Somewhat Satisfied	16	3.20	
Not Satisfied	3	0.60	
Missing	129	25.80	

17. What are the most important aspects that would be needed for you to be satisfied with a Kinesiology Department course? (Choose up to 3)

Response	Frequency	Percent	
Instructor Knowledge	6	1.20	<input type="text"/>
Instructor Motivation/Enthusiasm	4	0.80	<input type="text"/>
Course Information	1	0.20	<input type="text"/>
Peer Involvement	5	1.00	<input type="text"/>
Fun	6	1.20	<input type="text"/>
Fits my schedule	8	1.60	<input type="text"/>
Clean- well maintained facility	7	1.40	<input type="text"/>
Good equipment	0	0.00	<input type="text"/>
Learning a new skill	3	0.60	<input type="text"/>
Improving my skills	7	1.40	<input type="text"/>
Improving my health and fitness	48	9.60	<input type="text"/>
Losing weight	15	3.00	<input type="text"/>
Relieving stress	8	1.60	<input type="text"/>
Transferring to a University	8	1.60	<input type="text"/>
Fulfilling graduation requirement	4	0.80	<input type="text"/>
Missing	370	74.00	<input type="text"/>

19. I have developed friendships within this course.

Response	Frequency	Percent	
Strongly Agree	135	27.00	<input type="text"/>
Agree	169	33.80	<input type="text"/>
Neither Agree nor Disagree	62	12.40	<input type="text"/>
Disagree	11	2.20	<input type="text"/>
Strongly Disagree	5	1.00	<input type="text"/>
Missing	118	23.60	<input type="text"/>

18. Instructors in this program have helped me achieve my academic goals.

Response	Frequency	Percent	
Strongly Agree	184	36.80	<input type="text"/>
Agree	163	32.60	<input type="text"/>
Neither Agree nor Disagree	27	5.40	<input type="text"/>
Disagree	2	0.40	<input type="text"/>
Strongly Disagree	0	0.00	<input type="text"/>

49.4

Missing	124	24.80	<input type="text"/>
---------	-----	-------	----------------------

20. Student contributions have been valued by instructors in my program.

Response	Frequency	Percent	
Strongly Agree	158	31.60	<input type="text"/>
Agree	181	36.20	<input type="text"/>
Neither Agree nor Disagree	30	6.00	<input type="text"/>
Disagree	3	0.60	<input type="text"/>
Strongly Disagree	0	0.00	<input type="text"/>
Missing	128	25.60	<input type="text"/>

21. The buildings and classrooms used by this program are satisfactory.

Response	Frequency	Percent	
Strongly Agree	99	19.80	
Agree	216	43.20	
Neither Agree nor Disagree	40	8.00	
Disagree	29	5.80	
Strongly Disagree	10	2.00	
Missing	106	21.20	

23. I am satisfied with the activity equipment [dumbbells- barbell- jump ropes- etc] used in this program.

Response	Frequency	Percent	
Strongly Agree	102	20.40	
Agree	183	36.60	
Neither Agree nor Disagree	64	12.80	
Disagree	22	4.40	
Strongly Disagree	9	1.80	
Missing	120	24.00	

22. I am satisfied with the technological equipment [projector- machinery- computers- etc] used in this program.

Response	Frequency	Percent	
Strongly Agree	96	19.20	
Agree	204	40.80	
Neither Agree nor Disagree	59	11.80	
Disagree	26	5.20	
Strongly Disagree	10	2.00	
Missing	105	21.00	

60.0

20.4
36.6
57.0

C. Family Courses

PHYSICAL EDUCATION PROGRAM COURSE FAMILIES			
Cardiorespiratory Training Family	PE 2 – Walking for Fitness PE 245 – Water Aerobics PE 254 – Aerobic Fitness PE 404 – Adapted Cardiovascular Fitness	Racquet Sports Family	PE 204 – Badminton PE 251 - Tennis
Combatives Family	PE 18 – Boxing PE 220 – Naginata: A Japanese Martial Art PE 221 – Combative Arts and Self Defense	Resistance Training Family	PE 54 – Weight Training PE 259 – Circuit Training PE 401 – Adapted Strength Training
Cross Training Family	PE 3 – Boot Camp Fitness Training PE 10 – Body Conditioning and Physical Fitness PE 400 – Adapted Fitness	Swimming Family	PE 240 – Beginning Swimming PE 241 – Intermediate/Advanced Swimming PE 249 – Swimming for Fitness PE 402 – Adapted Swimming and Hydroexercise
Individual Sport Family	PE 208 – Bowling PE 224 – Golf PE 244 – Springboard Diving PE 407 – Adapted Bowling	Team Sports Family	PE 4 – Basketball PE 7 – Baseball PE 74 – Soccer PE 233abc – Pep Squad PE 234ab – Pep Squad and Cheer Competition PE 253 – Volleyball
Lifeguard Family	PE 247 – Swimming, Lifeguard Training PE 248 – Swimming, Water Safety Instructor	Yoga Family	PE 257 – Yoga for Health and Fitness PE 258 – Power Vinyasa Yoga PE 409 – Adapted Yoga
Outdoor Fitness Adventure Family	PE 47 – Introduction to Indoor Rock Climbing PE 250 – Techniques of Surfboard Riding		

D. Demographic and Enrollment Characteristics

Demographic and Enrollment Characteristics PE Athletics Fall

Will show 0.0% if you did not select Program **AND** Term on the Academics Tab

Fall						ECC Student Population	District Boundary Population		
				Term					
				2011	2012	2013	2014	Fall 2014	2010 Census
Term Headcount				541	558	554	514	24,263	556,400
Gender	F		32.9%	32.6%	32.5%	32.1%		51.6%	51.0%
	M		67.1%	67.4%	67.5%	67.9%		48.4%	49.0%
Ethnicity	African-American		28.1%	30.1%	26.9%	28.4%		16.1%	15.1%
	Amer. Ind. or Alask. Native		0.0%	0.0%	0.2%	0.2%		0.1%	0.2%
	Asian		6.3%	7.9%	8.5%	6.4%		15.1%	13.6%
	Latino		32.3%	36.2%	35.6%	36.0%		49.5%	34.5%
	Pacific Islander		3.7%	2.5%	2.9%	2.5%		0.5%	0.5%
	White		21.3%	14.7%	17.1%	16.3%		13.6%	32.8%
	Two or More		6.5%	7.9%	7.8%	8.9%		4.4%	2.9%
	Unknown or Decline		1.8%	0.7%	1.1%	1.2%		0.7%	0.4%
Age/ Age Group	<17		0.0%	0.0%	0.2%	0.4%		1.8%	24.2%
	17		3.7%	3.8%	3.8%	5.1%		2.2%	
	18		29.8%	27.8%	29.8%	27.8%		12.4%	2.5%
	19		32.3%	33.9%	30.1%	28.2%		14.0%	
	20		17.6%	16.8%	17.5%	22.2%		12.6%	1.2%

	21	8.3%	7.9%	7.0%	7.2%	9.9%	1.2%
	22	2.6%	3.4%	3.2%	3.5%	7.5%	3.9%
	23	1.1%	1.6%	2.7%	1.0%	5.6%	
	24	0.9%	0.7%	1.3%	1.2%	4.7%	
	25-29	2.4%	3.2%	3.1%	2.5%	13.0%	7.4%
	30-39	0.9%	0.5%	0.4%	0.6%	8.9%	14.9%
	40-49	0.0%	0.2%	0.2%	0.2%	3.8%	15.9%
	50-64	0.2%	0.2%	0.4%	0.0%	3.0%	18.1%
	65+	0.2%	0.0%	0.4%	0.2%	0.7%	10.6%
Class Load	Full-time	67.7%	71.3%	76.5%	81.5%	34.5%	
	Part-time	32.3%	28.7%	23.5%	18.5%	65.3%	
Academic Level	College degree	1.1%	1.6%	2.2%	3.1%	11.7%	
	HS Grad	95.9%	95.9%	95.1%	93.8%	82.3%	
	Not a HS Grad	1.3%	1.6%	0.2%	0.2%	0.3%	
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	2.3%	
	Unknown	1.7%	0.9%	2.5%	2.9%	3.4%	
Educational Goal	Intend to Transfer	38.6%	37.1%	38.1%	43.8%	31.5%	
	Degree/Certificate Only	2.0%	1.3%	0.7%	0.8%	3.5%	
	Retrain/recertif.	0.6%	0.7%	0.4%	0.8%	3.2%	
	Basic Skills/GED	5.5%	4.8%	5.2%	5.1%	5.7%	
	Enrichment	1.8%	2.2%	1.4%	1.6%	2.2%	
	Undecided	15.5%	13.1%	12.5%	8.0%	15.8%	
	Unstated	35.9%	40.9%	41.7%	40.1%	38.0%	

Grade Distribution, Success, and Retention

PE Athletics

Fall

Program				Preliminary Success Standard				85.6%			
Term Fall				5 year Success Average				86.3%			
Do Not select more than one term or Program.				5 year Success Minimum				84.9%			

Year	COURSE	Method	Weeks	Grade Dist		'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
				'A'	'B'												
2011	PE-105ABC	Laboratory	10	16	-	-	-	-	-	-	-	-	-	-	16	100.0%	100.0%
	PE-110ABC	Laboratory	16	14	-	-	-	-	-	-	-	-	1	-	14	100.0%	100.0%
	PE-116ABC	Laboratory	16	9	-	2	-	-	1	-	-	-	-	1	13	84.6%	92.3%
	PE-121ABC	Laboratory	16	12	6	-	-	-	-	-	-	-	4	3	21	85.7%	85.7%
	PE-126ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	1	8	23	65.2%	65.2%
	PE-131ABC	Laboratory	16	19	-	2	-	-	2	-	-	-	2	9	32	65.6%	71.9%
	PE-15ABC	Laboratory	10	20	-	-	-	-	-	-	-	-	-	-	20	100.0%	100.0%
	PE-20ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	-	4	19	78.9%	78.9%
	PE-233ABC	Laboratory	16	20	-	-	-	-	-	-	-	-	-	2	22	90.9%	90.9%
	PE-25ABC	Laboratory	16	16	-	-	-	-	-	-	-	-	2	4	20	80.0%	80.0%
	PE-35ABC	Laboratory	16	82	-	-	-	-	-	-	-	-	-	30	112	73.2%	73.2%
	PE-46ABC	Laboratory	14	16	-	-	-	-	2	-	-	-	-	-	18	88.9%	100.0%
	PE-58ABC	Laboratory	16	14	-	1	-	-	-	-	-	-	-	6	21	71.4%	71.4%
	PE-60ABC	Laboratory	16	23	-	-	-	-	-	-	-	-	-	1	24	95.8%	95.8%
	PE-66ABC	Laboratory	16	16	3	-	-	-	-	-	-	-	1	1	20	95.0%	95.0%
	PE-6ABC	Laboratory	16	38	-	-	-	-	-	-	-	-	-	1	39	97.4%	97.4%
	PE-70ABC	Laboratory	16	31	-	-	-	-	-	-	-	-	-	1	32	96.9%	96.9%
	PE-76ABC	Laboratory	16	21	-	1	-	-	-	-	-	-	3	4	26	84.6%	84.6%
	PE-81ABC	Laboratory	16	22	-	-	-	-	-	-	-	-	2	1	23	95.7%	95.7%
	PE-85ABC	Laboratory	16	18	-	-	-	-	-	-	-	-	-	1	19	94.7%	94.7%
	PE-87ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	2	1	16	93.8%	93.8%

2011 Total				452	9	6	-	-	5	-	-	-	18	78	550	84.9%	85.8%
2012	PE-105ABC	Laboratory	10	16	-	-	-	-	1	-	-	-	-	-	17	94.1%	100.0%
	PE-110ABC	Laboratory	16	16	-	-	-	-	-	-	-	-	-	-	16	100.0%	100.0%
	PE-116ABC	Laboratory	16	10	-	-	-	-	-	-	-	-	-	1	11	90.9%	90.9%
	PE-121ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	-	8	23	65.2%	65.2%
	PE-126ABC	Laboratory	16	21	-	-	-	-	-	-	-	-	-	8	29	72.4%	72.4%
	PE-131ABC	Laboratory	16	20	-	4	-	2	-	-	-	-	-	8	34	70.6%	76.5%
	PE-15ABC	Laboratory	10	25	-	-	-	-	-	-	-	-	-	-	25	100.0%	100.0%
	PE-20ABC	Laboratory	16	19	-	-	-	-	-	-	-	-	-	1	20	95.0%	95.0%
	PE-233ABC	Laboratory	16	21	-	-	-	-	-	-	-	-	-	-	21	100.0%	100.0%
	PE-25ABC	Laboratory	16	13	-	-	-	-	-	-	-	-	-	3	16	81.3%	81.3%
	PE-35ABC	Laboratory	16	88	-	-	-	-	1	-	-	-	-	35	124	71.0%	71.8%
	PE-46ABC	Laboratory	16	8	-	1	-	-	-	-	-	-	-	2	11	81.8%	81.8%
	PE-58ABC	Laboratory	16	19	-	1	-	-	-	-	-	-	-	12	32	62.5%	62.5%
	PE-60ABC	Laboratory	16	23	-	-	-	-	-	-	-	-	-	-	23	100.0%	100.0%
	PE-66ABC	Laboratory	16	17	-	-	-	-	-	-	-	-	-	1	18	94.4%	94.4%
	PE-6ABC	Laboratory	16	28	-	-	-	-	-	-	-	-	-	-	28	100.0%	100.0%
	PE-70ABC	Laboratory	16	32	-	-	-	-	-	-	-	-	-	2	34	94.1%	94.1%
	PE-76ABC	Laboratory	16	25	-	4	-	1	-	-	-	-	-	3	33	87.9%	90.9%
	PE-81ABC	Laboratory	16	25	-	-	-	-	-	-	-	-	-	3	28	89.3%	89.3%
	PE-85ABC	Laboratory	16	24	-	-	-	-	-	-	-	-	-	2	26	92.3%	92.3%
	PE-87ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	-	-	15	100.0%	100.0%
2012 Total				480	-	10	-	3	2	-	-	-	-	89	584	83.9%	84.8%
2013	PE-105ABC	Laboratory	16	16	-	-	-	-	1	-	-	-	-	4	21	76.2%	81.0%
	PE-110ABC	Laboratory	16	17	-	-	-	-	-	-	-	-	-	-	17	100.0%	100.0%
	PE-116ABC	Laboratory	16	10	2	-	-	-	-	-	-	-	-	1	13	92.3%	92.3%
	PE-121ABC	Laboratory	16	17	-	1	-	-	-	-	-	-	-	8	26	69.2%	69.2%
	PE-126ABC	Laboratory	16	26	-	-	-	-	-	-	-	-	-	8	34	76.5%	76.5%
	PE-131ABC	Laboratory	16	21	2	4	-	-	1	-	-	-	-	4	32	84.4%	87.5%
	PE-15ABC	Laboratory	16	20	-	-	-	-	-	-	-	-	-	-	20	100.0%	100.0%

	PE-15ABC	Laboratory	16	20	-	-	-	-	-	-	-	-	-	-	20	100.0%	100.0%
	PE-20ABC	Laboratory	16	27	-	-	-	-	-	-	-	-	-	3	30	90.0%	90.0%
	PE-233ABC	Laboratory	16	25	-	-	-	-	1	-	-	-	-	-	26	96.2%	100.0%
	PE-35ABC	Laboratory	16	79	-	-	-	-	-	-	-	-	-	22	101	78.2%	78.2%
	PE-46ABC	Laboratory	16	9	-	-	-	-	1	-	-	-	-	-	10	90.0%	100.0%
	PE-58ABC	Laboratory	16	14	-	-	-	-	-	-	-	-	-	12	26	53.8%	53.8%
	PE-60ABC	Laboratory	16	23	-	-	-	-	-	-	-	-	-	-	23	100.0%	100.0%
	PE-66ABC	Laboratory	16	13	1	-	-	-	-	-	-	-	-	1	15	93.3%	93.3%
	PE-6ABC	Laboratory	16	37	-	-	-	-	-	-	-	-	-	1	38	97.4%	97.4%
	PE-70ABC	Laboratory	16	34	-	-	-	-	-	-	-	-	-	2	36	94.4%	94.4%
	PE-76ABC	Laboratory	16	29	-	1	-	-	-	-	-	-	-	2	32	93.8%	93.8%
	PE-81ABC	Laboratory	16	33	-	-	-	-	-	-	-	-	-	1	34	97.1%	97.1%
	PE-85ABC	Laboratory	16	18	-	-	-	-	-	-	-	-	-	5	23	78.3%	78.3%
	PE-87ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	-	4	19	78.9%	78.9%
2013 Total				483	5	6	-	-	4	-	-	-	-	78	576	85.8%	86.5%
2014	PE-105ABC	Laboratory	16	12	1	1	-	-	-	-	-	-	-	2	16	87.5%	87.5%
	PE-110ABC	Laboratory	16	20	-	-	-	-	-	-	-	-	-	1	21	95.2%	95.2%
	PE-116ABC	Laboratory	16	9	2	-	-	-	-	-	-	-	-	3	14	78.6%	78.6%
	PE-121ABC	Laboratory	16	11	1	-	-	-	-	-	-	-	-	6	18	66.7%	66.7%
	PE-15ABC	Laboratory	16	22	-	-	-	-	1	-	-	-	-	1	24	91.7%	95.8%
	PE-20ABC	Laboratory	16	24	-	1	-	-	1	-	-	-	-	5	31	80.6%	83.9%
	PE-233ABC	Laboratory	16	18	-	-	-	-	-	-	-	-	-	-	18	100.0%	100.0%
	PE-35ABC	Laboratory	16	88	2	3	-	-	1	-	-	-	-	16	110	84.5%	85.5%
	PE-46ABC	Laboratory	16	9	-	-	-	-	-	-	-	-	-	1	10	90.0%	90.0%
	PE-58ABC	Laboratory	16	24	-	-	-	-	-	-	-	-	-	3	27	88.9%	88.9%
	PE-60ABC	Laboratory	16	22	-	-	-	-	-	-	-	-	-	-	22	100.0%	100.0%
	PE-66ABC	Laboratory	16	10	-	-	-	-	-	-	-	-	-	1	11	90.9%	90.9%
	PE-6ABC	Laboratory	16	40	-	-	-	-	-	-	-	-	-	3	43	93.0%	93.0%
	PE-70ABC	Laboratory	16	36	-	-	-	-	-	-	-	-	-	-	36	100.0%	100.0%
	PE-76ABC	Laboratory	16	49	-	-	-	-	-	-	-	-	-	9	58	84.5%	84.5%
	PE-76ABC	Laboratory	16	49	-	-	-	-	-	-	-	-	-	9	58	84.5%	84.5%
	PE-81ABC	Laboratory	16	29	-	-	-	-	-	-	-	-	-	2	31	93.5%	93.5%
	PE-85ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	-	-	15	100.0%	100.0%
	PE-87ABC	Laboratory	16	15	-	-	-	-	-	-	-	-	-	4	19	78.9%	78.9%
2014 Total				453	6	5	-	-	3	-	-	-	-	57	524	88.5%	89.1%

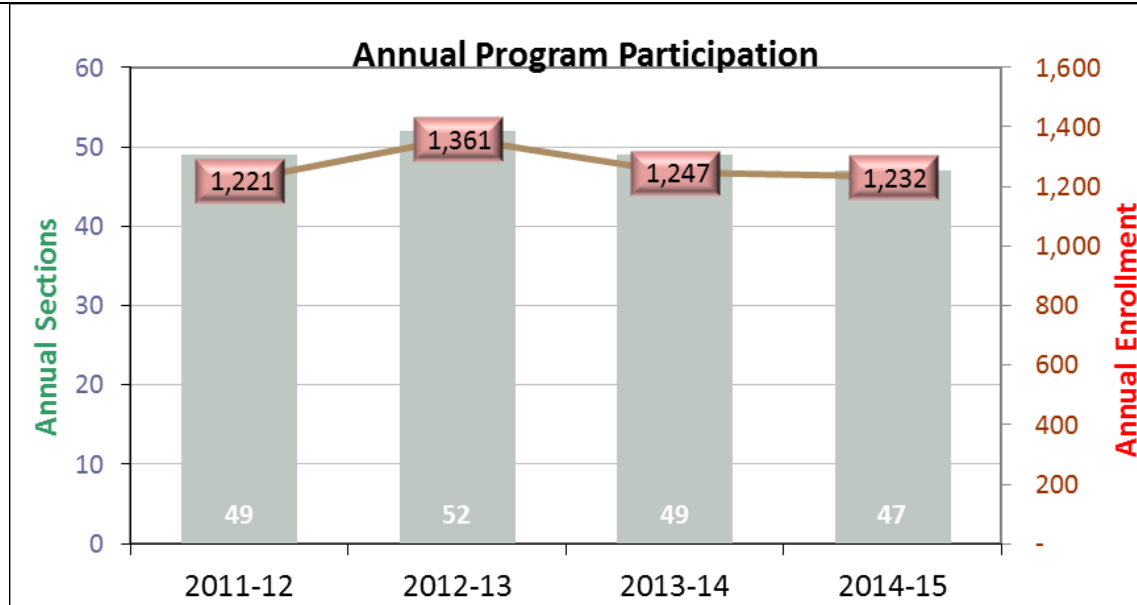
PE Athletics

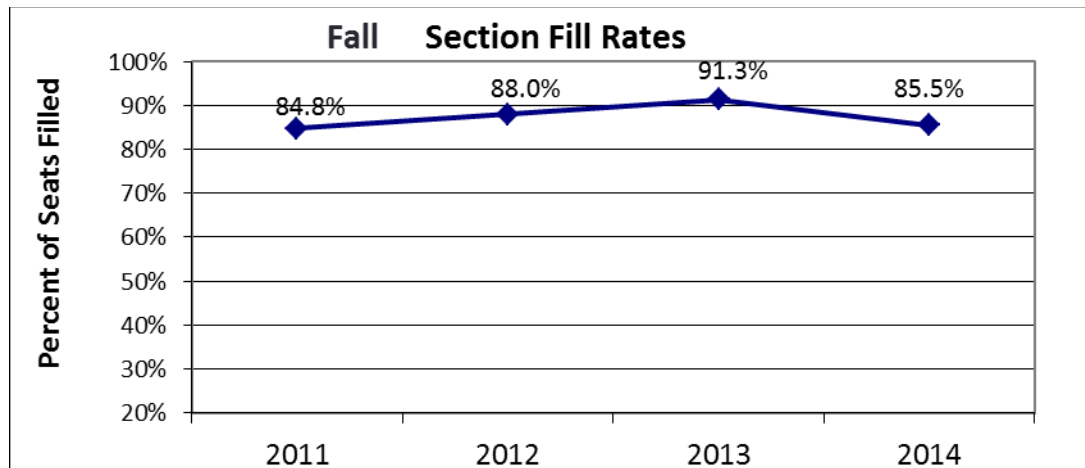
Years: 2011-12 to 2014-15

	2011-12	2012-13	2013-14	2014-15
Annual Enrollment	1,221	1,361	1,247	1,232

Course, Section, Seat Counts

PE Athletics	2011-12	2012-13	2013-14	2014-15
Sections	49	52	49	47
Seats	1,221	1,361	1,247	1,232





Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	89.8%	96.4%	84.0%	58.6%
Night	3.9%	3.6%	16.0%	41.4%
Weekend/Unknown	6.3%	0.0%	0.0%	0.0%

Demographic Success Characteristics

PE Athletics

Fall: 2011 to 2014

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
<i>Ethnicity</i>	Success	N	Success	N	Success	N	Success	N
African-American	77.5%	151	73.1%	171	80.0%	150	81.5%	146
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	100.0%	X	100.0%	X
Asian	91.4%	35	93.2%	44	91.5%	47	88.2%	34
Latino	87.4%	175	85.4%	212	85.2%	210	89.4%	189
Pacific Islander	75.0%	20	100.0%	14	87.5%	16	69.2%	13
Two or More	78.9%	38	93.5%	46	89.4%	47	95.8%	48
Unknown or Decline	100.0%	X	75.0%	X	83.3%	X	100.0%	X
White	90.9%	121	89.2%	93	90.9%	99	96.6%	87
<i>Gender</i>								
M	85.0%	366	83.4%	391	86.8%	387	89.5%	353
F	84.8%	184	85.0%	193	83.6%	189	86.5%	171
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	85.0%	366	86.8%	385	86.6%	365	90.3%	321
20 to 24	84.2%	165	80.1%	176	86.1%	187	86.5%	185
25 to 49	88.2%	17	63.6%	22	65.0%	20	76.5%	17
Over 49	100.0%	X	100.0%	X	100.0%	X	100.0%	X
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups								

Demographic Success Characteristics
PE Athletics
Fall: 2011 to 2014

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
<i>Ethnicity</i>	Success	N	Success	N	Success	N	Success	N
African-American	77.5%	151	73.1%	171	80.0%	150	81.5%	146
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	100.0%	X	100.0%	X
Asian	91.4%	35	93.2%	44	91.5%	47	88.2%	34
Latino	87.4%	175	85.4%	212	85.2%	210	89.4%	189
Pacific Islander	75.0%	20	100.0%	14	87.5%	16	69.2%	13
Two or More	78.9%	38	93.5%	46	89.4%	47	95.8%	48
Unknown or Decline	100.0%	X	75.0%	X	83.3%	X	100.0%	X
White	90.9%	121	89.2%	93	90.9%	99	96.6%	87
<i>Gender</i>								
M	85.0%	366	83.4%	391	86.8%	387	89.5%	353
F	84.8%	184	85.0%	193	83.6%	189	86.5%	171
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	85.0%	366	86.8%	385	86.6%	365	90.3%	321
20 to 24	84.2%	165	80.1%	176	86.1%	187	86.5%	185
25 to 49	88.2%	17	63.6%	22	65.0%	20	76.5%	17
Over 49	100.0%	X	100.0%	X	100.0%	X	100.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups

Grade Distribution, Success, and Retention																			
PE Theory																			
Fall																			
Program				Preliminary Success Standard										73.8%					
Term	Fall			5 year Success Average										74.8%					
Do Not select more than one term or Program.				5 year Success Minimum										72.7%					
Year	COURSE	Method	Weeks	Grade Dist		'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2011	CH-1	Distance E	16	73	46	29	-	10	20	-	-	-	1	10	23		202	73.3%	88.6%
		Lecture	14	9	7	6	-	1	8	-	-	-	1	8		39	56.4%	79.5%	
			16	411	311	196	-	72	85	-	3	3	24	139		1,220	75.5%	88.6%	
	CH-3	Lecture	16	15	6	15	-	-	3	-	-	2	3	17		58	62.1%	70.7%	
	FAID-1	Lecture	16	76	65	42	-	6	9	-	-	1	5	26		225	81.3%	88.4%	
	MEDT-1	Lecture	16	53	26	5	-	1	2	-	-	-	6	3		90	93.3%	96.7%	
	PE-270	Lecture	16	2	9	7	-	4	7	-	-	-	2	7		36	50.0%	80.6%	
	PE-275	Lecture	16	37	4	-	-	1	4	-	-	-	2	2		48	85.4%	95.8%	
	PE-277	Lecture	16	24	7	3	-	2	1	-	-	-	1	6		43	79.1%	86.0%	
	PE-280	Lecture	16	17	17	15	-	2	3	-	-	-	5	15		69	71.0%	78.3%	
2011 Total				717	498	318	-	99	142	-	3	7	59	246		2,030	75.7%	87.9%	
2012	CH-1	Distance E	16	67	45	16	-	2	14	-	-	-	-	58		202	63.4%	71.3%	
		Lecture	16	386	333	207	-	69	95	-	2	-	-	135		1,227	75.6%	89.0%	
	CH-3	Lecture	16	17	13	6	-	2	3	-	-	3	-	14		58	62.1%	75.9%	
	FAID-1	Distance E	16	9	11	3	-	1	1	-	-	-	-	4		29	79.3%	86.2%	
		Lecture	16	72	79	24	-	9	16	-	-	-	-	31		231	75.8%	86.6%	
	MEDT-1	Lecture	16	43	26	11	-	2	9	-	-	-	-	6		97	82.5%	93.8%	
	PE-270	Lecture	16	4	3	5	-	3	4	-	-	-	-	17		36	33.3%	52.8%	
	PE-272	Lecture	16	8	6	4	-	3	12	-	-	-	-	3		36	50.0%	91.7%	
	PE-275	Lecture	16	38	5	3	-	1	5	-	-	-	-	-		52	88.5%	100.0%	
	PE-277	Distance E	16	26	8	9	-	3	11	-	-	1	-	3		61	70.5%	95.1%	
	PE-277	Distance E	16	25	8	5	-	1	24	-	-	1	-	9		73	52.1%	87.7%	
		Lecture	16	36	27	14	-	7	8	-	-	-	-	14		106	72.6%	86.8%	
	PE-280	Lecture	16	14	20	12	-	1	3	-	-	-	-	14		64	71.9%	78.1%	
2014 Total				828	452	247	-	93	212	-	1	11	-	275		2,119	72.1%	87.0%	

Demographic and Enrollment Characteristics

PE Theory

Fall

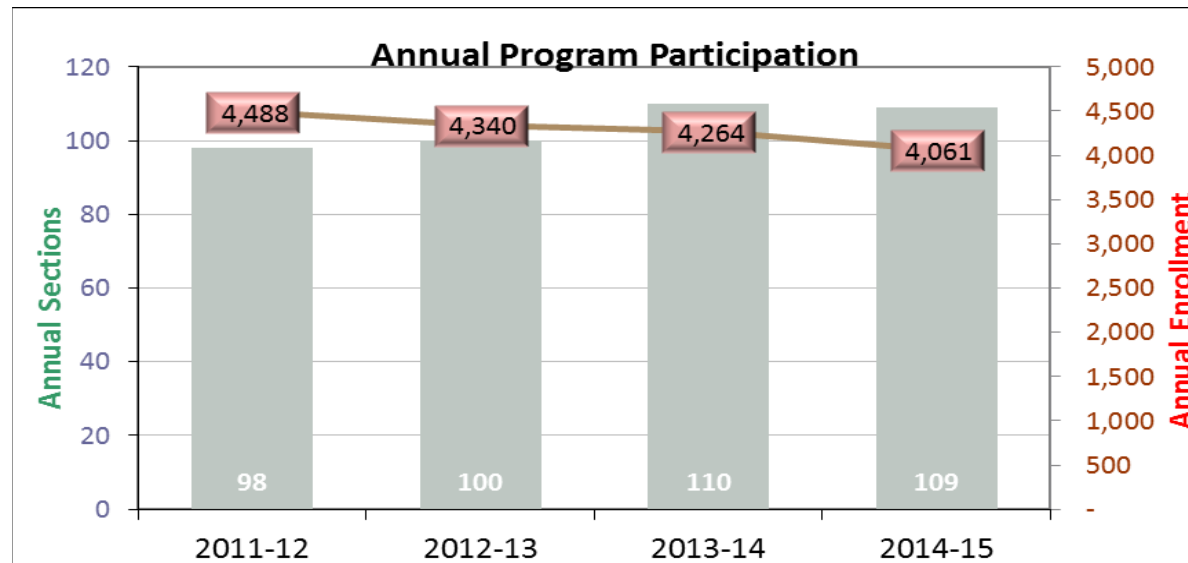
Will show 0.0% if you did not select Program **AND** Term on the Academics Tab

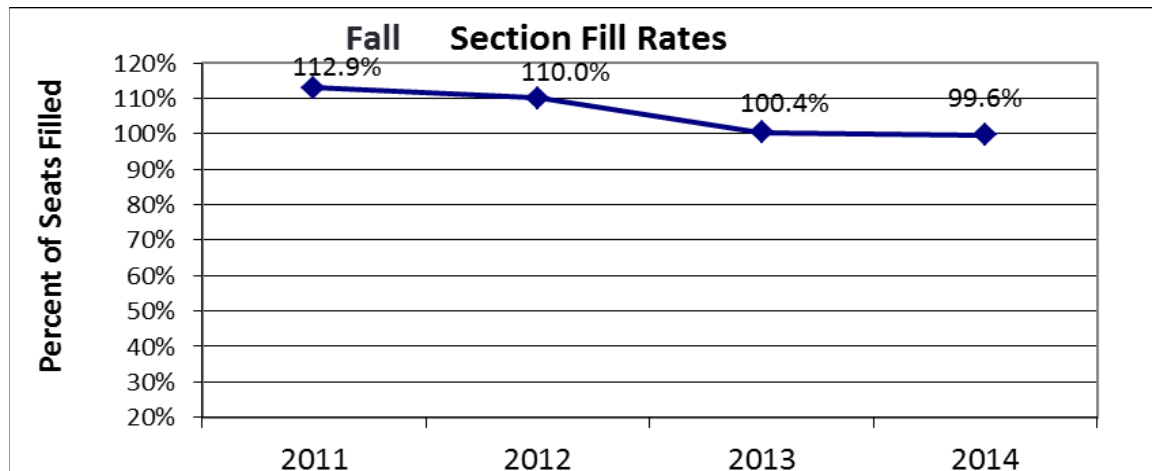
Fall						ECC Student Population	District Boundary Population
		Term				Fall 2014	2010 Census
		2011	2012	2013	2014		
Term Headcount		1,990	2,006	2,006	2,002	24,263	556,400
Gender	F	52.4%	53.9%	52.2%	51.4%	51.6%	51.0%
	M	47.6%	46.1%	47.8%	48.6%	48.4%	49.0%
Ethnicity	African-American	23.1%	24.1%	23.0%	20.6%	16.1%	15.1%
	Amer. Ind. or Alask. Native	0.2%	0.2%	0.1%	0.1%	0.1%	0.2%
	Asian	12.3%	13.6%	10.9%	11.3%	15.1%	13.6%
	Latino	41.4%	43.4%	50.1%	51.0%	49.5%	34.5%
	Pacific Islander	1.2%	1.0%	0.7%	0.7%	0.5%	0.5%
	White	15.7%	12.0%	11.0%	9.9%	13.6%	32.8%
	Two or More	4.2%	4.8%	3.6%	5.9%	4.4%	2.9%
	Unknown or Decline	2.1%	0.9%	0.5%	0.4%	0.7%	0.4%
Age/ Age Group	<17	0.3%	0.1%	0.1%	0.0%	1.8%	24.2%
	17	2.5%	3.4%	2.8%	2.9%	2.2%	
	18	24.2%	21.2%	20.8%	21.4%	12.4%	2.5%
	19	19.2%	20.2%	18.7%	18.7%	14.0%	
	20	14.2%	14.6%	15.4%	15.1%	12.6%	1.2%
	21	8.5%	9.3%	10.1%	9.5%	9.9%	1.2%
	22	5.5%	6.5%	6.4%	6.6%	7.5%	3.9%

	23	3.9%	3.9%	4.4%	4.2%	5.6%	
	24	3.0%	2.8%	3.2%	3.6%	4.7%	
	25-29	7.8%	9.2%	8.9%	9.6%	13.0%	7.4%
	30-39	6.6%	4.8%	5.6%	4.3%	8.9%	14.9%
	40-49	2.9%	2.3%	2.3%	2.3%	3.8%	15.9%
	50-64	1.3%	1.3%	0.9%	1.5%	3.0%	18.1%
	65+	0.2%	0.2%	0.0%	0.0%	0.7%	10.6%
Class Load	Full-time	46.8%	47.4%	47.5%	50.8%	34.5%	
	Part-time	53.2%	52.6%	52.5%	49.2%	65.3%	
Academic Level	College degree	5.1%	5.3%	5.7%	4.7%	11.7%	
	HS Grad	91.7%	91.7%	91.3%	90.9%	82.3%	
	Not a HS Grad	1.7%	1.5%	0.3%	0.3%	0.3%	
	K-12 Special Admit	0.2%	0.1%	0.0%	0.0%	2.3%	
	Unknown	1.3%	1.3%	2.6%	4.0%	3.4%	
Educational Goal	Intend to Transfer	29.7%	29.6%	30.3%	31.6%	31.5%	
	Degree/Certificate Only	3.7%	3.8%	2.1%	3.9%	3.5%	
	Retrain/recertif.	2.9%	2.1%	2.4%	2.2%	3.2%	
	Basic Skills/GED	4.8%	5.7%	4.5%	4.3%	5.7%	
	Enrichment	3.1%	3.2%	2.4%	2.2%	2.2%	
	Undecided	15.2%	15.2%	13.0%	12.4%	15.8%	
	Unstated	40.6%	40.5%	45.3%	43.4%	38.0%	

Program Participation (4-year Trend)
PE Theory
Years: 2011-12 to 2014-15

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	4,488	4,340	4,264	4,061	4,288





Enrollment by Time of Day				
Fall Term	2011	2012	2013	2014
Day	75.5%	75.9%	76.9%	75.4%
Night	12.6%	10.4%	10.4%	11.2%
Weekend/Unknown	11.9%	13.6%	12.7%	13.4%

Grade Distribution, Success, and Retention

PE Fitness

Fall

Program

Term Fall

Preliminary Success Standard

76.9%

5 year Success Average

78.2%

5 year Success Minimum

75.5%

Do Not select more than one term or Program.

Year	COURSE	Method	Weeks	Grade Dist		'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2011	PE-102ABCD	Laboratory	16	23	5	3	-	-	-	-	-	-	-	-	-	2	33	93.9%	93.9%
	PE-135ABCD	Laboratory	8	39	-	-	-	-	-	-	-	-	-	-	1	-	39	100.0%	100.0%
			16	79	6	-	-	-	-	-	-	-	-	-	7	22	107	79.4%	79.4%
	PE-14ABCD	Laboratory	14	48	3	3	-	-	-	7	-	-	-	-	4	21	82	65.9%	74.4%
			16	220	25	23	-	-	-	19	-	-	-	-	21	61	348	77.0%	82.5%
	PE-1ABCD	Laboratory	16	248	10	8	-	1	6	-	-	-	-	-	11	69	342	77.8%	79.8%
	PE-201	Lecture	16	34	7	3	-	-	1	-	-	-	-	-	-	2	47	93.6%	95.7%
	PE-204ABCD	Laboratory	16	39	-	-	-	-	-	-	-	-	-	-	1	-	39	100.0%	100.0%
	PE-208ABCD	Laboratory	14	34	4	1	-	2	-	-	-	-	-	-	-	-	41	95.1%	100.0%
	PE-220ABCD	Laboratory	16	17	5	1	-	-	-	-	-	-	-	-	2	4	27	85.2%	85.2%
	PE-221ABCD	Laboratory	16	80	20	18	-	-	-	3	-	-	-	4	17	18	143	82.5%	87.4%
	PE-224ABCD	Laboratory	14	20	-	-	-	-	-	-	-	-	-	-	-	1	21	95.2%	95.2%
			16	14	-	-	-	-	-	2	-	-	-	-	1	-	16	87.5%	100.0%
	PE-240ABCD	Laboratory	14	57	5	5	-	-	-	11	-	-	-	-	2	7	85	78.8%	91.8%
			16	173	33	15	12	6	26	-	-	-	-	-	16	46	311	74.9%	85.2%
	PE-241ABCD	Laboratory	16	17	4	-	-	-	-	-	-	-	-	-	-	2	23	91.3%	91.3%
	PE-242ABCD	Lecture	14	19	2	1	-	-	1	-	-	-	-	-	2	-	23	95.7%	100.0%
	PE-244ABCD	Laboratory	16	14	3	1	-	-	-	-	-	-	-	-	2	6	24	75.0%	75.0%
	PE-245ABCD	Laboratory	16	42	6	4	-	1	4	-	-	-	-	-	4	15	72	72.2%	79.2%
	PE-246ABCD	Laboratory	16	36	7	-	-	1	3	-	-	-	-	-	1	12	59	72.9%	79.7%
	PE-251ABCD	Laboratory	14	22	3	1	-	-	-	4	-	-	-	-	4	6	36	72.2%	83.3%

			16	83	11	1	-	1	2	-	1	-	7	11	110	87.3%	90.0%
	PE-256ABCD	Laboratory	14	25	8	2	-	-	-	-	-	-	1	3	38	92.1%	92.1%
			16	195	28	18	-	14	18	-	-	1	20	38	312	77.2%	87.8%
	PE-2ABCD	Laboratory	16	79	17	7	-	1	14	-	-	-	4	16	134	76.9%	88.1%
	PE-300ABCD	Laboratory	14	27	-	-	-	-	-	-	-	-	2	8	35	77.1%	77.1%
			16	109	19	6	-	2	6	-	2	1	17	32	177	76.8%	81.9%
	PE-3ABCD	Laboratory	16	48	8	6	-	1	3	-	-	-	6	16	82	75.6%	80.5%
	PE-4ABCD	Laboratory	16	56	1	-	-	-	4	-	4	-	7	8	73	83.6%	89.0%
			6	32	-	-	-	-	-	-	-	-	-	8	40	80.0%	80.0%
	PE-54ABCD	Laboratory	14	43	7	1	-	-	2	-	-	-	5	26	79	64.6%	67.1%
			16	203	24	20	-	3	26	-	-	-	24	43	319	77.4%	86.5%
	PE-74ABCD	Laboratory	16	130	1	-	-	-	2	-	-	-	7	8	141	92.9%	94.3%
	PE-7ABCD	Laboratory	8	38	-	-	-	-	-	-	-	-	2	1	39	97.4%	97.4%
			16	20	1	1	-	-	3	-	-	-	1	1	26	84.6%	96.2%
2011 Total				2,363	273	149	12	34	166	-	7	6	199	513	3,523	79.6%	85.4%
2012																	
	PE-135ABCD	Laboratory	8	25	-	-	-	-	-	-	-	-	-	2	27	92.6%	92.6%
			16	70	-	-	-	-	-	-	-	-	-	38	108	64.8%	64.8%
	PE-14ABCD	Laboratory	16	264	28	8	-	-	18	-	-	-	-	52	370	81.1%	85.9%
	PE-1ABCD	Laboratory	16	205	25	14	-	4	11	-	2	-	-	72	333	73.9%	78.4%
	PE-201	Lecture	16	29	7	1	-	1	1	-	-	-	-	2	41	90.2%	95.1%
	PE-204ABCD	Laboratory	16	26	11	-	-	-	1	-	-	-	-	-	38	97.4%	100.0%
	PE-208ABCD	Laboratory	16	34	3	1	-	-	-	-	-	-	-	2	40	95.0%	95.0%
	PE-220ABCD	Laboratory	16	19	7	3	-	-	-	-	-	-	-	7	36	80.6%	80.6%
	PE-221ABCD	Laboratory	16	80	17	35	-	-	2	-	1	1	-	25	161	82.6%	84.5%
	PE-224ABCD	Laboratory	16	20	3	1	-	-	2	-	-	-	-	7	33	72.7%	78.8%
	PE-240ABCD	Laboratory	16	206	44	11	-	4	31	-	-	-	-	62	358	72.9%	82.7%
	PE-241ABCD	Laboratory	16	22	-	-	-	-	-	-	-	-	-	6	28	78.6%	78.6%
	PE-242ABCD	Lecture	16	17	3	1	-	-	-	-	-	-	-	9	30	70.0%	70.0%
	PE-244ABCD	Laboratory	16	22	2	1	-	-	-	-	-	-	-	4	29	86.2%	86.2%
	PE-245ABCD	Laboratory	16	38	15	7	-	-	5	-	2	-	-	10	77	80.5%	87.0%

	PE-245ABCD	Laboratory	16	38	15	7	-	-	5	-	2	-	-	10	77	80.5%	87.0%
	PE-246ABCD	Laboratory	16	10	5	1	-	-	-	-	-	-	-	9	25	64.0%	64.0%
	PE-251ABCD	Laboratory	16	128	25	7	-	1	7	-	-	-	-	28	196	81.6%	85.7%
	PE-256ABCD	Laboratory	16	186	30	21	-	8	13	-	-	-	-	61	319	74.3%	80.9%
	PE-2ABCD	Laboratory	16	81	14	5	-	1	12	-	1	-	-	20	134	75.4%	85.1%
	PE-300ABCD	Laboratory	16	129	16	4	-	5	15	-	-	1	-	36	206	72.3%	82.5%
	PE-3ABCD	Laboratory	16	34	11	8	-	1	1	-	-	-	-	19	74	71.6%	74.3%
	PE-47ABCD	Lecture	8	14	-	1	-	1	2	-	-	-	-	1	19	78.9%	94.7%
	PE-4ABCD	Laboratory	16	34	16	7	-	6	2	-	-	-	-	19	84	67.9%	77.4%
			6	43	5	2	-	-	-	-	-	-	-	15	65	76.9%	76.9%
	PE-54ABCD	Laboratory	16	244	34	20	-	1	17	-	-	-	-	86	402	74.1%	78.6%
	PE-74ABCD	Laboratory	16	80	7	1	-	1	3	-	1	-	-	6	99	89.9%	93.9%
	PE-7ABCD	Laboratory	8	35	-	-	-	-	-	-	-	-	-	-	35	100.0%	100.0%
2012 Total				2,095	328	160	-	34	143	-	7	2	-	598	3,367	76.9%	82.2%
2013	PE-10	Laboratory	16	166	26	37	-	6	19	-	-	-	-	96	350	65.4%	72.6%
	PE-135ABCD	Laboratory	8	24	-	-	-	-	-	-	-	-	-	2	26	92.3%	92.3%
			16	17	-	1	-	-	-	-	-	-	-	8	26	69.2%	69.2%
	PE-18	Laboratory	16	161	37	13	-	2	20	-	-	-	-	46	279	75.6%	83.5%
	PE-2	Laboratory	16	104	24	5	-	1	12	-	-	-	-	16	162	82.1%	90.1%
	PE-201	Lecture	16	32	5	3	-	-	-	-	-	1	-	4	45	88.9%	91.1%
	PE-204	Laboratory	16	22	6	1	-	-	-	-	-	-	-	1	30	96.7%	96.7%
	PE-208	Laboratory	16	24	2	3	-	-	-	-	-	-	-	2	31	93.5%	93.5%
	PE-220	Laboratory	16	14	5	1	-	-	-	-	-	-	-	4	24	83.3%	83.3%
	PE-221	Laboratory	16	41	17	16	-	-	5	-	7	1	-	10	97	83.5%	89.7%

	PE-221	Laboratory	16	41	17	16	-	-	5	-	7	1	-	10	97	83.5%	89.7%
	PE-224	Laboratory	16	19	-	-	-	-	3	-	-	-	-	2	24	79.2%	91.7%
	PE-240	Laboratory	16	121	16	3	5	3	11	-	-	-	-	45	204	71.1%	77.9%
	PE-241	Laboratory	16	11	4	-	-	-	3	-	-	-	-	5	23	65.2%	78.3%
	PE-245	Laboratory	16	16	6	1	-	4	5	-	-	-	-	4	36	63.9%	88.9%
	PE-247	Lecture	16	22	1	1	-	1	-	-	-	-	-	8	33	72.7%	75.8%
	PE-249	Laboratory	16	15	4	2	-	-	-	-	-	-	-	7	28	75.0%	75.0%
	PE-251	Laboratory	16	117	20	2	-	-	17	-	-	-	-	29	185	75.1%	84.3%
	PE-254	Laboratory	16	91	7	4	-	4	-	-	1	-	-	27	134	76.9%	79.9%
	PE-257	Laboratory	16	190	16	8	-	11	11	-	-	-	-	55	291	73.5%	81.1%
	PE-258	Laboratory	16	33	4	-	-	-	2	-	-	-	-	6	45	82.2%	86.7%
	PE-259	Laboratory	16	38	4	6	-	-	2	-	-	-	-	16	66	72.7%	75.8%
	PE-3	Laboratory	16	23	13	6	-	-	-	-	1	-	-	12	55	78.2%	78.2%
	PE-4	Laboratory	16	31	28	16	-	9	3	-	-	-	-	20	107	70.1%	81.3%
	PE-47	Lecture	8	19	1	-	-	-	1	-	-	-	-	2	23	87.0%	91.3%
	PE-54	Laboratory	16	200	14	22	-	10	19	-	-	1	-	67	333	70.9%	79.9%
	PE-7	Laboratory	16	23	-	-	-	-	-	-	-	-	-	1	24	95.8%	95.8%
	PE-74	Laboratory	16	78	7	8	-	-	3	-	-	-	-	5	101	92.1%	95.0%
2013 Total				1,652	267	159	5	51	136	-	9	3	-	500	2,782	75.2%	82.0%
2014																	
	PE-10	Laboratory	16	162	17	8	-	6	12	-	-	-	-	91	296	63.2%	69.3%
	PE-135ABCD	Laboratory	8	36	-	-	-	-	-	-	-	-	-	1	37	97.3%	97.3%
			16	78	1	-	-	-	-	-	-	-	-	21	100	79.0%	79.0%
	PE-18	Laboratory	16	128	29	19	-	12	23	-	-	-	-	58	269	65.4%	78.4%
	PE-2	Laboratory	16	79	13	9	-	3	13	-	-	-	-	20	137	73.7%	85.4%
	PE-201	Lecture	16	37	11	3	-	-	-	-	-	-	-	2	53	96.2%	96.2%
	PE-204	Laboratory	16	28	2	3	-	-	-	-	-	-	-	-	33	100.0%	100.0%
	PE-208	Laboratory	16	22	-	-	-	-	3	-	-	-	-	3	28	78.6%	89.3%
	PE-220	Laboratory	16	11	4	1	-	-	-	-	-	-	-	2	18	88.9%	88.9%
	PE-221	Laboratory	16	61	20	10	-	-	3	-	-	3	-	23	120	75.8%	80.8%
	PE-224	Laboratory	16	12	3	-	-	-	-	-	-	-	-	7	22	68.2%	68.2%

	PE-224	Laboratory	16	12	3	-	-	-	-	-	-	-	-	7	22	68.2%	68.2%
	PE-240	Laboratory	16	91	14	5	-	2	17	-	-	-	-	36	165	66.7%	78.2%
	PE-241	Laboratory	16	19	7	2	-	1	1	-	-	-	-	6	36	77.8%	83.3%
	PE-245	Laboratory	16	22	5	6	-	1	2	-	-	-	-	8	44	75.0%	81.8%
	PE-247	Lecture	16	14	-	1	-	-	2	-	-	-	-	6	23	65.2%	73.9%
	PE-249	Laboratory	16	8	2	1	-	-	-	-	-	-	-	7	18	61.1%	61.1%
	PE-251	Laboratory	16	72	5	1	-	-	2	-	1	-	-	18	99	79.8%	81.8%
	PE-253	Laboratory	16	23	13	1	-	1	4	-	-	-	-	15	57	64.9%	73.7%
	PE-254	Laboratory	16	65	4	3	-	1	5	-	-	-	-	22	100	72.0%	78.0%
	PE-257	Laboratory	16	181	44	14	-	8	20	-	-	-	-	50	317	75.4%	84.2%
	PE-258	Laboratory	16	18	-	-	-	1	-	-	-	-	-	7	26	69.2%	73.1%
	PE-259	Laboratory	16	66	3	4	-	-	4	-	-	-	-	19	96	76.0%	80.2%
	PE-3	Laboratory	8	8	4	2	-	-	2	-	2	-	-	5	23	69.6%	78.3%
			16	25	6	-	-	-	5	-	-	-	-	8	44	70.5%	81.8%
	PE-4	Laboratory	16	38	31	12	-	5	4	-	-	-	-	10	100	81.0%	90.0%
	PE-47	Lecture	8	13	2	-	-	-	-	-	-	-	-	4	19	78.9%	78.9%
	PE-54	Laboratory	12	17	2	2	-	-	-	-	-	-	-	3	24	87.5%	87.5%
			16	142	25	11	-	3	17	-	-	-	-	43	241	73.9%	82.2%
	PE-7	Laboratory	16	23	-	-	-	-	-	-	-	-	-	1	24	95.8%	95.8%
	PE-74	Laboratory	16	58	4	1	-	-	2	-	-	-	-	7	72	87.5%	90.3%
2014 Total				1,557	271	119	-	44	141	-	3	3	-	503	2,641	73.8%	81.0%

Demographic and Enrollment Characteristics

PE Fitness

Fall

Will show 0.0% if you did not select Program **AND** Term on the Academics Tab

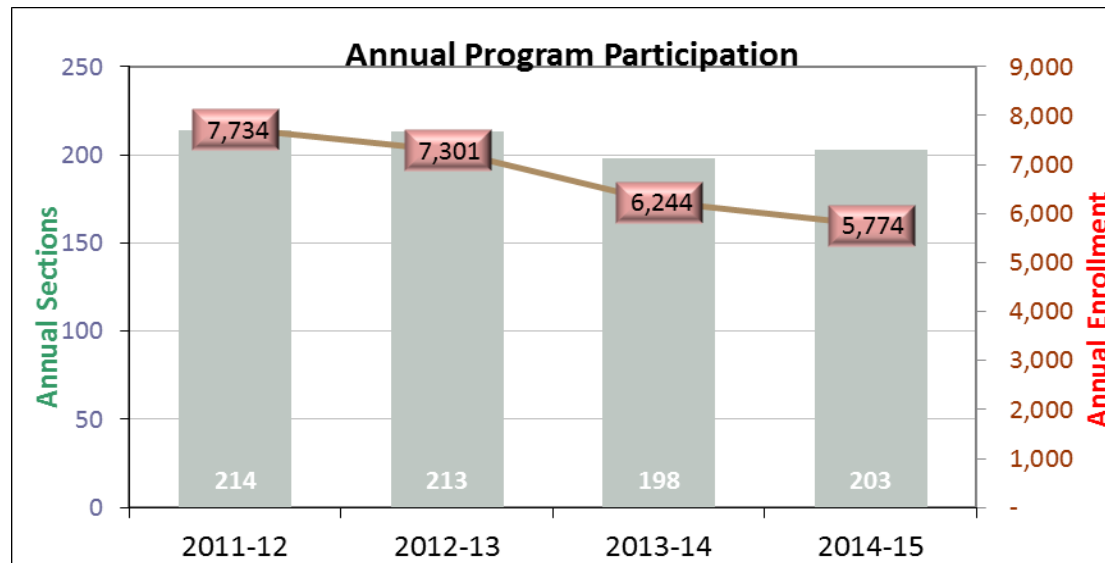
Fall					ECC Student Population	District Boundary Population	
		Term					
		2011	2012	2013			2014
Term Headcount		3,090	2,806	2,422	2,294	24,263	556,400
Gender	F	47.7%	45.5%	48.1%	47.6%	51.6%	51.0%
	M	52.3%	54.4%	51.9%	52.4%	48.4%	49.0%
Ethnicity	African-American	22.0%	21.6%	19.0%	20.9%	16.1%	15.1%
	Amer. Ind. or Alask. Native	0.4%	0.2%	0.1%	0.2%	0.1%	0.2%
	Asian	13.6%	14.3%	13.7%	13.0%	15.1%	13.6%
	Latino	40.9%	44.7%	50.3%	50.0%	49.5%	34.5%
	Pacific Islander	0.9%	0.7%	0.8%	0.7%	0.5%	0.5%
	White	15.3%	12.1%	10.9%	9.4%	13.6%	32.8%
	Two or More	4.0%	4.4%	4.0%	5.0%	4.4%	2.9%
	Unknown or Decline	3.0%	2.1%	1.2%	0.9%	0.7%	0.4%
Age Group	<17	0.5%	0.2%	0.1%	0.1%	1.8%	24.2%
	17	1.8%	2.4%	1.5%	2.0%	2.2%	
	18	13.1%	12.9%	13.3%	13.1%	12.4%	2.5%
	19	17.8%	17.8%	20.2%	19.3%	14.0%	
	20	15.1%	15.1%	15.9%	16.3%	12.6%	1.2%
	21	10.7%	10.4%	11.2%	10.9%	9.9%	1.2%
	22	5.9%	7.8%	6.4%	7.3%	7.5%	
	23	5.4%	4.6%	4.5%	4.5%	5.6%	3.9%

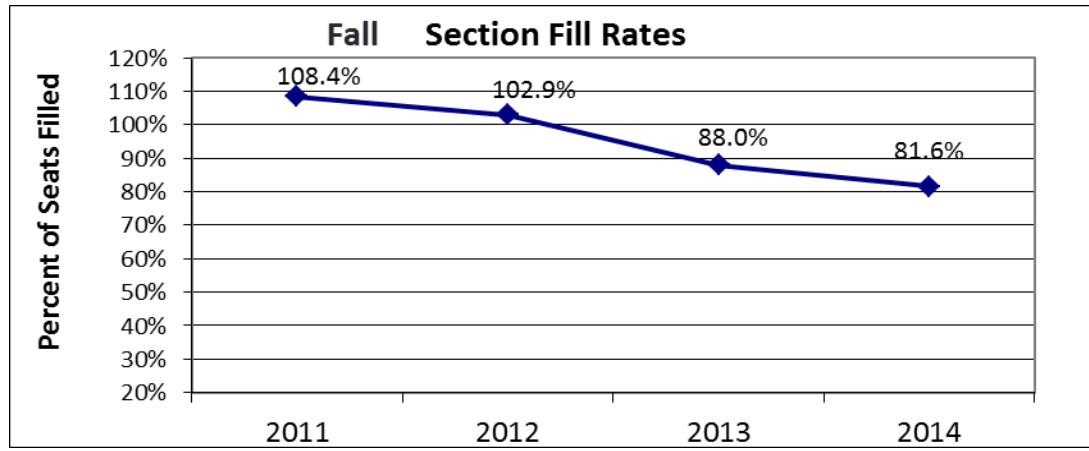
Program Participation (4-year Trend)

PE Fitness

Years: 2011-12 to 2014-15

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	7,734	7,301	6,244	5,774	6,763





Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	77.0%	78.8%	82.1%	84.1%
Night	21.9%	21.2%	17.9%	15.9%
Weekend/Unknown	1.1%	0.0%	0.0%	0.0%

Demographic Success Characteristics

PE Fitness

Fall: 2011 to 2014

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
<i>Ethnicity</i>	Success	N	Success	N	Success	N	Success	N
African-American	72.1%	766	65.1%	746	63.8%	541	63.6%	536
Amer. Ind. or Alask. Native	71.4%	14	62.5%	X	66.7%	X	75.0%	X
Asian	86.9%	464	86.9%	459	84.1%	377	84.3%	343
Latino	78.8%	1,412	78.6%	1,512	76.0%	1,386	73.3%	1,339
Pacific Islander	78.9%	38	81.5%	27	60.0%	20	66.7%	15
Two or More	71.4%	147	76.0%	146	74.8%	115	75.9%	133
Unknown or Decline	84.2%	114	82.9%	70	93.9%	33	78.6%	28
White	86.4%	568	80.3%	400	79.4%	310	82.2%	247
<i>Gender</i>								
M	80.8%	1,907	78.2%	1,878	77.6%	1,457	75.9%	1,416
F	77.8%	1,616	75.3%	1,488	72.4%	1,328	71.2%	1,229
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X

<i>Age Groups</i>								
19 or less	82.6%	1,162	78.0%	1,122	77.5%	974	79.3%	898
20 to 24	77.9%	1,459	77.2%	1,428	73.6%	1,173	72.5%	1,140
25 to 49	76.1%	771	74.1%	703	73.2%	570	67.3%	541
Over 49	88.5%	131	79.1%	115	83.8%	68	71.2%	66
X: Counts are suppressed for groups with less than 10 students. Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.								

Grade Distribution, Success, and Retention Recreation Fall

Program

Term Fall

Preliminary Success Standard

75.6%

5 year Success Average

78.2%

5 year Success Minimum

73.0%

Do Not select more than one term or Program.

Year	COURSE	Method	Weeks	Grade Dist		'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
				'A'	'B'												
2011	RECR-217	Lecture	16	22	10	6	-	-	4	-	-	-	-	6	48	79.2%	87.5%
	RECR-307	Lecture	16	24	6	7	-	1	-	-	-	-	1	5	43	86.0%	88.4%
2011 Total				46	16	13	-	1	4	-	-	-	1	11	91	82.4%	87.9%
2012	RECR-217	Lecture	16	22	11	3	-	-	2	-	-	-	-	6	44	81.8%	86.4%
	RECR-307	Lecture	16	15	6	1	-	1	3	-	-	-	-	8	34	64.7%	76.5%
2012 Total				37	17	4	-	1	5	-	-	-	-	14	78	74.4%	82.1%
2013	RECR-217	Lecture	16	23	1	6	-	-	4	-	-	-	-	6	40	75.0%	85.0%
	RECR-307	Lecture	16	17	9	5	-	-	4	-	-	-	-	7	42	73.8%	83.3%
2013 Total				40	10	11	-	-	8	-	-	-	-	13	82	74.4%	84.1%
2014	RECR-217	Lecture	16	18	6	3	-	-	2	-	-	-	-	2	31	87.1%	93.5%
	RECR-307	Lecture	16	21	7	1	-	-	5	-	1	-	-	3	38	78.9%	92.1%
2014 Total				39	13	4	-	-	7	-	1	-	-	5	69	82.6%	92.8%

Demographic and Enrollment Characteristics

Recreation

Fall

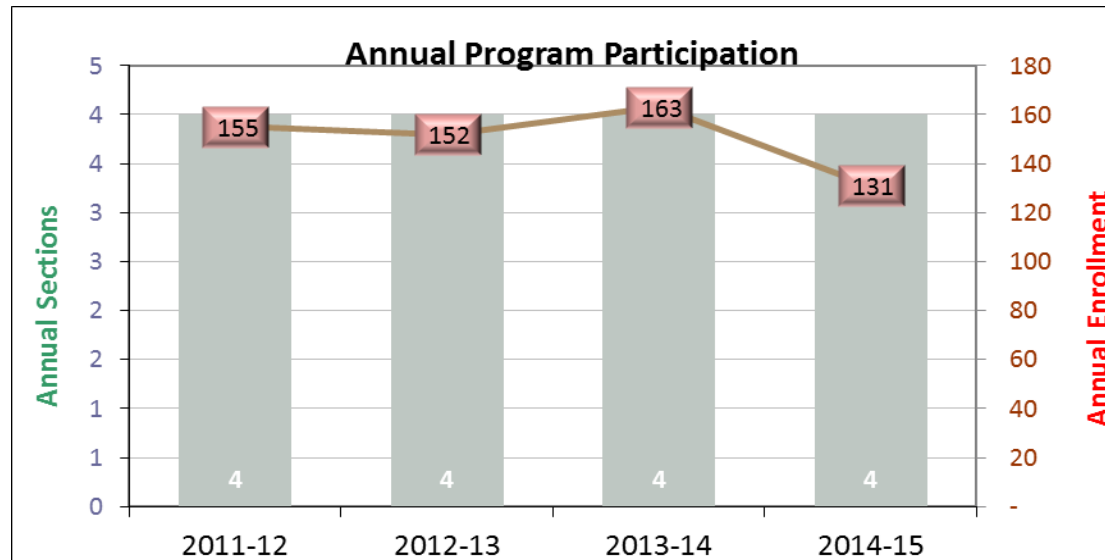
Will show 0.0% if you did not select Program **AND** Term on the Academics Tab

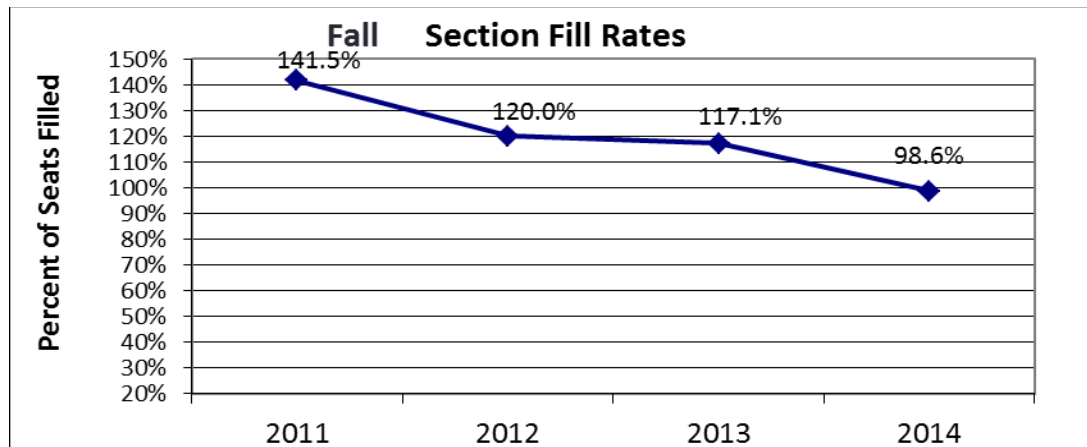
Fall						ECC Student Population	District Boundary Population
		Term					
		2011	2012	2013	2014	Fall 2014	2010 Census
Term Headcount		82	76	75	62	24,263	556,400
Gender	F	40.2%	27.6%	34.7%	33.9%	51.6%	51.0%
	M	59.8%	72.4%	65.3%	66.1%	48.4%	49.0%
Ethnicity	African-American	52.4%	51.3%	36.0%	48.4%	16.1%	15.1%
	Amer. Ind. or Alask. Native	1.2%	0.0%	0.0%	0.0%	0.1%	0.2%
	Asian	1.2%	6.6%	5.3%	8.1%	15.1%	13.6%
	Latino	15.9%	15.8%	36.0%	27.4%	49.5%	34.5%
	Pacific Islander	2.4%	10.5%	1.3%	4.8%	0.5%	0.5%
	White	15.9%	14.5%	12.0%	11.3%	13.6%	32.8%
	Two or More	7.3%	1.3%	8.0%	0.0%	4.4%	2.9%
	Unknown or Decline	3.7%	0.0%	1.3%	0.0%	0.7%	0.4%
Age/ Age Group	<17	1.2%	0.0%	0.0%	0.0%	1.8%	24.2%
	17	2.4%	1.3%	5.3%	1.6%	2.2%	
	18	20.7%	22.4%	10.7%	25.8%	12.4%	2.5%
	19	18.3%	25.0%	14.7%	22.6%	14.0%	
	20	19.5%	19.7%	20.0%	11.3%	12.6%	1.2%
	21	12.2%	6.6%	10.7%	16.1%	9.9%	1.2%
	22	7.3%	6.6%	9.3%	0.0%	7.5%	3.9%

	23	4.9%	0.0%	9.3%	6.5%	5.6%	
	24	1.2%	0.0%	1.3%	3.2%	4.7%	
	25-29	1.2%	11.8%	9.3%	6.5%	13.0%	7.4%
	30-39	6.1%	2.6%	5.3%	1.6%	8.9%	14.9%
	40-49	2.4%	1.3%	1.3%	4.8%	3.8%	15.9%
	50-64	2.4%	2.6%	2.7%	0.0%	3.0%	18.1%
	65+	0.0%	0.0%	0.0%	0.0%	0.7%	10.6%
Class Load	Full-time	54.9%	59.2%	46.7%	61.3%	34.5%	
	Part-time	45.1%	40.8%	53.3%	38.7%	65.3%	
Academic Level	College degree	1.2%	5.3%	5.3%	4.8%	11.7%	
	HS Grad	91.5%	93.4%	92.0%	95.2%	82.3%	
	Not a HS Grad	4.9%	1.3%	0.0%	0.0%	0.3%	
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	2.3%	
	Unknown	2.4%	0.0%	2.7%	0.0%	3.4%	
Educational Goal	Intend to Transfer	28.0%	34.2%	36.0%	37.1%	31.5%	
	Degree/Certificate Only	3.7%	0.0%	2.7%	1.6%	3.5%	
	Retrain/recertif.	0.0%	2.6%	0.0%	4.8%	3.2%	
	Basic Skills/GED	4.9%	2.6%	1.3%	4.8%	5.7%	
	Enrichment	3.7%	2.6%	2.7%	0.0%	2.2%	
	Undecided	19.5%	14.5%	9.3%	11.3%	15.8%	
	Unstated	40.2%	43.4%	48.0%	40.3%	38.0%	

Program Participation (4-year Trend)
Recreation
Years: 2011-12 to 2014-15

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	155	152	163	131	150





Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	100.0%	100.0%	100.0%	100.0%
Night	0.0%	0.0%	0.0%	0.0%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Demographic Success Characteristics
Recreation
Fall: 2011 to 2014

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
<i>Ethnicity</i>	Success	N	Success	N	Success	N	Success	N
African-American	80.4%	51	60.0%	40	66.7%	27	67.6%	34
Amer. Ind. or Alask. Native	100.0%	1	0.0%	X	0.0%	X	0.0%	X
Asian	100.0%	1	83.3%	X	100.0%	X	100.0%	X
Latino	92.3%	13	83.3%	12	83.9%	31	94.7%	19
Pacific Islander	50.0%	X	87.5%	X	100.0%	X	100.0%	X
Two or More	100.0%	X	100.0%	X	42.9%	X	0.0%	X
Unknown or Decline	66.7%	X	0.0%	X	100.0%	X	0.0%	X
White	78.6%	14	100.0%	11	70.0%	X	100.0%	X
<i>Gender</i>								
M	76.4%	55	75.4%	57	68.5%	54	84.4%	45
F	91.7%	36	71.4%	21	85.7%	28	79.2%	24
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	81.6%	38	71.1%	38	76.0%	25	90.9%	33
20 to 24	83.3%	42	76.0%	25	71.4%	42	84.0%	25
25 to 49	77.8%	X	76.9%	13	84.6%	13	54.5%	11
Over 49	100.0%	X	100.0%	X	50.0%	X	0.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are

E. Athletic Academic success

F. Student-Athlete Scorecard Athletic Academic Success
G. El Camino College Cal Pass Data 2012-13

All

Metric		ECC S/A	ECC Non S/A	State S/A	State non-S/A
GPA		2.81	2.56	2.65	2.58
Units Attempted		29.35	13.27	28.6	12.37
Successful Units Completed		22.48	11.07	21.45	10.3
Avg. Course Success Rate		77.54	65.74	76.48	67.37
Transferred to a 4 year institution		*	2%	13%	5%
Received Associate Degree		28%	13%	26%	11%
Remediation					
% having passed transfer English		87%	77%	82%	74%
Completed transfer English in 2 years		68%	53%	58%	44%
% having passed transfer math		64%	36%	58%	49%
Completed transfer math in 2 years		40%	14%	34%	22%

Hispanic / Latino

Metric		ECC S/A	ECC Non S/A	State S/A	State non-S/A
--------	--	---------	-------------	-----------	---------------

GPA		2.82	2.43	2.59	2.37
Units Attempted		30.22	13.5	28.57	12.82
Successful Units Completed		23.25	10.86	21	10.37
Avg. Course Success Rate		79.14	63.97	75	63.23
Transferred to a 4 year institution		*	1%	10%	4%
Received Associate Degree		28%	12%	24%	11%
Remediation					
% having passed transfer English		87%	77%	80%	70%
Completed transfer English in 2 years		70%	53%	58%	43%
% having passed transfer math		65%	45%	56%	43%
Completed transfer math in 2 years		40%	24%	33%	20%

African-American

Metric		ECC S/A	ECC Non S/A	State S/A	State non-S/A
GPA		2.63	2.15	2.32	2.1
Units Attempted		25.91	11.15	27.5	11.13
Successful Units Completed		17.42	8.59	17.87	8.82

Avg. Course Success Rate		68.01	52.9	67.24	53.25
Transferred to a 4 year institution		*	1%	13%	3%
Received Associate Degree		23%	7%	20%	8%
Remediation					
% having passed transfer English		70%	66%	68%	61%
Completed transfer English in 2 years		54%	38%	44%	32%
% having passed transfer math		42%	31%	39%	32%
Completed transfer math in 2 years		26%	14%	21%	12%

H.

African-American- Males

Metric		ECC S/A	ECC Non S/A	State S/A	State non-S/A
GPA		2.67	2.12	2.29	2.03
Units Attempted		25.03	11.31	26.93	10.99
Successful Units Completed		17.42	8.59	17.22	8.52
Avg. Course Success Rate		68.27	52.05	66.22	52.82
Transferred to a 4 year institution		*	2%	13%	3%
Received Associate Degree		18%	5%	20%	6%

Remediation					
% having passed transfer English		68%	64%	66%	59%
Completed transfer English in 2 years		47%	35%	42%	30%
% having passed transfer math		41%	31%	36%	33%
Completed transfer math in 2 years		26%	15%	18%	13%

Hispanic / Latino- Males

Metric		ECC S/A	ECC Non S/A	State S/A	State non-S/A
GPA		2.79	2.39	2.53	2.3
Units Attempted		30.6	13.86	27.76	12.67
Successful Units Completed		23.19	11.08	19.89	10.07
Avg. Course Success Rate		77.93	62.95	73.19	62.26
Transferred to a 4 year institution		*	1%	10%	3%
Received Associate Degree		23%	11%	21%	9%
Remediation					
% having passed transfer English		86%	75%	77%	68%
Completed transfer English in 2 years		69%	50%	53%	40%

% having passed transfer math		64%	47%	54%	45%
Completed transfer math in 2 years		38%	25%	30%	20%

F. El Camino Score Academic Success Chart