

Assessment: Course Four Column

Spring/Summer 2019



El Camino: Course SLOs (HSA) - Kinesiology

ECC: CH 1:Personal and Community Health Issues

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #3 Risk Factors of CV Disease - The student will identify the risk factors of cardiovascular disease Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022) Input Date: 11/29/2013	Essay/Written Assignment - Students were given an essay exam where they were asked to list nine major causes of CVD and explain each one. Standard and Target for Success: 75% of the students should be able to score 75% or above on the exam.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Not Met 107 students in 5 sections took the exam. 59% met the standard of scoring 75% or above. 41% fell below the standard. Students were instructed as to what was on the exam but still fell below the standard. (06/13/2019) % of Success for this SLO: 59 Faculty Assessment Leader: Eugene Engle Faculty Contributing to Assessment: Tom Hicks	Action: Give a mock test on the material a week before the exam and review the results. (06/01/2020) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 102 students took the exam. 77% of the students received a grade of 75% or higher on the exam. 66% of the students received an A grade on the test, however, 17% failed bringing down the overall percentage. The 17% that failed the exam have been low achieving student throughout the semester. (05/05/2016) Faculty Assessment Leader: Tom Hicks	Action: In order to improve the overall percentage, I plan on spending more time in class emphasizing the material and spending time in class learning the material. (05/26/2017) Action Category: Teaching Strategies Follow-Up: I spent more time in class reviewing the material and the success rate went up. 85% of students received a grade of 75% on the exam. A class review seems to have positive results. (09/28/2017)

ECC: FAID 1:First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Bleeding - Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students were tested using a combination of written exam and practical demonstration on how to stop bleeding. Students were rated on a 0-5 scale.</p> <p>Standard and Target for Success: 80% of students will be able to understand and demonstrate competence in stopping bleeding by scoring a 4 or better. Scores of 3 would indicate deficiencies and 2 or less would indicate large deficiencies in skill and knowledge.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>177 students were able to recognize bleeding and/or a bleeding emergency and took appropriate action to stop the bleeding. Material was presented in an easy to understand, step by step approach and students had an opportunity to practice the skills in a lab. 100% of the students were able to successfully do the skill and demonstrate recognition. (04/29/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Corey Stanbury</p> <p>Faculty Contributing to Assessment: Traci Granger</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>188 students were evaluated for skill and knowledge to stop bleeding. 136 (72%) demonstrated good proficiency and knowledge regarding controlling bleeding. 41 (22%) students had some minor deficiencies in skill or knowledge. 11 (6%) students had major deficiencies and/or lack of knowledge regarding controlling bleeding. While 72% is a large number of students, we did not hit the goal of 80% having good knowledge and skill. Perhaps more emphasis in lecture and lab would increase these numbers. (05/12/2016)</p> <p>Faculty Assessment Leader: Corey Stanbury</p> <p>Faculty Contributing to Assessment: Traci Granger, Danielle Roman</p>	<p>Action: lecture and lab practice is proving to be effective for teaching recognition and stopping bleeding skills. We plan to continue these effective methods. (04/29/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Increase time in lab to connect book and skill knowledge regarding controlling bleeding. (05/12/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Used a teaching strategy of practice the steps to stop bleeding to reinforce the lecture material. Appears to be an effective support to learning. (06/07/2017)</p>

ECC: PE 135abcd:Sport-Specific, Periodized Training for Athletes

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Strength - Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/29/2013</p>	<p>Multiple Assessments - Each student performed Pre and Post test in the Bench Press, Clean and Squat. Based on their performance each student created an individual workout program.</p> <p>Standard and Target for Success: All the students developed a program using the Pre Test to improve their strength levels in each of the 3 exercises. 20 Students will be randomly selected to evaluate their improvement on strength levels. We will aim to achieve 75% or higher of the 20 students to increase their strength levels.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>75 student athletes participated in the sport specific conditioning course. All of the students participated in the pre and post test of strength for each of the three exercises. 80% saw significant improvements in all three exercises for a max lift situation. They saw improvements of 10% or more on all three exercises. Some experienced improvements of 25%. 20% of the students were inconsistent in their attendance and saw little of no improvement. (05/20/2019)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Gifford Lindheim</p> <p>Faculty Contributing to Assessment: Danielle Roman, Andrew Alvillar</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>20 students results were randomly selected. In the Bench Press 17 students improved their strength levels, 85% improvement. Clean 15 students improved their strength levels, 75% improvement. Squat 15 students improved their strength levels 75% improvement. (09/08/2016)</p> <p>Faculty Assessment Leader: Andrew Alvillar</p>	<p>Action: Encourage the students who are not consistent so that they can improve. The mix of aerobic conditioning and strength training was very effective in developing a well conditioned athlete. (05/20/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: To enhance the strength levels of the students we need utilize more efficiently the time of our strength coach with the students. We need to add a minimum of two more Power Racks and evaluate the layout of the facility to maximize the space needed. We may need to evaluate if a nutritional component may be of assistance to aid in strength level increase. (09/01/2017)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: This fall semester the PE 3 weight room added 10 new racks which added additional space for our teams to utilize. It has allowed our strength coach the ability to use or choose from two different rooms to schedule a</p>

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			<p>workout and provide them the opportunity to have a complete workout. Our strength coach has created a nutritional booklet and has created a presentation for our athletes. Each team has the opportunity to use the information and determine the best option on how to present the information to their team. We will be in another transition this coming spring 2018, when the space we are currently using will be closed for construction and our space will change. This will be a challenge to make sure we will be able to accomadate the space and time needed to provide workouts for all our teams.</p> <p>(10/02/2017)</p>

ECC: PE 221 :Defense Tactics

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Awareness - Students will apply the concepts of awareness in their environment.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Essay/Written Assignment - Students are asked to describe, in detail, 5 areas of their daily lives where they are subject to being confronted with potentially dangerous situations.</p> <p>Standard and Target for Success: Assigning 20 points for each of the 5 situations, it is expected that 90% of students will receive 80 or more points for the assignment (SLO).</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>For the Spring 2019 semester, 82 students completed the required written assignment. 7 of those were turned in after the due date and therefore received a lower score but were nevertheless, well written. Nearly all of the papers were excellent in content and showed an understanding of the importance of the assignment. Even considering the late papers, only 2 of the 82 received less than 90 points due to being incomplete in content. And, during the subsequent class discussion on the assignment results, there was substantial input from a majority of students. I consider the assignment for this semester to be a huge success. (06/06/2019)</p> <p>% of Success for this SLO: 95</p> <p>Faculty Assessment Leader: William Hood</p> <p>Faculty Contributing to Assessment: William Hood</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 89 students currently enrolled in one of three Self-Defense classes, 80 of them turned in the completed assignment. The 9 who failed to do so have irregular attendance and may have lost interest in the class. 5 of the 80 papers were returned to the students because they obviously did not understand the assignment. I gave them an example and they will re-do the assignment. Of the 75 completed papers, 70 of them received full credit and the 5 others received between 70-80 points, mainly for being incomplete. These results are about what I expected. Some of the students display minor hostility for being given a written assignment in an activities class and they are invariably the students who fail to put much effort into it. Over the years, I have had a number of classes where everyone did an excellent job and received full credit. However, in general, I am satisfied of the current results.</p>	<p>Action: Once all of the papers have been graded, I devote considerable time in class discussion of the various answers so that students will benefit from the collective work of all students. This is the same action as before since the standard was met and I'm currently satisfied with the results. (06/13/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Once all of the papers have been graded, I devote considerable time in class discussion of the various answers so that students will benefit from the collective work of all students. (05/23/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In the Spring semester of 2017 I added to the above assignment, a day of class discussion where each student would read aloud from their paper, one of their situations. Then others would add their comments on that reading. I was happy that the overall discussion went very well with all of the</p>

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(09/15/2016)

Faculty Assessment Leader: William Hood

classes when each student was called upon to participate. The assignment scores were just about average of what I expect each semester with some students being more motivated than others. (09/20/2017)

ECC: PE 241 :Intermediate/Advanced Swimming

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Strokes - The student will demonstrate competence in at least four different strokes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - I evaluated and assessed each of the students swimming skills. I used a rubric for each of the strokes; 10 being the highest score.</p> <p>Standard and Target for Success: I would like for all the students to score a 10 on at least 4 of the swimming strokes.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>14 students participated in the stroke skills evaluation. Freestyle 75% scored a 10. 25% were between 7-9. Backstroke 50% scored a 10. 50% were between 5-9. Elementary Backstroke 90% scored a 10. 10% scored 7-9. Sidestroke 60% scored a 10. The other 40% scored 5-9. Breaststroke 75% scored a 10. 25% scored between 5-9. The expectation of 100% of students scoring is unrealistic. There was vast improvement in their strokes. Many students came from the beginning class and the skill level was not very advanced. Daily practice and video taping helped a lot. (05/29/2019)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Traci Granger</p>	<p>Action: Daily practice, video taping and demonstrations of how to properly do the strokes helps the students improve their techniques. the standard for success should be modified because 10 is perfect and not everyone is. (05/29/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>18 students in the class: 6 of them score a 10 on at least 4 of the strokes. 6 of them score an 8 or 9 on at least 4 of the strokes. 6 score 7 or below on 4 of the swimming strokes. (04/26/2016)</p> <p>Faculty Assessment Leader: Traci Granger</p>	<p>Action: We have started constructing curriculum for an intermediate level swimming course to help the students who need more stroke mechanic work. (04/26/2017)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: 20 students scored a 10 for their mechanics for four of their strokes which is a big improvement. About 6 students had poor stroke mechanics and probably needed to be able to repeat beginning swimming. (06/07/2017)</p>

ECC: PE 245 :Water Aerobics

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Exercise Heart Rate - Students will calculate and utilize exercise training heart rates to monitor exercise intensity.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Presentation/Skill Demonstration - Students calculated their heart rates using the Karvonen formula. They then check their exercising heart rates during class. The students were given 10 points to correctly calculate the heart rates.</p> <p>Standard and Target for Success: 100% of the students should be able to calculate and check their heart rates during exercising.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>14 students learned how to check and calculate their heart rates. Heart rates were checked regularly before and during class. 100% of the students were able to calculate their heart rates. This was used as a motivating tool to encourage them to work hard and more sustained during the class. (05/29/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Traci Granger</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>18 students successfully calculated their Karvonen formulas. 75% CAN get their heart rates into their target zone, if I push them hard enough! Students can calculate their heart rates, but many don't want to work hard enough to get them up into their target zone. (04/26/2016)</p> <p>Faculty Assessment Leader: Traci Granger</p>	<p>Action: This is a great way to motivate students to exercise at an appropriate level to obtain fitness results. I will continue to use this on a regular basis. (05/29/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: School needs to invest in some heart rate monitors that can be used in the water. (04/26/2017)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: We haven't purchased heart rate monitors as of yet. A work order is in progress. (06/08/2017)</p>

ECC: PE 248:Swimming, Water Safety Instructor

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Lesson Plans - Students will develop lesson plans to teach swimming skills and water safety to a diverse population.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Essay/Written Assignment - Student will complete a written lesson plan for swimming. Student will be graded on a score of 1-100 points based on specific criteria. See related document.</p> <p>Standard and Target for Success: It is expected that 75% of students will submit a lesson plan scoring 80 points or higher.</p> <p>Related Documents: LessonPlanFormatGrading-Clarified.docx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>83% of the students who finished the class scored 100% on at least one of their written lesson plans. One student refused to write any lesson plans because he was not taking the class to get certified to teach swimming. I believe the success was a result of having the students work in groups to finalize their lessons prior to teaching them. During this time they were describing what they would be doing to their group who provided feedback before going to the pool. (09/03/2019)</p> <p>% of Success for this SLO: 83</p> <p>Faculty Assessment Leader: Linda Delzeit</p> <p>Faculty Contributing to Assessment: Linda Delzeit</p> <hr/> <p>Semester and Year Assessment Conducted: 2011-12 (Spring 2012)</p> <p>Standard Met? : Standard Met</p> <p>kj (07/10/2019)</p> <p>Faculty Assessment Leader: ;kj</p> <p>Faculty Contributing to Assessment: ;pj</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>78% of the students wrote lesson plans scoring 80 points or higher by the second or third assignment. Students wrote a total of 4 lesson plans. Two students just refused to write any lesson plans. (09/16/2016)</p> <p>Faculty Assessment Leader: Linda Delzeit</p> <p>Faculty Contributing to Assessment: Linda Delzeit</p>	<p>Action: I think I would like to try having the students score their own lesson plan or before it is submitted. Perhaps they will be more aware of what they have submitted. (09/03/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: If the college has NetTutor, then I will refer my students to NetTutoring online services. If the college has NetTutor, then it can be integrated into Canvas and I used Canvas with this course Spring 2016. So it will be easy to do this referral with the LTI integration of Canvas and NetTutor... or similar online service.</p> <p>I need to learn more about the college support services and encourage my students to use them if they have writing</p>

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problems. (09/16/2016)
Action Category:
Program/College Support
Follow-Up: The college integrated my course into their own Canvas site so I didn't have to use the general Canvas site. This resulted in NetTutor being one of the clickable links from the course menu during Spring 2017. It was easy to refer my students to use NetTutor services if they needed assistance writing their lesson plans. (09/20/2017)

ECC: PE 249:Swimming for Fitness

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Swim Sets - Student will identify written or verbal 'swim sets' by completing various assigned sets.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - the students will swim the written or verbally stated swim set assigned stopping and starting as determined by 'set' and swimming the stroke(s) assigned within the set</p> <p>Standard and Target for Success: It is expected that 80% of the students will be able to complete swim set without needing correction or further explanation/guidance</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Upon observation and verbal questioning, 16 of 18 students have demonstrated complete understanding of the swim sets assigned. The students have all demonstrated knowledge of the names of the different strokes. Two of the students need occasional correcting during the workout to do assigned swim set correctly (05/04/2016)</p> <p>Faculty Assessment Leader: Monica Lizarraga</p>	<p>Action: To help my students understand the swim sets as the semester goes, it would be useful to see the set in WRITTEN form during the workouts. As the pool is currently set up, there is a white board at the front of the deep pool but not at the front of the shallow pool. During the 'swim for fitness' swim class, swimmers are in both pools. It is very DIFFICULT for the swimmers in the shallow pool to SEE the white board with the written workout. They need to rely on verbal description only rather than being able to have the visual and verbal 'prompts'. (05/04/2017)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: currently there still is no whiteboard viewable from shallow pool. I will continue to verbally repeat the set to those that need that input. I will also pursue acquiring a portable whiteboard. (08/22/2017)</p>
	<p>Performance - Swim set is shared with students both verbally and in written form (on white board). Students begin swim set. Teacher observes students and determines whether or not they demonstrated understanding by completing set as delineated.</p> <p>Standard and Target for Success: 80% of students should be</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Objective met. On a nightly basis it was evident that the students understood the swim set as presented verbally or written. On Most nights not more than 1 student needed correction or clarification. (06/02/2019)</p> <p>% of Success for this SLO: 90</p> <p>Faculty Assessment Leader: Monica Lizarraga</p>	<p>Action: It would be nice to have a smaller whiteboard avail for the shallow pool so that they can read the sets DURING class. Shallow pool students need to rely on verbal relaying of the sets which can be sometimes harder to understand when not being able to see it in written form as well.</p>

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completing set correctly without needing additional clarification or correction.

Additional Information: Not everyone is doing the exact same set, therefore it is even more evident if they understand because they cannot only look at the person next to them to see if they are correct. Also, I can check for understanding by asking 'where' they are in their set (how much completed or how much more).

(12/12/2019)
Action Category:
 Program/College Support

ECC: PE 251 :Tennis

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Fitness - Students will demonstrate an improvement in cardiovascular fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - One-mile walk/run assessment.</p> <p>Standard and Target for Success: Our goal was for 90% of students to demonstrate a 5% improvement in their one-mile walk/run time following 12 weeks of cardiovascular fitness training as a component of the tennis activity class. The 5% improvement would be reflected as a decrease in their time required to walk/run one-mile on a standardized, measured course.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of students demonstrated an improvement of 5% or more in their one-mile walk/run time following 12 weeks of tennis-specific training and cardiovascular conditioning. Of course, we would like to believe this was due to a training effect, but could also be reflected as having a goal to aim for on their post-test. (09/13/2016)</p> <p>Faculty Assessment Leader: Dean Lofgren</p>	<p>Action: Cardiovascular fitness (endurance) is an important component of tennis considering the possible extended time duration of a typical set and/or match. For this primary reason, a minimum of 15-20 minutes should be implemented as a component of the course, ideally at the beginning of each class. (09/13/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The implementation of 15-20 minutes of cardiovascular (CV) activity (walking, running, continuous tennis-related movements/drills) resulted in 5% or greater improvements in CV fitness. Improved CV fitness ultimately provides students the ability to maintain their tennis activities longer and with greater attention to form and strategy. (09/09/2017)</p> <p>Follow-Up: With the implementation of a 15-20 minutes of tennis-specific cardiovascular training, all students have the opportunity to increase their overall cardiovascular fitness and endurance. With the addition of the time-at-task on the courts actually playing tennis (60-65 minutes), the cardiovascular</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Performance - Students completed a one-mile walk/run assessment for determining their cardiovascular fitness.</p> <p>Standard and Target for Success: 90% scoring in the "average" range or higher for their respective gender and age.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>100% of students were able to achieve a "score/standard" in the average category or above for their respective gender and age group. Thankfully, we were able to complete the assessment on a mild weather day which can sometimes present a challenge during the warmer spring temperatures at our class's time. (09/13/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Dean Lofgren</p>	<p>fitness component of each player will improve. A strong recommendation made to tennis students is to participate a minimum of one additional day (ideally up to 2-3 more) of cardiovascular activity to further their overall fitness and endurance. (09/15/2016)</p> <p>Action: I will continue with the current cardiovascular training program which is a minimal part of our class. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 257:Yoga for Health and Fitness

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Sun Salutation - Students will demonstrate the poses of Sun Salutation A and explain the sequential order.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 01/30/2014</p>	<p>Presentation/Skill Demonstration - Visual and written assessment of 26 sequential poses, students must demonstrate the pose sequence for sun salutation A.</p> <p>Standard and Target for Success: 100% of the students achieving 20 out of the 26 poses correctly.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Students were assessed using a rubric based on proper pose, body/alignment position and technique. Out of 101 students 83 were successful in performing at least 20 sequential poses. (05/12/2016)</p> <p>Faculty Assessment Leader: Danielle Roman</p> <p>Faculty Contributing to Assessment: Richard Anderson</p>	<p>Action: Add video analysis ... (05/14/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Standard was met but to increase success, instructors will take more time to break down the poses and technique, as well as video and analyze the students alignment doing the pose step by step sequence. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Performance - Students will be able to perform in correct order the entire Sun Salutation A sequence.</p> <p>Standard and Target for Success: 95% of students should be able to correctly perform the Sun Salutation A sequence.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>50 students were assessed visually for proper form, alignment and sequence. Of the 50 students, 40 were able to successfully complete the Sun Salutation A sequence. (08/23/2019)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Jessica Rapoza</p> <p>Faculty Contributing to Assessment: Jessica Rapoza</p>	<p>Action: In order to meet the standard, students should be broken up into small study groups during class and asked to practice the stages of Sun Salutation A sequence. This way, students can memorize the order of the Sun Salutation A in small settings instead of with the entire class. (08/23/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 277:Introduction to Kinesiology and Physical Education

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Foundations - Students will identify and describe the historical, ethical and philosophical foundations of Kinesiology.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students will be tested on knowledge of historical, ethical, and philosophical foundations of Kinesiology.</p> <p>Standard and Target for Success: students will score at a 80% level on exam.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>60 students were tested on historical, ethical and philosophical foundations.</p> <p>55 students scored 80%</p> <p>91% of students were successful (09/14/2019)</p> <p>% of Success for this SLO: 91</p> <p>Faculty Assessment Leader: Fernley</p> <p>Faculty Contributing to Assessment: Uphoff</p>	<p>Action: Curriculum for this class supports the success (09/14/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>25 - students scored above 80%</p> <p>4 - students scored below 80%</p>	<p>Action: provide opportunities for interactive learning with technology. (05/22/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>86% of students were met the standard of proficiency (80%) in knowledge of the historical, ethical and philosophical foundations of Kinesiology. (09/22/2016)</p> <p>Faculty Assessment Leader: Fernley</p>	<p>Follow-Up: We continue to upgrade with new technologies, and are waiting for the new facility to improve instruction. Nothing new at this time. We need new heart rate monitors, total body fat scale, etc is needed. (09/14/2017)</p>

ECC: PE 290:Personal Fitness Trainer

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Strength Improvement - Students will achieve improvement in upper and lower body strength. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022) Input Date: 11/29/2013</p>	<p>Laboratory Project/Report - Students took a Pre and Post Test with 10 weeks in between, measuring their strength levels on the Chest Press and Leg Press Machines. Standard and Target for Success: Demonstration of a 10% increase in strength.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Of the 20 students who participated in the Pre and Post test. 18 of them demonstrated at least a 10% increase in upper and lower body strength. (04/28/2016) Faculty Assessment Leader: Brandon Alcocer</p>	<p>Action: Many students struggled to adjust the seat on the leg press machine. In the future, I will spend more time instructing the students on the overall design of the machine to increase their competence in making adjustments. (09/16/2016) Action Category: Teaching Strategies Follow-Up: We spent a lab session working with all of the resistance training machines, the students where required to adjust every lever on the each machine and this resulted in a better understanding of the overall design of the machines. (06/02/2017)</p>
	<p>Exam/Test/Quiz - Push up, sit-up, squat, and bench press test were used to test muscular strength and endurance. Scores were recorded and tested 12 weeks later to look for a 10% improvement.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Out of the 19 students at least 17 of them demonstrated a 10% increase in their push up, sit-up, squat, and bench press test to demonstrate an increase in muscular strength and endurance . (09/13/2019) Faculty Assessment Leader: Kaitlyn Hooper</p>	<p>Action: Students struggled with the proper set up of the squat rack. In the feature, I will spend more time with instruction and explanation on the set up instructions to help students better understand the best way to make adjustments to the squat rack. (09/13/2019) Action Category: Teaching Strategies</p>

ECC: PE 3 :Boot Camp Fitness Training

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #3 Demonstrate Exercises - Students will demonstrate a variety of anaerobic and aerobic exercises. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2018-19 (Spring 2019), 2021-22 (Spring 2022) Input Date: 11/29/2013	Presentation/Skill Demonstration - Students choose an anaerobic or aerobic skill to demonstrate properly. Students also verbalized their actions while perform their skill with proper technique. Standard and Target for Success: It is expected that 80% of a random class selected will score a minimum of 90% on their demonstration.	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 30 students demonstrated an anaerobic or aerobic skill. 100% of the students score above 90%. Students demonstrated various skills such as squats, push ups, sit ups, bicep curls, calf raises, jumping jacks, burpees, lunges, tricep extensions and others. Students were not able to repeat a skill demonstration if that skill had been previously demonstrated. Students were expected to verbalize the correct teaching techniques used while performing the skill. Analysis of the data showed that the students were able to comprehend and retain the techniques taught throughout the semester. The data also reinforces that students who participate regularly throughout the semester are able to perform the skills being taught. (06/06/2016) Faculty Assessment Leader: Andrew Alvillar	Action: Students would benefit from watching DVD's of other boot camp activities. (06/06/2017) Action Category: Program/College Support Follow-Up: We have not been able to find DVD's that we would be able to offer to our students and we do not have a video system in the room to have our students to watch a DVD. With our new facility timeline we may have to wait until completion to purchase some of of this equipment. (09/12/2017)
	Performance - Students were required to name and demonstrate 1 anaerobic and 1 aerobic exercise. Standard and Target for Success: 80% of students should be able to name and demonstrate 1 anaerobic and 1 aerobic exercise.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 15 students were tested on their ability to name and demonstrate 1 anaerobic and 1 aerobic exercise. This test was given in week 12 of a 16 week semester. This allowed students a good amount of time to fully understand the concepts of anaerobic and aerobic exercises and to have participated in a variety of each type. When tested 13 of 15 students were able to successfully complete the assessment. This showed that 86% of students were competent in the concepts of anaerobic and aerobic exercises. The 2 students who were not successful were students who often missed class. This assessment showed that if students regularly attended class and fully participated they were able to learn and demonstrate the main points of the class. (06/10/2019) Faculty Assessment Leader: Elizabeth Hazell Faculty Contributing to Assessment: Andrew Alvillar	Action: Students would benefit from having an alternative workout spot available when it rains. (06/10/2019) Action Category: Program/College Support