



# FALL 2014 Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (HSA) - Kinesiology

Course SLOs 1 and ctu.unitid = 730	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up												
<p>ECC: CH 3 - Drugs and Alcohol in Society - SLO #1 Identify Symptoms - Student will identify the signs and symptoms of Alcoholism.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were asked to list as many signs and symptoms of alcoholism as possible.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 70% of students should be able to list at least seven signs and symptoms of alcoholism.</p>	<p>10/21/2014 - 6 students listed more than 10 representing 23%</p> <table><tr><td>5</td><td>listed 10,</td><td>19%</td></tr><tr><td>11</td><td>listed 7-9</td><td>42%</td></tr><tr><td>1</td><td>listed 5</td><td>3%</td></tr><tr><td>3</td><td>listed less than 5</td><td>11%</td></tr></table> <p>total of 26 students took exam A greater number of students met the standard than in previous assessment. There was a greater emphasis on covering the material in lecture this semester.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Eugene Engle</p>	5	listed 10,	19%	11	listed 7-9	42%	1	listed 5	3%	3	listed less than 5	11%	<p>10/20/2015 - Updated videos on alcoholism.</p> <p><b>Action Category:</b> Program/College Support</p>
5	listed 10,	19%													
11	listed 7-9	42%													
1	listed 5	3%													
3	listed less than 5	11%													
<p>ECC: 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.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p> <p><b>Input Date:</b> 11/17/2014</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Labeled the interior and exterior reproductive structures on a figure and identified the function of the structure</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> All the students should achieve at least 80% success accuracy.</p>	<p>12/03/2014 - Out of 25 students 21 achieved a total score of 18/22 or higher. The average score of the total class was 18 points out of 22. The students might have scored higher if the assessment was not at the end of a unit test, and had come to class more often. The students that did not score 80% or higher missed at least two classes during that unit.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Charleen Zartman</p>	<p>10/21/2015 - Have the assessment separate from the unit test so students can focus more on the SLO.</p> <p><b>Action Category:</b> Teaching Strategies</p>												
<p>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.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Assessment Method Description:</b> The student had 3 attempts to complete the correct protocols for the flat bench press. The assessment was taken on a flat bench using the 45lb bar (lighter bar was provided if needed). The instructor acted as the spotter.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students should complete the proper lifting protocols for the flat</p>	<p>12/11/2014 - 25 students attempted the flat bench press. Each student had 3 tries at completing the lift. 20 students completed the lift correctly within the 3 tries, 5 students did not. The spotter made recommended adjustments to the student, after which 4 of the students were able to complete the lift properly. The remaining student with further instruction from the spotter completed the lift correctly. The most common mistakes were the placement of the hands on the bar and placement of the students body on the bench. More time is needed to insure that the student lines up their</p>	<p>12/31/2015 - Students that have had previously taken or participated in a form of weight training that included the flat bench had a strong predisposition for the using the correct lifting protocols. Beginning students generally had to have more cues to complete the lift correctly. Once these cues were given the lift was done correctly. If the students were able to have at their disposal during the lift a</p>												

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<b>Course SLO Status:</b> Active	bench press within the 3 attempts.	<p>hands on the bar correctly and properly position their bodies on the bench.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Tom Hazell</p> <p><b>Faculty Contributing to Assessment:</b> None</p>	<p>diagram of the proper protocols near the lifting station or better yet some sort of electronic device that would cue the proper form prior to the lift, the success of the student executing the lift would be enhanced.</p> <p><b>Action Category:</b> Program/College Support</p>
<p>ECC: PE 18 - Boxing - SLO #2 Techniques - Students will demonstrate at least three boxing techniques (routines).</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students will be individually tested and observed</p> <ol style="list-style-type: none"> <li>1. Is body posture correct?</li> <li>2. Continuity and smoothness of movement.</li> <li>3. Coordination of head, hands, hips, and feet.</li> <li>4. Proper breathing techniques.</li> <li>5. Correct pattern or movement.</li> </ol> <p>Each of the evaluative measures will be assessed on a 0, 1, 2 scale with 0 assigned to a response in which the criteria are not at all met; a 1 for partial completion of the criteria and 2 for full satisfaction of the criteria.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> 100% of students should receive an evaluation score of 1 and 80% an evaluation score of 2</p>	<p>12/04/2014 - 83 active students from 3 sections were tested late in the semester. this gave ample time for students to learn, assimilate, and demonstrate proper technique. The 3 strikes assessed were: Left Jab, Right Cross, and Left Hook. For ease of data recording during assessment, a blank = 2 for full satisfaction of criterion, 1 for partial satisfaction of criterion, 0 for complete inability to understand the criterion</p> <p>5 criteria, max score of 2, 3 techniques, 83 students = Max total score of 2490.</p> <p>Assessed students received a total score of 2454 or 98.6%, indicating that the students were able to learn, assimilate, and demonstrate the techniques. This was accomplished through proper instruction, constant practice and repetition to reinforce the concepts.</p> <p>Details</p> <p>100% of the 83 students assessed were able to identify and demonstrate the correct strike to when it was called out.</p> <p>81 of 83 or 98% completely satisfied the first 4 criteria.</p> <p>50 of 83 or 60% completely satisfied the 5th criterion of Pattern.</p> <p>These results indicate that the students exceeded the SLO standards. The techniques are complex and the more students practice over time, the more proficient they will become.</p> <p>While it may seem like the first 4 criteria aren't necessary, they are important skills in boxing in all forms of physical activity and should remain as part of the SLO.</p> <p>The area in need of immediate improvement is the Pattern or movement of the Left Hook in which the feet and leg movement is more complex. the movement needs to be broken down into simpler steps for learning and more time needs to be spent earlier in the semester in order to develop the student's muscle memory sufficiently to respond correctly. Also, some semesters have students which are more adaptable to the techniques and thus skew the results to the positive.</p> <p><b>Standard Met? :</b> Yes</p>	<p>01/13/2015 - I have broken down the hook punch technique and developed an hip rotation training exercise to increase the students ability to properly execute the technique. I will begin the training exercise in Spring 2015 semester</p> <p><b>Action Category:</b> Teaching Strategies</p> <p>12/04/2014 - The area in need of immediate improvement is the Pattern or movement of the Left Hook in which the feet and leg movement is more complex. the movement needs to be broken down into simpler steps for learning and more time needs to be spent earlier in the semester in order to develop the student's muscle memory sufficiently to respond correctly.</p> <p><b>Action Category:</b> Teaching Strategies</p>

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		<b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Yamashita <b>Related Documents:</b> <a href="#">Data Assessment for Posting 2014Nov16 8254.xlsx</a> <a href="#">Data Assessment for Posting 2014Nov16 8261.xlsx</a> <a href="#">Data Assessment for Posting 2014Nov16 8267.xlsx</a>	
ECC: PE 2 - Walking for Fitness - SLO #2 Exercise Heart Rates - Students will utilize exercise training heart rates to monitor exercise intensity. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> On the final exam, the students were required to list and explain the various exercise training heart rates and how to utilize the heart rates in order to monitor exercise intensity. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 90% of the students should be able successfully explain the various heart rates and how to utilize the heart rates to monitor intensity.	12/05/2014 - 12 students took the final exam regarding exercise heart rates. 11 of the 12 successfully explained the value of the exercise heart rates and how they monitor their exercise intensity. The students were required to show the formula for each exercise heart rate level and the value of reaching each level. The student that was not successful could have been identified earlier and given some extra assistance in understanding all of the course material. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Tom Hicks	09/28/2015 - It would be of great assistance for the college to purchase heart rate monitors that could be worn during the class to assist the students in taking their heart rates. The one student that did not successfully pass the exam would have benefited greatly with a heart rate monitor that could be worn on the wrist during class. This would have helped all students better understand the value of each exercise heart rate level and be able to better track their success in class.  <b>Action Category:</b> Program/College Support
ECC: PE 204 - Badminton - SLO #1 Overhead Clear - Students will demonstrate proficiency and accuracy in the overhead clear. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> The students had 10 opportunities to hit an overhead clear to a specific area at the back of the badminton court. <b>Assessment Method:</b> Performance <b>Standard and Target for Success:</b> 75% of the students will be expected to be able to hit an overhead clear to a specific area at the back of the badminton court 60% of the time.	12/03/2014 - 23 students were tested. 9/10 successful attempts    9 students 7/8                                6 5/6                                4 3/4                                1 0-2                                3 This is a general Badminton class and not the team class so some students have had no previous Badminton experience and have limited athletic ability. <b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> A. John Britton	09/28/2015 - The students with limited athletic ability will be identified early in the course and given added intensive practice in this skill before progressing in the course.  <b>Action Category:</b> Teaching Strategies
ECC: PE 208 - Bowling - SLO #1 Keeping Score - Students will demonstrate the process of keeping score.	<b>Assessment Method Description:</b> Students were required to keep there bowling scores during a game.	11/05/2014 - A pre-test and a post-test were given which required students to keep there bowling score of	

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<b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> All students (100%) should be able to keep an accurate bowling score of a game.	a game. All students should be able to accurately keep score by the post-test. Students were allowed a couple of weeks of bowling to practice. The test was a pass/fail test. A passing grade required the students to accurately keep score of a game. Pre-test results = 3 passed, 17 failed Post-test = 19 passed, 1 failed A significant improvement was displayed from the pre to the post test. <b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Diana Galias	09/11/2015 - To reach a 100% passing, a few more practice sessions will be incorporated into the course.  <b>Action Category:</b> Teaching Strategies
ECC: PE 217 - Sports Officiating - SLO #1 Qualifications - Student will identify the qualifications and duties required for becoming a sports official. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Students were given assessment test to measure whether they were able to identify the qualifications and duties required for becoming a sports official. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 80% of students will score 80% or above on the assessment at the end of the semester	01/16/2015 - 13 students were assessed. 11 students met the criteria of 80% or above.. 2 students failed to reach the criteria for success at 80% or above. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Nicholas Jones	01/17/2016 - Test was a fairly good measurement of testing the student's knowledge of the student learning outcome. Next assessment I would recommend adding a field test that requiring students to identify specific qualifications and duties for sports officials of individual sports.  <b>Action Category:</b> Teaching Strategies
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. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Students performed offensive and defensive techniques partnering with another student. Grades were given for various skills utilizing the naginata as observed by the instructor. <b>Assessment Method:</b> Presentation/Skill Demonstration <b>Standard and Target for Success:</b> 80% of the students will be able to adequately perform the offensive and defensive techniques.	12/12/2013 - 18 out of the 20 students (90%) could perform the techniques. Students performed this art very well in a short time (one semester). There is so much more to naginata that can be taught and learned in one semester. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013) <b>Faculty Assessment Leader:</b> Helen Nakano <b>Reviewer's Comments:</b> RS-More detail on techniques and how students performed on each would be nice so that improved teaching strategies could be recommended for skills that need it.	12/10/2014 - An advanced naginata course is recommended so that students can develop more naginata techniques/skills. One semester is not enough time to learn more advanced techniques.  <b>Action Category:</b> Curriculum Changes
	<b>Assessment Method Description:</b> Students performed offensive and defensive techniques partnering with another student. Grades were given for various skills utilizing the	01/29/2015 - 16 students took the performance exam. 14 of the 16 could perform the skills with a grade of A, 1 B, and 1 C. For those students who did not do well, in addition to attendance, I think I should stress more the	09/15/2015 - I think I should stress more the importance that they read the 5 -page handout that I distribute to the class at the beginning of the semester.

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	<p>naginata as observed by the instructor.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> 80% of the students will be able to adequately perform the offensive and defensive techniques.</p>	<p>importance that they read the 5-page handout that I distribute to the class at the beginning of the semester.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Helen Nakano</p>	<p><b>Action Category:</b> Teaching Strategies</p>																																																												
<p>ECC: PE 224 - Golf - SLO #1 Driving - Students will demonstrate proficiency in driving a golf ball.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 01/24/2014</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Using the first hole on the par 3 course at Alondra Golf Course, students were assessed on driving ability to see if their tee shot landed on the green during their first round on the course and again 6 weeks later to see if there was improvement.</p> <p><b>Assessment Method:</b> Multiple Assessments</p> <p><b>Standard and Target for Success:</b> 50% of the class will have improved from the first week to the sixth week in landing on the green in regulation.</p>	<p>12/05/2014 - Kept track of results from week 1 on the course and again on week 6 for hole 1 at Alondra GC.</p> <p>KEY - Y=yes    N=no</p> <table><tr><td>Student</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Week 1</td><td>N</td><td>N</td><td>N</td><td>N</td><td>Y</td><td>N</td><td>N</td><td>N</td><td>N</td></tr><tr><td>N</td><td>Y</td><td>N</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Week 6</td><td>N</td><td>N</td><td>N</td><td>Y</td><td>N</td><td>N</td><td>N</td><td>N</td><td>Y</td></tr><tr><td>N</td><td>N</td><td>N</td><td>Y</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The 2 that got on the green the very first day were not able to repeat that 6 weeks later, but 3 other people did land their ball on the green on the first hole. only 23% of the class were on the first hole green in regulation by week 6.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Stacy Komai</p> <p><b>Faculty Contributing to Assessment:</b> n/a</p> <p><b>Reviewer's Comments:</b> The greens are small and conditions were different at the course for week 6 since it rained a lot during the week and it was cooler in the morning than it normally was.</p> <p>Assessing their scores on the first hole highlighted their improvement from week 1-6. Over half the class improved their hole score by 3-4 strokes after 6 weeks. So they might not have landed on the green in regulation, but their overall game improved tremendously over the semester and not only were their drives better, but also their chipping and putting and their total scores have dropped by several stokes in that 6 weeks.</p>	Student	1	2	3	4	5	6	7	8	9	10	11	12	13							Week 1	N	N	N	N	Y	N	N	N	N	N	Y	N	N							Week 6	N	N	N	Y	N	N	N	N	Y	N	N	N	Y							<p>05/29/2015 - For future assessments, using the 9th hole instead of the first hole for the assessment might show more improvement and get closer to the 50% since they will have had 8 holes to warm up instead of using the first hole where they have had no warm up at all.</p> <p><b>Action Category:</b> Teaching Strategies</p>
Student	1	2	3	4	5	6	7	8	9																																																						
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Week 1	N	N	N	N	Y	N	N	N	N																																																						
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Week 6	N	N	N	Y	N	N	N	N	Y																																																						
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<p>ECC: PE 240 - Beginning Swimming - SLO #1 Breathing - The student will demonstrate swimming freestyle using correct breathing.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students swam 50 yards and were evaluated by the instructor for correct breathing technique</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> 100% of students can swim 50 yards with proper breathing technique.</p>	<p>12/10/2013 - 20 out of 25 students could swim the 50 yards with proper breathing technique.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Le Valley Pattison</p> <p><b>Reviewer's Comments:</b> RS - more detailed data and analysis is recommended, with strategies to meet the standard of 100% of the students.</p>	<p>12/01/2014 - We are in need of new lane lines. The current ones are really old, and are falling apart.</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p>08/25/2014 - Need a class for students who aren't ready for the Intermediate/advanced class.</p> <p><b>Action Category:</b> Curriculum Changes</p> <hr/>
	<p><b>Assessment Method Description:</b> Students swam 25 yards freestyle using the proper breathing techniques on the right side. Students than swam 25 yards freestyle using the desired breathing technique on the left side. Lastly, students were asked to swim 25 yards freestyle and breath every three strokes to the right and left.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> By the end of the semester, I would like 100% of the students to be able to swim freestyle and breath to the side.</p>	<p>12/10/2014 - Data: There was a total of 26 students who participated in a pre and post test to assess proper breathing technique. At the beginning of the semester, 10 students were able to swim 25 yards of freestyle, breathing to the side. At the end of the semester, students were assessed again, 24 of the 26 students tested demonstrated correct breathing techniques. Analysis: Although I did not meet my standard of 100% of students being able to breath to the side, 24 of 26 students is a good result. It is my belief that the reason two students did not meet the standard was because they had several absences, and were excessively tardy. However, to meet the standard in the future, it is important for me to modify my teaching strategies. For example, in previous semesters, I allotted a short time for students to watch videos that gives tips on stroke techniques and mechanics. This was the first semester that I did not show videos, and I realized that it is important for the students to see an example of good technique so that they can mimic it in the water.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Heather Dohy</p>	<p>01/20/2015 - Next semester, I will incorporate videos in addition to time in the water. Also, it would be very helpful to record the students swimming so they can see their technique as well.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p>01/19/2015 - For student's safety, I think that the current lane lines should be replaced. The metal in each lane line is beginning to fray, and it represents a hazard to students as they are swimming.</p> <p><b>Action Category:</b> Program/College Support</p> <hr/>
<p>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.</p>	<p><b>Assessment Method Description:</b> Assessment will utilize the final skills tests set by the American National Red Cross. See attached document</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> Standard = 90% passing to get Red Cross LGT</p>	<p>11/30/2014 - • 100% of students who completed the skills tests passed and 48% to 87% scored at level of Excellent Performance.</p> <ul style="list-style-type: none"> <li>• The data does not reflect how many times some students retook the tests in order to be able to pass. The above data reflects attempts over multiple dates.</li> <li>• The data does not indicate the number of additional hours of class practice time which were required</li> </ul>	<p>12/31/2014 - • Curriculum revision or teaching strategies: The class lecture content could be taught using a hybrid format with an online component. The required online video viewing with discussion, problem-solving, and practice written tests could enhance the</p>

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<b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	certification. Target = 100% passing and 75% at zero errors with excellent performance. <b>Related Documents:</b> <a href="#">SLOassessmentResultsFa2014.docx</a>	outside normally scheduled class hours. The instructor arranged to meet the class early several weeks in a row to allow for additional practice of skills. • Unlike other classes, when remedial work is needed, there is no place to send the students to get additional supervised practice. The pool is only available to students during regularly scheduled class hours.  <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Linda Delzeit <b>Related Documents:</b> <a href="#">PE247-LGT-SLO1analysisFa14.docx</a>	class and improve student learning outcomes. The class was taught with web support but it was not mandatory to do discussions online. Students did take advantage of the practice tests online and downloaded free PDF versions of the textbook. Students also watched videos offered online. If the class utilized online assignments and discussions as part of the grade, it could improve the rate at which the students comprehended the various use of skills used and how they related to possible scenarios they would encounter.  <b>Action Category:</b> Curriculum Changes  <hr/> 12/31/2014 - • Curriculum revision: Increase the number of hours which the class meets, changing the class from 1 unit to 2 units. One unit is recommended for lecture and one unit, no homework is recommended for lab. The current class is 1 unit with 0.5 units devoted to lecture and 0.5 units of lab, no homework.  <b>Action Category:</b> Curriculum Changes  <hr/>
ECC: PE 250 - Techniques of Surfboard Riding - SLO #1 Paddling - Students will demonstrate knee and prone paddling techniques. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Student will perform paddling safely through waves in small surf conditions <b>Assessment Method:</b> Presentation/Skill Demonstration <b>Standard and Target for Success:</b> Student will be able to safely paddle through small breaking waves.	09/01/2015 - Students were not taught knee paddling because the boards used for the class would not support knee paddling. I feel the SLO should be changed to: Students will demonstrate prone paddling techniques. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Contributing to Assessment:</b> Kurt Peters	02/08/2015 - Due to the equipment used in the class knee paddling should not be taught in the future. The students will be taught various prone paddling techniques.  <b>Action Category:</b> Teaching Strategies  <hr/>
ECC: PE 254 - Aerobic Fitness - SLO #2 Flexibility Improvement - Students will demonstrate improvements in flexibility. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b>	<b>Assessment Method Description:</b> Student will perform a pre and post sit and reach test. Measurements for both tests will be recorded and the results will be analyzed for effectiveness of learning outcome. <b>Assessment Method:</b> Performance	11/26/2014 - 20 out of 22 students demonstrated an improvement of 1 inch or more in their sit and reach test results. Since this was the first time using this assessment, a lower standard was chosen. 12 of 22 students showed an improvement of more than 2 inches in flexibility. <b>Standard Met? :</b>	03/02/2015 - For the next assessment, I will increase the standard to a 2 inch increase in flexibility and set aside more time for stretching to pass the new target for success.

Course SLOs 1 and ctu.unitid = 730	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
01/21/2014 <b>Course SLO Status:</b> Active	<b>Standard and Target for Success:</b> Students improve flexibility by more than 1 inch on the sit and reach test.	No <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Brandon Alcocer	<b>Action Category:</b> Teaching Strategies
ECC: PE 258 - Power Vinyasa Yoga - SLO #1 Surya Namaskar Sequencing - Students will explain the correct sequencing of postures in Surya Namaskar B. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 01/30/2014 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Students listed the 17 poses in sequential order of Suyra Namaskar B. Students also added the breathing sequence for transitions. Students practice the poses and the sequence but the test is written. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 80% of the students should be able to list the poses in order along with the breathing.	11/10/2014 - 22 out of 22 students listed the poses in the correct order while 20 out of 22 students also listed the correct breathing. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Charleen Zartman	03/09/2015 - Perhaps doing a demonstration instead of writing down the poses sine by the time we do this assessment it is already in their muscle memory. A new strategy would be to have the students work in pairs and have one record the other student doing the correct sequence  <b>Action Category:</b> Teaching Strategies
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. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017) <b>Input Date:</b> 02/03/2014 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Each student will participate in a timed cardiovascular fitness test (two laps around the tennis courts) after an instructor led stretching routine. Students will first be assessed at the beginning of the semester (first 2 weeks) and once again near the end (final 2 weeks) of the semester. Hopefully there will be significant improvement in the student's time and capable physical exertion. <b>Assessment Method:</b> Performance <b>Standard and Target for Success:</b> First and foremost we're looking for general improvement (faster times during the post-test). Ideally we're looking to improve the times anywhere between 3-30 seconds (depending of their fitness level prior to enrolling in circuit training).	12/01/2014 - STUDENT # Differential in Time (+/-) Pre-Test vs. Post Test 1 – (-3) seconds 2 – (-3) seconds 3 – (-3) seconds 4 – (-3) seconds 5 – (-21) seconds 6 – (-17) seconds 7 – (-9) seconds 8 – (-42) seconds 9 – (-6) seconds 10 – (-14) seconds 11 – (-2) seconds 12 – (-29) seconds 13 – (-14) seconds 14 – (-56) seconds 15 – (-7) seconds  <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Robert Uphoff	01/29/2015 - One of my teaching strategies next semester is to utilize the body fat monitor scales that are available from room PE-52. I think this will provide better statistical data for our students, regarding body composition and enhancement.  <b>Action Category:</b> Teaching Strategies
ECC: PE 270 - Fitness and Sports Nutrition - SLO #1 Protein and Nutritional Supplements - Student will identify effective protein and nutritional supplements for enhanced muscular	<b>Assessment Method Description:</b> Students' knowledge and understanding of effective protein and nutritional supplements for enhanced muscular recovery from exhaustive	12/04/2014 - 100% of the students scored at or above 70% with 92% of the students scoring above the target goal of 80%. The reasons for the successful achievement of the target scores are likely twofold: 1)	09/10/2015 - I plan on continuing the basic academic structure and content of the class as it exists now, with the possible addition of more student in-

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<p>recovery from exhaustive exercise.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p>exercise was assessed by multiple choice, matching, and brief essay (critical thinking) questions.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 90% of students will score 80% and above on this assessment at the conclusion of this unit.</p>	<p>this course is designed more for students interested in seeking more specific information in the area of Applied Kinesiology/Nutrition for either personal or professional reasons and are more motivated/interested than the average student and 2) the teaching methodologies for this unit area were numerous (and apparently effective) including in-class lecture and discussion, homework assignments, student presentations of specifically-related topics, and guest lecturer (ECC Strength and Conditioning Coach Kim Jones). This topic area is one of the most intriguing areas of applied nutrition to students interested in the area of Fitness, Exercise Science, and Kinesiology in general.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Dean Lofgren</p>	<p>class presentations. Student presentations of specific topic areas motivate the student to do quality research and present "cutting edge" information that they discovered. This learning tool has turned out to be one of the highlights of the semester.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>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.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> A matrix of criteria for an ankle taping test is given to each student.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Related Documents:</b> <a href="#">Criteria</a> <a href="#">Lab Skills Examination Criteria PE272 F-14.docx</a></p>	<p>12/03/2014 - Based upon the attached rubric, the standard used to determine success in taping is 70%, 14/20 points.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Mary Aja</p> <p><b>Related Documents:</b> <a href="#">Taping Rubric</a> <a href="#">Criteria</a></p>	
<p>ECC: PE 275 - Sport Psychology - SLO #1 Study vs Experiment - The student will describe the difference between a study and an experiment.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/28/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> 1 short answer question was part of the unit test. Students had to describe the difference between a study and an experiment. Students needed to describe the difference by including two components in their answer. Those two components are: 1. In an an experiment the observer manipulates the variables 2. Tries to establish a cause and effect relationship.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 90% of students should be able to list both components.</p>	<p>11/20/2014 - 32 students took the test: 15 students listed both variables, 16 listed 1 variable and 3 did not list any. Since 3 of those students who didn't list any of the components were not in class that day, another review session should emphasize the components.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Kristy Loesener</p>	<p>09/08/2015 - Next fall when I teach the class again, I will add another review session to reemphasize the two components.</p> <p><b>Action Category:</b> Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 730	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>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.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were tested three times each semester on a standard 12 minute run/walk test. The first test would evaluate current cardiopulmonary fitness level. The second test would help students monitor progress. A third test would show results. After the intitial test students designed a program that would lead to personal improvement.</p> <p><b>Assessment Method:</b> Laboratory Project/Report</p> <p><b>Standard and Target for Success:</b> Target for success would be a measured improvement in distance measured by the 12 minute run/walk test.</p>	<p>12/22/2014 - 32 students were tested 3 times.</p> <p>28 students made improvements. 4 student did not show measurable improvement.</p> <p>Students were given plenty of resources to design and put into practice a program to improve cardiopulmonary fitness. The fitness center and surrounding area provide opportunities to work at an intensity level necessary for improvments. Students were able to be tested appropriately.</p> <p>One obstacle was not having a track to measure distance of running acurately. This is due to reconstruction on campus. Once a track is put in place testing procedures will be much easier to apply.</p> <p>Two of the students that did not show marked improvment in cardiopumonary fitness were injured in outside of class activities. These injuries did not allow for taking a final test.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Nate Fernley</p>	<p>01/05/2016 - Completion of a standard track that would allow for accurate measurement of distance traveled during class testing.</p> <p><b>Action Category:</b> Program/College Support</p>
<p>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.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a basketball court diagram and asked to identify the dimensions, boundaries, markings, and positions on a collegiate basketball court.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> The target for student success is that 90% of students will score 75% or above on the dimension test.</p>	<p>12/02/2014 - Summary - 29 students took the basketball dimensions exam. 27 of 29 students met the target score for student success.</p> <p>Data - Student 1 - 90% Student 2 - 100% Student 3 - 96% Student 4 - 83% Student 5 - 100% Student 6 - 93% Student 7 - 73% Student 8 - 80% Student 9 - 90% Student 10 - 81% Student 11 - 86% Student 12 - 90% Student 13 - 100% Student 14 - 75% Student 15 - 71% Student 16 - 90% Student 17 - 77% Student 18 - 93%</p>	<p>05/05/2015 - The next time this SLO is assessed a tougher exam without a word bank will be administered.</p> <p><b>Action Category:</b> Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 730	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
		<p>Student 19 - 85%</p> <p>Student 20 - 93%</p> <p>Student 21 - 77%</p> <p>Student 22 - 75%</p> <p>Student 23 - 93%</p> <p>Student 24 - 100%</p> <p>Student 25 - 90%</p> <p>Student 26 - 95%</p> <p>Student 27 - 77%</p> <p>Student 28 - 90%</p> <p>Student 29 - 75%</p> <p>Analysis -</p> <p>This exam had a word bank for assisting each student with identifying the dimensions and areas of the basketball court. The assessment showed that most students could identify the dimensions and areas on the floor correctly. In order to further assess student understanding of dimensions and areas of the court, the word bank should be eliminated from the exam.</p> <p><b>Standard Met? :</b></p> <p>Yes</p> <p><b>Semester and Year Assessment Conducted:</b></p> <p>2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b></p> <p>Joel Weiss</p> <p><b>Faculty Contributing to Assessment:</b></p> <p>NA</p>	
<p>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.</p> <p><b>Course SLO Assessment Cycle:</b></p> <p>2014-15 (Fall 2014)</p> <p>2017-18 (Fall 2017)</p> <p><b>Input Date:</b></p> <p>11/29/2013</p> <p><b>Course SLO Status:</b></p> <p>Active</p>	<p><b>Assessment Method Description:</b></p> <p>Students were tested in regards to abdominal muscle endurance via a 1 minute sit-up test. The test was given 3 times. Once at the beginning of the semester, once mid semester and one at the end of the semester. Results were recorded and monitored. An abdominal workout was developed at the beginning of the semester and used throughout to aid in improvement.</p> <p><b>Assessment Method:</b></p> <p>Performance</p> <p><b>Standard and Target for Success:</b></p> <p>The standard of success is 100% of the students would be able to assess their current fitness and design a program for improvement.</p>	<p>02/14/2014 - 55 (100%) students were given the standardized situp test. All students were able to assess their current fitness levels on each test by recording the results in a fitness folder. This assessment served not only as an understanding of their own current fitness level in abdominal muscle endurance but also served as a testing standard to monitor the muscle endurance program in which they developed. Each student developed an abdominal program to improve their current fitness level.</p> <p><b>Standard Met? :</b></p> <p>Yes</p> <p><b>Semester and Year Assessment Conducted:</b></p> <p>2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b></p> <p>Fernley</p> <p><b>Faculty Contributing to Assessment:</b></p> <p>Jones, Hazzel</p> <p><b>Related Documents:</b></p> <p><a href="#">situp-pushup norms.xls</a></p>	<p>03/02/2015 - Next assessment it would be appropriate to test a couple different types of muscle endurance in order to see full body development. The current assessment does show the students understanding of the concept.</p> <p><b>Action Category:</b></p> <p>Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 730	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: PE 7 - Baseball - SLO #1 Rules - Students will identify basic rules and strategy within the sport.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Final Exam to measure the students knowledge on the basic rules and strategy of baseball.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 80% of the students will score 80% or above on the assessment at the end of the semester.</p>	<p>01/16/2015 - 23 students were assessed. 20 students met the target of success receiving a score of 80% or above. 3 students failed to meet the criteria of 80% or above.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Nicholas Jones</p>	<p>01/17/2016 - The exam was a good measure for student's ability to identify basic rules and strategies within the sport of baseball. After reviewing the data and analysis I think that another good way to measure the students knowledge of the SLO is by having them identify basic rules and strategy in live game settings.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>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.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students had 5 attempts to score a goal from a direct free kick. The direct free kick was taken from 20 yards away from the goal, in the middle of the field.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> 80% of students should score 1 goal in 5 attempts from taking a direct free kick from 20 yards away from the goal.</p>	<p>11/13/2014 - 33 students attempted direct free kicks from 20 yards away from the goal. Each student had 5 tries to score a goal from the designated spot. 22 students were able to score a goal, while 11 students could not score a goal from 20 yards away in 5 attempts. The direct free kick was placed in the middle of the field and no goalie was placed in the goal. Students needed to be able to kick the ball far enough and accurate enough to score a goal. Analysis of the test shows that 70% of the students were adequately skilled at taking a direct free kick, while 30% of the students still need further instruction and practice at taking direct free kicks. Students who missed the shot missed in a variety of ways. Some students could not make the distance to the goal, while others kicked the ball wide or over the goal. More attempts may be needed during assessment for students to be successful. The students who were able to score a goal mostly were able to do so with less than 5 attempts. More time and repetition should be spent on shooting accuracy and overall strength to assist all students in meeting the standard.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Elizabeth Hazell</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Hazell</p>	<p>08/01/2015 - Beginning students generally need more than one semester to become adequate at Soccer. Students would benefit from taking two semesters of beginning soccer. (For example: Beginning Soccer 1A and Beginning Soccer 1B).</p> <p><b>Action Category:</b> Curriculum Changes</p>