

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (HSA) - Kinesiology Athletics

ECC: PE 105abc:Women's Intercollegiate Basketball Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #2 Strategies - Students will describe various offensive/defensive strategies. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013	Multiple Assessments - Performance Students were asked to react/run specific offensive sets/motion based on the defense they faced during multiple possessions. They were evaluated on their decision making (reading the defense), execution of the offense (locating open teammate or taking advantage of the defensive breakdown) and the use of proper timing (ball movement, setting screens, sprinting to spots on the floor etc.). Standard and Target for Success: It is expected that 80% of the students will score 80% or above on this SLO	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 11 of 13 students scored at 80% or above. The 2 students who didn't are both enrolled for the first time in the class. The experience factor is a huge benefit in performing this task. (02/04/2016) Faculty Assessment Leader: Steve Shaw	Action: Provide extra repetitions for students enrolled for the first time. (02/05/2016) Action Category: Teaching Strategies

ECC: PE 110abc:Women's Intercollegiate Volleyball Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Sportsmanship - The student athlete will utilize appropriate sportsmanship during practices and competition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - All student athletes will shake hands after every match and no student athletes will receive a red card for the entire season.</p> <p>Standard and Target for Success: 100% of student athletes will shake hands after every match and no student athletes will receive a red card for the entire season.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>16 Student athletes were assessed throughout the semester. They competed in 25 contests and were successful in shaking hands after every match and not receiving a red card 100% of the time. 100% of student athletes demonstrated appropriate sportsmanship during practice and competition. (11/24/2015)</p> <p>Faculty Assessment Leader: Le Valley Pattison</p> <p>Faculty Contributing to Assessment: Le Valley Pattison and Liz Hazell</p>	<p>Action: Continue to stress the importance of respect and sportsmanship throughout the student athletes career at El Camino College. (11/24/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 116abc:Off-Season Training for Intercollegiate Tennis Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Fall 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Presentation/Skill Demonstration - Students will perform a self analysis of their groundstrokes and serve while identifying strengths and weaknesses of each stroke. Students will then indicate necessary practice tools and strategies to enhance the possibility of improvement.</p> <p>Standard and Target for Success: An advanced level of tennis requires that players be able to effectively analyze strengths and weaknesses of their strokes. The ability to analyze and critique the ready position, ball contact point, weight transfer and follow through allows advanced players to make adjustments in their strokes for continued improvement. Once identified, these adjustments can be made much more efficiently with effective practice strategies to improve muscle memory. It is expected that 100% of students will effectively analyze their strengths and weaknesses for each stroke as they apply to their particular skill level on the National Tennis Rating Program scale. It is expected that 80% of students will then effectively propose a minimum of 1 practice strategy to improve identified weaknesses for each stroke.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Individual meetings were held with each student to compare their self analysis with instructor's analysis. 10 of 10 students (100%) were able to effectively analyze and critique strengths and weaknesses of their groundstrokes and serves as they apply to their particular skill level on the NTRP scale. Weaknesses were accurately noted in ready position, ball contact point, weight transfer and follow through for each stroke. 8 of 10 students (80%) were able to subsequently determine 1 strategy/drill to improve each recognized weakness.</p> <p>Fundamental skill components were explained in detail and repetitive demonstrations were given to all students throughout the semester. Although students performed at various skill levels, their analytical abilities proved to be similar as they were all exposed to the same explanations and demonstrations. This repetitive and thorough instruction resulted in 100% of students effectively analyzing their strokes. Drills and practice aids were also reviewed several times throughout the semester, exposing each student to strategies utilized to enhance improvement for specific weaknesses. This resulted in 80% of students proposing 1 drill designed to improve a specific weakness. The 2 students who were unable to effectively propose practice strategies for improvement are less experienced than the other students and this inexperience appears to be a factor in their inability to find an effective solution to an identified weakness.</p> <p>(12/20/2015)</p> <p>Faculty Assessment Leader: Steve VanKanegan</p>	

ECC: PE 121abc:Off-Season Training for Women's Intercollegiate Softball Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Fitness - Students will demonstrate improvement in the cardio respiratory endurance component of fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - In the beginning of the semester students were asked to sprint from home plate all the way around the bases and return to home plate. After they finished their sprint they were asked to complete an assessment based on RPE (Rate of Perceived Exertion). The RPE is a 1-5 scale with 1 being low difficulty and 5 being extreme high difficulty. They were then re-tested mid-semester to see if their fitness level had increased resulting in lower numbers than the first testing assessment.</p> <p>Standard and Target for Success: 80% of students should be at an RPE of 1-2 upon second testing assessment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>There were 20 students who participated in this assessment and the results were that 15 of the 20 lowered the RPE into the #1 and #2 levels. This is 75% of the group resulting in the assessment standard not being met. Suggestions for improved data for next time would be allocating more time on base running technique like hitting the front corner and rounding tight using upper body manipulation. Students have practiced rounding first base repetitively but the entire sequence of the home to home sprint has not been practiced enough to see assessment standards met.</p> <p>(11/09/2015)</p> <p>Faculty Assessment Leader: Jessica Rapoza</p>	<p>Action: Built in video surveillance on our field would be essential for analysis of base running technique allowing the students to perform the assessment and then watch their technique. This would allow them to correct wide turns and poor footwork therefore increasing their chances of meeting the assessment standard. (02/11/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PE 15abc:Men's Intercollegiate Basketball Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Performance - Students will utilize statistical data to analyze their performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 01/24/2014</p>	<p>Presentation/Skill Demonstration - Students will watch game film to assess both their offensive execution and the defensive strategy implemented for that particular game..</p> <p>Standard and Target for Success: The goal for this assessment is for 80% of the student-athletes in the class to effectively articulate (verbally or using diagrams) where mistakes were made and how they could be corrected (or could have been avoided) in the future.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Student-athletes had a 91% success rate for verbally articulating both corrections to mistakes made during competition (while watching film of a previous game) and/or strategies as to how mistakes could have been avoided. (02/03/2016)</p> <p>Faculty Assessment Leader: Robert Uphoff</p> <p>Faculty Contributing to Assessment: Keith Crenshaw</p>	<p>Action: We are fortunate to have raised the monetary resources to have our games broken down by VidSwap. This allows us to review our games and evaluate individual (and team) performance and make corrections in a much shorter period of time. I feel we could get much more out of our film sessions if we had a bigger budget to support video breakdowns of our opponents. This would likely cost an additional \$1,200-\$1,800 per year, but would definitely be a valuable tool moving forward. (02/03/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 20abc:Intercollegiate Cross Country Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Periodization - Student will explain how periodization applies to her season cardiovascular training program.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Essay/Written Assignment -</p> <p>Students described in essay format how periodization resulted as a consequence of their 12-16 week progressive cardiovascular training program. The gradual adaptation to the stress applied to both the musculo-skeletal and cardiovascular systems were emphasized.</p> <p>Standard and Target for Success: It was expected that 100% of student-athletes would achieve a score of 75% or above following an in-season cross country training periodization program.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students (in-season team class) achieved a score of 80% or above in explaining the philosophy and methodology of why and how the structured cardiovascular training program was developed and implemented. This in-season team course also allowed the students to monitor their improvements in their 5,000m and 4-mile race distance times. (02/03/2016)</p> <p>Faculty Assessment Leader: Dean Lofgren</p>	<p>Action: Current teaching methodologies will be maintained. Students (student-athletes) in this team course are active members of the intercollegiate cross country team and normally have a background and basic understanding of the how periodization applies to their training. With this in mind, they more so critically analyze appropriate workloads/volume of training for optimal results and avoid potential over training and injury. (11/18/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 233abc:Pep Squad

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #2 Conditioning - Students will demonstrate improvements in muscular endurance and flexibility. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013	Performance - Students performed a mile run to test endurance. Standard and Target for Success: 70% of the students will show improvement in the timed mile run.	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 8 of the 11 students showed significant improvements in the timed mile. There was not enough time during class to practice the mile run, but the other activities improved endurance. (11/16/2015) Faculty Assessment Leader: Diana Galias	Action: Next year we will incorporate a few more practice sessions running the mile focusing on pacing and striving to improve our times for the entire class. (11/04/2016) Action Category: Teaching Strategies

ECC: PE 35abc:Men's Intercollegiate Football Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - The students will be given handouts, take quizzes and demonstrate their understanding of the terminology by performing on the field tasks.</p> <p>Standard and Target for Success: 100% of the students to earn 80% or higher on quizzes</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Randomly selecting a 10 question quiz on formations, 33 students scored 100%, 1 student 80%, 1 student 70% (02/04/2016)</p> <p>Faculty Assessment Leader: Alvillar</p>	<p>Action: We will continue to give handouts and quizzes and randomly choose which quiz to be used for assessment. (10/17/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 46abc:Off-Season Training for Men's Intercollegiate Golf Team

Course SLOs	Assessment Method Description	Results	Actions												
<p>SLO #2 Driving Accuracy - Player will demonstrate accuracy in driving a golf ball.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - During one round of golf at the Links at Victoria golf course, team members will keep track of the number of fairways they hit during an 18 hole round.</p> <p>Standard and Target for Success: 75% of the players on the team will have the driving accuracy to have their ball come to rest in the fairway 75% of the time for the 14 drivable holes on the course.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>14 players played the course and kept track of the number of fairways hit on the 14 drivable holes during their round of golf. This is a regulation 18 hole course with a par of 72, and the 4 par 3's were not included in the driving accuracy assessment.</p> <table> <tr> <th># of players</th> <th>Fairways hit</th> </tr> <tr> <td>3</td> <td>>9</td> </tr> <tr> <td>2</td> <td>10</td> </tr> <tr> <td>4</td> <td>11</td> </tr> <tr> <td>4</td> <td>12</td> </tr> <tr> <td>1</td> <td>1</td> </tr> </table> <p>9 of the players hit the fairways with an accuracy greater than 75%. Unfortunately, that was only 64% of the team that were able to achieve that. However, 75% of the players were able to hit the fairways with 71% accuracy which was just short of meeting the goal. (12/04/2015)</p> <p>Faculty Assessment Leader: Stacy Komai</p>	# of players	Fairways hit	3	>9	2	10	4	11	4	12	1	1	<p>Action: Emphasize to the players that the driver is not always the best option when deciding what club to hit off the tee box. Sometimes an iron or a hybrid is a better choice to land the ball in the fairway with more accuracy depending on the layout of the hole. Next time, 75% of the team will have a driving accuracy average greater than 75%. (12/09/2016)</p> <p>Action Category: Teaching Strategies</p>
# of players	Fairways hit														
3	>9														
2	10														
4	11														
4	12														
1	1														

ECC: PE 58abc:Off Season Training for Intercollegiate Swimming Teams

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Turns - Students will apply the rules and demonstrate legal backstroke turns</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students were assigned a set of 10x50 backstroke with the goal of consistently using a legal backstroke turn.</p> <p>Standard and Target for Success: target for success would be for 100% of the students to complete 100% of the turns on the backstroke set legally.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>23 out of 24 students were able to complete the test set with 100% legal turns. One student made mistakes on two of their turns while coming into the wall with their off hand. They were able to do the turn successfully right handed.</p> <p>(10/26/2015)</p> <p>Faculty Assessment Leader: Corey Stanbury</p>	<p>Action: Students practice this turn at least one day per week. Practice yielded very high success rate. It can be challenging to be able to do the turn to both sides. Drills to practice entry to wall with either hand should produce improved results.</p> <p>(10/26/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 60abc:Women's Intercollegiate Soccer Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Wall Pass - Students will demonstrate the task of proficiency in utilizing a “wall pass” to beat a man vs. man defense.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students were tested 3 times throughout the semester to show proficiency in utilizing a wall pass to beat a man v. man defense. Each student was given 10 attempts to complete the task.</p> <p>Standard and Target for Success: By test 3, 90% of students should be able complete at least 8 out of 10 (80%) of wall passes to beat a man v. man defense.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>21 students were initially assessed. Only 12 students were able to successfully demonstrate proficiency in utilizing a wall pass to beat a man v. man defense. The other 40% of students were unable to meet the standard of at least 8 complete passes. This showed a need for further instruction and practice of wall passes. By test 3 there was almost 100% completion. Due to students dropping there were only 18 students tested, however 17 out of 18 were able to show competency in wall passes. This proved that extra practice was beneficial to student success. (11/30/2015)</p> <p>Faculty Assessment Leader: John Britton</p>	<p>Action: Students may see quicker success if the testing was completed more than 3 times, with more practice time devoted to passing against defenders. (01/19/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 6abc:Off-Season Training for Men's Intercollegiate Baseball

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Fitness - Students will demonstrate improvement in the cardio respiratory endurance component of fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Laboratory Project/Report - Students will complete the 12 minute walk/run test at the beginning of the semester. The test will be repeated at the end of the semester to measure improvement.</p> <p>Standard and Target for Success: 90% of students will have a improvement in the cardio respiratory endurance component of fitness.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>36 students were tested at the beginning of the semester in the 12 minute run/walk test. The students were then evaluated at the end of the semester to monitor progress. 34 out of the 36 students improved their distance in the run. This is a 94% success rate. (02/02/2016)</p> <p>Faculty Assessment Leader: Nate Fernley</p>	<p>Action: The success of the students was well above the standard with a 94% success rate. The other 2 maintained cardio respiratory endurance. This is a direct result to the programs designed by the strength and conditioning coach. Not only were the fitness programs well but the quality of support was outstanding. Continually providing necessary fitness equipment in that area is the key to sustained success. (02/02/2016)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: continue to provide support with cardio fitness endurance equipment. Especially in muscle recovery. Rolling out muscle groups helps with recovery which increases the ability to train at a high rate. (02/02/2016)</p>

ECC: PE 70abc:Men's Intercollegiate Soccer Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Wall Pass - Students will demonstrate the task of proficiency in utilizing a “wall pass” to beat a man vs. man defense.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students were tested 3 times throughout the semester to show proficiency in utilizing a wall pass to beat a man v. man defense. Each student was given 10 attempts to complete the task.</p> <p>Standard and Target for Success: By test 3, 90% of students should be able complete at least 8 out of 10 (80%) of wall passes to beat a man v. man defense.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>35 students were initially assessed. 33 students were able to successfully demonstrate proficiency in utilizing a wall pass to beat a man v. man defense. The other 5% of students were unable to meet the standard of at least 8 complete passes. This showed a need for further instruction and practice of wall passes. By test 3 there was almost 100% completion. Due to students dropping there were only 31 students tested, however 30 out of 31 were able to show competency in wall passes. This proved that extra practice was beneficial to student success.</p> <p>(11/30/2015)</p> <p>Faculty Assessment Leader: John Britton</p>	<p>Action: Students may see quicker success if the testing was completed more than 3 times, with more practice time devoted to passing against defenders. (01/19/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 76abc:Off-Season Training for Intercollegiate Track and Field Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Rules - Student will explain NCAA rules that apply to track and field competition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students were given a multiple choice and fill-in assessment pertaining to the NCAA rules governing our sport of track & field. 80% of the assessment was multiple choice with 20% fill-in the correct response</p> <p>Standard and Target for Success: Following our team sport's in-season and course duration, it was expected that 100% of students will score 80% or above on this assessment. The high score is due to the requirement of knowing the NCAA rules for successful participation in the in-season sport. This academic requirement was supported throughout the season by reinforcement and explanation of the rules governing our sport.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% of students scored 80% or above on this assessment as was expected. Student-athletes were advised to know the NCAA rules governing our sport in advance of the start of the season (Spring 2016) and verbal reinforcement of the rules was part of regular training. (02/03/2016)</p> <p>Faculty Assessment Leader: Dean Lofgren</p> <p>Faculty Contributing to Assessment: Kevin Hughley</p>	<p>Action: Students have demonstrated interest and success in understanding the NCAA rules governing our sport. We have seen success in our teaching methodologies and will continue with the current teaching format. Students are encouraged to seek outside opportunities to assist in officiating youth track and field meets to further enhance their understanding and implementation of the general rules of track and field. (11/18/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 81abc:Off-Season Training for Men's Intercollegiate Volleyball Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Fitness - Student will demonstrate improvement in cardiovascular fitness</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Improve running, jumping and strength as it relates to volleyball players</p> <p>Standard and Target for Success: Each player will perform running, jumping and strength techniques. Players will be tested monthly in their performance to measure performance</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Foot speed was measured using a 40 yard dash. Each player had to run 40 yards within 6.0 seconds. 13 players were able to run the 40 yards with in the time frame. 2 players were not able to do so. Players were measured jumping straight up in the air. The goal was to have each player jump at least 30 inches. 11 players were able to perform at or above the listed standard of 30 inches.</p> <p>My players strength and conditioning has improved a great deal because we have a strength coach, Coach Jones. She has helped improve my players fitness and strength. In addition, stronger players are less likely to be injured in practice and competition. (11/04/2014)</p> <p>Faculty Assessment Leader: Richard Blount</p>	<p>Action: It is important to have a modern and safe weight room for players to be comfortable and excel. Our weight room facilities are very old, the floors are dirty and the walls have holes. (09/28/2015)</p> <p>Action Category: Program/College Support</p>
	<p>Performance - Students performed Squats and Cleans in the Weight Room (PE51). A pre test and post test performance score was planned for each athlete. .</p> <p>Standard and Target for Success: Each student athlete should show a 10% increase in the amount of weight they can safely clean or squat.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>14 students participated in the pre test and were planned on participating in a post test. The student athletes didn't re-test. After the Holidays there were too many scheduling conflicts (physicals/meetings etc.) to actually have the group lift consistently prior to a re-test. 1 rep max testing requires lifting maximal loads. Since they weren't lifting consistently I decided it wouldn't be safe, nor would it be necessary, to have them re-test. Through subjective observation it was concluded that the student athletes that were there on a consistent basis showed marked improvement (over 10%), but the whole group did not show the desired results and and there was no objective data from a second post test. We need to reevaluate the training/testing methodology. (01/22/2016)</p> <p>Faculty Assessment Leader: Richard Blount</p> <p>Faculty Contributing to Assessment: Kim Jones</p>	<p>Action: We need to reevaluate the testing procedures. A safer method of testing that will more effectively measures cardiovascular endurance will be implemented next time. (01/26/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: PE 85abc:Men's Intercollegiate Water Polo Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Group Shooting - Student will demonstrate efficiency and speed in a group shooting drill using the goal covering "sniper".</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students will perform a shooting drill as a group attempting to score 20 goals on a "sniper" goal cover that only allows openings in the corners.</p> <p>Standard and Target for Success: Target for success includes improved time from the beginning of the semester to the end of the Collegiate season. I high level of success would be a time less than 5 minutes to complete the task.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Men's water polo was successful on both measures of success. They improved their time from 9 minutes 33 seconds to 4 minutes and 6 seconds. They were also under the 5 minute standard of achievement. (10/26/2015)</p> <p>Faculty Assessment Leader: Corey Stanbury</p>	<p>Action: Continued practice in shooting skills which is practiced everyday is important. More talented water polo athletes with more experience will translate into more shooting success in games. (10/26/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 87abc:Women's Intercollegiate Water Polo Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Group Shooting - Student will demonstrate efficiency and speed in a group shooting drill using the goal covering "sniper".</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students performed a group shooting drill attempting to score 20 times on a "sniper" goal covering that allows openings only in the corners. Performance is timed.</p> <p>Standard and Target for Success: Students should be able to demonstrate improvement over the course of the semester and strive for a time under 5 minutes.</p> <p>Performance - All student athletes will shake hands after every match and no student athletes will receive a red card for the entire season.</p> <p>Standard and Target for Success: 100% of student athletes will shake hands after every match and no student athletes will receive a red card for the entire season.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Students demonstrated an improvement from 11 minutes and 15 seconds to 6 minutes and 12 seconds. While they showed a large improvement, they were not able to achieve a time under 5 minutes. I believe this was due to many of the students having minimal experience in the sport. (10/26/2015)</p> <p>Faculty Assessment Leader: Corey Stanbury</p>	<p>Action: The single greatest path to improving this performance is to attract more athletes with more experience. (10/26/2015)</p> <p>Action Category: Teaching Strategies</p>