

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (HSA) - Kinesiology

ECC: CH 3:Drugs and Alcohol in Society

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Dysfunctional Family - Student will analyze the characteristics of dysfunctional family and their relationship to drug addiction. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students will identify the characteristics of a dysfunctional family in essay form as part of their final exam. Standard and Target for Success: 90% of the students will be able to achieve 80% correct answers.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met 53% of the students met the targeted standard of 80% or better. 15% of the students were just below the standard. The test was administered too long after the lecture on this material so the retention of the knowledge was poor. (12/10/2015) Faculty Assessment Leader: Eugene Engle</p>	<p>Action: I will plan on administering the exam on this material within two weeks of covering the material. (12/10/2016) Action Category: Teaching Strategies</p>

ECC: CH 5:Contemporary Women's Health

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Contraception - In a written report, students will identify five methods of contraception and correctly compare and contrast each method in terms of how it prevents pregnancy, overall effectiveness, and ease of use, cost and side effects with 80% accuracy.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/17/2014</p>	<p>Homework Problems - The students put together a chart identifying 5 contraceptive methods including how the method prevents pregnancy, overall effectiveness, ease of use, side effects and cost. I also added benefits or advantages of the method.</p> <p>Standard and Target for Success: 80% of the students can chart the information successfully.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>13 out of 13 students completed the chart with 100% success. They were allowed to select 5 methods of their choice. (12/09/2015)</p> <p>Faculty Assessment Leader: Charleen Zartman</p>	<p>Action: Add whether or not the method protects against Sexually transmitted diseases. (11/01/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 10 :Body Conditioning and Physical Fitness

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Evaluate Fitness Test Results - Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Performance - One Mile Walk/Run Test. Compare to National fitness standards. Standard and Target for Success: 90% of students should meet their age and gender standards.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met After 4 assessments over the course of the semester, 93% of the students met there age and gender goals.The only issue regarding the testing was the lack of a dedicated track area to properly measure the exact distance of a mile. (02/04/2016) Faculty Assessment Leader: Tom Hazell Faculty Contributing to Assessment: Nate Fernely</p>	<p>Action: Once the track construction is completed I would like to move from the one mile test to the 1 1/2 mile fitness exam to better judge the students progress. (02/04/2016) Action Category: Teaching Strategies</p>

ECC: PE 18:Boxing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Sparring - Students will demonstrate sparring to the body Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Performance - Students will be individually tested and observed Standard and Target for Success: 100% of students should receive an evaluation score of 1 and 80% an evaluation score of 2 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. 1. Stance and Hand Position Bent over a little and gloves on cheek bones 2. Elbows down by floating ribs? 3. Absorbing reaction to hook shot to body Pendulum (Tick Tock) swing of the hips 4. Breathing Exhale</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 81 active students from 3 sections were tested late in the semester because this technique is based upon students having developed prerequisite strikes and movements taught at the beginning of the semester. This allows for objective evaluation with the greatest degree of student safety. The proper defense for sparring to the body was assessed. (Strikes which are assessed in SLO #2) 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 3 criteria with max score of 1, 1 criteria with max score of 2, 1 technique, 81 students = Max total score of 405. Assessed students received a total score of 389 or 96%, 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. Details 100% of the 81 students assessed were able to identify what sparring to the body is and were reasonably able to demonstrate the proper stance of criterion #1 and #2. 65 of 81 or 80% were able to demonstrate an effective block for the Tick-Tock movement of criterion #3. 100% of the 81 students assessed satisfied criterion #4 because they are required to make a sound which indicates exhalation. These results indicate that the students met the SLO standards. The techniques are complex and dynamic so the results won't be as high as the static techniques. The dynamic aspect also reveals some of the innate (or lack of) capacities of an individual (11/18/2015) Faculty Assessment Leader: Yamashita</p>	<p>Action: Having more equipment available for the students, especially the heavier students will make sparring safer. We could use Large and XL headgear along with 16 oz and 18 oz gloves. This way we can put the students in their weight class and have them spar two at time. (01/04/2017) Action Category: Program/College Support</p> <hr/> <p>Action: During Spring 2016, I will add a rhythm to the movement that will improve student engagement, utilize both hemispheres of the brain, and over time with practice, develop a smooth conditioned response to body shots (02/05/2016) Action Category: Teaching Strategies</p>

ECC: PE 2 :Walking for Fitness

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Stretching - Students will demonstrate and explain the value of static stretching exercises. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Performance - Students were asked to demonstrate a certain stretch and then appropriately explain the importance of that stretch. Students should be able to demonstrate and explain 10 stretches successfully. Standard and Target for Success: 80% of the students should be able to explain 8-10 exercises successfully.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Of the 20 students tested, 17 of them were able to correctly demonstrate and explain 8-10 stretches. This is 85% of the class. Students perform static stretches every class period therefore resulting in a high percentage of them meeting the standard. (11/09/2015) Faculty Assessment Leader: Elizabeth Hazell</p>	<p>Action: This SLO needs to be revised and split into two separate SLO's. Demonstration and explanation require two different assessment methods therefore creating a need for two separate SLO assessments. (02/11/2015) Action Category: Curriculum Changes</p>

ECC: PE 204 :Badminton

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Rules - Students will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.</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 50 point test on the "Laws of the Game" of Badminton.</p> <p>Standard and Target for Success: 80% of students should earn 80% or higher on the test.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>19 students were given a 50 point test about the laws of the game of badminton. The test included questions about rules, regulations and court markings. 7 students were able to earn 80% or higher on the test. 63% of students were unable to pass the test with at least a B average. Many students, about 25%, scored in the 70% range, showing they were close to meeting the standard. This data shows that more time should be dedicated to explaining and teaching the rules and regulations of the game. This test is given once during the semester, it may benefit students to take it multiple times. (11/30/2015)</p> <p>Faculty Assessment Leader: John Britton</p>	<p>Action: Students would benefit from new equipment and better courts where the markings are easier to see. (01/19/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PE 208 :Bowling

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Spare Strategies - Students will identify the appropriate strategies for executing various spare shots.</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 quiz that covered the strategy for executing spare shots. Different spare zones were explained and the students answered questions regarding spare execution.</p> <p>Standard and Target for Success: 80% of the students should receive a 4 on the grading rubric.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>12 students completed the exam/quiz. All 12 students were able to complete all of the questions correctly receiving a 4 on the 1-4 rubric. The concept of utilizing zones to complete spare shots was fully understood by all students.</p> <p>(11/16/2015)</p> <p>Faculty Assessment Leader: Diana Galias</p>	<p>Action: The next time the quiz is given, we will add a skill component having students execute spare shots during the class. (11/04/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 220 :Naginata - A Japanese Martial Art

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Identify Terminology - Students will identify Japanese terminology related to Naginata. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - On the mid term and final exam, Japanese Naginata terminology was included. Standard and Target for Success: 80% of the students can utilize Naginata terminology during the exams at a B or better level.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 14 students took the exams. On the mid term exam 7 earned an A, 4 earned a B, 3 students earned a C or below On the final exam 8 students earned an A, 5 earned a B, 1 earned a C or below. of the 28 scores on the exams, 24 received a b or better. 86% met the standard of success. (01/28/2016) Faculty Assessment Leader: Helen Nakano</p>	<p>Action: I have been improving the teaching methods each semester and will continue to evaluate methods to improve. Will put a little more emphasis on reviewing the handouts. I may practice yelling from the diaphragm more to help the student who are a little shy. (10/31/2016) Action Category: Teaching Strategies</p>

ECC: PE 224 :Golf

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>																										
<p>SLO #2 Putting - Student will demonstrate proficiency in putting a golf ball. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Performance - During one round of golf on the par 3 course at Alondra golf course, students will keep track of their total number of putts for 9 holes for two rounds of golf and they will be 6 weeks apart. Standard and Target for Success: 75% of the students in the class will showing a putting proficiency improvement of at least 80% over a 6 week period.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 12 students played the course and kept track of the total number of putts in two rounds of golf for 9 holes, 6 weeks apart, on the par 3 course at Alondra golf course.</p> <table border="1" data-bbox="957 521 1333 938"> <thead> <tr> <th>Round 1</th> <th>Round 2 (6 weeks later)</th> </tr> </thead> <tbody> <tr><td>30</td><td>24</td></tr> <tr><td>28</td><td>20</td></tr> <tr><td>25</td><td>20</td></tr> <tr><td>26</td><td>18</td></tr> <tr><td>23</td><td>18</td></tr> <tr><td>25</td><td>22</td></tr> <tr><td>29</td><td>25</td></tr> <tr><td>20</td><td>17</td></tr> <tr><td>15</td><td>12</td></tr> <tr><td>18</td><td>15</td></tr> <tr><td>19</td><td>17</td></tr> <tr><td>22</td><td>20</td></tr> </tbody> </table> <p>Total number of putts for round 1 was 280 and the total number of putts 6 weeks later was 228. There was an 81% overall improvement for the class. Individually, 75% of the class improved by 80% or greater on their putting proficiency while playing the golf course. (12/12/2015) Faculty Assessment Leader: Stacy Komai</p>	Round 1	Round 2 (6 weeks later)	30	24	28	20	25	20	26	18	23	18	25	22	29	25	20	17	15	12	18	15	19	17	22	20	<p>Action: For most of the class, this was their first ever experience playing golf, so the first round was a little nerve racking and they were adjusting to playing a course instead of being on the range and practice green. 6 weeks later playing the course, they were now used to playing and they were much more comfortable playing the course. Next time to challenge the class, increase the percentage of students attaining 80% proficiency from 75% to 80% and encourage the students to arrive at the course early to practice on the putting green prior to starting their round of golf for the class, which will help improve their putting proficiency during the round. (06/03/2016) Action Category: Teaching Strategies</p>
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ECC: PE 240 :Beginning Swimming

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Backstroke - The student will demonstrate swimming on their back using either backstroke or elementary backstroke.</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>Presentation/Skill Demonstration - Student will be required to swim 25 yards (one side of the pool to the other) using the correct technique for backstroke or elementary backstroke.</p> <p>Standard and Target for Success: 80% of the students should be able to swim 25 yards using backstroke or elementary backstroke without stopping.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>25 of 25 students were able to swim 25 yards using the appropriate backstroke technique. 100% of students were able to complete the assessment due to the amount of time spent practicing backstroke.</p> <p>At the start of the semester, it was expected that 100% of students would be able to successfully swim on their back using the correct techniques discussed in class. During the first week of the semester, it was found that 15 of the 25 students were able to swim on their back. However, only 5 were able to swim a full 25 yards on their back. At the end of the semester, students were asked to swim 25 yards using either backstroke or elementary backstroke. Following assessment, it was found that 25 out of 25 students were able to properly swim on their back for the required distance. [less] (11/24/2015)</p> <p>Faculty Assessment Leader: Le Valley Pattison, Heather Cordovil</p>	<p>Action: Clean the tiles in the pool. The students would be able to swim better if they were not concerned about the dark stains on the tile. They also are somewhat concerned with falling tile pieces from the ceiling.</p> <p>Although the standard was met, and the results of 100% of students being successful is outstanding, I feel as though the performance assessment could be more challenging. For a future assessment, the students should be required to swim 25 yards on their back in less than 1 minute. Adding a time limit will help motivate students to enhance their technique to ensure their stroke efficiency, thus enhancing their swimming abilities. (12/16/2016) (03/11/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PE 247:Swimming, Lifeguard Training

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Breathing Emergencies - Students will demonstrate proper technique in response to breathing emergencies, both conscious and unconscious for infant, children and adults.</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>Presentation/Skill Demonstration - Assessment will utilize the final skills tests set by the American National Red Cross. See attached for assessment rubric.</p> <p>Standard and Target for Success: Standard is having 90% at passing to achieve Red Cross certification. Target goal is to have 75% at excellent performance level with zero errors.</p> <p>Related Documents: SLOassessmentResultsFa2014.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>90% of the students who completed the American Red Cross final skills tests were successful and met the standards. (04/29/2016)</p> <p>Faculty Assessment Leader: Linda Delzeit</p> <p>Faculty Contributing to Assessment: Linda Delzeit</p>	
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <ul style="list-style-type: none"> • 100% of students who completed the skills tests passed and 50% scored at level of Excellent Performance. • The data does not indicate the number of students who originally failed the performance test and redid it to pass. • The final skills test for the American Red Cross Lifeguard certification only tests one portion of the many skills of which a lifeguard needs to be competent in the area of CPR. • The results meet the standard but not the target goal. • Students need more practice time to develop their CPR response skills. (11/30/2014) <p>Faculty Assessment Leader: Linda Delzeit</p> <p>Related Documents: PE247-LGT-SLO2analysisFa14.docx</p>	<p>Action: • SLO Assessment revision: Additional assessment needs to be included for skills and knowledge. Include multiple CPR scenario tests and a written test. (08/10/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
	<p>Presentation/Skill Demonstration - Students will demonstrate CPR skills based on scenarios presented to them. CPR scenarios will be for adults, children and infants. Students will be considered passing if no major mistakes are made or no more than two minor mistakes are made. Students will have two</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>90% of those students who completed the skills assessments met the standards for passing in all assessments. (04/29/2016)</p> <p>Faculty Assessment Leader: Linda Delzeit</p> <p>Faculty Contributing to Assessment: Linda Delzeit</p>	

Course SLOs	Assessment Method Description	Results	Actions
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chances to succeed in each skills test.
Standard and Target for Success: It is expected that 80% of those which complete the skills tests will pass with no major mistakes and no more than 2 minor mistakes.

SLO #4 First Aid - Students will demonstrate appropriate responses to the first aid emergencies that most commonly occur at swimming pools and non-ocean waterfronts.
Course SLO Status: Active
Course SLO Assessment Cycle: 2015-16 (Fall 2015)
Input Date: 11/29/2013

ECC: PE 250 :Techniques of Surfboard Riding

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Identify Wave - Students will identify an appropriate wave to ride for their skill level.</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>Presentation/Skill Demonstration - We started with beginning concepts of surfing and surf lessons. The instructor observed and corrected as students learned how to read different wave patterns and either successfully or unsuccessfully rode waves.</p> <p>Standard and Target for Success: At the end of the semester the student will be able to identify an appropriate wave, catch the wave, stand up on the surfboard, and ride for a short while. The target success rate for this standard will be 80% of students succeeding on a regular basis by the semester end date.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 16 students to finish the class 14 of them were able to identify appropriate waves and ride them for a short while on a regular basis. The two students still struggling to achieve the standard lacked the athletic ability necessary to succeed on a surfboard in the ocean. Both students were successful achieving the standard on rare occasions throughout the semester. (12/02/2015)</p> <p>Faculty Assessment Leader: Kurt Peters</p>	<p>Action: The Instructor will spend more individual time helping students who struggle with the ability to meet the standard. Separation into more and less advanced groups may be a way to achieve this goal. (12/02/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 254:Aerobic Fitness

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Body Composition - Students will calculate their body fat percentage. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 01/21/2014</p>	<p>Laboratory Project/Report - Students were asked to calculate their % body fat by utilizing electronic scales available in the kinesiology department. Standard and Target for Success: 100% of the students will be able to calculate their body fat using the available equipment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met 20 out of 21 students were able to calculate their % body fat. One student was unable to calculate their body composition due to the limitations of the equipment. The information gained should help motivate students to make positive exercise and diet choices that will result in improved body composition. (12/10/2015) Faculty Assessment Leader: Eugene Engle</p>	<p>Action: College needs to invest in two scales that can accurately measure body composition of significantly overweight students. Possible change needed for SLO statement to include student improvement of body composition over the course of the semester. (12/10/2016) Action Category: Program/College Support</p>

ECC: PE 258:Power Vinyasa Yoga

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Improvement in Fitness - Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga Practice.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 01/30/2014</p>	<p>Performance - Students were assessed at the start and the end of the semester in the areas of Flexibility, Muscle Endurance and Strength, Stress Symptoms, Balance and an Optional Body Composition Test.</p> <p>Standard and Target for Success: Students should achieve 70% improvement in all tests.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Out of eighteen students, 83% of the students improved in the flexibility sit and reach test, 88% improved in the Endurance and Strength assessments, 88% improved on the Balance Assessment and 77% improved on the Stress Symptom tests. The Optional Body Composition Test, 57 % of the students improved. (12/09/2015)</p> <p>Faculty Assessment Leader: Charleen Zartman</p>	<p>Action: Next time I will try a new stress test instead of utilizing symptoms. (04/05/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 259:Circuit Training

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Aerobic vs Anaerobic - Students will distinguish the differences between the aerobic and anaerobic energy systems. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 02/03/2014</p>	<p>Exam/Test/Quiz - Students were given a quiz at the beginning of the semester and again in the middle of the semester to help them distinguish the difference between aerobic and anaerobic energy system workouts. The quiz was a 10 question true/false assessment with multiple training options including long distance jogging, power lifting, speed training and walking for fitness among others. Standard and Target for Success: Upon second testing, results should conclude that 80% of the students would be able to score a 90% or better on the 10 question quiz.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met There were 28 students in the class and the second quiz results were that 20 students scored a 90% or 100% on the quiz. This is 71% of the class therefore the results did not meet the standard. Modifying the quiz to include more specific examples would help clarify for the students which system (aerobic or anaerobic) would be used. For example, instead of using speed training, telling students that they would sprint as fast as they could for 60 feet would help them decipher between aerobic and anaerobic. (11/09/2015) Faculty Assessment Leader: Jessica Rapoza</p>	<p>Action: Having access to different equipment would help professors describe which system was being used at which time. Having 36 quality jump ropes would help students in this class not only see the benefits of anaerobic training but would also help teach them the difference between anaerobic (jumping extremely fast) and aerobic (very slow jumping). (02/11/2016) Action Category: Program/College Support</p>

ECC: PE 270: Fitness and Sports Nutrition

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Carbohydrate Supplements - Student will identify effective carbohydrate supplements for pre-exhaustive, exhaustive, and post-exhaustive endurance training sessions.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Essay/Written Assignment - Students listed and described appropriate carbohydrate supplements (food/drink/energy bars) for the three segments of an exhaustive endurance training session/program in a written assessment.</p> <p>Standard and Target for Success: It was expected that 90% of students would score a minimum of 75% on this assessment following this course unit.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 95% of students scored a minimum of 75% on this assessment. This was a primary area of emphasis in the class and students took a keen interest in which and how carbohydrate supplements aid in assisting exhaustive cardiovascular performance (endurance exercise). (02/03/2016) Faculty Assessment Leader: Dean Lofgren</p>	<p>Action: I will continue teaching the academic curriculum in its current format. Students seem eager and excited to learn about healthful, effective carbohydrate supplements to potentially improve their endurance performance. (11/11/2016) Action Category: Teaching Strategies</p>

ECC: PE 272:Care and Prevention of Athletic Injuries

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Management Techniques - Students will explain and justify common management techniques for athletic injuries.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Unit exam Standard and Target for Success: 80% will score 70% or above on this SLO</p> <p>Related Documents: Sample Examination Questions related to SLO.docx</p> <p>Exam/Test/Quiz - 80% of the students will score 80% or above on the assessment at mid-term. Related Documents: Sample Examination Questions related to SLO.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met 3 out of 26 students who took the unit exam covering management techniques score at or above the projected 70%. The dismal failure at 12% may be misleading due to the number of questions on the unit exam that does not fall under the specific SLO. (03/06/2016) Faculty Assessment Leader: Mary Aja Faculty Contributing to Assessment: Mary Aja</p>	<p>Action: Either the SLO must be more precise, or the analysis of questions specific to the SLO will be identified with the unit itself and then analyzed for the projected standard of 70% (03/06/2016) Action Category: SLO/PLO Assessment Process</p>

ECC: PE 275:Sport Psychology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Motivation - The student will compare and contrast intrinsic vs extrinsic motivation.</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 - Each student had to compare and contrast intrinsic vs extrinsic motivation by including the definition of both terms, providing an example of both, and stating which type of motivation is ideal for success.</p> <p>Standard and Target for Success: 75 % of the students will correctly define the different aspects of motivation and state which type of motivation is ideal.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>31 students completed the assignment.</p> <p>23 got all 3 aspects correct - 74%</p> <p>6 got 2 out of 3 - 19%</p> <p>1 got 1 out of 3 - 3%</p> <p>1 got zero (poor attendance) - 3%</p> <p>The standard was met, and most students could understand the concepts. Some of the answers were a bit vague, and a more clear understanding of the concepts is desired.</p> <p>Students need to improve writing skills, and the writing center will be encouraged for improvement in this area.</p> <p>(02/03/2016)</p> <p>Faculty Assessment Leader: Kristy Loesener</p>	<p>Action: The power point presentation will be revised to be more specific and spell out the exactly what I am looking for in their answers. (11/02/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 280:Exercise and Nutrition Programs for Fitness and Weight Management

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Muscle Endurance - Students will assess current fitness levels in muscle endurance and develop programs to improve fitness levels. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Performance - Students were asked to perform a one minute push-up test at the beginning of the semester. In the middle of the semester they were then re-tested to see if there was any improvement. Standard and Target for Success: 80% of the students were expected to perform 5 or more push-ups than the first assessment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Of the 32 students in the class, 28 of them were able to perform 5 or more push-ups then the first assessment. This was 87.5% of the class. Standard was met because students were taught appropriate muscle endurance improvement activities during the semester in lecture form and then were able to demonstrate and practice those exercises in the fitness center therefore increasing their muscle endurance. (11/10/2015) Faculty Assessment Leader: Jessica Rapoza</p>	<p>Action: In order to exceed the standard even further in the future, a larger fitness center would accommodate more students and allow more students to use the same types of machines or equipment at the same time. For example, many students have asked if there were more bosu-balls available so they could practice incline push-ups. The first issue is that there is only one bosu-ball available in the fitness center and the second issue is that there is not enough space for multiple students to practice their push-up form and endurance. (02/11/2016) Action Category: Program/College Support</p>

ECC: PE 4:Basketball

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Offensive Techniques - Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing and shooting. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Performance - Students did a pre and post assessment shooting free throws. Standard and Target for Success: It is expected that all students were to improve with 5% percent by the end of the semester.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met A total of 34 students completed the performance assessment task. Of the 34 students, the results disclosed 70% (24 students) improved their free throw shooting with the average improvement at 7.2 percent. The performance based assessment i applied in this course was a free throw assessment which consisted of 10 free throws demonstrated at each class period for 15 weeks. Students were assigned to keep track of there made and missed free throws (example: 9 makes out of 10). The data was recorded and measured by the instructor to indicate improvement in the class. The data was calculated from the first 5 weeks and last 10 weeks to measure improvement. A total of 34 students completed the performance assessment task (02/04/2016) Faculty Assessment Leader: Richard Anderson</p>	<p>Action: Next time I teach this course I will implement offensive techniques such as pivoting, dribbling, and passing. (04/08/2016) Action Category: SLO/PLO Assessment Process</p>

ECC: PE 54 :Weight Training

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Anatomy and Movements - Student will identify muscle anatomy and describe basic muscle movements.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/29/2013</p>	<p>Multiple Assessments - Students will be given a combination of multiple choice and fill-in questions to assess their knowledge and understanding of muscular anatomy (major muscle groups) and applied exercises for each of the major muscle groups. In addition, students will describe the advantages and disadvantages of station (apparatus) weight training and free weight training.</p> <p>Standard and Target for Success: It is expected that 90% of the students will score 70% or above on these assessments of knowledge and understanding.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 100% of students scored 70% or above on these assessments with 90% scoring above 80%. This demonstrates a solid student understanding of muscle anatomy as it applies to basic muscle movements and exercise activities. (02/04/2016) Faculty Assessment Leader: Dean Lofgren Faculty Contributing to Assessment: Andrew Alvillar</p>	<p>Action: Student depth of knowledge and understanding of this SLO were well-documented. The current teaching strategies are effective and will continue with the exception of any modifications necessary with any new equipment. (02/04/2016) Action Category: Teaching Strategies</p>

ECC: PE 7 :Baseball

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Fielding - Students will demonstrate proper fundamentals of fielding.</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 - Student performance is measured by their ability to field a groundball that is hit to them.</p> <p>Standard and Target for Success: It is expected that 75% of students are able to field 80% of groundballs hit to them.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>16 students were assessed, 14 of students were able to field at or above 80% of groundballs hit to them. The quality of the infield playing surface helped students achieve this goal. It is recommended that the infield dirt is leveled at least every year, and if possible every year. (12/08/2015)</p> <p>Faculty Assessment Leader: Nicholas Jones</p>	<p>Action: Level infield dirt every other year. If possible every year. (12/08/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PE 74 :Soccer

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Corner Kick - Students will demonstrate in taking a corner kick and delivering the soccer ball into a specified target area in the penalty box.</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 given 5 attempts to kick a ball from the corner into a specific target area into the penalty box area. Students were expected to complete 3 successful corner kicks out of 5.</p> <p>Standard and Target for Success: 80% of students should make 3 out of 5 attempts into the penalty box area.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>22 students were assessed and 15 of the 22 were able to successfully meet the standard. This is 68% of the class. Some students do not have the strength or the appropriate footwear to consistently put the ball in the penalty box area while others lack accuracy. More practice could be spent on corner kicks and specific fundamentals of kicking long balls in general. Students also need to gain strength. (11/10/2015)</p> <p>Faculty Assessment Leader: Elizabeth Hazell</p>	<p>Action: Students would see greater success if better equipment and more ample supply of equipment was available. For example students only have four soccer balls total which makes it difficult to perform the repetitions needed to improve. Also the soccer balls available are in poor condition. (02/11/2016)</p> <p>Action Category: Program/College Support</p>