# Assessment: Course Four Column

*FALL 2016*

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

## ECC: CH 3:Drugs and Alcohol in Society

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Identify Symptoms -** Student will identify the signs and symptoms of Alcoholism.<br><br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students were asked to list as many signs and symptoms of alcoholism as possible.<br>**Standard and Target for Success:** 70% of students should be able to list at least seven signs and symptoms of alcoholism. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>6 students listed more than 10 representing 23%<br>5 listed 10, 19%<br>11 listed 7-9 42%<br>1 listed 5 3%<br>3 listed less than 5 11%<br><br>total of 26 students took exam<br>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. (10/21/2014)<br>**Faculty Assessment Leader:** Eugene Engle | **Action:** Updated videos on alcoholism. (10/20/2015)<br>**Action Category:** Program/College Support<br>**Follow-Up:** We did not acquire update video resources this past year. I would still like to acquire more modern videos on this topic. (12/10/2015) |
| **SLO #2 Dysfunctional Family -** Student will analyze the characteristics of dysfunctional family and their relationship to drug addiction.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students will identify the characteristics of a dysfunctional family in essay form as part of their final exam.<br>**Standard and Target for Success:** 90% of the students will be able to achieve 80% correct answers. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Not Met<br>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)<br>**Faculty Assessment Leader:** Eugene Engle | **Action:** I will plan on administering the exam on this material within two weeks of covering the material. (12/10/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Next time this SLO is assessed the action plan will be implemented. (12/12/2016) |

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
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| **SLO #3 Psychoactive Drugs -** Student will identify the five categories of psychoactive drugs.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Essay/Written Assignment -** As one part of the student's final exam, the students were asked to identify the five categories of psychoactive drugs and to describe the effect of each on the human brain.<br>**Standard and Target for Success:** It is expected that 80% of the students will correctly identify all five categories of psychoactive drugs. It is expected that the remaining 20% will correctly identify four of the five categories of psychoactive drugs. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met<br>There were 23 students who took the exam. 73% correctly identified all five categories and 26% identified four of the five categories. All students were able to identify at least four categories.<br>Five of the six students that did not meet the standard are very poor students who have not prepared well all semester. (12/12/2016)<br>**Faculty Assessment Leader:** Eugene Engle<br>**Faculty Contributing to Assessment:** none | **Action:** I will spend more time in class drilling the students on this subject prior to the exam. (12/20/2017)<br>**Action Category:** Teaching Strategies |

# ECC: CH 5:Contemporary Women's Health

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **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.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2018-19 (Fall 2018)<br>**Input Date:** 11/17/2014 | **Exam/Test/Quiz -** Labeled the interior and exterior reproductive structures on a figure and identified the function of the structure<br>**Standard and Target for Success:** All the students should achieve at least 80% success accuracy. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>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. (12/03/2014)<br>**Faculty Assessment Leader:** Charleen Zartman | **Action:** Have the assessment separate from the unit test so students can focus more on the SLO. (10/21/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** I did the assessment instead at the start of the unit test and the students performed much better. In fact, 12 out of 14 got 100 %. (12/09/2015) |
| **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.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/17/2014 | **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.<br>**Standard and Target for Success:** 80% of the students can chart the information successfully. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>13 out of 13 students completed the chart with 100% success. They were allowed to select 5 methods of their choice. (12/09/2015)<br>**Faculty Assessment Leader:** Charleen Zartman | **Action:** Add whether or not the method protects against Sexually transmitted diseases. (11/01/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Sexually disease possibilities was included and students had better recognition of the chances for STDs. (12/12/2016) |
| **SLO #3 History -** Students will Identify the important events in the history of the women's social movement in America and women's health on a written test with 80% accuracy.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/17/2014 | **Exam/Test/Quiz -** Students took a Multiple choice/true-false/short answer on the main historical events in women's health.<br>**Standard and Target for Success:** All students should score 80% or above. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>15 students took the exam.<br>8 = 100%<br>5 = 92%<br>2 = 84%<br><br>All students met the standard for success. (12/12/2016)<br>**Faculty Assessment Leader:** Sharkie Zartman | **Action:** The questions missed were questions regarding dates. More emphasis on dates will be included in the lectures. (10/31/2017)<br>**Action Category:** Teaching Strategies |

# ECC: PE 10 :Body Conditioning and Physical Fitness

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
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| **SLO #1 Lifting Techniques -** Students will demonstrate the correct lifting technique for upper body free weight exercises.<br><br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** 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.<br>**Standard and Target for Success:** It is expected that 80% of students should complete the proper lifting protocols for the flat bench press within the 3 attempts.<br>**Additional Information:** 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 hands on the bar correctly and properly position their bodies on the bench. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>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 hands on the bar correctly and properly position their bodies on the bench. (12/11/2014)<br>**Faculty Assessment Leader:** Tom Hazell<br>**Faculty Contributing to Assessment:** None | **Action:** 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 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. (12/31/2015)<br>**Action Category:**<br>Program/College Support<br>**Follow-Up:** I included diagrams of the proper lifting techniques for the bench press in the course syllabus and the students were able to refer back to these diagrams for proper lifting techniques. (02/04/2016) |
| | **Performance -** Students perform a one rep max 4 times throughout the semester to assess progress in muscular strength in the bench press, bicep curl and military press. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Not Met<br>180 students from 6 different body conditioning classes were tested on their muscular strength. Each student was | **Action:** Students would benefit from newer dumbbells and more space to exercise in. (11/27/2017)<br>**Action Category:**<br>Program/College Support |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | **Standard and Target for Success:** 80% of students should see an increase in strength between testing in week 1 and week 8. | required to do a one rep max for the bench press, bicep curl and military press 4 times throughout the semester. Their progress from from week 1 to week 8 was compared to assess progress. 117 students (65%) were able to exhibit progress, while 35% saw no change or went down in strength. Students who were successful at this assessment saw growth in all 3 lifts. Students who did not pass generally saw progress in one or two areas but not all three. This test will be conducted again at the end of the semester and this is where there is usually the biggest improvement. The standard is hard to meet in only 8 weeks. Students are still becoming familiar with the workout routine and how to use the equipment. More time should be spent on encouraging students to gradually increase weight to see greater results. (11/27/2017)<br>**Faculty Assessment Leader:** Tom Hazell<br>**Faculty Contributing to Assessment:** Liz Hazell | |
| **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.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Performance -** One Mile Walk/Run Test. Compare to National fitness standards.<br>**Standard and Target for Success:** 90% of students should meet their age and gender standards. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Tom Hazell<br>**Faculty Contributing to Assessment:** Nate Fernely | **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)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The track has been completed students are now tested around a regulation track. This makes for more accurate times. (12/09/2016) |
| **SLO #3 Cardiovascular Fitness -** Student will demonstrate advancement in personal cardiovascular fitness.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Students ran a timed mile and a half 4 different times throughout the semester.<br>**Standard and Target for Success:** 85% of the students should get times under 13:00 by the end of the semester. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met<br>177 students in 6 different PE 10 classes were test on the mile and a half run. 80% of the students were able to get their times under 13 minutes by the end of the semester, just missing the overall standard of 85%. This means that | **Action:** Water fountains located closer to the track would be beneficial to students. They train hard and the nearest water station is very far away. (12/09/2016)<br>**Action Category:** Program/College Support |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | | 141 students were able to demonstrate advancement in personal cardiovascular fitness. 36 students were unable to meet the standard. Many of the 20% of students who did not meet the standard are students who frequently missed class therefore missing opportunities to better their cardiovascular fitness levels. Students may benefit from using the fitness center outside of class meeting times and from more frequent testing. (12/09/2016)<br>**Faculty Assessment Leader:** Tom Hazell | **Follow-Up:** Water is still not available to students using the stadium. This causes delays in class and potential health problems. (11/27/2017) |

# ECC: PE 18:Boxing

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
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| **SLO #1 Improved Endurance -** Students will demonstrate improvements in aerobic and anaerobic cardio respiratory endurance.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Students ran a mile for time.<br>**Standard and Target for Success:** 80% of the students showed improvment in their mile times. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>120 students ran a mile in the beginning and end of the semester. 90 (75%) of the students showed improvement. Since it's a boxing class and we spend most of our time practicing boxing skills, the mile run is not a true measure of their boxing endurance. (03/03/2017)<br>**Faculty Assessment Leader:** Krysti Rosario<br>**Faculty Contributing to Assessment:** Mits Yamashita | **Action:** Next time we do this assessment we will do a cardiovascular test that is more boxing related. We still need more headgear and gloves. For hygiene purposes. (03/03/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** We did not receive any new gear. Students showed significant improvement in their run endurance due to conditioning in the class and running as the cardiovascular component. (12/07/2017) |
| | | **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)<br>**Standard Met? :** Standard Not Met<br>35 students ran a mile in the beginning and end of the semester. 25 (71%) of the students showed improvement. Since it's a boxing class and we spend most of our time practicing boxing skills, the mile run is not a true measure of their boxing endurance. Next time we do this assessment we will do a cardiovascular test that is more boxing related. (02/06/2014)<br>**Faculty Assessment Leader:** Krysti Rosario | **Action:** Add an intermediate and advanced boxing class. (05/05/2014)<br>**Action Category:** Curriculum Changes |
| | **Performance -** Due to a lack of sufficient data in the Fall 2013 report, this report was redone in the summer 2014.<br>Students ran a mile for time for the aerobic component, and performed push-ups and sit-ups for the anaerobic component.<br>**Standard and Target for Success:** 100% of the students should show a | **Standard Met? :** Standard Not Met<br>While all students improved on both the aerobic and anaerobic components, not everyone improved the 5%. There were 30 students that took both the pre and post tests. 7 students did not improve the 5% on the run. 20 students had vast improvements of 15% or more.<br>In the anaerobic component all students improved by the 5% target. Most students improved by at least 15%.<br>This assessment was done in the summer 2014 semester to replace the last assessment which lacked appropriate data. | **Action:** One semester is really not enough time to improve both boxing fitness, and introduce a variety of boxing skills. An intermediate and/or advanced boxing class would be great to improve both students boxing skills and fitness. (02/02/2015)<br>**Action Category:** Curriculum Changes |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | 5% improvement in the mile run and the push-ups/sit- ups tests. | (06/24/2014)<br>**Faculty Assessment Leader:** Krysti Rosario | **Action:** To insure that 100% of students improve 5% in the mile run, we should incorporate a couple of more running sessions during the semester. (02/02/2015)<br>**Action Category:** Teaching Strategies |
| **SLO #2 Techniques -** Students will demonstrate at least three boxing techniques (routines).<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** Students will be individually tested and observed<br>1. Is body posture correct?<br>2. Continuity and smoothness of movement.<br>3. Coordination of head, hands, hips, and feet.<br>4. Proper breathing techniques.<br>5. Correct pattern or movement.<br>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 me; a 1 for partial completion of the criteria and 2 for full satisfaction of the criteria.<br><br>**Standard and Target for Success:** 100% of students should receive an evaluation score of 1 and 80% an evaluation score of 2 | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>210 students participated in the boxing classes. 100% of students were rated a 2. Regular repetition of the routines gave the students a lot confidence in the skill so they were able to perform at a high level. (12/07/2017)<br>**% of Success for this SLO:** 100<br>**Faculty Assessment Leader:** Krysti Rosario | **Action:** We will continue to practice every class meeting so the students are confident in their routines. New gloves would make sure all students are properly equipped to prevent injury. Most equipment is getting old and unhygienic. Specifically sizes needed are 14, 16, and 18 oz. Head gear needs replacement due to student safety and hygiene. Groin protectors need replacement as well. All speed bags are now flat. Most of our jump ropes are broken. (12/07/2017)<br>**Action Category:** Program/College Support |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>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<br>5 criteria, max score of 2, 3 techniques, 83 students = Max total score of 2490. | **Action:** 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 (01/13/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The students showed a marked improvement in their ability to smoothly execute the |

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| | | 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.<br>Details<br>100% of the 83 students assessed were able to identify and demonstrate the correct strike to when it was called out.<br>81 of 83 or 98% completely satisfied the first 4 criteria.<br>50 of 83 or 60% completely satisfied the 5th criterion of Pattern.<br>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.<br>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.<br>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. (12/04/2014)<br>**Faculty Assessment Leader:** Yamashita<br>**Related Documents:**<br>Data Assessment for Posting 2014Nov16 8254.xlsx<br>Data Assessment for Posting 2014Nov16 8261.xlsx<br>Data Assessment for Posting 2014Nov16 8267.xlsx | technique. So, I will continue to use this method for the Left hook. (11/18/2015)<br>**Action:** 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. (12/04/2014)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The students did begin learning the Left Hook earlier in the semester. With that and the improved teaching technique the results are again a marked improvement in their ability to coordinate hand and feet when throwing the left hook. (11/18/2015) |
| **SLO #3 Sparring -** Students will demonstrate sparring to the body<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Performance -** Students will be individually tested and observed<br>**Standard and Target for Success:** 100% of students should receive an evaluation score of 1 and 80% an evaluation score of 2<br>Each of the evaluative measures will | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>I had four classes with 30 students in them. 120 students were evaluated for sparring to the body. They demonstrated stance, hand positions, blocking and moving around. All 120 students were successful performing the | **Action:** Need more headgear and boxing gloves. (11/30/2017)<br>**Action Category:** Program/College Support |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | be assessed on a 0, 1, 2 scale with 0 assigned to a response in which the criteria are not at all me; a 1 for partial completion of the criteria and 2 for full satisfaction of the criteria.<br>1. Stance and Hand Position Bent over a little and gloves on cheek bones<br>2. Elbows down by floating ribs?<br>3. Absorbing reaction to hook shot to body Pendulum (Tick Tock) swing of the hips<br>4. Breathing Exhale | sparring skills. The reason they were successful was because of the repeated practice throughout the semester. (03/01/2017)<br>**Faculty Assessment Leader:** Krysti Rosario<br>**Faculty Contributing to Assessment:** Mits Yamashita | |
| | | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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<br>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.<br>Details<br>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.<br>65 of 81 or 80% were able to demonstrate an effective block for the Tick-Tock movement of criterion #3.<br>100% of the 81 students assessed satisfied criterion #4 because they are required to make a sound which indicates exhalation.<br>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) | **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)<br>**Action Category:** Program/College Support<br>**Follow-Up:** We did not get the needed headgear. Headgear would help for sparring. Especially when we do matches and I referee to make sure they are safe. (03/03/2017)<br><br>**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 shotss (02/05/2016)<br>**Action Category:** Teaching Strategies |

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**Faculty Assessment Leader:** Yamashita

# ECC: PE 2 :Walking for Fitness

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
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| **SLO #1 Improved Fitness -** Students will demonstrate improvement in their Physical Fitness through an individualized fitness walking program.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Performed a one-mile timed walk. Students performed a Pre-test(week #1) and a Post-test(week 15).<br>**Standard and Target for Success:** 90% of the students should demonstrate improvement in their one mile walk time. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>I had 18 student perform both pre and post test for the one mile walk.<br>All of the students improved by an average of 1 minute and 10 seconds.<br>The success was attributed to excellent attendance and work ethic for this group of students.<br>(03/02/2017)<br>**Faculty Assessment Leader:** Tom Hicks | **Action:** The class could still benefit tremendously with heart rate monitors that could used daily in class. (09/04/2017)<br>**Action Category:**<br>Program/College Support<br>**Follow-Up:** Heart rate monitors are still not available for students. Students have to take their own heart rate which can cause wronf information. (12/28/2017) |
| | | **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)<br>**Standard Met? :** Standard Met<br>16 of the 17 students showed improvement is their one-mile walk time, with the average improvement being 1 minute and 5 seconds. (01/30/2014)<br>**Faculty Assessment Leader:** Tom Hicks | **Action:** This course meets in PE25. This is just a small room that does not have room for the class to meet inside, stretch, lecture or have any discussion. These activities were done outside during the walking portion of the class. This class needs to have a meeting place where these activities can be done. (09/08/2014)<br>**Action Category:**<br>Program/College Support<br>**Follow-Up:** Students were moved to a larger meeting place making it easier to provide lecture material however it is still not large enough to complete stretch routine. (12/08/2015) |
| **SLO #2 Exercise Heart Rates -** Students will utilize exercise training heart rates to monitor exercise intensity.<br>**Course SLO Status:** Active | **Exam/Test/Quiz -** 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 | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>12 students took the final exam regarding exercise heart rates. 11 of the 12 successfully explained the value of the | **Action:** 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 |

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| **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | monitor exercise intensity.<br>**Standard and Target for Success:** 90% of the students should be able successfully explain the various heart rates and how to utilize the heart rates to monitor intensity. | 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. (12/05/2014)<br>**Faculty Assessment Leader:** Tom Hicks | 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. (09/28/2015)<br>**Action Category:** Program/College Support<br>**Follow-Up:** We did not ever get any heart rate monitors for the Walking for Fitness class. It would really benefit the teaching to purchase heart rate monitors for the walking classes. Hopefully, heart rate monitors could be purchased for the Walking for Fitness classes. (12/08/2015) |
| | **Performance -** Students were given a 1 mile walk test at the beginning of the semester and again at the end of the semester to monitor an increase in exercise intensity. Students were required to take their heart rate 2 times throughout each test.<br>**Standard and Target for Success:** 90% of students should be able to sustain a heart rate in the 65%-80% target heart rate zone by the end of the semester 1 mile test. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>A combined 80 students from 5 different classes were tested in a 1 mile walk. Students were tested in the beginning of the semester and then again at the end of the semester to gauge their improvement. Students were shown how to take their heart rate and how to calculate their training heart rate zone. Each student was required to take their heart rate 2 times during their 1 mile walk test, the goal was to have a heart rate in the 65%-80% training zone. During the pre test many students struggled at maintaining an intense walking pace and they had a difficult time taking their own heart rates. By the end of semester test 76 out of 80 students were able to maintain a walking pace within the target heart rate zone. This means that 95% of students could successfully take and understand their | **Action:** Students would benefit from heart rate monitors. This would leave less room for error and would not require the students to pause during their workouts, (12/28/2017)<br>**Action Category:** Program/College Support |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | heart rates. The 5% of students who did not meet the standard were students who frequently missed class. It took some students multiple tries to find their heart rate without the aid of a heart rate monitor. (12/28/2017)<br>**% of Success for this SLO:** 95<br>**Faculty Assessment Leader:** Le Valley Pattison<br>**Faculty Contributing to Assessment:** Tom Hicks, Andrew Alvillar, Gene Engle | |
| **SLO #3 Stretching -** Students will demonstrate and explain the value of static stretching exercises.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**Standard and Target for Success:** 80% of the students should be able to explain 8-10 exercises successfully. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Elizabeth Hazell | **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)<br>**Action Category:** Curriculum Changes<br>**Follow-Up:** Different teaching techniques were implemented to allow this SLO to be completed as one combined assessment. Students were able to understand the concepts of stretching. (12/12/2016) |

# ECC: PE 204 :Badminton

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Overhead Clear -** Students will demonstrate proficiency and accuracy in the overhead clear.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** The students had 10 opportunities to hit an overhead clear to a specific area at the back of the badminton court.<br>**Standard and Target for Success:** 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. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>23 students were tested.<br>9/10 successful attempts 9 students<br>7/8 6<br>5/6 4<br>3/4 1<br>0-2 3<br>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. (12/03/2014)<br>**Faculty Assessment Leader:** A. John Britton | **Action:** 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. (09/28/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Students who needed extra repetitions were identified early on in the semester. These students were given more practice time on the overhead clear before moving on to the next skill. This resulted in better accuracy and proficiency. (12/08/2015) |
| | **Performance -** Students were given 10 attempts to hit a specific target area with an overheard clear shot. Students were tested 3 times throughout the semester to gauge improvement.<br>**Standard and Target for Success:** After the 3rd test of the semester, 80% of students should be able to complete an overhead clear to a specific area on the other side of the court. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Not Met<br>30 students were tested on the overhead clear shot. The first test yielded only 4 students being able to complete the shot. 26 students could not consistently hit a specific area. When tested again at the end of the semester, 12 students were able to complete the assessment. 60% of students still could not meet the assessment standard. This is a very good SLO to measure student improvement in a specific technical skill. The same format can be used for every badminton stroke as a means of monitoring a students progress. The overhead clear is a basic, but technically difficult, stroke for a badminton player to achieve consistency. Almost all of the students had never played badminton before and the results show this. While there was improvement, the skills are still hard to master over the course of 1 semester. (12/29/2017)<br>**% of Success for this SLO:** 40<br>**Faculty Assessment Leader:** John Britton | **Action:** Students would benefit from an intermediate badminton class being offered. One semester is not enough for beginners to fully learn and master the game. (12/29/2017)<br>**Action Category:** Curriculum Changes |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #2 Rules -** Students will identify the “Laws of the Game” and explain the rules and the regulations governing the sport.<br><br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students were given a 50 point test on the "Laws of the Game" of Badminton.<br>**Standard and Target for Success:** 80% of students should earn 80% or higher on the test. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Not Met<br>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)<br>**Faculty Assessment Leader:** John Britton | **Action:** Students would benefit from new equipment and better courts where the markings are easier to see. (01/19/2016)<br>**Action Category:** Program/College Support<br>**Follow-Up:** Erection of new gymnasium is not yet complete but when completed will benefit the students greatly. (12/14/2016) |
| **SLO #3 Overhead Smash -** Students will demonstrate proficiency and accuracy in the overhead smash<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Students were given 10 attempts to hit a specific target area at the front of the court with a forehand overhead drop shot from the back of the court. Students were tested 3 times throughout the semester to gauge improvement.<br>**Standard and Target for Success:** Students needed to make 8 out of 10 shots into the specific area designated. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met<br>24 students were tested on the forehand overhead drop shot. The first test yielded only 6 students being able to complete the shot. 18 students could not consistently hit a specific area. When tested again at the end of the semester, 16 students were able to complete the assessment. 30% of students still could not meet the assessment standard. This is a very good SLO to measure student improvement in a specific technical skill. The same format can be used for every badminton stroke as a means of monitoring a students progress. (12/14/2016)<br>**Faculty Assessment Leader:** John Britton<br>**Faculty Contributing to Assessment:** John Britton | **Action:** Students would benefit from better scheduling of facilities in order to utilize full class time. (12/14/2016)<br>**Action Category:** Program/College Support<br>**Follow-Up:** There is still limited space during class due to construction. (12/29/2017) |

# ECC: PE 208 :Bowling

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Keeping Score -** Students will demonstrate the process of keeping score.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students were required to keep there bowling scores during a game.<br>**Standard and Target for Success:** All students (100%) should be able to keep an accurate bowling score of a game. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Not Met<br>Students were tested on keeping score. 21 students kept score of a game. 18 out of 21 kept score correctly. (12/07/2017)<br>**% of Success for this SLO:** 86<br>**Faculty Assessment Leader:** Diana Galias | **Action:** A practice test will be given part of the way through the semester and students who can not keep score accurately will be given additional assistance. (10/26/2018)<br>**Action Category:** Teaching Strategies |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>A pre-test and a post-test were given which required students to keep there bowling score of 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.<br>Pre-test results = 3 passed, 17 failed<br>Post-test = 19 passed, 1 failed<br>A significant improvement was displayed from the pre to the post test. (11/05/2014)<br>**Faculty Assessment Leader:** Diana Galias | **Action:** To reach a 100% passing, a few more practice sessions will be incorporated into the course. (09/11/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The class practiced throughout the semester and it seemed to help students in the ability to keep score. (11/16/2015) |
| **SLO #2 Spare Strategies -** Students will identify the appropriate strategies for executing various spare shots.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**Standard and Target for Success:** 80% of the students should receive a 4 on the grading rubric. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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. (11/16/2015)<br>**Faculty Assessment Leader:** Diana Galias | **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)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** In addtion to teaching spare strategies, the students practiced executing the skills during class. This practice will be continued and the results |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | included the next time this assessment is completed. (12/08/2016) |
| **SLO #3 Terminology and Etiquette -** Students will explain proper bowling terminology and lane etiquette.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** A 15 item final exam was given on the topics of terminology and etiquette<br>**Standard and Target for Success:** 80% of the students should be able to answer 80% of the question correctly. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>23 students took the exam. All (100%) of the students were able to answer at leats 80% of the questions correctly. In fact, they all scored 15 out of 15. A review session and discussion was very helpful for students to master the material. (12/12/2016)<br>**Faculty Assessment Leader:** Diane Galias | **Action:** The next time this assessment is given, a wider array of topics and terminology will be included. The exam questions did not have sufficient rigor and did not cover enough material. Way too easy. (11/03/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** We did cover a wider array of topics, but this SLO was not assessed. We will continue with the information and assess when scheduled. (12/07/2017) |

# ECC: PE 220 :Naginata - A Japanese Martial Art

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Demonstration -** Students will utilize a Naginata (pole arm) and demonstrate appropriate offensive and defensive tactics.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Presentation/Skill Demonstration -** Students performed offensive and defensive techniques partnering with another student. Grades were given for various skills utilizing the naginata as observed by the instructor.<br>**Standard and Target for Success:** 80% of the students will be able to adequately perform the offensive and defensive techniques. | **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)<br>**Standard Met? :** Standard Met<br>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. (12/12/2013)<br>**Faculty Assessment Leader:** Helen Nakano | **Action:** 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. (12/10/2014)<br>**Action Category:** Curriculum Changes |
| | **Presentation/Skill Demonstration -** Students performed offensive and defensive techniques partnering with another student. Grades were given for various skills utilizing the naginata as observed by the instructor.<br>**Standard and Target for Success:** 80% of the students will be able to adequately perform the offensive and defensive techniques. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>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 importance that they read the 5-page handout that I distribute to the class at the beginning of the semester. (01/29/2015)<br>**Faculty Assessment Leader:** Helen Nakano | **Action:** 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. (09/15/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** I did put more emphasis on the importance of the hand out, and students performed better on the exams (01/28/2016) |
| **SLO #2 Identify Terminology -** Students will identify Japanese terminology related to Naginata.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** On the mid term and final exam, Japanese Naginata terminology was included.<br>**Standard and Target for Success:** 80% of the students can utilize Naginata terminology during the exams at a B or better level. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Helen Nakano | **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)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The yelling from the |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | diaphram was more effective and the students were able to understand how to do it better. (03/09/2017) |
| **SLO #3 Etiquette -** Students will demonstrate proper etiquette with the martial art of Naginata.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** students will demonstrate respect by bowing to the instructor, other students, and the place of practice as they arrive and leave each day. Also students will demonstrate respect for the Naginata by not using it as a toy.<br>**Standard and Target for Success:** 100% of students will show respect on a daily basis | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>15 students successfully demonstrated etiquette on a daily basis. 100% of the class demonstrated a high level respect and etiquette daily. (03/09/2017)<br>**Faculty Assessment Leader:** Helen Nakano | **Action:** I will continue to reinforce and encourage the culture of respect and etiquette connected to the traditions of Naginata. (03/09/2017)<br>**Action Category:** Teaching Strategies |

# ECC: PE 224 :Golf

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #1 Driving -** Students will demonstrate proficiency in driving a golf ball.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 01/24/2014 | **Multiple Assessments -** 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.<br>**Standard and Target for Success:** 50% of the class will have improved from the first week to the sixth week in landing on the green in regulation.<br>**Additional Information:** Landing on the green in regulation is very difficult on the Alondra par 3 course since the greens are so small in comparison to most other courses. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>Kept track of results from week 1 on the course and again on week 6 for hole 1 at Alondra GC.<br><br>KEY - Y=yes N=no<br><br>Student 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15<br>Week 1 Y N N N Y N N N N N N N N N Y<br>Week 6 Y N Y N N N Y N N Y N Y N Y Y<br><br>3 students (20%) were able to successfully land the ball on the green on the first hole on the first day. 6 weeks later, 7 students (47%) were able to land their ball on the green on their tee shot. Overall, from the first week to the sixth week, there was a 57% improvement in the class in hitting their tee shot on the green. (12/15/2017)<br>**Faculty Assessment Leader:** Stacy Komai | **Action:** For future assessments, using the ninth hole instead of the first hole for the assessment might show more overall improvement by having more holes to practice on. (12/18/2017)<br>**Action Category:** Teaching Strategies |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>Kept track of results from week 1 on the course and again on week 6 for hole 1 at Alondra GC.<br><br>KEY - Y=yes N=no<br><br>Student 1 2 3 4 5 6 7 8 9 10 11 12 13<br>Week 1 N N N N Y N N N N N Y N N<br>Week 6 N N N Y N N N N Y N N N Y | **Action:** 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. (05/29/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Kept track of results from week 1 on the course and again on week 6 for hole 9 at Alondra GC. |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | 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. (12/05/2014)<br>**Faculty Assessment Leader:** Stacy Komai<br>**Faculty Contributing to Assessment:** n/a | KEY - Y=yes N=no<br><br>Student 1 2 3 4 5 6 7 8 9 10 11 12<br>Week 1 Y N N Y N N Y N N N N N<br>Week 6 Y Y Y Y N Y N Y Y N Y N<br><br>The 3 that got on the green the very first day were experienced players, but 6 weeks later, the class overall had a lot of improvement and 8 of the students were able to get the ball the come to rest on the green. 67% of the class were able to land on the 9th hole green, on the Alondra golf course par 3, in regulation. (12/11/2015) |
| **SLO #2 Putting -** Student will demonstrate proficiency in putting a golf ball.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**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. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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.<br><br>Round 1 Round 2 (6 weeks later)<br>30 24<br>28 20<br>25 20<br>26 18<br>23 18<br>25 22<br>29 25<br>20 17<br>15 12<br>18 15 | **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 |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | 19 17<br>22 20<br><br>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)<br>**Faculty Assessment Leader:** Stacy Komai | their round of golf for the class, which will help improve their putting proficiency during the round. (06/03/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Out of the 24 students in the class keeping track of their putts in the first round of playing the par 3 course, their collective total number of putts was 652, and 6 weeks later after getting adjusted to playing course and improving their game, the total number of putts for the class was 526. The students would practice on the putting green before the round and they had a 126 stroke improvement for the class and a 81% improvement. The extra practice was helpful, and also the fact that they were overall improving their game and feel around the green as the weeks went on. (12/09/2016) |
| **SLO #3 Rules -** Students will identify the rules of golf and explain proper etiquette.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Directly related to SLO** | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>Data: A 50 question quiz was used to assess the comprehension and understanding of the rules and etiquette of golf. Out of the 24 students in the class, 20 of them scored better than 85% on the quiz. 67% of the class scored better than 92% on the quiz. 100% of the class scored better than 80% on the quiz.<br><br>Analysis: It is very important for the students to know the rules and etiquette of golf because it will allow them to play on any course in the future. The majority of the students | |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | **Directly related to SLO** | have never played golf before, so spending the time to go over all the rules is very important and ensuring that they know the etiquette of the game is not only for safety reasons, but it is also for the enjoyment the other players on the course. The better they know the rules, the more they can use them to their advantage instead of it being a disadvantage. (10/28/2016)<br>**Faculty Assessment Leader:** Stacy Komai | |
| | **Exam/Test/Quiz -** A 50 question quiz was used to assess the comprehension and understanding of the rules and etiquette of golf.<br>**Standard and Target for Success:** It is expected that 80% of the student will score a 85% or above on this SLO. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>Data: A 50 question quiz was used to assess the comprehension and understanding of the rules and etiquette of golf. Out of the 24 students in the class, 20 of them (83%) scored better than 85% on the quiz. 16 students in the class did better than 92% on the quiz. 100% of the class scored better than 80% on the quiz.<br><br>Analysis: It is very important for the students to know the rules and etiquette of golf because it will allow them to play on any course with other players in the future. It was important to make sure that they not only learned how to play golf throughout the class, but that they learned the etiquette involved in the game for safety reasons and for the enjoyment of the other players on the course and the better they know the rules, the more they can use them to their advantage instead of it being a disadvantage. Several lectures were spent going over etiquette and rule and since the majority of the class did better than 90% on the quiz, all that time dedicated to that material was well spent. (10/28/2016)<br>**Faculty Assessment Leader:** Stacy Komai | **Action:** Use the questions that were missed the most and give them 10 question practical follow-up to make sure that they understand the rules and how to implement them on the course. (12/16/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** By having them learn from their mistakes in a practical setting and then administering a practical follow-up quiz, the students learned the rules so much better than when you verbally explain the rules to them. (12/08/2017) |

# ECC: PE 240 :Beginning Swimming

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Breathing -** The student will demonstrate swimming freestyle using correct breathing.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** Students swam 50 yards and were evaluated by the instructor for correct breathing technique<br>**Standard and Target for Success:** 100% of students can swim 50 yards with proper breathing technique. | **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)<br>**Standard Met? :** Standard Not Met<br>20 out of 25 students could swim the 50 yards with proper breathing technique. (12/10/2013)<br>**Faculty Assessment Leader:** Le Valley Pattison | **Action:** We are in need of new lane lines. The current ones are really old, and are falling apart. (12/01/2014)<br>**Action Category:** Program/College Support<br>**Follow-Up:** New lane lines were purchased by the athletic department making it much more beneficial for student success. (12/08/2015)<br><br>**Action:** Need a class for students who aren't ready for the Intermediate/advanced class. (08/25/2014)<br>**Action Category:** Curriculum Changes |
| | **Performance -** 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.<br>**Standard and Target for Success:** By the end of the semester, I would like 100% of the students to be able to swim freestyle and breath to the side. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>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.<br>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 | **Action:** 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. (01/20/2015)<br>**Action Category:** Teaching Strategies<br><br>**Action:** 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. (01/19/2015)<br><br>**Action Category:** Program/College Support<br>**Follow-Up:** To maintain a safe |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | 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. (12/10/2014)<br>**Faculty Assessment Leader:** Heather Dohy | environment for the student's, new lane lines were brought to the pool. These new lane lines are also helpful in minimizing the amount of turbulent water, which is very helpful while they are swimming. (12/02/2015) |
| | **Performance -** Students will be asked to swim 25 yards freestyle while breathing every other stroke on the right side only. Students will then be asked to swim another 25 yards freestyle, breathing every other stroke on the left side only. Lastly, students will swim 25 yards breathing every three strokes so that they are challenged to breathe consistently on both sides.<br>**Standard and Target for Success:** While the students are completing the assessment, I will be visually checking for proper breathing technique and rhythm. This includes making sure the students are breathing to the side, and not lifting their head straight up to breathe. My target for success is based on percentage. It is expected that 90% of students will be able to perform the correct breathing technique while swimming freestyle. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>At the conclusion of this assessment, 25 out of 27 students (92%) were able to use the proper breathing technique when swimming freestyle. I am very pleased with these results especially since I feel that this SLO is the most difficult of the three to attain. I will continue to utilize equipment such as the fins, kick boards, and bottles to help the students familiarize themselves with breathing to the side while swimming freestyle. In regards to students who did not meet the standard, I will continue to work closely with those that seem to be having a difficult time in the future. Giving all students ample practice time with specific feedback and encouragement will help them achieve the SLO. (12/13/2017)<br>**% of Success for this SLO:** 92<br>**Faculty Assessment Leader:** Heather Cordovil | **Action:** In order to help improve the flow of the class, there should be a whiteboard placed in front of the shallow pool so that instructors can write the workout that the students are to follow. This would allow the students to continue to practice the learned skills on their own while the instructor walks around and gives necessary feedback to all students (both in the deep pool and shallow pool). (12/13/2018)<br>**Action Category:** Program/College Support |
| **SLO #2 Backstroke -** The student will demonstrate swimming on their back using either backstroke or elementary backstroke.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**Standard and Target for Success:** | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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. | **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. |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | 80% of the students should be able to swim 25 yards using backstroke or elementary backstroke without stopping. | 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)<br>**Faculty Assessment Leader:** Le Valley Pattison, Heather Cordovil | 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)<br>**Action Category:** Program/College Support |
| **SLO #3 Pool Safety -** The student will demonstrate water safety by jumping into the deep pool and safely getting back to the edge of the pool.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Students were asked to jump into deep pool and then to come up for air and swim on stomach or back to designated side of pool. Instructor was in pool or had ready to use equipment in the event that someone might need additional help.<br>**Standard and Target for Success:** It is expected that 90% of the students will be able to reach wall independent of additional assistance. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>20 of 21 students (95%) were able to successfully (independently) jump into pool, come up for air and swim to side of pool. One student needed a little bit of assistance. Many students wanted to do it again and again and many chose to go off the diving board as well. And all those that chose to try diving board made it safely into the water and back to the wall independently. (12/20/2016)<br>**Faculty Assessment Leader:** Monica Lizarraga | **Action:** continue providing more that one opportunity to 'practice' and explore in the deep water so that the student feels more comfortable about being in the deep water. (05/31/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** By providing students with ample time to practice jumping into the pool, 100% of students were able to successfully jump off the side, as well as the 1m diving board. All students showed excellent water safety by getting back to the side of the pool independently whether they jumped from the side or the diving board. (12/13/2017) |

# ECC: PE 247:Swimming, Lifeguard Training

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **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.<br><br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Presentation/Skill Demonstration -** Assessment will utilize the final skills tests set by the American National Red Cross. See attached document<br>**Standard and Target for Success:** Standard = 90% passing to get Red Cross LGT certification.<br>Target = 100% passing and 75% at zero errors with excellent performance.<br>**Related Documents:**<br>SLOassessmentResultsFa2014.docx | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>All 13 students who completed the course and the American Red Cross Lifeguard Training skills tests met the standard. Some students took multiple attempts to meet the standard but succeeded. Only one student who completed the class failed to meet the standards because he simply did not return to take the skills tests. He stopped attending the class. (12/26/2017)<br>**% of Success for this SLO:** 93<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** none | **Action:** The college needs to purchase one of the new backboards which are used for the new Red Cross spinal injury management skills. Purchase order will be submitted for one new backboard complete with new head restraint system. (12/26/2017)<br>**Action Category:** Teaching Strategies |
| | | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>100% of the students who took the American Red Cross final Lifeguard Training skills tests completed this SLO at current standards. (12/13/2016)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** Linda Delzeit | **Action:** The Red Cross is releasing an updated Lifeguard Training program in January 2017. There will be significant changes to the skills and all of the changes to the industry will need to be reflected in the curriculum and SLOs. Therefore, the curriculum for this class will need to be revised and the assessments will need to be revised. The SLOs may stay the same since it reflects the major categories for Lifeguard Training. (12/13/2016)<br>**Action Category:** Curriculum Changes<br>**Follow-Up:** The course outline for PE 247 was updated and submitted to the ECC Curriculum Committee. Final decision from the curriculum committee has not been announced. When the PE 247 course was taught during Fall 2017, the updated Red Cross |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | Lifeguard Training skills and standards were taught. (12/26/2017) |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>• 100% of students who completed the skills tests passed and 48% to 87% scored at level of Excellent Performance.<br>• 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.<br>• The data does not indicate the number of additional hours of class practice time which were required 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.<br>• 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. (11/30/2014)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Related Documents:**<br>PE247-LGT-SLO1analysisFa14.docx | **Action:** • 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 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. (12/31/2014)<br>**Action Category:** Curriculum Changes |
| | | | **Action:** • 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 |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | with 0.5 units devoted to lecture and 0.5 units of lab, no homework. (12/31/2014)<br>**Action Category:** Curriculum Changes |
| **SLO #2 Breathing Emergencies -** Students will demonstrate proper technique in response to breathing emergencies, both conscious and unconscious for infant, children and adults.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Presentation/Skill Demonstration -** Assessment will utilize the final skills tests set by the American National Red Cross. See attached for assessment rubric.<br>**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.<br>**Related Documents:** SLOassessmentResultsFa2014.docx | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>90% of the students who completed the American Red Cross final skills tests were successful and met the standards. (04/29/2016)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** Linda Delzeit | |
| | | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>• 100% of students who completed the skills tests passed and 50% scored at level of Excellent Performance.<br>• The data does not indicate the number of students who originally failed the performance test and redid it to pass.<br>• 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.<br>• The results meet the standard but not the target goal.<br>• Students need more practice time to develop their CPR response skills.<br>(11/30/2014)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Related Documents:** PE247-LGT-SLO2analysisFa14.docx | **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)<br>**Action Category:** SLO/PLO Assessment Process |
| | **Presentation/Skill Demonstration -** Students will demonstrate CPR skills based on scenarios presented to them. CPR scenarios will be for adults, children and infants. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>100% of the students who took the American Red Cross lifeguard training final skills tests completed this SLO with | **Action:** The college AED trainers are inadequate for this class. I will request the college purchase Prestan AED trainers so the students will have equipment that |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | Students will be considered passing if no major mistakes are made or no more than two minor mistakes are made. Students will have two chances to succeed in each skills test.<br>**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. | current standards. (12/13/2016)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** Linda Delzeit | will help them learn the skills they will need on the job. I had to bring equipment this year from outside the college. (12/13/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Preston AED's have not been ordered. They would help the class a lot to have up to date practice AED's. also practice AED's that work would be helpful as well. (03/02/2017) |
| | | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>90% of those students who completed the skills assessments met the standards for passing in all assessments. (04/29/2016)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** Linda Delzeit | |
| **SLO #3 Spinal Injuries -** Students will recognize spinal injuries which occur on land or in the water and perform the currently accepted techniques for emergency responders.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Presentation/Skill Demonstration -** Final Skills Scenario by American Red Cross. See attached.<br>**Standard and Target for Success:** It is expected that 85% of the students in the class will successfully complete this SLO based on current Red Cross standards.<br>**Related Documents:**<br>SLOassessmentResultsFa2014.docx | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>100% of the students who took the American Red Cross final skills test successfully completed this SLO. (12/13/2016)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** Linda Delzeit | **Action:** The Red Cross is releasing an updated Lifeguard Training program in January 2017. There will be significant changes to the skills and all of the changes to the industry will need to be reflected in the curriculum and SLOs. Therefore, the curriculum for this class will need to be revised and the assessments will need to be revised. The SLOs may stay the same since it reflects the major categories for Lifeguard Training. (12/13/2016)<br>**Action Category:** Curriculum Changes<br>**Follow-Up:** Updated Lifeguard Training course outline submitted |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | to curriculum committee and results are still pending.<br>The Red Cross 2017 updates did change the skills for spinal management and, as a result, the skills tests were updated when the course was taught during Fall 2017. (12/26/2017) |
| | | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>100% of those students who completed the American Red Cross final skills tests were successful in the spinal injury management skills. (04/29/2016)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Faculty Contributing to Assessment:** Linda Delzeit | |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>• 100% of students who completed the skills tests passed and 87% scored at level of Excellent Performance.<br>• The data does not indicate the number of additional practice sessions which the instructor did outside of normal class sessions in order to get such results.<br>• 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 spinal injury management.<br>• The instructor tests many more spinal injury management skills but has not yet included those in the SLO assessment process.<br>• The results meet the standard and the target goal. (11/30/2014)<br>**Faculty Assessment Leader:** Linda Delzeit<br>**Related Documents:**<br>PE247-LGT-SLO3analysisFa14.docx | **Action:** • SLO Assessment revision: Include the other spinal injury management skills tests done by the instructor in the SLO assessment. (08/10/2015)<br>**Action Category:** SLO/PLO Assessment Process |
| **SLO #4 First Aid -** Students will demonstrate appropriate responses | | | |

| Course SLOs | Assessment Method Description | Results | Actions |
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| to the first aid emergencies that most commonly occur at swimming pools and non-ocean waterfronts.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | | | |

# ECC: PE 250 :Techniques of Surfboard Riding

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Paddling -** Students will demonstrate knee and prone paddling techniques.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Presentation/Skill Demonstration -** Student will perform paddling safely through waves in small surf conditions<br>**Standard and Target for Success:** Student will be able to safely paddle through small breaking waves.<br>**Additional Information:** The students will demonstrate for the Instructor the ability to safely paddle through small scale surf. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>Students met safety standards and paddled in a prone position successfully through small and moderate sized surf. (12/02/2017)<br>**% of Success for this SLO:** 100<br>**Faculty Assessment Leader:** Kurt Peters<br>**Faculty Contributing to Assessment:** Kurt Peters | **Action:** Instructor taught balance and safe paddling through small and moderate surf (12/02/2017)<br>**Action Category:** Teaching Strategies |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>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. (09/01/2015)<br>**Faculty Contributing to Assessment:** Kurt Peters | **Action:** 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. (02/08/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Students were taught prone paddling techniques and successfully paddled through small and moderate sized surf. (12/02/2017)<br>**Follow-Up:** Students were taught to safely balance on the board in a prone position (12/02/2017)<br>**Follow-Up:** Students successfully performed prone paddling technique in small and medium scale surf. (12/10/2015) |
| | **Performance -** Instructor watches balance and efficient paddling through small and moderate scale surf<br>**Standard and Target for Success:** Students safely paddle through small and moderate surf | | |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #2 Identify Wave -** Students will identify an appropriate wave to ride for their skill level.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**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. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Kurt Peters | **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)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** All students in Fall 2016 were able to identify and catch waves. Some were able to ride successfully for long periods of time, others<br>fell frequently. (03/06/2017) |
| **SLO #3 Paddling Speed -** Students will demonstrate improvement in paddling speed.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Students were observed paddling in calm, intermediate, and advanced ocean conditions.<br>**Standard and Target for Success:** Students should be able to paddle out through the surf during intermediate ocean conditions.<br>**Additional Information:** All students were able to paddle out through the surf during intermediate ocean conditions | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>Students measured on skill level paddling in all different conditions. All students were able to manage beginner and intermediate conditions. All students were able to increase paddling speed throughout the semester. A small portion of students were successful paddling in advanced ocean conditions. (04/06/2017)<br>**Faculty Assessment Leader:** Kurt peters<br>**Faculty Contributing to Assessment:** Kurt Peters | |
| | | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>03/03/2017 (03/03/2017)<br>**Faculty Assessment Leader:** Kurt Peters | **Action:** On days of small surf students will be timed in a 300 meter paddle out through the surf and back to shore. (03/06/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** By timing the students paddling in smaller surf the Instructor will have a better idea of overall success with each |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | student, as it pertains to SLO # 3, Paddling Speed. (04/06/2017)<br>**Action:** In the future having students paddle a set distance in differing conditions throughout the semester may be used (03/03/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Students will be able to track their progress in different conditions due to the 'standard distance test' applied in the Fall Semester of 2017 (04/06/2017) |

# ECC: PE 254:Aerobic Fitness

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 CV Endurance -** Students will demonstrate improvements in Cardiovascular Endurance.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 01/21/2014 | **Performance -** A timed, physical assessment will be given at the begining of the semster. That same timed, physical assessment will be given at the end of the semester. Individual performance wll be evaluated to see if improvement was made.<br>**Standard and Target for Success:**<br>The following rubric will be used:<br>4-Students decreased their time by 10% or more<br>3-Students decreased their time by 7-9%<br>2-Students decreased their time by 4-6%<br>1-Students decreased thier time by 1-3% | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>14 student were participating in assessment Coopers 1.5 mile run test, and a quantitative pre and post test were given at the beginning and end of the semester. It is expected 70% of students will perform at level 2 or higher of target towards end of semester.<br>14 students attempted to complete all modules<br>100% of the students completed all the modules<br>The following rubric was used for standard and target success.<br>4. Demonstrate finish time of bewteen 8-10 minutes = A<br>3.Demonstrate finish time between 11-13 minutes = B<br>2.Demonstrate finish time between 14-16 minutes = C<br>1.Demonstrate finish time between 17-19 minutes = D<br>0. Unable to demonstrate finish time under 20 minutes = F<br><br>PRE-TEST: 2 students recorded at the number 4 level with 6 of 10 times. 3 Students recorded at number 3 level, 5 students demonstrated at number 2 level, 2 students demonstrated at level 1, and 2 students demonstrated at 0 level<br>POST-TEST: 2 students recorded at number 4 level, 2 students recorded at number 3, and 10 students recorded at level 2.<br>14% got an A<br>14% got a B<br>71% got a C<br><br>(01/07/2017)<br>**Faculty Assessment Leader:** juan Diaz<br>**Faculty Contributing to Assessment:** juan Diaz | **Action:** Students proficiency and accuracy of continuous rhythmic activity body movement throughout semester improved there cardiovascular system. Emphasis of mid testing will help inform students of progression through out semester and help improve there times in the coopers 1.5 mile. (01/07/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** SLO #1 CV Endurance Students will demonstrate improvements in Cardiovascular Endurance. (12/10/2018) |
| | | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>22 Students were given the Pre and Post assessment for a | **Action:** Students mentioned that a mid-semester assessment would be helpful for them to understand if their performance was |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| | | step aerobics exercise (60 toe taps on the step). Students where given guidelines to follow during the semester to ensure passing the Post Assessment. These guildelines, not only helped the students perfect the technique of step aerobics, but they also helped the students understand which muscles were weak and how to improve cardiorespiratory endurance. 18 students decreased their time by 10%. 2 students decreased their time by 7-9%. 2 students dropped the class and did not complete the post assessment. (11/19/2014)<br>**Faculty Assessment Leader:** B. Alcocer | progressing for this step test. In the future, I will include a mid-semester assessment and use it to further educate the students on techniques and guidelines for improving performance. (11/21/2014)<br>**Action Category:** Teaching Strategies |
| | **Performance -** Students will demonstrate improvements in Cardiovascular Endurance. 14 students were participating in assessment Coopers 1.5 mile run test, and a quantitative pre and post test were given at the beginning and end of the semester.<br>**Standard and Target for Success:** It is expected 70% of students will perform at level 2 or above of target towards end of semester on this SLO.<br>14 students attempted to complete all modules<br>100% of the students completed all the modules<br>The following rubric was used for standard and target success.<br>4. Demonstrate finish time of between 8-10 minutes = A<br>3.Demonstrate finish time between 11-13 minutes = B<br>2.Demonstrate finish time between 14-16 minutes = C<br>1.Demonstrate finish time between 17-19 minutes = D<br>0. Unable to demonstrate finish time under 20 minutes = F | | |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #2 Flexibility Improvement -** Students will demonstrate improvements in flexibility.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 01/21/2014 | **Performance -** 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.<br>**Standard and Target for Success:** Students improve flexibility by more than 1 inch on the sit and reach test. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>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. (11/26/2014)<br>**Faculty Assessment Leader:** Brandon Alcocer | **Action:** 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. (03/02/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The change in instruction emphasis was not implemented this semester. A goal would be to add this change for the next assessment cycle. (12/10/2015) |
| **SLO #3 Body Composition -** Students will calculate their body fat percentage.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 01/21/2014 | **Laboratory Project/Report -** Students were asked to calculate their % body fat by utilizing electronic scales available in the kinesiology department.<br>**Standard and Target for Success:** 100% of the students will be able to calculate their body fat using the available equipment. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Not Met<br>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)<br>**Faculty Assessment Leader:** Eugene Engle | **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)<br>**Action Category:** Program/College Support<br>**Follow-Up:** not sure if there's a change due to the equipment not being able to calculate body composition of significantly overweight students. (03/10/2017) |

# ECC: PE 258:Power Vinyasa Yoga

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Surya Namaskar Sequencing -** Students will explain the correct sequencing of postures in Surya Namaskar B.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 01/30/2014 | **Exam/Test/Quiz -** 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.<br>**Standard and Target for Success:** 80% of the students should be able to list the poses in order along with the breathing. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>22 out of 22 students listed the poses in the correct order while 20 out of 22 students also listed the correct breathing. (11/10/2014)<br>**Faculty Assessment Leader:** Charleen Zartman | **Action:** 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 (03/09/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** I incorporated the new strategy by having the students work in pairs and it was much more efficient and the students were more successful. 100% success! (12/09/2015) |
| **SLO #2 Improvement in Fitness -** Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga Practice.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 01/30/2014 | **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.<br>**Standard and Target for Success:** Students should achieve 70% improvement in all tests. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Charleen Zartman | **Action:** Next time I will try a new stress test instead of utilizing symptoms. (04/05/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The same test was used with a different scoring system that was more flexible. (12/12/2016) |
| **SLO #3 Power Yoga Innovators -** Students will compare and contrast two power yoga Innovators in a written assignment.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016) | **Essay/Written Assignment -** Students completed a written assignment that compared and contrasted 2 power yoga innovators of their choice.<br>**Standard and Target for Success:** All students should be able to identify | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>15 students completed the assignment. All were able to complete and identify 2 innovators and differentiate their style and whether it was spiritual or physical based. (12/12/2016) | **Action:** Students were given 3 names of popular innovators. Next time additional names of professionals and recent innovators will be options for the students. (12/12/2016) |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| **Input Date:** 10/03/2016<br>**Comments::** Per Russell Serr's 10/3/2016 e-mail. | differences in sequences utilized in the practices and whether they were more spiritual or physical based. Lead professionals were used as examples for the paper. | **Faculty Assessment Leader:** Sharkie Zartman | **Action Category:** Teaching Strategies |

# ECC: PE 259:Circuit Training

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 CV Improvement -** Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 02/03/2014 | **Performance -** 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.<br>**Standard and Target for Success:** 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). | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>STUDENT # Differential in Time (+/-) Pre-Test vs. Post Test<br>1 – (-3) seconds<br>2 – (-3) seconds<br>3 – (-3) seconds<br>4 – (-3) seconds<br>5 – (-21) seconds<br>6 – (-17) seconds<br>7 – (-9) seconds<br>8 – (-42) seconds<br>9 – (-6) seconds<br>10 – (-14) seconds<br>11 – (-2) seconds<br>12 – (-29) seconds<br>13 – (-14) seconds<br>14 – (-56) seconds<br>15 – (-7) seconds<br>(12/01/2014)<br>**Faculty Assessment Leader:** Robert Uphoff | **Action:** 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. (01/29/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Body fat monitors were utilized this semester which did provide better statistical data. However, more scales are needed to benefit the number of students. (12/08/2015) |
| | **Performance -** Students were required to run a timed mile around the track in the stadium during the first week of the semester. They were tested again midway through the semester and once again at the end during finals week.<br>**Standard and Target for Success:** 90% of the students should be able to cut their mile time by at least 30 seconds after 8 weeks of training. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Not Met<br>Of the 23 students in the class, 19 of them were able to successfully complete the 30 second time reduction off their mile after the 8 weeks of training. 17% were unable to reduce their mile by 30 seconds or more. The 4 students who were unable to meet the standard were all injured with injuries that would not allow them to even participate in the full mile. (11/10/2017)<br>**% of Success for this SLO:** 87<br>**Faculty Assessment Leader:** Jessica Rapoza | **Action:** Spin bikes should be available and accessible for students who are unable to run around the track. (11/10/2017)<br>**Action Category:** Program/College Support |
| **SLO #2 Aerobic vs Anaerobic -** Students will distinguish the differences between the aerobic and | **Exam/Test/Quiz -** Students were given a quiz at the beginning of the | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015) | **Action:** Having access to different equipment would help professors |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| anaerobic energy systems.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 02/03/2014 | 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.<br>**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. | **Standard Met? :** Standard Not Met<br>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)<br>**Faculty Assessment Leader:** Jessica Rapoza | 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)<br>**Action Category:** Program/College Support<br>**Follow-Up:** We do not have any jump-ropes available in the fitness center. Therefore, none were utilized this past semester. However, the need was not there either, as the class size was relatively small and there was plenty of cardio equipment for the class to utilize. I will check to see if we have jump-ropes in an alternate location that I can utilize the next time I have a PE-259 - Circuit Training class. (03/01/2017) |
| **SLO #3 Target Heart Rate -** Students will calculate their aerobic target heart rate.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 02/03/2014 | **Performance -** Before students learn how to calculate and monitor their target training heart rate, students must record/know their resting heart rate. Ideally, we instruct the students to check it first thing in the morning after they've had a good night's sleep and before they get out of bed.<br><br>Students will periodically (3-5 times) complete the following as they exercise... | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>Students were required to check their pulse multiple times throughout the course (often daily) to monitor their "Target Heart Rate". Every student who completed the class had to demonstrate how to find their "Target Heart Rate" during the first few weeks of class and once again during the last week of class as part of their "Final Exam". Therefore, our success rate was 100% for those students who finished/passed the class. (03/02/2017)<br>**Faculty Assessment Leader:** Robert Uphoff | **Action:** I intend to add assessing "Target Heart Rate" into my course syllabus to make known that this skill is required for earning a passing grade in the class. (03/02/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** I added teaching the students how to take their target heart rate as part of the curriculum for the class. While |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| | 1) Take their pulse on the inside of your wrist, on the thumb side.<br>2) Use the tips of your first two fingers (not your thumb) to press lightly over the blood vessels on your wrist.<br>3) Count your pulse for 10 seconds and multiply by 6 to find your beats per minute.<br><br>This overall "range" is your target heart rate.<br>**Standard and Target for Success:** Students must demonstrate to the instructor (firsthand) how to assess their Target Heart Rate in person. They provide their resting heart rate (prior knowledge) and check their pulse several times over during a 5-minute segment on either a treadmill, elliptical machine or stationary bike. After recording their pulse, they must execute the math to determine their own target heart rate. | | this did improve student's knowledge, they are often incorrect in their heart rate readings. Heart rate monitors for the students would help achieve accurate readings to determine the rate at which each student is exerting themselves. (11/10/2017) |

# ECC: PE 270:Fitness and Sports Nutrition

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Protein and Nutritional Supplements -** Student will identify effective protein and nutritional supplements for enhanced muscular recovery from exhaustive exercise.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students' knowledge and understanding of effective protein and nutritional supplements for enhanced muscular recovery from exhaustive exercise was assessed by multiple choice, matching, and brief essay (critical thinking) questions.<br>**Standard and Target for Success:** 90% of students will score 80% and above on this assessment at the conclusion of this unit. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>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) 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. (12/04/2014)<br>**Faculty Assessment Leader:** Dean Lofgren | **Action:** Students demonstrated a keen interest in this ever-changing area and subject field. As new advancements in carbohydrate supplementation arise, the curriculum will need to be updated to address these crucial advancements. This will benefit the students tremendously. (02/04/2016)<br>**Action Category:** Teaching Strategies<br><br>**Action:** 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-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. (09/10/2015)<br>**Action Category:** Teaching Strategies<br><br>**Follow-Up:** This has been one of the most interesting components of the semester course and will likely continue to be. Class presentations of various foods/products available in the market place has been of great insight and learning. In the future, I will continue to have students |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | research and bring "cutting edge" information into the classroom in the form of research projects and class presentations. (02/04/2016) |
| **SLO #2 Carbohydrate Supplements -** Student will identify effective carbohydrate supplements for pre-exhaustive, exhaustive, and post-exhaustive endurance training sessions.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**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. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Dean Lofgren | **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)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** I am currently investigating methods to include accurate fitness assessments as part of the Fitness and Sports Nutrition course. (03/02/2017 (03/03/2017) |
| **SLO #3 Body Weight and Composition -** Student will design an effective strategy to achieve goal body weight and composition.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Essay/Written Assignment -** Body composition for all students was assessed using the skinfold measurement method of body composition assessment. Based upon these calculations, a percentage of body fatness/lean body mass was determined for the student and compared with recommended values for a healthy population. To further understand their energy balance, students calculated their caloric expenditure taking into account their estimated resting metabolism needs, activities of daily living, and additional exercise/physical work. This total | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>90% of students scored 75% and above in accurately explaining effective strategies for achieving goal body weight and composition. (03/02/2017)<br>**Faculty Assessment Leader:** Dean Lofgren | **Action:** I will continue current teaching methodologies, but would like to be able to assess body composition with the most recent advancements in body composition assessment equipment/devices to assure accurate measurements. In addition, being able to provide accurate fitness assessments for prescribing individualized fitness programs would be an added benefit. These could be done in another class, fitness center/laboratory, or as a laboratory activity as part of this class. This is something I would |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| | daily caloric expenditure estimate was compared to their daily total caloric intake based upon a 24 hour nutrition analysis.<br>Using these values, the student was then able to explain the importance of this basic energy balance equation/scale along with the important role dietary modification along with regular activity plays in achieving and maintaining goal body weight and composition.<br>**Standard and Target for Success:** It was expected that 90% of the students would score 75% or above on this SLO. | | like to further investigate for its application in this Fitness and Sports Nutrition course. (03/02/2017)<br>**Action Category:** Teaching Strategies |

# ECC: PE 272:Care and Prevention of Athletic Injuries

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Bandaging and Taping -** Students will demonstrate appropriate bandaging and taping skills for upper and lower extremities.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** A matrix of criteria for an ankle taping test is given to each student.<br>**Related Documents:**<br>Criteria<br>Lab Skills Examination Criteria PE272_F-14.docx | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>Based upon the attached rubric, the standard used to determine success in taping is 70%, 14/20 points. 25 of the 29 students tested (86%) were successful in reaching the 70th percentile or above.<br><br>(12/03/2014)<br>**Faculty Assessment Leader:** Mary Aja<br>**Faculty Contributing to Assessment:** Mary Aja<br>**Related Documents:**<br>Taping Rubric<br>Criteria | **Action:** The existing standard may need to be adjusted upward in the future when we have a more suitable room to conduct lab. (11/15/2016)<br>**Action Category:** Program/College Support<br>**Follow-Up:** Success in part may be attributed to more taping supplies which were provided by the department Dean. (03/06/2016) |
| | **Performance -** Posted criteria for evaluating preventative ankle taping includes 25% extra credit for performance in 3 minutes or less.<br>**Standard and Target for Success:** 80% of students will score 75% or above by the end of the semester. 50% will perform within the 3 minute window. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Not Met<br>Out of 26 students who were evaluated on preventative ankle taping, 19 scored at 75% or above.<br>73% is below the goal of 80%.<br>The addition of a timed performance yielded 17/26 students within the 3 minute window. 65% is well above the goal of 50% (03/06/2016)<br>**Faculty Assessment Leader:** Mary Aja<br>**Faculty Contributing to Assessment:** Mary Aja | **Action:** Offering the PE 274 course may shift the lab content into a format that will allow more time to be spent within the class structure for taping performance. (11/15/2016)<br>**Action Category:** Curriculum Changes<br>**Follow-Up:** Meet with Dean to discuss the status of the PE274 course. Inquire as to the viability of adding a 1 unit lab course. (10/17/2016) |
| **SLO #2 Management Techniques -** Students will explain and justify common management techniques for athletic injuries.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Unit exam<br>**Standard and Target for Success:** 80% will score 70% or above on this SLO<br>**Related Documents:**<br>Sample Examination Questions related to SLO.docx | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Not Met<br>3 out of 26 students who took the unit exam covering management techniques score at or above the projected 70%.<br>The dismal failure at 12% may be misleading due to the number of questions on the unit exam that does not fall | **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)<br>**Action Category:** SLO/PLO |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | under the specific SLO. (03/06/2016)<br>**Faculty Assessment Leader:** Mary Aja<br>**Faculty Contributing to Assessment:** Mary Aja | Assessment Process<br>**Follow-Up:** The questions specific to Management Techniques, found on 2 exams were used to measure the efficacy of the SLO. A total of 6 questions given to an average class of 17 students scored 72%. (01/08/2017) |
| | **Exam/Test/Quiz -** 80% of the students will score 80% or above on the assessment at mid-term.<br>**Related Documents:**<br>Sample Examination Questions related to SLO.docx | | |
| **SLO #3 Emergency Plan -** Students will design and rehearse an emergency action plan.<br><br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Multiple Assessments -** 1. Written homework assignment requiring selection of an athletic venue and subsequent emergency action plan. 2. Presentation of the emergency action plan.<br>**Standard and Target for Success:** A rubric will be used to determine success. It is expected that 90% of the students will score 80% or above on this SLO.<br>**Related Documents:**<br>PE272 EAP assignment.docx | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met<br>The intention of the SLO was to have students who were working in an athletic training setting, use their clinical sites to develop an EAP. Screening of volunteers has become mandatory and an expense (Life line screening, background checks) that was unforeseen. Due to the hardship for some of the students, the assignment was scraped.<br><br>In order to have some measurement of the SLO, five questions pertaining to the EAP and venue safety, were given on a unit examination. Out of 26 students, 75% answered correctly.<br>(01/08/2017)<br>**Faculty Assessment Leader:** Mary E Aja<br>**Faculty Contributing to Assessment:** Mary E Aja | **Action:** It is this instructors intention to modify the assignments to accommodate college employment guidelines, and implement it for fall 2017. (01/08/2017)<br>**Action Category:** Teaching Strategies |

# ECC: PE 275:Sport Psychology

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Study vs Experiment -** The student will describe the difference between a study and an experiment.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/28/2013 | **Exam/Test/Quiz -** 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<br>2. Tries to establish a cause and effect relationship.<br>**Standard and Target for Success:** 90% of students should be able to list both components. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>32 students took the test: 15 students listed both variables, 16 listed 1 variable and 3 did not list any.<br>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. (11/20/2014)<br>**Faculty Assessment Leader:** Kristy Loesener | **Action:** Next fall when I teach the class again, I will add another review session to reemphasize the two components. (09/08/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Another review session was added and students improved on the exam. It was successful! (02/03/2016) |
| | **Exam/Test/Quiz -** Students were given a test which had a section with a short answer portion in which they were required to describe the difference between a study and an experiment, while also giving 2 examples of each.<br>**Standard and Target for Success:** 80% of students should be able to answer the question correctly. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Met<br>Two classes with a combined 62 students were given a test that included a short answer question about the difference between a study and an experiment. 50 students were able to successfully answer the question while also giving 2 examples of a study and 2 examples of an experiment. This showed success on the assessment, just over 80% of students understood the concept. About 20% of students failed at this assessment. Most not passing were students who did not consistently attend class or where English was their second language. This assessment showed that the subject is thoroughly covered during lectures. (12/29/2017)<br>**% of Success for this SLO:** 81<br>**Faculty Assessment Leader:** Jessica Rapoza | **Action:** While this subject is important there are others that could be included in an SLO that are more pertinent to the subject and would show better student success. (12/29/2017)<br>**Action Category:** SLO/PLO Assessment Process |
| **SLO #2 Motivation -** The student will compare and contrast intrinsic vs extrinsic motivation.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015- | **Essay/Written Assignment -** Each student had to compare and contrast intrinsic vs extrinsic motivation by including the definition of both terms, providing | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>31 students completed the assignment.<br>23 got all 3 aspects correct - 74% | **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) |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| 16 (Fall 2015)<br>**Input Date:** 11/29/2013 | an example of both, and stating which type of motivation is ideal for success.<br>**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. | 6 got 2 out of 3 - 19%<br>1 got 1 out of 3 - 3%<br>1 got zero (poor attendance) - 3%<br>The standard was met, and most students could understood the concepts. Some of the answers were a bit vague, and a more clear understanding of the concepts is desired. Students need to improve writing skills, and the writing center will be encouraged for improvement in this area. (02/03/2016)<br>**Faculty Assessment Leader:** Kristy Loesener | **Action Category:** Teaching Strategies<br>**Follow-Up:** The power point was revised and improved student success. How much improvement will be evaluated when this SLO is assessed again. (02/08/2017) |
| **SLO #3 Goal Setting -** The student will describe the characteristics of effective goal setting.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Each student was asked to identify and describe the SMART characteristics of effective goal setting as a short answer question on a test.<br>**Standard and Target for Success:** It is expected that 70% of students will be able to identify and describe all 5 characteristics. It is expected that 60% of students will be able to describe 4 characteristics. It is expected that 90% of students will be able to identify and describe at least 1 characteristic of SMART goal setting. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>27 out of 32 students were able to identify and describe all 5 characteristics of SMART goal setting (22/32). 3 students identified and explained 4 characteristics. 2 students identified and described 3 characteristics.<br>In the lecture, It is imperative that students understand they need not only to identify but also describe each characteristic. Emphasis should be placed on describe. (02/08/2017)<br>**Faculty Assessment Leader:** Kristy Loesener | **Action:** I will develop a handout that identifies all the characteristics of SMART goal setting. (02/08/2018)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** A handout was developed and given to students to further help them learn the SMART characteristics. (12/29/2017) |

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

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **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.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Laboratory Project/Report -** 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.<br>**Standard and Target for Success:** Target for success would be a measured improvement in distance measured by the 12 minute run/walk test. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>32 students were tested 3 times.<br><br>28 students made improvements.<br>4 student did not show measurable improvement.<br><br>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.<br><br>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.<br><br>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. (12/22/2014)<br>**Faculty Assessment Leader:** Nate Fernley | **Action:** Completion of a standard track that would allow for accurate measurement of distance traveled during class testing. (01/05/2016)<br>**Action Category:** Program/College Support<br>**Follow-Up:** Students this semester were not able to benefit from a track but one is in the plans to be completed along with the new football stadium. (12/08/2015) |
| | **Performance -** The laboratory fitness test for Cardiopulmonary Fitness is the 1.5 mile walk/run Cooper test.<br>**Standard and Target for Success:** It is expected that 85% of the students have a Cardiopulmonary Fitness score of "good" range for their age and gender. | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Not Met<br>Assessed 31 students on the cooper test. 23 out of 31 students improved their times on the fitness test, however only 13 students are in the "good" category for fitness. 74% of students improved times but only 42% are in the good fitness category. (12/12/2017)<br>**Faculty Assessment Leader:** Danielle Roman | **Action:** Students improved cooper test times, however 85% are not in the "good" range, therefore cardiovascular work still needs improvement in this population. Students need to adhere to their program developed to improve fitness. Perhaps more teamwork cardiovascular drills to increase motivation. (12/07/2017 ) (12/14/2017)<br>**Action Category:** Teaching |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | | Strategies |
| | | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met<br>Out of 28 students, 25 of the students improved their time for the Cooper fitness test, however not all 25 students were in the "good" category for fitness score. 22 out of 28 (78.5%)were in the good range or better and 6 were in the fair range or less. (02/23/2017)<br>**Faculty Assessment Leader:** Danielle Roman | **Action:** Instructor will spend for time in the lab working on improving cardiovascular fitness. This will include using the track and incorporating intervals. (02/23/2017)<br>**Action Category:** Teaching Strategies |
| **SLO #2 Muscle Endurance -** Students will assess current fitness levels in muscle endurance and develop programs to improve fitness levels.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**Standard and Target for Success:** 80% of the students were expected to perform 5 or more push-ups than the first assessment. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Jessica Rapoza | **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)<br>**Action Category:** Program/College Support<br>**Follow-Up:** Construction is beginning 2017 for the new Aquatic Center and Fitness Complex. (02/28/2017) |
| **SLO #3 Caloric Intake -** Students will identify and apply principles of proper diet and nutrition systems | **Laboratory Project/Report -** Students analyze three days of nutritional consumption and | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met | **Action:** Collaboration with a registered dietician or having the health center nutritionist come in |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| when formulating caloric intake.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | calculate their totals. They compare their totals to the recommended daily totals for calories, the three main food substrates, and for vitamins and minerals three minerals.<br>**Standard and Target for Success:** It is expected that 85% of the students will be with in the recommended values for all three substrates, vitamins, and minerals.<br>**Additional Information:** Create a rubric and an eating chart to help students choose healthy foods from certain areas. For example carbohydrates, choose a variety of vegetables.<br>**Related Documents:**<br>Nutrition CalorieCount (1).docx<br>Nutrition Analyisis.xlsx | 78% of the students were within the recommended values for all three food substrates, vitamins, and minerals. (03/02/2017)<br>**Faculty Assessment Leader:** Danielle Roman | an talk to the class would be beneficial. In addition providing a simple list of healthy eating choices or recipes will provide ideas for students' success. (03/02/2017)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** This class used a new website for the assignment as the one recommended is no longer in use. Teaching strategies such as: using food charts, think-pair-share, and practical food assessments, improved the outcome of this SLO. (12/06/2017) |

# ECC: PE 4:Basketball

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Dimensions -** Student will utilize a court diagram to identify the dimensions, boundaries, markings and positions on a collegiate basketball court.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students were given a basketball court diagram and asked to identify the dimensions, boundaries, markings, and positions on a collegiate basketball court.<br>**Standard and Target for Success:** The target for student success is that 90% of students will score 75% or above on the dimension test. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>Summary - 29 students took the basketball dimensions exam. 27 of 29 students met the target score for student success.<br><br>Data -<br>Student 1 - 90%<br>Student 2 - 100%<br>Student 3 - 96%<br>Student 4 - 83%<br>Student 5 - 100%<br>Student 6 - 93%<br>Student 7 - 73%<br>Student 8 - 80%<br>Student 9 - 90%<br>Student 10 - 81%<br>Student 11 - 86%<br>Student 12 - 90%<br>Student 13 - 100%<br>Student 14 - 75%<br>Student 15 - 71%<br>Student 16 - 90%<br>Student 17 - 77%<br>Student 18 - 93%<br>Student 19 - 85%<br>Student 20 - 93%<br>Student 21 - 77%<br>Student 22 - 75%<br>Student 23 - 93%<br>Student 24 - 100%<br>Student 25 - 90%<br>Student 26 - 95%<br>Student 27 - 77%<br>Student 28 - 90%<br>Student 29 - 75% | **Action:** The next time this SLO is assessed a tougher exam without a word bank will be administered. (05/05/2015)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** A different instructor taught this class when this follow up was due. Will look into having the former assessment leader complete this follow up (02/11/2016) |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | | Analysis -<br>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. (12/02/2014)<br>**Faculty Assessment Leader:** Joel Weiss<br>**Faculty Contributing to Assessment:** NA | |
| **SLO #2 Offensive Techniques -** Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing and shooting.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Performance -** Students did a pre and post assessment shooting free throws.<br>**Standard and Target for Success:** It is expected that all students were to improve with 5% percent by the end of the semester. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Richard Anderson | **Action:** Next time I teach this course I will implement offensive techniques such as pivoting, dribbling, and passing. (04/08/2016)<br>**Action Category:** SLO/PLO Assessment Process<br>**Follow-Up:** As part of daily drill work, I implemented some footwork drills and two-line passing. I felt the daily repetition was good for the students, promoting maximum retention and carryover to game like simulations. (03/04/2017) |
| **SLO #3 Defensive Principles -** Student will explain and execute man to man defensive principles.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Presentation/Skill Demonstration -** Students will demonstrate man to man techniques through both drill repetition and simulated play. Students will also provide verbal articulation of proper technique, angles and spacing in relation to the basketball and/or offensive player.<br>**Standard and Target for Success:** | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>All students demonstrated a verbal articulation regarding the proper spacing, technique and angles for playing man to man defense. Although, not every student was consistent in their execution of the defensive principals, they were all able to demonstrate when they were supposed to be in a defensive shell (stationary) situation in relation to the | **Action:** A more effective (or additional) method of evaluation might also be to include a full-court diagram on paper, that students can draw on to show basic understanding. (03/04/2017)<br>**Action Category:** SLO/PLO Assessment Process |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| | The goal is for 100% of the students to have a grasp of basic defensive technique and spacing in relation to where the ball is located on various spots on the floor. | basketball. (03/04/2017)<br>**Faculty Assessment Leader:** Keith Crenshaw<br>**Faculty Contributing to Assessment:** Robert C Uphoff | |

# ECC: PE 54 :Weight Training

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Assess Endurance and Develop Programs -** Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** 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 beggining 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 begginning of the semester and used throughout to aid in improvement.<br>**Standard and Target for Success:** The standard of success is 100% of the students would be able to assess their current fitness and design a program for improvement. | **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)<br>**Standard Met? :** Standard Met<br>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. (02/14/2014)<br>**Faculty Assessment Leader:** Fernley<br>**Faculty Contributing to Assessment:** Jones, Hazzel<br>**Related Documents:**<br>situp-pushup norms.xls | **Action:** Students demonstrated good critical thinking skills in assessing their abdominal endurance, analyzing their results, and developing an individualized abdominal endurance exercise program. (02/04/2016)<br>**Action Category:** Teaching Strategies<br><br>**Action:** Next assessment it would be appropriate to test a couple different types of muscle endurance in order to see full body development. The current assesssment does show the students understanding of the concept. (03/02/2015)<br>**Action Category:** Teaching Strategies<br><br>**Follow-Up:** In future curriculum, additional muscle groups will be assessed for endurance in order to enhance the student's understanding of the benefits of overall muscular endurance. (02/04/2016)<br><br>**Follow-Up:** The addition of additional major muscle group assessments of endurance (pectorals; quadriceps) was added to the curriculum in order to provide further understanding of the importance of endurance in these muscle groups while also resulting in endurance improvements in these areas. (02/04/2016) |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #2 Anatomy and Movements -** Student will identify muscle anatomy and describe basic muscle movements.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**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. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Dean Lofgren<br>**Faculty Contributing to Assessment:** Andrew Alvillar | **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)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** New equipment was received and utilized and students continued to display advanced understanding of the concepts covered in class. (12/14/2016) |
| **SLO #3 Assess Strength and Develop Programs -** Students will assess current fitness levels in muscle strength and develop programs to improve fitness level<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Performance -** Students were tested at the beginning of the semester and again at the end of the semester in leg press and bench press 1 rep max.<br>**Standard and Target for Success:** 80% of students were expected to show an increase in muscle strength on the second test. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Met<br>28 students were tested at the beginning of the semester and again at the end. Of the 28 students, 25 of them were able to show improvement in muscle strength for both exercises. This means that 90% of students were able to develop a strength program that produced positive results. This SLO is too easy for the students. (12/14/2016)<br>**Faculty Assessment Leader:** Andrew Alvillar<br>**Faculty Contributing to Assessment:** Liz Hazell | **Action:** The SLO would be more cohesive and produce better results if similar equipment was available in all weight rooms. (12/14/2016)<br>**Action Category:** Program/College Support |

# ECC: PE 7 :Baseball

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **SLO #1 Rules -** Students will identify basic rules and strategy within the sport.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Final Exam to measure the students knowledge on the basic rules and strategy of baseball.<br>**Standard and Target for Success:** 80% of the students will score 80% or above on the assessment at the end of the semester. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Met<br>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. (01/16/2015)<br>**Faculty Assessment Leader:** Nicholas Jones | **Action:** 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. (01/17/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** The live game settings helped students identify basic rules and strategies. In the Fall 2015 semester 15 students were assessed and 14 of students scored above 80% on the assessment. Only 1 student failed to meet the criteria. (02/02/2016) |
| **SLO #2 Fielding -** Students will demonstrate proper fundamentals of fielding.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **Performance -** Student performance is measured by their ability to field a groundball that is hit to them.<br>**Standard and Target for Success:** It is expected that 75% of students are able to field 80% of groundballs hit to them. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Met<br>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)<br>**Faculty Assessment Leader:** Nicholas Jones | **Action:** Level infield dirt every other year. If possible every year. (12/08/2016)<br>**Action Category:** Program/College Support<br>**Follow-Up:** I agree with the previous action. More hitting tees would allow more students to have individual access to identifying and breaking down the proper fundamentals of hitting (03/03/2017 ) (03/06/2017) |
| **SLO #3 Hitting -** Students will identify | **Exam/Test/Quiz -** Students are | **Semester and Year Assessment Conducted:** 2016-17 (Fall | **Action:** Although students did a |

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| proper fundamentals of hitting<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | assigned a quiz to determine if they can identify the proper fundamentals of hitting. Quiz includes image identification and hitting vocabulary.<br>**Standard and Target for Success:** Students must receive a score of 90% or higher to reach the standard. | 2016)<br>**Standard Met? :** Standard Met<br>19/19 (100%) of students were able to meet the criteria for the standard target of success. The use of imagery, personal example, and daily practice enabled students to successfully pass the quiz. (03/03/2017)<br>**Faculty Assessment Leader:** Nick Jones | great job of meeting the standard target of success having more hitting tees would help improve student success. Hitting tees allow the students to individually break down the proper fundamentals of hitting. (03/03/2017)<br><br>**Action Category:**<br>Program/College Support |

# ECC: PE 74 :Soccer

| *Course SLOs* | *Assessment Method Description* | *Results* | *Actions* |
|---|---|---|---|
| **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.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017)<br>**Input Date:** 11/29/2013 | **Performance -** 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.<br>**Standard and Target for Success:** 80% of students should score 1 goal in 5 attempts from taking a direct free kick from 20 yards away from the goal. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Standard Met? :** Standard Not Met<br>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. (11/13/2014)<br>**Faculty Assessment Leader:** Elizabeth Hazell<br>**Faculty Contributing to Assessment:** Elizabeth Hazell | **Action:** 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). (08/01/2015)<br>**Action Category:** Curriculum Changes<br>**Follow-Up:** Students are still only allowed to take soccer one time not allowing them to increase their physical ability nor their strategic knowledge of the game. (12/08/2015) |
| | **Performance -** Students had 15 attempts to score a goal from a direct free kick. Of the 15 attempts, 5 attempts were taken from the left, 5 from the middle and 5 from the right side of the field. These attempts were set at 20 yards away from the goal.<br>**Standard and Target for Success:** Of the 15 attempts 80% of the students should make at least 8 out of the 15 into the goal. It does not matter | **Semester and Year Assessment Conducted:** 2017-18 (Fall 2017)<br>**Standard Met? :** Standard Not Met<br>26 students attempted 15 total direct free kicks from 20 yards away from the goal. Each student had 5 tries to score a goal from the left side, 5 tries from the middle and 5 tries from the right side. 17 students were able to score 8 or more goals, while 9 students could not make more than 50% of their shot attempts. The direct free kick was taken with no goalie or defenders challenging the student. Students needed to be able to kick the ball far enough and accurately enough to score the goal. Analysis of the test | **Action:** 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). (11/10/2017)<br>**Action Category:** Curriculum Changes |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| | which spot they make it from only that it goes in the goal. | shows that 65% of the students were adequately skilled at taking a direct free kick while 35% of the students still need further practice and instruction on taking direct free kicks. Students who missed more than 50% were mostly unable to shoot on target. Students who were able to score more than 8 goals were also able to score from every angle. More time and repetition should be spent on shooting accuracy and practicing direct free kicks from all areas of the field. (11/10/2017)<br>**% of Success for this SLO:** 65<br>**Faculty Assessment Leader:** Elizabeth Hazell | |
| **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.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)<br>**Input Date:** 11/29/2013 | **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.<br>**Standard and Target for Success:** 80% of students should make 3 out of 5 attempts into the penalty box area. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)<br>**Standard Met? :** Standard Not Met<br>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)<br>**Faculty Assessment Leader:** Elizabeth Hazell | **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)<br>**Action Category:** Program/College Support<br>**Follow-Up:** More soccer balls, which were in better condition, were added for the class. Students are now able to perform more repetitions and work on more skills. (11/29/2016) |
| **SLO #3 Laws of the Game -** Student will identify the “Laws of the Game” and explain the rules and the regulations governing the sport.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2016-17 (Fall 2016)<br>**Input Date:** 11/29/2013 | **Exam/Test/Quiz -** Students were given a 25 question test on the rules and regulations of soccer.<br>**Standard and Target for Success:** 80% of students should score 80% or higher on the test. | **Semester and Year Assessment Conducted:** 2016-17 (Fall 2016)<br>**Standard Met? :** Standard Not Met<br>27 students were given a test on the rules and regulations of soccer. 74%, 20 students, were able to score 80% or higher on the test. 7 students, 26%, were unable to pass the test with an 80%. This data shows that more time and | **Action:** Students would benefit from new bibs and from more equipment such as mini goals. The bibs available to make teams are old and torn, making it difficult to wear them and identify who is on your team. Mini goals would be |

| Course SLOs | Assessment Method Description | Results | Actions |
| --- | --- | --- | --- |
| | | emphasis should be put on teaching the rules and regulations of the game. Most students knew all the basic rules and the field markings but had a harder time with more complex regulations. Students struggled the most with the concept of off-sides, more time should be focused on explaining this concept. (11/29/2016)<br>**Faculty Assessment Leader:** Elizabeth Hazell | beneficial because it would allow students to fine tune their shooting and passing skills. (11/29/2016)<br>**Action Category:** Program/College Support<br>**Follow-Up:** Students have still not received new bibs, however there are more bibs available making it easier to rotate colors. Other equipment is still not available. (11/10/2017) |