



Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (HSA) - Kinesiology Athletics

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 106abc - Off-Season Training for Women's Intercollegiate Basketball Team - SLO #1 Fitness - Identify the five components of physical fitness and describe how they relate to the development of basketball performance. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: 10 question fill in exam on the 5 components of fitness and their relation to basketball performance</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: 100% of student athletes should score 80% or better.</p>	<p>04/28/2014 - 9 out of 10 students scored at 80% or higher. Goal – Each test item will be successfully answered by 80% or more of the student athletes. Results – Item #1 – 10/10 Item #2 – 8/10 Item #3 – 10/10 Item #4 – 9/10 Item #5 – 9/10 Item #6 – 9/10 Item #7 – 8/10 Item #8 – 8/10 Item #9 – 8/10 Item #10 – 7/10 Goal Met? – No, 9 of 10 items passed by at least 80% of student athletes. Since the class size is so small, the success rate should be better. The class is mostly activity, but students should understand the concepts of better fitness and how it is related to basketball performance.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Steve Shaw</p>	<p>02/16/2015 - Increased focus on covering and reviewing subject matter. Spend more time on concepts in questions 7-10.</p> <p>Action Category: Teaching Strategies</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 111abc - Off-Season Training for Women's Intercollegiate Volleyball - SLO #1 Passing - The student will demonstrate accuracy in volleyball passing off the serve. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students will position themselves in the middle of the court and attempt to pass the serve to the target.</p> <p>Assessment Method: Performance</p> <p>Standard and Target for Success: 80% of the students should be able to pass 8 of 10 balls to the target.</p>	<p>04/16/2014 - 18 students participated in a serve receive drill. 14 or 78% got the pass to the target 8 of 10 times. 4 or 22% got the pass to the target below 8 times out of 10. Most students were proficient in this skill. Students who were not proficient should be identified early and more practice time should be given in class for people who need time to further develop this skill.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader:</p>	<p>02/09/2015 - The practice environment needs to be improved. Student success could be enhanced by having the gym painted, and lighting improved. These improvements will allow the students to better track the ball, and execute the skill. The gym is also often very unclean. Regular cleaning will improve the learning/practice environment, and create a safer healthier practice facility..</p> <p>Action Category: Program/College Support</p>

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<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 120abc - Women's Intercollegiate Softball Team - SLO #1 Fielding - Student will demonstrate proficiency in fielding of their appropriate position in softball. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 05/09/2014</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students were hit 10 ground balls in their defensive positions. Number of ground balls fielded fundamentally sound were recorded. This test was done at the beginning of the semester and again towards the end. Scores from the first test were compared to the second test.</p> <p>Assessment Method: Performance</p> <p>Standard and Target for Success: 70% of students that participate should be able to receive a satisfactory grade on this performance.</p> <p>Related Documents: SLO #1 PE 120 Elaine Martinez</p>	<p>05/09/2014 - 18 students participated. In the first scores recorded, 66% of students passed with a score of 70% or better. In the second set of scores, 55% of students passed with a 70% score or better. I am displeased with the results as I hoped to see the % of students passing with 70% or better increase rather then decrease. It was noticed that 5 of the 11 infield scores decreased from score 1 to score 2. It was also observed the playing surface (infield playing surface) had changed from the first set of scores to the second set of scores. Due to a heavy rain just before mid semester, the playing surface became extremely saturated and as a result of the infield composition, it dried incredibly hard and uneven. As a result, this creates a faster playing surface and creates "bad hops" or unpredictable bounces and changes of direction on ground balls hit in the infield. Many of the ground balls hit for the infielders had these unpredictable changes of direction and bounces, also because of the harder field surface it decreases their reaction time to play these unpredictable ground balls. As a result, their scores lowered. The outfielders had more time to react to the ground balls (ball must still be hit through the infield surface to get to the outfield positions). It was noticed all but one of the outfielders scores either increased or were close to the score previously recorded. The one outfielder score that decreased by 3 points had an unusually poor fielding day.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Contributing to Assessment: Elaine Martinez</p> <p>Related Documents: Elaine Martinez: PE 120 SLO 1 Results</p>	<p>05/09/2018 - The playing surface played a part in the scores recorded. It was observed the playing surface (infield playing surface) changed from the first set of scores to the second set of scores. Due to a heavy rain just before mid semester, the playing surface became extremely saturated and as a result of the infield composition, it dried incredibly hard and uneven. As a result, this creates a faster playing surface and creates "bad hops" or unpredictable bounces and changes of direction on ground balls hit in the infield. I propose the field be laser graded to improve the playing surface and for the safety of students. This could potentially lead to higher fielding scores.</p> <p>Action Category: Program/College Support</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 132abc - Women's Intercollegiate Badminton Team - SLO #1 High Serve - Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p>	<p>Assessment Method Description: Student is allowed 10, High deep service attempts to a specific area at the back of the court.</p> <p>Assessment Method: Performance</p> <p>Standard and Target for Success: By the end of the semester students should be able to hit target area at least 80% of the time as this is the Women's Badminton Team</p>	<p>05/05/2014 - First assessment 9-10 = 0 7-8 = 1, 7.14% 5-6 = 6, 42.8% 3-4 = 3, 21.4% 0-2 = 4, 28.6% End Assessment 9-10 = 2. 16.7% 7-8 = 6, 50% 5-6 = 4. 33.3% 3-4 = 0</p>	<p>02/09/2015 - Spend more time on this skill at the beginning and throughout the semester. Every practice should have significant time practicing the deep high serve.</p> <p>Action Category: Teaching Strategies</p>

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2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active		0-2 = 0 Target was not met, but improvement was shown. Lack of badminton experience played a factor in the failure to meet the Target. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: John Britton	
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 16abc - Off-Season Training for Men's Intercollegiate Basketball - SLO #1 Fitness - Identify the five components of physical fitness and describe how they relate to the development of basketball performance. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Students completed an online exam (Etudes), using a multiple-choice and matching question format. They were allowed to take the exam up to three times during the semester. Assessment Method: Exam/Test/Quiz Standard and Target for Success: All student-athletes are expected to complete the exam with 80% proficiency or better. Related Documents: PE-16 Assessment Results - SLO #1.xls	04/14/2014 - All students remaining in the class scored 100% on the exam (see related documents). Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Robert Uphoff Faculty Contributing to Assessment: n/a Related Documents: PE-16 Assessment Results - SLO #1.xls	03/02/2015 - Next Spring semester (2015) I intend to make the exam more difficult and limit the number of attempts to one as opposed to three attempts this past Spring semester. Ideally, not everyone will score 100% on next year's exam. Action Category: Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 21abc - Off-Season Training for Intercollegiate Cross Country Team - SLO #1 5000m Time - Student will demonstrate an improvement in her 5,000m run time following a six-week cardiovascular training program. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics) Course SLO Assessment Cycle: 2013-14 (Summer 2014) 2016-17 (Summer 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Student will lower his/her time in a maximal 5,000m run over on a standardized and accurately-measured 5,000m run course. Assessment Method: Performance Standard and Target for Success: A realistic and significant target for success in a run of this distance would be a 3% reduction (example= 28 seconds faster for a 16:00 pretest performance) in his/her 5,000m run time following the six-week training program.	08/14/2014 - All off-season prospective cross country students demonstrated a significant decrease (minimum 3% improvement) in their 5,000m time following the six-week training program. The assessment was conducted on the same 5,000m course and under as close to identical environmental conditions pre and post test as possible. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Summer 2014) Faculty Assessment Leader: Dean Lofgren	08/14/2014 - This six-week summer class and cardiovascular training program has been very successful in preparing prospective student-athletes for the fall sport of cross country. The recent curriculum change requiring/allowing more instructional time for the one-unit class has been a tremendous asset for the betterment of the student-athletes.

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		greater % change in their 5,000m run performance. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Summer 2014) Faculty Assessment Leader: Dean Lofgren	Action Category: Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 234abcd - Off-Season Training for Pep Squad - SLO #1 Basic Cheer Motions - Students will demonstrate basic cheer motions with proper form jumps and performance skills. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: I tested 15 students each of which performed a 1 minute toe touch assessment how many can they perform in 1 minute Assessment Method: Presentation/Skill Demonstration Standard and Target for Success: 80% should be able to do 30 or better in 1 minute	04/10/2014 - 1 did 40, 4 did 30 or better, 6 did 20 or better, 4 did less than 20. 33% achieved the target for success. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: diana galias	03/02/2015 - before the test is given next time more conditioning should be incorporated. Action Category: Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 36abc - Off-Season Training for Men's Intercollegiate Football Team - SLO #1 Skill Demonstration - Student will demonstrate the proper technique of the skills need his specific position on the football team. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics) Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Students performed the Pro Agility Skill Test. Assessment Method: Performance Standard and Target for Success: 90% of students will achieve their postion standard score.	03/27/2014 - 1out of 4 Offensive linemen achieved a score in the 4.9 range. 3 out of 6 Defensive lineman achieved a score in the 4.7 range. 3 out of 4 Defensive ends achieved a score in the 4.5 range. 2 out of 9 Running backs achieved a score in the 4.5 range. 0 out of 8 Line backers achieved a score in the 4.4 range. Total 9 out of 31 students met the standard. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Eugene Engle Faculty Contributing to Assessment: Andrew Alvilar	01/30/2015 - To spend more instructional time teaching agility techniques prior to the test. Action Category: Teaching Strategies 01/30/2015 - Purchase an Agility Chute to enhance student success. Action Category: Program/College Support
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 45abc - Men's Intercollegiate Golf Team - SLO #1 Driving - Students will demonstrate proficiency in driving a golf ball. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)	Assessment Method Description: To assess the accuracy of driving a golf ball down a fairway, the players will keep track of where their drives land after teeing off. To have been deemed to have hit the fairway, the ball off a tee shot must come to rest in the fairway cut of grass, otherwise you will have missed the	04/28/2014 - Data: Canyon Crest Country Club, par 72, slope/rating of 71.8/130. There were 14 drivable holes on the course, and for the 36 holes, there were 28 total holes used in this assessment and 6 players participated. The number of fairways hit were recorded and in addition I collected data on how many greens in regulation were hit from the fairway and from the rough	02/02/2015 - Improving course management techniques could improve their percentages of fairways hit. A driver is not always the ideal choice to use off of the tee depending on the layout of the hole and if you over club it,

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<p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 01/24/2014</p> <p>Course SLO Status: Active</p>	<p>fairway. The team will play the same course twice and keep track of the number of drives that hit the fairway and turn in those numbers at the end of the round. Only par 4s and 5s will be used. Par 3s are too short and do not require a driver off of those holes. A drive will be deemed to be in the fairway when all or part of the ball comes to rest in the fairway cut of grass, and is deemed to be missed when it comes to rest in the rough.</p> <p>Assessment Method: Performance</p> <p>Standard and Target for Success: The goal should be to have 75 % of their drives landing in the fairway.</p>	<p>(a missed fairway).</p> <table><tr><td></td><td>Player 1</td><td>Player 2</td><td>Player 3</td><td>Player 4</td><td>Player 5</td></tr><tr><td>Player 6</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Fairways</td><td>15</td><td>9</td><td>17</td><td>16</td><td>20</td></tr><tr><td>22</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Greens in Reg</td><td>13</td><td>8</td><td>10</td><td>9</td><td>15</td></tr><tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Greens from rough</td><td>10</td><td>7</td><td>9</td><td>2</td><td></td></tr><tr><td>5</td><td>4</td><td></td><td></td><td></td><td></td></tr></table> <p>Analysis: In 36 holes of golf at the same course, the 6 players collectively hit 99 fairways out of a possible 168 drivable holes, so almost 60% of the time they were hitting the fairway. 65 greens were hit in regulation from the fairway and 37 were hit from the rough, so obviously hitting a good drive in the fairway almost doubles your chances of reaching the green in the regulated amount of strokes. Playing well on a hole all starts with a well placed drive that comes to rest in the fairways and can set you up in a much better position for you next shot. Playing from the fairway is easier because you usually have nothing hindering your next shot and you play from shorter grass, all which make it easier to hit your next shot. When you miss the fairway, you can be hitting from deep rough (long grass), from a bunker (sand trap), from behind a tree or even next to a fence, all which can disrupt a shot and increase the difficulty for reaching the green in regulation. Currently, the team is hitting the fairway 60% of the time. Individually, only one player met that goal. Hitting the fairway will improve the chances of scoring a par or better on the hole because it gives the player a better position into the hole, so the higher the percentage of fairways hit, the greater the likelihood of scoring well on that course. However, driving is only one component of playing golf and there are several other shots and course factors that will determine how well a player will do on that hole, but a good drive is the start and will set you up to play that hole well.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Stacy Komai</p> <p>Faculty Contributing to Assessment: n/a</p>		Player 1	Player 2	Player 3	Player 4	Player 5	Player 6						Fairways	15	9	17	16	20	22						Greens in Reg	13	8	10	9	15	10						Greens from rough	10	7	9	2		5	4					<p>you can drive the ball through the fairway, or if it is really narrow, you can hit the tree line. When players try to cut the corner on a dog-leg hole and go over the trees they aren't always successful. There will always be mishits in the game and those will be the outlier numbers in the statistics, but overall, course management would dictate club selection and hitting location to be in the area of the highest probability of success and players do not always use this logic when playing. To acheive this, players can play a course limiting the number of clubs in the bag to only irons, and see how differently the course plays. Their overall scores shouldn't change that much, and therefore will learn that their driver is not always the right choice off the tee box and that an iron will produce a more favorable result because sometimes giving up distance in favor of accuracy leads to a higher probablity of success.</p> <p>Action Category: Teaching Strategies</p> <p>02/02/2015 - Include keeping track of greens in regulation with the number of fairways hit because that will demonstrate to the player the importance of hitting their drives in the fairways regardless of which club was used because instead of trying to hit a drive as hard as possible to go the furthest distance, sometimes choosing less distance in favor of accuracy is the smarter play. These results show that as a group, hitting the fairway clearly improves your chances of hitting the green in regulation.</p> <p>Action Category: Curriculum Changes</p> <p>02/02/2015 - To support these findings, our program not only plays a variety of courses but we also have skills practices where we focus on different aspects of the game. There are practices where we</p>
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			<p>work on the driving range and practice hitting different types of shots with different clubs for different circumstances (cut, fade, draw, punch, etc), and we also have short game practices where they work on their chipping, sand and putting skills. Also, having the players keep their stats when they play a course will allow them to see the statistics of their own results to know and understand where improvements can be made in their game to make them more effective on the course.</p> <p>Action Category: Program/College Support</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 57abc - Intercollegiate Swimming Teams - SLO #1 Stroke Count - Student will compare stroke count with time to provide a measure of efficiency. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students swam 8x50 on 1:00 as fast as they could while keeping track of the number of strokes they were taking. The lower the score the better the performance.</p> <p>Assessment Method: Performance</p> <p>Standard and Target for Success: 80% of the athletes should be able to score 80 or better for time combined with swimming time.</p>	<p>04/08/2014 - 5 swimmers score below 50 12 swimmers scored below 60 14 swimmers scored below 70 4 swimmers scored below 80 2 swimmers scored over 80 Top level swimmers scored very well. The two swimmers who did not score under 80 had no previous swim team background in high school.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Corey Stanbury</p>	<p>04/07/2015 - The assessment was efficient and provided motivation to achieve more efficiency. Facilities need upgrading to provide adequate room for training large groups. Specifically building a new, much larger swimming pool that is 50 meters by 25 yards. This will be more attractive to better athletes and the ability to host Conference, Regional, and State level competition. Of immediate need is the replacement of the lane lines. Our current lane lines are at least 30 years old. There are rough edges that occasionally cut the swimmers of the swimming team as well as students in swim classes. In addition, pieces of the lane lines are ending up in the pool filters potentially causing damage to the filters which may lead to very large and expensive repairs.</p> <p>Action Category: Program/College Support</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 5abc - Men's Intercollegiate Baseball Team - SLO #1 Fielding - Student will demonstrate proficiency in fielding of their appropriate position in baseball. (Created By El Camino: Course SLOs (HSA) - Kinesiology</p>	<p>Assessment Method Description: Students were hit 10 balls at their position of choice. Each student was measured on the below scale for proficiency.</p>	<p>08/04/2014 - 32 Students were hit 10 balls at their position of choice.</p> <p>29 students scored 9-10 3 students scored 7-8</p>	<p>02/20/2015 - The assement method or standard and target for success need to be adjusted for this level of student. In assessing these student athletes it was shown that they have a level of</p>

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Athletics) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active	9-10 balls fielded cleanly - very proficient 7-8 balls fielded cleanly - proficient 0-6 balls fielded cleanly - not proficient Assessment Method: Performance Standard and Target for Success: 90% of class would be proficient in fielding.	0 students scored 0-6 Students performing the assessment were members of the collegiate baseball team at El Camino College. The scale for proficiency was met by every student. The standard was met. This assessment is also shared by the PE 7 baseball activity class. It may be too low as far as a standard for a inter-collegiate athlete. All were able to show proficiency. 90% were in the very proficient catagory. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Nate Fernley	expertise higher than this standard. My recommendation would be to adjust the rubric to a higher level for success. (10 out of 10 very proficient and 8-9 proficient). This would allow to assess proficiency for a higher skill set. Action Category: SLO/PLO Assessment Process
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 61abc - Off-Season Training for Women's Intercollegiate Soccer Team - SLO #1 Instep Passing and Shooting - Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Students will demonstrate proficiency in volleying the soccer ball with the instep. Students were fed soccer balls to volley at a target area. Assessment Method: Performance Standard and Target for Success: Students should be able to hit the target area 80% of the time.	05/05/2014 - First Assessment 9-10 = 0 7-8 = 6, 25% 5-6 = 12, 50% 3-4 = 3, 12.5% 0-2 = 3, 12.5 Final Assessment 9-10 = 6, 33.3% 7-8 = 9, 50% 5-6 = 3, 16.7% 3-4 = 0 0-2 = 0 There was gradual improvement as the semester progressed. At the beginning of the semester only 25% could meet the target for success. The target was achieved with only 16.7% of the students unable to attain this goal at he end of the semester. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: John Britton	02/09/2015 - As the SLO states that both feet must be used, this assessment did not require use of both feet. Next time they should be required to perform the skill with both feet. Practice sessions should include using both feet, and nit just the players dominate foot. Action Category: Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 65abc - Intercollegiate Tennis Team - SLO #1 Strategies - Student's will analyze an opponent's strengths and weaknesses and recognize suitable strategies in a competitive situation. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)	Assessment Method Description: Students observed a teammate of comparable skill level in a practice match and identified a minimum of 2 strengths and 2 weaknesses that an opposing player would face in a competitive match. These strengths and weaknesses were described and strategies to avoid this player's	05/12/2014 - 15 of 18 students were able to identify 2 strengths and 2 weaknesses of the player being observed. The 3 students who were unable to recognize strengths and weaknesses were less experienced than the others. Of the 15 students who identified the observed player's strengths and weaknesses, 12 of those were also able to determine effective strategies. The 3	05/12/2015 - More time and emphasis will be spent early in the season with less experienced players on the critical thinking skills necessary to evaluate an opponent and compee at a higher level.

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Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active	strengths and exploit the weaknesses were cited. Assessment Method: Essay/Written Assignment Standard and Target for Success: In a competitive tennis match when both players are of similar ability, the results of a match are often determined by the players' particular strengths and weaknesses. The standard, at higher skill levels, is to quickly recognize an opponent's strengths and weaknesses and determine how to minimize that opponent's use of their strengths and attack their weaknesses. When college tennis players are able to think beyond their own strengths and weaknesses and analyze an opponent's game, improvement and success are much more likely. Identifying and plotting in an effort to avoid at least 2 known strengths and exploit at least 2 known weaknesses is an established and successful goal for upper level tennis players.	students in this group who were unable to plan applicable strategies to counteract the observed strengths and weaknesses were less experienced and at a lesser skill level than the others. The target for success is 100% of college tennis players in mastering this skill. From these results, it is apparent that a player's ability to identify an opposing player's abilities while understanding a realistic and effective plan to compete against these abilities is directly related to past experience and skill level. Falling short of this target/goal appears to be a result of not spending enough time and emphasis on recognizing strengths and weaknesses and plotting strategies early in the season. If more time is spent training the less experienced players from the beginning, this important component of tennis is more likely learned by 100% of the players attempting to compete at the collegiate level. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Steve VanKanegan	Action Category: Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 71abc - Off-Season Training for Men's Intercollegiate Soccer Team - SLO #1 Instep Passing and Shooting - Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Student will demonstrate proficiency in volleying the soccer ball with the instep of either foot to pass or shoot the soccer ball. Students were fed balls and attempted to hit a designated target area. Assessment Method: Performance Standard and Target for Success: The students should be able to accurately hit the target 80% of the time.	05/05/2014 - First assessment 9-10 = 0 7-8 = 3, 14.2% 5-6 = 13, 61.2% 3-4 = 5, 25.8% 0-2 = 0 Final assessment 9-10 = 3, 21.4% 7-8 = 8,57.1% 5-6 = 3, 21.4% 3-4 = 0 0-2 =0 While there was a large improvement, the target for success was not reached. Beginning scores were lower than anticipated, but did improve. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: John Britton	02/09/2015 - More time at the beginning of the semester at this technical aspects of this skill. Both feet need to be used, and tested for this assessment. The SLO states both feet, but this time only the players chosen foot was assessed. Action Category: Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 75abc - Intercollegiate Track and Field Team - SLO #1 Skills Evaluation -	Assessment Method Description: Student demonstrated appropriate skill and technique in their respective track & field event	06/24/2014 - All spring track & field student-athletes demonstrated improvement in their respective skill and/or cardiovascular track & field event. Improvement	

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.</p> <p>(Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>(s). Student evaluated their performance using video analysis, proprioceptive feedback, instructor and peer observation, and improvement in their time/distance (performance).</p> <p>Assessment Method: Presentation/Skill Demonstration</p> <p>Standard and Target for Success: 100% of the student-athletes will demonstrate improvement utilizing the evaluation process.</p>	<p>was based upon their improvement in time (running events); distance (throwing and jumping events); and/or height (pole vault and high jump) depending upon which event they specifically trained for and competed in. Although the student-athletes may have improved their performance in a training/practice environment, our standard of improvement was based on their improvement in competition at the start of the season and end-of-the season. If a student-athlete incurred a season-ending injury at any point of the season, their performance up to and including that point of the season was considered their posttest performance.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Dean Lofgren</p> <p>Faculty Contributing to Assessment: Kevin Hughley; Sean Sheil; Michael Grissett; Darryl Guerin</p>	<p>05/25/2014 - We are fortunate to have seen improvement and success with our student-athletes in track and field considering the state of renovation our facilities are now under. With current training facilities mostly off-campus, we do not have ideal training environments for the majority of our skill-related events and must often improvise using the facility and equipment available to us. Fortunately, I have an excellent staff of certificated (two), casual (two), and a volunteer coach that are able to provide some of the much-needed one-on-one instructional time required of many of our skill-related events. With 19 separate track and field events for each gender (100 meters- 10,000 meter running races; two relay races; ; two hurdles races; horizontal jumps; high jump; pole vault; shot, discus, javelin, hammer throws; decathlon/heptathlon) we must spread ourselves in order to provide the time required of each individual in each of their specific events. The new future facility will be a tremendous asset to overall individual and program success.</p> <p>Action Category: Program/College Support</p> <hr/> <p>02/05/2015 - more pract</p> <p>Action Category: Teaching Strategies</p> <hr/>
<p>El Camino: Course SLOs (HSA) - Kinesiology Athletics - ECC: PE 80abc - Men's Intercollegiate Volleyball Team - SLO #1 Rules - The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA. (Created By El Camino: Course SLOs (HSA) - Kinesiology Athletics)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Assessment Method Description: A 20 multiple choice question exam was given on rules and regulations.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: We would like to have 100% success.</p>	<p>04/17/2014 - 26 players took the exam, 22 (85%) achieved 100%</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Richard Blount</p>	<p>02/16/2015 - The current teaching environment is not ideal. The gym has no team room for discussion and film sessions. There are a lot of distractions in the current gym set up. We need a team room.</p> <p>Action Category: Program/College Support</p> <hr/>

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