



# Course SLO Assessment Report - 4-Column

## El Camino College

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

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
El Camino: Course SLOs (HSA) - Kinesiology - ECC: CH 1 - Personal and Community Health Issues - SLO #1 Components - Students will define the 5 components of physical fitness and explain how to improve each component. (Created By El Camino: Course SLOs (HSA) - Kinesiology ) <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Students completed a Quiz where they were asked to write the definition of each component of Physical Fitness and list one method to improve that component. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 80% of the students should be able to answer 9-10 of the questions correctly.	05/08/2014 - 88% of the students met the target of 9-10 correct answers. This group of students did an outstanding job on this quiz. The remaining students that did not meet the target either were not attending class regularly or did not adequately study for the quiz. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014) <b>Faculty Assessment Leader:</b> Tom Hicks	10/15/2014 - Continue to instruct the students regarding the components of Physical Fitness and how to improve them. This SLO assessment went really well and we should continue it as is.  <b>Action Category:</b> Teaching Strategies
El Camino: Course SLOs (HSA) - Kinesiology - ECC: FAID 1 - First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care - SLO #1 Red Cross Certification - Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification. (Created By El Camino: Course SLOs (HSA) - Kinesiology ) <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Gave the student a scenario and evaluated their performance in CPR Protocol. <b>Assessment Method:</b> Presentation/Skill Demonstration <b>Standard and Target for Success:</b> 100 % of the students will meet American Red Cross standards for CPR certification.	04/21/2014 - 100 % of the students met the standards for CPR protocol. A small number of students wouldn't meet the standards, but they drop the course before testing occurs. An improved practice environment might help with reducing their numbers. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014) <b>Faculty Assessment Leader:</b> Traci Granger <b>Faculty Contributing to Assessment:</b> Corey Stanbury	04/21/2015 - A larger classroom, more mats, and more manikins (variety of sizes) would increase our space, the number of students able to practice and the amount of time they get to practice.  <b>Action Category:</b> Program/College Support
El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 135abcd - Sport-Specific, Periodized Training for Athletes - SLO #1 Endurance - Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level. (Created By El Camino: Course SLOs (HSA) - Kinesiology ) <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017) <b>Input Date:</b> 11/29/2013	<b>Assessment Method Description:</b> Each student performed Pre and Post test in the Bench Press, Clean, Squat, 40 yard run, Shuttle Run and Broad Jump. Based on their performance each student created an individual workout program. The shuttle run and the clean were used for this assessment. <b>Assessment Method:</b> Multiple Assessments <b>Standard and Target for Success:</b> All the students developed a program using the Pre Test to improve their fitness and endurance levels.	05/06/2014 - 15 student athletes were given the pre and post test. The amount of improvement in the "Clean" was as follows: Group 1 Pre Test total weight results = 2844 lbs, Post Test Weight Results = 3310 lbs which shows an increase of 14% for the group. Of the 15 students 11 showed improvement. The "Shuttle Run" results: Pre test total time for the group 69.78. Post test total time was 66.56. An improvement for the group of an average of one second per student. Total time of group improvement of 3.22 seconds or 5%. Of the 15 students, 12 of the 15 showed improvements. The data suggests that the programs developed by the students were effective in improving	02/23/2015 - To enhance the performance of the students success we should add to our existing equipment within the weight room. More Clean platforms are needed so students can perform more reps instead of waiting. For improving running times more parachutes, speed stations apparatus, and pull sleds would improve student success.  <b>Action Category:</b>

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<b>Course SLO Status:</b> Active		<p>endurance and fitness levels. A few students did not improve because of injury, lack of participations, etc.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Andrew Alvillar</p> <p><b>Faculty Contributing to Assessment:</b> Kim Jones</p>	<p>Program/College Support</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 221 - Defense Tactics - SLO #1 Elbow Strikes - Students will demonstrate the proper technique in the execution of four basic elbow strikes. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> 30 students were given a midterm exam which included the four basic elbow strikes. Percentages were calculated for the correct performance of each of the strikes.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> Target: Anticipated that 80% of the students would correctly perform the 4 strikes.</p>	<p>04/15/2014 - Results: 26 (86%) of the students performed all four elbow strikes correctly. The remaining 4 students performed 3 of the 4 strikes correctly.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> William Hood</p> <p><b>Faculty Contributing to Assessment:</b> none</p>	<p>05/29/2015 - As expected, there was a direct correlation between performance and attendance. If I can create a motivation strategy, maybe the students who underperform would attend class more regularly.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 241 - Intermediate/Advanced Swimming - SLO #1 500 Yard Swim - The student will demonstrate improvement in a 500 yard swim. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Had the students perform a pre and post test 500 yard swim for time.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> 100% of the students should show improvement in their 500 yard swim.</p>	<p>04/21/2014 - 22 out of 25 students did show improvement in their 500 yard swim for time.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Traci Granger</p>	<p>10/27/2014 - Tell the students a week in advance when testing will occur, that way they will be mentally as well as physically prepared.</p> <p><b>Action Category:</b> Teaching Strategies</p> <p>10/27/2014 - Have only 1 student per lane when testing; that way slower/faster swimmers don't get in each others way.</p> <p><b>Action Category:</b> Teaching Strategies</p> <p>10/27/2014 - Re-test students who don't feel 100 % on the day of testing (may be a little under-the-weather).</p> <p><b>Action Category:</b> Teaching Strategies</p>

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			<p>10/27/2014 - The lanelines in the pool are falling apart. The cables are fraying and the wires are gouging the students , lifeguard, and instructors in the hands.</p> <p><b>Action Category:</b> Program/College Support</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 245 - Water Aerobics - SLO #1 CV Fitness - Students will demonstrate improvements in cardiovascular fitness. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> The class will gradually increase their aerobic activity time as the semester progresses. Using various timed activities for example, running, pull-ups, calisthenics.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> 100% of the students will show improvements in cardiovascular fitness.</p>	<p>05/08/2014 - All of the students could complete the 5 minute pre-test at the beginning of the semester. As the time was increased to 10 minutes 14 of the 17 students could keep up easily. As the semester progressed and we increased the time to 20 minutes 15 of the 17 kept up easily. By the end of the semester 15 of the 17 students were able to keep up with little to no rest for the entire class. Even the two students that needed more rest improved greatly from the 5 minutes to entire period. All of the students have shown marked improvement through the semester.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Christina Johnson</p>	<p>09/01/2014 - When doing this assessment next time I will better record time, heart rate, and laps. This will show more accurate data to verify improvements in cardiovascular fitness.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 249 - Swimming for Fitness - SLO #1 CV Fitness Improvement - Student will demonstrate improvement in cardiovascular endurance. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students are to count how many laps they can complete in 10 minutes using any combination of strokes. Students are tested at the start of semester, in the middle of semester and at the end of semester</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> 80% of students will show improvement by completing at least one more lap during the 10 minute swim time allotted when comparing results from pre-test with post-test</p>	<p>05/01/2014 - 15 of 18 (83%) students completed at least one more lap in a ten minute swim test as compared to pretest results. Many students improved the laps completed in 10 minutes by 4-5 additional laps. One of the students that did not show improvement missed many classes during the semester. Another student was not feeling well.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Monica Lizarraga</p>	<p>09/08/2014 - add more endurance swims to our WO</p> <p><b>Action Category:</b> Teaching Strategies</p> <p>09/15/2014 - Need more pull bouys to help with training. Every student should have one and currently there are sometimes more students than there are bouys</p> <p><b>Action Category:</b> Program/College Support</p> <p>09/15/2014 - Allow students to repeat beg swim or intermed swim in order to be better prepared for swim for fitness.</p> <p><b>Action Category:</b> Program/College Support</p>

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<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 251 - Tennis - SLO #1 Rules - Student will identify and explain the rules for the game of Tennis.</p> <p>(Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students took a 45 question test on the rules, score keeping and court lines/markings of the sport of Tennis.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 80% of students should score 35 points (80%) or higher on the test</p>	<p>04/29/2014 - 24 students completed a written test on the rules of the game of Tennis. 19 students scored 35 or higher out of 45 possible points. 5 students scored under 35 points out of a possible 45 points. The test included questions on score keeping, rules of game play and knowledge of the court markings. Analysis of the testing shows that 80% of the students are adept at the rules of tennis, while 20% of the students still need further instruction and practice in the rules and score keeping. Most students were competent in the individual game score keeping aspect of the test but lacked in knowledge of set and match score keeping. Students were most efficient in recognizing and naming the lines and marking on the court. More time and repetition should be spent on honing score keeping skills in regards to game, set, and match play.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Elizabeth Hazell</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Hazell</p>	<p>05/17/2015 - Beginning students generally need more than one semester to become adequate at Tennis. Students would benefit from taking two semesters of beginning tennis. (For example: Beginning Tennis 1A and Beginning Tennis 1B).</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 253 - Volleyball - SLO #1 Passing - The student will demonstrate accuracy in volleyball passing off the serve. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students received a serve and passed to a setter at the net. Students needed to serve to a specific area (where setter could easily set for a spike)to be successful.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> 80% of students should be able to successfully pass to an area when receiving a serve.</p>	<p>04/23/2014 - 16 of 21 students (76%) could accurately pass to a setter when receiving a serve.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> John Featherstone</p>	<p>02/09/2015 - A pre-test at the beginning of the semester should be utilized to identify students who need extra practice on this skill. Extra practice time should then be allotted for these students. Data should also be taken during game situations to better measure if the students can accurately pass to a setter.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 257 - Yoga for Health and Fitness - SLO #1 Evaluate Fitness Test Results - Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender. (Created By El Camino: Course</p>	<p><b>Assessment Method Description:</b> Students were given a sit and reach test. Students recorded data on worksheet. Students used normative data tables to assess results. Students then circled the corresponding result under excellent, above average, average,</p>	<p>04/30/2014 - 90% 18 out of 20 students chose the correct category according to their fitness test results. Since this was the first time using this assessment, a lower percentage rate was chosen.</p> <p><b>Standard Met? :</b> Yes</p>	<p>04/30/2015 - I would like to see a more Yoga based assessment</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p>

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<p>SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 01/30/2014</p> <p><b>Course SLO Status:</b> Active</p>	<p>below average and poor.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 80% of participating students will choose appropriate category for their assessment.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Kathy Cass</p>	
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 277 - Introduction to Kinesiology and Physical Education - SLO #1 Basic Concepts - Students will identify and describe the basic concepts of Kinesiology. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Through multiple choice and essay format students will be able to identify and describe the basic concepts of Kinesiology.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 90 percent of students will be able to identify and describe 7 out of 10 basic concepts of Kinesiology.</p>	<p>08/04/2014 - 49 students were assessed for their ability to identify and describe the basic concepts of Kinesiology.</p> <p>41 students scored a 7 out of 10 or higher 8 students scored lower than a 7</p> <p>Most students were able to identify and describe basic concepts. The target for success on this SLO was 90%. The data indicates that 84% were able to meet the standard. This is below the target for success.</p> <p>When analysing the data 4 of the students who scored less than 7 were well below at 4 or lower. 1 student scored a 5 and the other 3 remaining scored 6's.</p> <p>This shows that students were extremely close to meeting the target for success. It seems that this SLO is well targeted as far as success and that the students are being equipped with tools that will make them successful.</p> <p>It seems that the SLO is a little broad. I would suggest that the SLO be a little more specific on the basic concepts that should be tested. In a field as diverse as Kinesiology more guidance may be helpful.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Nate Fernley</p>	<p>02/20/2015 - Consider changing the SLO to a more specific direction on the basic concepts of Kinesiology.</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p>
<p>El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 290 - Personal Fitness Trainer - SLO #1 Technique - Students will demonstrate proper resistance training technique. (Created By El Camino: Course SLOs (HSA) - Kinesiology )</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Assessment Method Description:</b> Students were asked to demonstrate proper technique when performing a Squat. This assessment was given at the start and the end of the semester. The standard used was the NASM Squat Assessment chart. This chart displayed 4 points of emphasis to perform a correct squat. Students who met all 4 points of emphasis would be considered successful at performing a Squat.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p>	<p>04/24/2014 - 23 Students were given the Pre and Post squat assessment. Students that did not pass the Pre Squat Assessment where given guidelines to follow to ensure passing the Post Assessment. These guildelines, not only helped the students perfect the technique of performing a squat, but they also helped the students understand which muscles were tight or weak throughout the body. Each student passed the Post Squat Assessment.</p>	<p>04/15/2015 - Students mentioned that visual images helped them understand how a squat should look verses verbal descriptions. In the future, I will look to include more visual images of proper squatting technique in lectures and labs.</p> <p><b>Action Category:</b> Teaching Strategies</p>

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<b>Course SLO Status:</b> Active	<b>Standard and Target for Success:</b> 80 percent to demonstrate proper Squat Technique	<b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014) <b>Faculty Assessment Leader:</b> Brandon Alcocer	
El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 3 - Boot Camp Fitness Training - SLO #1 Muscles - Students will identify muscles and which exercise targets each. (Created By El Camino: Course SLOs (HSA) - Kinesiology ) <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017) <b>Input Date:</b> 11/29/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> Students took a 25 question test on the major muscle groups of the body and which exercises target specific muscles. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 80% of students should score 20 points (80%) or higher on the test.	03/13/2014 - 37 students completed a written test in which they had to identify the major muscles of the body and which exercises target those groups. 24 students scored 20 or higher out of 25 possible points. 13 students scored under 20 points out of a possible 25 points. The test included a diagram of the front and back of the body in which the students were required to identify different muscles. The test also required students to list 3 exercises that target each major muscle group. Analysis of the testing shows that 65% of the students know the muscles and which exercises target them, while 35% of students still need further instruction to learn the muscle groups. Most students were able to list exercises that target specific muscle groups but lacked the knowledge of the name of the muscles. Students are able to comprehend why we do certain exercises but struggle with the actual names of the muscles. More effort should be made to use muscle names while working out opposed to using layman's terms. Students know they are doing an "arm" exercises or "leg" exercise but they need to know the actual muscles being targeted. <b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014) <b>Faculty Assessment Leader:</b> Elizabeth Hazell <b>Faculty Contributing to Assessment:</b> Elizabeth Hazell	05/15/2015 - Boot camp fitness utilizes a variety of workout equipment. To see a higher rate of student success equipment such as tractor tires, workout ropes, and more BOSU and physio balls should be acquired. Students are excited for class when the workout is not the same every day.  <b>Action Category:</b> Program/College Support
El Camino: Course SLOs (HSA) - Kinesiology - ECC: PE 47 - Introduction to Indoor Rock Climbing - SLO #1 Belay Technique - Students will apply fundamental skill components of specific belay technique in basic top rope climbing. (Created By El Camino: Course SLOs (HSA) - Kinesiology ) <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) 2016-17 (Spring 2017) <b>Input Date:</b> 11/29/2013	<b>Assessment Method Description:</b> Assessing communication skills and knowledge of belay technique while climbing with a partner. <b>Assessment Method:</b> Presentation/Skill Demonstration <b>Standard and Target for Success:</b> 100% of the students to pass with 80% or better demonstrating appropriate belay technique and using communication skills.	04/23/2014 - Total number of students 14 93% passed with 80% or above <b>Standard Met? :</b> No <b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014) <b>Faculty Assessment Leader:</b> Danielle Roman	10/01/2014 - Allow more time for practice before I test.  <b>Action Category:</b> Teaching Strategies

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