

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (HSA) - Kinesiology Athletics

ECC: PE 106abc:Off-Season Training for Women's Intercollegiate Basketball Team

Course SLO	Assessment Method Description	Assessment Data & Analysis							Actions																																																																		
SLO #2 Skill Related Fitness - Students will demonstrate improvement's in skill related fitness components. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/29/2013	Performance - First Assessment: Students will demonstrate how to accurately perform a catch and shoot jump-shot from the wing. Footwork must be performed correctly for made shot to count. Second Assessment: Shoot 10 free-throws (game like simulation...2-shots & rotate) Third Assessment: Catch-and-shoot 3-point shots from the wing, passed out from the free throw/key area. If they fail to use proper footwork or step on (or beyond) the 3-pt line it will not count as a make. The student must begin shooting movement upon completion of the catch, without using a rhythm dribble, taking a step or pivoting. Standard and Target for Success: This test is very relative to the current skill set of each student. Ideally, we want to see improvement in the footwork, but anticipate minimal improvement in shots made, due to the limited time frame	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met PRE TEST <table> <tr> <th>Active Throws</th> <th>ID</th> <th>Last</th> <th>First</th> <th>Jump Shot</th> <th>Free-</th> </tr> <tr> <td>1</td> <td>698</td> <td>B</td> <td>N</td> <td>4/10</td> <td>6/10</td> </tr> <tr> <td>2</td> <td>693</td> <td>J</td> <td>S</td> <td>3/10</td> <td>4/10</td> </tr> <tr> <td>3</td> <td>405</td> <td>J</td> <td>K</td> <td>5/10</td> <td>8/10</td> </tr> <tr> <td>4</td> <td>575</td> <td>J</td> <td>H</td> <td>5/10</td> <td>7/10</td> </tr> <tr> <td>5</td> <td>896</td> <td>K</td> <td>K</td> <td>4/10</td> <td>8/10</td> </tr> <tr> <td>6</td> <td>284</td> <td>Q</td> <td>T</td> <td>6/10</td> <td>8/10</td> </tr> <tr> <td>7</td> <td>98</td> <td>S</td> <td>N</td> <td>2/10</td> <td>5/10</td> </tr> <tr> <td>8</td> <td>993</td> <td>S</td> <td>M</td> <td>5/10</td> <td>8/10</td> </tr> <tr> <td>9</td> <td>952</td> <td>T</td> <td>J</td> <td>3/10</td> <td>5/10</td> </tr> </table> POST TEST <table> <tr> <th>Active</th> <th>ID</th> <th>Last</th> <th>First</th> <th>Jump Shot</th> <th>Free-</th> </tr> </table>							Active Throws	ID	Last	First	Jump Shot	Free-	1	698	B	N	4/10	6/10	2	693	J	S	3/10	4/10	3	405	J	K	5/10	8/10	4	575	J	H	5/10	7/10	5	896	K	K	4/10	8/10	6	284	Q	T	6/10	8/10	7	98	S	N	2/10	5/10	8	993	S	M	5/10	8/10	9	952	T	J	3/10	5/10	Active	ID	Last	First	Jump Shot	Free-	null.courseAction: Provide more repetitions to practice the skills (04/25/2016) Action Category: Teaching Strategies
Active Throws	ID	Last	First	Jump Shot	Free-																																																																						
1	698	B	N	4/10	6/10																																																																						
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<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>					<i>Actions</i>
	(8-week class). To meet the standard students will improve by 1 make or greater in each assessment.	Throws	3-Pt Shots				
		1	698	B	N	6/10	
		9/10	6/10				
		2	693	J	S	3/10	
			4/10	1/10			
		3	405	J	K	7/10	
			10/10	6/10			
		4	575	J	H	8/10	
			9/10	5/10			
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			8/10	7/10			
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			5/10	3/10			
		8	993	S	M	7/10	
			9/10	6/10			
		9	952	T	J	6/10	
			7/10	4/10			
		JUMP SHOT - 7/9 students met standard by improving one made shot or greater.					
		FREE THROW - 6/9 students met standard by improving one made shot or greater. 3PT SHOT - 7/9 students met standard by improving one made shot or greater.					
		(02/12/2015)					

ECC: PE 115abc:Intercollegiate Tennis Team

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #2 Use of Spin - Students will execute topspin, under spin and side spin and utilize these spins both offensively and defensively in competition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - The coach/instructor observed and charted a competitive practice match of each student to determine each student's ability to utilize the various spins (top, under and side) during a match. Shot selection (choice of shot in a given situation) was analyzed and unforced errors were recorded.</p> <p>Standard and Target for Success: Advanced levels of tennis require the use of topspin, under spin and occasionally side spin during match play in order to effectively place the ball within the dimensions of the playing court while clearing the height of the net. The choice of spin is determined by the point of contact, distance from the net, body positioning and whether the shot dictates an offensive or defensive response. The standard at higher levels is to use topspin primarily as a first choice when a player is in a position to hit the ball offensively. Under spin is used offensively when attacking the net with an approach shot or when hitting a drop shot and is used defensively when the player is not in an ideal position to hit an offensive shot. Side spin is occasionally used primarily as an additional tool with under spin on approach shots. Effective shot selection with a minimal number of unforced errors is the standard at advanced levels of tennis. The</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>16 of 18 students were able to consistently make the best choice in a given situation as to what type of spin to use (shot selection). The 2 students who were inconsistent with their shot selection were far less experienced than the other students and often attempted to use a certain type of spin when it was a very low percentage choice. These 2 players also had a high number of unforced errors compared to winner (5-1).</p> <p>Of the other 16 students who were consistent with their effective choice of spin, 12 students kept the unforced error to winner ratio within the target numbers while the other 4 students had unforced error to winner ratios of 3 or 4/1. The target for success is 100 % of college tennis players to be able to consistently utilize proper shot selection and 80% of players to consistently keep the unforced error to winner ratio at 2/1.</p> <p>These results, although not surprising, indicate that a player's hours on the tennis court(experience) determines the split second decision making necessary for good shot selection and utilizing spin. Early identification of the inexperienced players and higher emphasis on shot selection might better equip these student in their use of spin. More drills that reinforce the various spins through repetition in the beginning of the semester will more likely allow for 100% of these students to reach the target for success.</p> <p>(05/17/2015)</p> <p>Faculty Assessment Leader: Steve VanKanegan</p>	<p>null.courseAction: The coach/instructor will immediately identify the less experienced players and prioritize shot selection and effective use of spin through demonstration, discussion and practice. More practice time will be sent throughout the semester on repetitive drills that focus on improving the stroke mechanics necessary to be consistent with the various spins. (05/15/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
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target for success is to have no more than 2 unforced errors for every winner (a point that is won with a shot that is not touched by the opponent) during the course of each match.

ECC: PE 120abc:Women's Intercollegiate Softball Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Fitness - Students will demonstrate improvement in the cardio respiratory endurance component of fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students were timed in the mile once during the beginning of the semester and again at the end of the semester to test beginning and final fitness for the class.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>There were 17 students participating in this student learning outcome and the expectation was that 70% would be able to complete the timed mile in eight minutes or less. The results of the first assessment was that only 5 students were able to meet the standard. This was only 29% of the expected 80%. At the end of the semester, when they tested again, 8 students were able to complete the timed mile in 8 minutes or less. Although this was a great improvement, it was only 47% of the total class when the expected standard was 70%. The class did not meet the standard. By this assessment it is concluded that more fitness testing should be done throughout the semester to help the students meet the standard. (05/19/2015)</p> <p>Faculty Assessment Leader: Jessica Rapoza</p>	<p>null.courseAction: An action that would help would be to have a track on campus to get an accurate measure of the mile itself. (05/19/2015)</p> <p>Action Category: Program/College Support</p>

ECC: PE 132abc:Women's Intercollegiate Badminton Team

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions																					
<p>SLO #2 Low “short” Service - Students will develop and demonstrate proficiency and accuracy in the low, short backhand service, predominately, but not exclusively, used in badminton doubles matches.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - The players were allowed 10 "short" serves to a target area and their accuracy was recorded</p> <p>Standard and Target for Success: All players should be able to achieve at least 7 out of 10 by the end of the course.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <table><tr><th>Evaluation 1</th><th>Evaluation 2</th><th>Evaluation 3</th></tr><tr><th>Score</th><th>Score</th><th>Score</th></tr><tr><td>9/10 0 students</td><td>9/10 0 students</td><td>9/10 3 students</td></tr><tr><td>7/8 1 student</td><td>7/8 4 students</td><td>7/8 5 students</td></tr><tr><td>5/6 3 students</td><td>5/6 4 students</td><td>5/6 1 student</td></tr><tr><td>3/4 4 students</td><td>3/4 3 students</td><td>3/4 2 student</td></tr><tr><td>0-2 4 students</td><td>0-2 0 students</td><td>0-2 0 students</td></tr></table> <p>The majority of players achieved the target and the three who failed to do so were relatively close. If I had made the target area slightly bigger everybody would have reached the goal. (05/13/2015)</p> <p>Faculty Assessment Leader: A John Britton</p>	Evaluation 1	Evaluation 2	Evaluation 3	Score	Score	Score	9/10 0 students	9/10 0 students	9/10 3 students	7/8 1 student	7/8 4 students	7/8 5 students	5/6 3 students	5/6 4 students	5/6 1 student	3/4 4 students	3/4 3 students	3/4 2 student	0-2 4 students	0-2 0 students	0-2 0 students	<p>null.courseAction: For those players having trouble with the "short" service allow more practice time for them. (01/29/2016)</p> <p>Action Category: Teaching Strategies</p>
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ECC: PE 16abc:Off-Season Training for Men's Intercollegiate Basketball

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions																																																																																																																
<p>SLO #2 Skill Related Fitness - Students will demonstrate improvement's in skill related fitness components.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - First Assessment: Students will demonstrate how to accurately perform a one-dribble hop-step, into a 2-foot jump-shot. Footwork must be performed correctly for made shot to count.</p> <p>Second Assessment: Shoot 10 free-throws (game like simulation...2-shots & rotate)</p> <p>Third Assessment: Catch-and-shoot 3-point shots, passed out from the post area (block). If they fail to use proper footwork, step on (or beyond) the 3-pt line or take too long to get their shot off, it will not count as a make. Students must land with two feet down (simultaneously) when they catch the basketball. The student must begin shooting movement upon completion of the catch, without using a rhythm dribble, taking a step or pivoting. They will shoot a total of 25 shots, consisting of 5 from each corner, 5 from each wing and 5 from the top of the key.</p> <p>Standard and Target for Success: This test is very relative to the current skill set of each student. Ideally, we want to see improvement in the footwork, but anticipate minimal improvement in shots made, due to the limited time frame (8-week class). Ideally, one or two makes more than the pre-test would be ideal.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Pre-Test</p> <table> <thead> <tr> <th>Active</th><th>Student ID</th><th>Last Name</th><th>Hop-Step into Jump-Shot</th></tr> <tr> <th>Free-Throws</th><th>Kick-Out 3-Pt Shots</th><th></th><th></th></tr> </thead> <tbody> <tr><td>1</td><td>395</td><td>B</td><td>D</td></tr> <tr><td>7/10</td><td>11/25</td><td></td><td></td></tr> <tr><td>2</td><td>105</td><td>C</td><td>K</td></tr> <tr><td>5/10</td><td>8/25</td><td></td><td></td></tr> <tr><td>3</td><td>352</td><td>H</td><td>M</td></tr> <tr><td>6/10</td><td>9/25</td><td></td><td></td></tr> <tr><td>4</td><td>502</td><td>H</td><td>R</td></tr> <tr><td>8/10</td><td>12/25</td><td></td><td></td></tr> <tr><td>5</td><td>230</td><td>H</td><td>D</td></tr> <tr><td>4/10</td><td>7/25</td><td></td><td></td></tr> <tr><td>6</td><td>31</td><td>M</td><td>C</td></tr> <tr><td>8/10</td><td>12/25</td><td></td><td></td></tr> <tr><td>7</td><td>855</td><td>N</td><td>M</td></tr> <tr><td>5/10</td><td>8/25</td><td></td><td></td></tr> <tr><td>8</td><td>282</td><td>P</td><td>J</td></tr> <tr><td>6/10</td><td>7/25</td><td></td><td></td></tr> <tr><td>9</td><td>992</td><td>P</td><td>E</td></tr> <tr><td>6/10</td><td>8/25</td><td></td><td></td></tr> <tr><td>10</td><td>597</td><td>R</td><td>R</td></tr> <tr><td>8/10</td><td>11/25</td><td></td><td></td></tr> <tr><td>11</td><td>682</td><td>S</td><td>K</td></tr> <tr><td>4/10</td><td>6/25</td><td></td><td></td></tr> <tr><td>12</td><td>332</td><td>W</td><td>M</td></tr> <tr><td>8/10</td><td>10/25</td><td></td><td></td></tr> <tr><td>13</td><td>874</td><td>W</td><td>K</td></tr> <tr><td>6/10</td><td>6/25</td><td></td><td></td></tr> </tbody> </table> <p>Post-Test</p>	Active	Student ID	Last Name	Hop-Step into Jump-Shot	Free-Throws	Kick-Out 3-Pt Shots			1	395	B	D	7/10	11/25			2	105	C	K	5/10	8/25			3	352	H	M	6/10	9/25			4	502	H	R	8/10	12/25			5	230	H	D	4/10	7/25			6	31	M	C	8/10	12/25			7	855	N	M	5/10	8/25			8	282	P	J	6/10	7/25			9	992	P	E	6/10	8/25			10	597	R	R	8/10	11/25			11	682	S	K	4/10	6/25			12	332	W	M	8/10	10/25			13	874	W	K	6/10	6/25			<p>null.courseAction: We are in the process of recruiting "higher caliber" student-ATHLETES this off-season. I am interested to see if the "test-results" are higher due to the higher base skill set or if those who have been in the program for over a year will have significant improvement. (03/15/2016)</p> <p>Action Category: Teaching Strategies</p>
Active	Student ID	Last Name	Hop-Step into Jump-Shot																																																																																																																
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Active FT's	3-Pt Shots	ID	Last	First	Hop-Step
	1	395	B	D	7/10
	7/10	13/25			
	2	105	C	K	4/10
	6/10	10/25			
	3	352	H	M	6/10
	7/10	10/25			
	4	502	H	R	6/10
	7/10	11/25			
	5	230	H	D	5/10
	6/10	9/25			
	6	31	M	C	6/10
	8/10	14/25			
	7	855	N	M	4/10
	7/10	9/25			
	8	282	P	J	5/10
	5/10	8/25			
	9	992	P	E	5/10
	7/10	11/25			
	10	597	R	R	5/10
	8/10	12/25			
	11	682	S	K	3/10
	7/10	5/25			
	12	332	W	M	4/10
	7/10	9/25			
	13	874	W	K	3/10
	7/10	7/25			

(03/05/2015)

Faculty Assessment Leader: Robert Uphoff

Faculty Contributing to Assessment: Joel Weiss

Related Documents:

[PE-16ABC SLO Assessments.xlsx](#)

ECC: PE 21abc:Off-Season Training for Intercollegiate Cross Country Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Rules - Student will explain NCAA rules that apply to cross country competition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Summer 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students were given a multiple choice quiz for certain specific NCAA rules governing the sport and also a written component demonstrating their knowledge of mathematically scoring a cross country meet/competition.</p> <p>Standard and Target for Success: It is expected that 100% of students will/would score 80% or above after the summer course and they did.</p> <p>Reviewer's Comments: Most students have had some formal background in the sport at the high school level and they simply need(ed) to learn any changes in rules, regulations, scoring at the college level. California Community College Cross Country and Track & Field abide by NCAA Rules.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Summer 2015)</p> <p>Standard Met? : Standard Met</p> <p>All preseason student-athletes demonstrated knowledge of both California Community College cross country rules and regulations as well as the NCAA rules governing the sport with all scoring above 80%. With most student-athletes having participated in the sport of cross country at the high school level, they had a pretty thorough understanding of the sport's rules and scoring system prior to enrolling in this summer preseason/off-season course. My primary emphasis with this assignment was to have them learn and explain the differences they now face at the community college level governed by NCAA rules and regulations. (08/06/2015)</p> <p>Faculty Assessment Leader: Dean Lofgren</p> <p>Faculty Contributing to Assessment: NA</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: In addition to the current teaching methodologies for student learning of California Community College and NCAA Rules governing our sport, I may ask them to explain different scenarios for team strategy and how different strategies have a result (positive) on team scoring. Otherwise, the current teaching methods have been successful. (07/18/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 234abcd:Off-Season Training for Pep Squad

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Competitive Strategies - Identify offensive and defensive strategies as practiced within competitive situations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Repeated 21/2 minute competition routine non-stop until everything was performed correctly.</p> <p>Standard and Target for Success: Our goal was 90% correctly performed routines.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Our goal was reached and we performed the routines at a higher than 90% rate reaching a 95%. Because this is the competition season we repeatedly practiced our routines including stunts, pyramids, partner stunts, tumbling, and dance. The repeated practice until everything was performance ready insured success (04/13/2015)</p> <p>Faculty Assessment Leader: Diana Galias</p>	<p>null.courseAction: I want to do a better job of recruiting from the high schools and locate students with cheer experience and a higher skill level. (04/11/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 36abc:Off-Season Training for Men's Intercollegiate Football Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Evaluate Performance - Student will evaluate his performance and determine areas of personal improvement.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Survey/Focus Group - Students were given a survey and asked to Evaluate their performance and list the areas that they were excelling in as well as the areas that they needed to improve in. The coach then rated each position group as to the accuracy of the the students self evaluation on a scale of 1-10, with 10 being the highest.</p> <p>Standard and Target for Success: 3- 80% or higher 1- 40-59% 2- 60-79% 1</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>44 total students in survey.</p> <p>20 scored at the 80% or higher level, 45% of total students.</p> <p>16 scored at the 60-79% level, 36% of total students.</p> <p>7 scored at the 40-59% level, 15% of total students.</p> <p>1 scored below the 40% level.</p> <p>From the data it is apparent that certain position coaches emphasize areas of individual improvement more than others. This emphasis has made the student more self aware of the areas of self improvement. (03/31/2015)</p> <p>Faculty Assessment Leader: Eugene Engle</p> <p>Faculty Contributing to Assessment: Andrew Alvillar</p>	<p>null.courseAction: All coaches will put more emphasis on giving feedback to each student on specific areas of improvement for that student. (02/01/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: PE 45abc:Men's Intercollegiate Golf Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Chipping - Students will demonstrate proficiency in chipping a golf ball.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 05/16/2015</p>	<p>Performance - To assess the accuracy of chipping a golf ball on a green, the players will keep track of the number of balls that come to rest within a certain distance to the hole. To have been deemed a good chip, the ball must come to rest inside the designated distance, otherwise you will have missed the chip. The team will use the same hole from the same distance away and keep track of the number of chips that have come to rest at the desired distance.</p> <p>Standard and Target for Success: The goal should be to have 75% of their chips come to rest within 4 feet of the hole.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Data: Terranea Golf Course practice facility. From 4 yards away from the green, 8 yards away from the green, 12 yards away from the green and from a greenside bunker, the 9 players chipped 5 golf balls to a designated hole that had a 4 foot string line around it. The players kept track of the shots, and from 4 yards away, 32 shots were within the 4 foot line. From 8 yards away, 26 shots were within the 4 foot line. From 12 yards away, 19 shots were within the 4 foot line. From the bunker, 7 shots were within the 4 foot line. From within 4 yards of the green, the team was the most accurate with 71% of the shots coming to rest within 4 feet of the hole. The further away the shot was from the green, the percentages went down dramatically. 58% from 8 yards, 45% from 12 yards and 16% from the bunker.</p> <p>Analysis: The closer your ball lands to the green, the greater chance you will have of getting your chip withing 4 feet of the hole. The reason you want the ball to come to rest within 4 feet is because that will be a make-able one putt. Any further out, there is a chance of a 2-4 putt which will increase your overall score for the round. The type of shot required from close to the green is usually straight forward without too many challenges. The further away you get, there is longer grass, there could be undulations, there could be something between you and the green (bunker, sprinkler covers, water, etc) which all become added challenges to making a successful chip. Also, the location of the flag will make a difference as well as to the type of shot you will hit and the club selection. Chipping is an important part of the game, and the more consistent you are at getting the ball to come to rest by the hole, the better chance you will have of 1 putting from that location, which is the ultimate goal of chipping.</p> <p>(05/16/2015)</p>	<p>null.courseAction: To support these findings, have the players putt out from their chipping locations. Keep track of not only the number of chips within the 4 foot circle, but also, how many 1 putts were made from within the circle and from outside the circle to really highlight how important good chipping is to performing better during the round.</p> <p>(05/16/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
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Faculty Assessment Leader: Stacy Komai
Faculty Contributing to Assessment: n/a

ECC: PE 57abc:Intercollegiate Swimming Teams

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Turns - Students will apply the rules and demonstrate legal backstroke turns.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - perform a legal backstroke turn during competition</p> <p>Standard and Target for Success: 100% of the students should be able to perform a legal backstroke turn during competition</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students were able to successfully complete a legal backstroke turn in a intercollegiate competition. Current training methods are being effective in teaching the skill and being able to perform it at a high level of efficiency. (04/22/2015)</p> <p>Faculty Assessment Leader: Corey Stanbury</p>	<p>null.courseAction: Currently students practice turns on a daily basis. Drills to improve turn efficiency are conducted almost daily. Coaching to perfect turns is a regular part of each practice and continually monitored during the entire training session every day. Video taping of turns is also employed to give feedback on technique. These training tools are effective and should be continued. Requests for replacing antiquated lane lines that periodically injure students have not been replaced as yet. (04/13/2016)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: continued practice of turns is helping skills develop. Lane lines have been replaced with new ones. Clinics help find new drills to teach skills. (10/14/2015)</p>

ECC: PE 5abc:Men's Intercollegiate Baseball Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Fitness - Students will demonstrate improvement in the cardio respiratory endurance component of fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students were tested in a timed mile at the beginning of the semester. They were re-accessed at the end of the semester to measure improvement.</p> <p>Standard and Target for Success: 90% of students would improve mile time by 10%.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>35 students were tested at the beginning of the semester in a timed mile. 33 students met the mark of a 10% decrease. This was a 94% success rate. The 2 students who did not reach the standard were dealing with minor injuries. (09/10/2015)</p> <p>Faculty Assessment Leader: Fernley</p> <p>Faculty Contributing to Assessment: Fernley</p> <p>Reviewer's Comments: The standard was met and students showed marked improvement. Training recovery was an issue in the study. Extensive stretching is important to the recovery of the body and should be stressed as a point of emphasis as instructors work to reach the outcome.</p>	<p>null.courseAction: To aid in recovery from training, stretching bands should be ordered and available for each student. The unsuccessful students were dealing with minor injuries that could be minimized by proper equipment to aid in stretch routines. (09/10/2016)</p> <p>Action Category: Program/College Support</p>

ECC: PE 61abc:Off-Season Training for Women's Intercollegiate Soccer Team

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions																					
<p>SLO #2 Defensive Heading - Students will demonstrate their proficiency in performing “defensive” heading, from soccer balls fed in to the penalty box from offensive players.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Soccer balls were fed into the goalkeeper's box from a wide position, close to the touchline towards a defensive player who had to meet the ball and head it "defensively" in the air away from their goal. (A defensive header is cleared upwards and over any onrushing forwards)</p> <p>Standard and Target for Success: Players should be able to clear at least 7 of the 10 headers in the air, outside the goalkeepers box.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <table><thead><tr><th>Evaluation 1</th><th>Evaluation 2</th><th>Evaluation 3</th></tr><tr><th>Score</th><th>Score</th><th>Score</th></tr></thead><tbody><tr><td>9/10 1 student</td><td>9/10 1 student</td><td>9/10 2 students</td></tr><tr><td>7/8 2 students</td><td>7/8 5 students</td><td>7/8 6 students</td></tr><tr><td>5/6 3 students</td><td>5/6 4 students</td><td>5/6 3 students</td></tr><tr><td>3/4 5 students</td><td>3/4 3 students</td><td>3/4 1 student</td></tr><tr><td>0-2 5 students</td><td>0-2 1 student</td><td>0-2 1 student</td></tr></tbody></table> <p>After the players overcame their initial fear of heading the soccer ball and their confidence increased, the scores improved (05/13/2015)</p> <p>Faculty Assessment Leader: A John Britton</p>	Evaluation 1	Evaluation 2	Evaluation 3	Score	Score	Score	9/10 1 student	9/10 1 student	9/10 2 students	7/8 2 students	7/8 5 students	7/8 6 students	5/6 3 students	5/6 4 students	5/6 3 students	3/4 5 students	3/4 3 students	3/4 1 student	0-2 5 students	0-2 1 student	0-2 1 student	<p>null.courseAction: Due to the medical implications from the concussive effects of heading a hard struck soccer ball we will change the SLO next time it is scheduled. (05/13/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
Evaluation 1	Evaluation 2	Evaluation 3																						
Score	Score	Score																						
9/10 1 student	9/10 1 student	9/10 2 students																						
7/8 2 students	7/8 5 students	7/8 6 students																						
5/6 3 students	5/6 4 students	5/6 3 students																						
3/4 5 students	3/4 3 students	3/4 1 student																						
0-2 5 students	0-2 1 student	0-2 1 student																						

ECC: PE 71abc:Off-Season Training for Men's Intercollegiate Soccer Team

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions																					
<p>SLO #2 Defensive Heading - Students will demonstrate their proficiency in performing “defensive” heading, from soccer balls fed in to the penalty box from offensive players.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students were given 10 opportunities to defensively head a soccer ball clear of the goalkeepers box from a ball delivered from the wing area close to the touch line.</p> <p>Standard and Target for Success: it is expected that all players should be able to perform this skill at least 7 out of 10 times.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <table><tr><th>Evaluation 1</th><th>Evaluation 2</th><th>Evaluation 3</th></tr><tr><th>Score</th><th>Score</th><th>Score</th></tr><tr><td>9/10 7 students</td><td>9/10 8 students</td><td>9/10 12 students</td></tr><tr><td>7/8 7 students</td><td>7/8 7 students</td><td>7/8 11 students</td></tr><tr><td>5/6 7 students</td><td>5/6 6 students</td><td>5/6 1 student</td></tr><tr><td>3/4 7 students</td><td>3/4 3 students</td><td>3/4 0 students</td></tr><tr><td>0-2 1 student</td><td>0-2 0 students</td><td>0-2 0 students</td></tr></table> <p>The goalkeepers in the group account for the 3 bottom scores of the 3 evaluation (05/13/2015)</p> <p>Faculty Assessment Leader: A John Britton</p>	Evaluation 1	Evaluation 2	Evaluation 3	Score	Score	Score	9/10 7 students	9/10 8 students	9/10 12 students	7/8 7 students	7/8 7 students	7/8 11 students	5/6 7 students	5/6 6 students	5/6 1 student	3/4 7 students	3/4 3 students	3/4 0 students	0-2 1 student	0-2 0 students	0-2 0 students	<p>courseAction: Due to medical concerns about heading the soccer ball this SLO will be changed for the next scheduled assessment (05/13/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
Evaluation 1	Evaluation 2	Evaluation 3																						
Score	Score	Score																						
9/10 7 students	9/10 8 students	9/10 12 students																						
7/8 7 students	7/8 7 students	7/8 11 students																						
5/6 7 students	5/6 6 students	5/6 1 student																						
3/4 7 students	3/4 3 students	3/4 0 students																						
0-2 1 student	0-2 0 students	0-2 0 students																						

ECC: PE 75abc:Intercollegiate Track and Field Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Periodization - Student will explain how periodization applies to his/her season strength, speed, and/or cardiovascular training program.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/29/2013</p>	<p>Laboratory Project/Report - Following the preseason and in-season overall training program (specific to one's event[s]), the student will be able explain in writing (and verbally) how their specific areas of fitness improved through progressive resistance exercise and cardiovascular fitness adaptations.</p> <p>Standard and Target for Success: Our target is 100% of the students achieving an 80% level of accuracy in explaining how progressive adaptation to their training occurred throughout the season.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met All 64 student-athletes successfully completing the course and/or on the team during the competitive season scored 80% or above on this assessment of their knowledge of how periodization was applied to their specific event(s) training program resulting in their improved fitness and ultimately performance in their track & field event(s). Over the many years, we have been very successful in educating our student-athletes in the importance and process of periodization as it applies to improved athletic performance. (05/08/2015) Faculty Assessment Leader: Dean Lofgren Faculty Contributing to Assessment: Kevin Hughley Reviewer's Comments:</p>	<p>null.courseAction: We have been very effective in teaching students the philosophy and application of the periodization process as it applies to their successful development of fitness and athletic performance. We will continue with our instruction as we have been with its demonstrated effectiveness. (03/07/2016) Action Category: Teaching Strategies</p>

ECC: PE 80abc:Men's Intercollegiate Volleyball Team

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 Sportsmanship - The student athlete will utilize appropriate sportsmanship during practices and competition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p>	<p>Presentation/Skill Demonstration - During matches and practice sessions all players were observed and graded on sportsmanship. A yellow card during a match is an indication of poor sportsmanship.</p> <p>Standard and Target for Success: 100% success for proper sportsmanship. Yellow cards are not tolerated.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>19 players and two coaches maintained proper sportsmanship during the course of the season. No yellow cards were issued. Although there were no referees present during practice sessions, proper sportsmanship was maintained. (04/09/2015)</p> <p>Faculty Assessment Leader: Richard Blount</p>	<p>null.courseAction: Maintain proper sportsmanship behavior during matches. During practice hours re-enforce proper behavior. (02/11/2016)</p> <p>Action Category: Teaching Strategies</p>