

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (HSA) - Kinesiology Athletics

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

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Fitness - Identify the five components of physical fitness and describe how they relate to the development of basketball performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - 10 question fill in exam on the 5 components of fitness and their relation to basketball performance</p> <p>Standard and Target for Success: 100% of student athletes should score 80% or better.</p>		
<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)</p> <p>Input Date: 11/29/2013</p>	<p>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</p>		

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	<p>movement upon completion of the catch, without using a rhythm dribble, taking a step or pivoting.</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). To meet the standard students will improve by 1 make or greater in each assessment.</p>		
<p>SLO #3 Strategies - Students will describe various offensive/defensive strategies.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Performance Students were asked to react/run specific offensive sets/motion based on the defense they faced during multiple possessions. They were evaluated on their decision making (reading the defense), execution of the offense (locating open teammate or taking advantage of the defensive breakdown) and the use of proper timing (ball movement, setting screens, sprinting to spots on the floor etc.).</p> <p>Performance - Performance Students were asked to react/run specific offensive sets/motion based on the defense they faced during multiple possessions. They were evaluated on their decision making (reading the defense), execution of the offense (locating open teammate or taking advantage of the defensive breakdown) and the use of proper timing (ball</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met 12 of 14 students assessed met the standard (09/15/2016)</p> <p>Faculty Assessment Leader: Steve Shaw</p>	<p>Action: Continue to give opportunities in simulated game situations for students to practice these skills. Use video to give immediate feedback to students. (09/16/2016)</p> <p>Action Category: Teaching Strategies</p>

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movement, setting screens, sprinting to spots on the floor etc.).

Standard and Target for Success: It is expected that 80% of the students will score 80% or above on this SLO

ECC: PE 111abc:Off-Season Training for Women's Intercollegiate Volleyball

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Passing - The student will demonstrate accuracy in volleyball passing off the serve.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 11/29/2013</p>	<p>Performance - Students will position themselves in the middle of the court and attempt to pass the serve to the target.</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>SLO #2 Fitness - Student will demonstrate improvement in cardiovascular fitness.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013</p>	<p>Performance - Students will run a timed mile 4 times throughout the semester. Students should have a mile time of under 9 minutes while also seeing improvement on their times as the semester goes on.</p> <p>Standard and Target for Success: 80% of students should be able to run a timed mile in under 9 minutes.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met 18 students were timed in the mile throughout the semester. 14 students were able to complete the mile in under 9 minutes while 4 students had times longer than 9 minutes. 78% of students demonstrated continued improvement in cardiovascular fitness while 22% of students need more fitness training. These results show that almost all students are at the correct fitness level but some students need extra conditioning to succeed in the timed mile. (04/18/2016) Faculty Assessment Leader: Le Valley Pattison Faculty Contributing to Assessment: Elizabeth Hazell</p>	<p>Action: Students would benefit from a track on campus to train on and get an accurate distance of the mile. (04/18/2016) Action Category: Program/College Support</p>
<p>SLO #3 Hitting Approach - Student will demonstrate and explain the basic fundamentals of a hitting approach.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013</p>	<p>Performance - Students will demonstrate one hitting approach without the ball while explaining the footwork terminology and then complete two hitting approaches with a ball being tossed to them.</p> <p>Standard and Target for Success: 80% of students should be able to explain the proper footwork for a hitting approach and then be able to hit two balls in the court using their hitting approach.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 18 students were tested on their knowledge and execution of the hitting approach. All 18 students were able to explain the proper footwork and hit 2 balls in the court using the correct hitting approach. These results show that 100% of the students are proficient with the hitting approach. Practice will still continue to fine tune mechanics. (04/18/2016) Faculty Assessment Leader: Le Valley Pattison Faculty Contributing to Assessment: Elizabeth Hazell</p>	<p>Action: Students would benefit from newer volleyballs and a cleaner gym. The dusty gym floor causes players to slip and be unable to complete contacts over the net. (04/18/2016) Action Category: Program/College Support</p>

ECC: PE 115abc:Intercollegiate Tennis Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Strategies - Student's will analyze an opponent's strengths and weaknesses and recognize suitable strategies in a competitive situation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>			
<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</p>		

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	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 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.		
SLO #3 Tennis Specific Conditioning - Students will identify and apply skill related components of fitness such as agility, power, speed and reaction necessary to compete at an advanced level of tennis. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013	Presentation/Skill Demonstration - Presentation of skill related components of fitness to students providing a definition of each component and examples of these components on the tennis court. Students are then required to explain each component and indicate examples of each skill on the court. Standard and Target for Success: 20% improvement from pre- test to post test in each fitness component for 100% of students.	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 17 students participated in a pre and post test for each fitness component. 100 % of the students improved at least 20% in each area. Students who began the semester at a higher skill and fitness level met the 20% improvement expectation. Those who began the semester at a lower skill level, easily improved by 20 % and several improved at an even higher rate. (09/21/2016) Faculty Assessment Leader: Steve VanKanegan	Action: Based on the results, the standard for success will be raised. In this case, the expectation for improvement will be 25%. (03/15/2017) Action Category: Teaching Strategies

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Fielding - Student will demonstrate proficiency in fielding of their appropriate position in softball.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 05/09/2014</p>	<p>Performance - 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>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>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>SLO #3 Sportsmanship - Students will define and apply acceptable levels of sportsmanship during competition.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - All students will shake hands after the game and no students will be ejected from a game.</p> <p>Standard and Target for Success: It is expected that 100% of students will shake hands after the game and no one will get ejected from any games all season.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>17 students participated in games throughout the semester. 100% of the students shook hands with the opposing team after games regardless of who won or lost the contest. At the time of this data collection, no students had been ejected from any game. These results show that all players are aware of what good sportsmanship consists of and are able to apply that knowledge in game situations. Acceptable levels of sportsmanship will continue to be practiced. (04/18/2016)</p>	<p>Action: Students would benefit from a permanent fence in the outfield and restroom facilities closer to the facility. (04/18/2016)</p> <p>Action Category: Program/College Support</p>

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Faculty Assessment Leader: Jessica Rapoza

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 High Serve - Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Student is allowed 10, High deep service attempts to a specific area at the back of the court.</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> <hr/> <p>Presentation/Skill Demonstration - Student will demonstrate proficiency in the high serve by serving the shuttlecock to the back area of the court. Students are expected to make 7 out of 10 attempts into the back area of the court. Test will be administered 3 times throughout the semester to gauge improvement.</p> <p>Standard and Target for Success: 80% of students will be able to make 7 out of 10 high serves to the back area of the court by test 3.</p>		
<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>SLO #3 Rules - Student will apply the "Laws of Badminton", and explain the rules and regulations covering the sport.</p>	<p>Exam/Test/Quiz - Students were given a test containing 50 questions on the rules of Badminton. Test was given 3 times throughout the</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>10 players were given a 50 point rules test 3 times</p>	<p>Action: Students would benefit from new lines on the gym floor and new nets. (05/10/2016)</p> <p>Action Category: Program/College</p>

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Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013	semester (Week 1, Mid-Season, and End of Season). Standard and Target for Success: When tested at the end of the semester 100% of students should score 40 or higher on the test.	throughout the semester. The first test was in week 4 prior to the first contest. 50% of the players scored 40 points or higher while 50% scored below the standard. By mid-season 9 out of 10 students were able to score 40 points or higher on the same test, while only 10% of students scored below 40 points. At the end of the season 100% of the players were able to score 40 points or higher on the test. All 10 players were able to show acceptable knowledge of the rules of badminton. As the team class should consist mostly of players who have experience playing badminton, it is expected that the majority of the team should have a strong working knowledge of the laws of the game. The players with the lowest scores at the start of the year were the players with relatively little badminton experience but as the season went on and their experience increased, the results improved. At the end of the course everybody had success. (05/10/2016) Faculty Assessment Leader: John Britton	Support Follow-Up: There are not new lines on the floor but construction of a new gym is underway and should benefit future student athletes. (05/31/2017)

ECC: PE 16abc:Off-Season Training for Men's Intercollegiate Basketball

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Fitness - Identify the five components of physical fitness and describe how they relate to the development of basketball performance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - 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.</p> <p>Standard and Target for Success: All student-athletes are expected to complete the exam with 80% proficiency or better.</p> <p>Reviewer's Comments: The following semester, I would like to see if there are significant changes should the exam be limited to one attempt.</p> <p>Related Documents: PE-16 Assessment Results - SLO #1.xls</p>		
<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. Second Assessment: Shoot 10 free-throws (game like simulation...2-shots & rotate) 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</p>		

Course SLOs	Assessment Method Description	Results	Actions																																				
	<p>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>SLO #3 Strategies - Students will describe various offensive/defensive strategies.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Watching game/practice film to analyze in-depth knowledge of our offensive strategies and the decisions/reads/actions made by each student-athlete during competition.</p> <p>Standard and Target for Success: The goal is for all of our student-athletes to make the correct read/decision at least 75% of the time, regardless of the outcome (whether we scored or not).</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <table><tr><td>S.A.</td><td>O.E.S.</td><td>O.E. %</td></tr><tr><td>JD</td><td>9/11</td><td>82%</td></tr><tr><td>DL</td><td>65/79</td><td>82%</td></tr><tr><td>DJ</td><td>49/63</td><td>78%</td></tr><tr><td>KC</td><td>43/52</td><td>83%</td></tr><tr><td>BB</td><td>27/36</td><td>75%</td></tr><tr><td>JB</td><td>35/53</td><td>66%</td></tr><tr><td>BG</td><td>78/95</td><td>82%</td></tr><tr><td>IA</td><td>55/66</td><td>83%</td></tr><tr><td>TE</td><td>31/39</td><td>79%</td></tr><tr><td>DH</td><td>38/45</td><td>84%</td></tr><tr><td>GR</td><td>27/31</td><td>87%</td></tr></table> <p>O.E.S. = Offensive Execution Stats (Good Reads / Total Possessions) O.E. % = Offensive Execution Percentage (Goal is 75% for each student-athlete) (02/17/2016)</p> <p>Faculty Assessment Leader: Robert Uphoff</p>	S.A.	O.E.S.	O.E. %	JD	9/11	82%	DL	65/79	82%	DJ	49/63	78%	KC	43/52	83%	BB	27/36	75%	JB	35/53	66%	BG	78/95	82%	IA	55/66	83%	TE	31/39	79%	DH	38/45	84%	GR	27/31	87%	<p>Action: We intend on implementing a new film breakdown company for the upcoming season, which will provide quicker, more accurate feedback and film breakdown. However, we are also implementing a new uptempo system that is less complicated, but demands quicker decision making. I'm hoping the new system and better film breakdown opportunities will help get all of our student-athletes above the 75% desired success rate. (08/25/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Both our coaching staff and student-athletes have been very pleased with the new Synergy system. It's been easier to use and has far more breakdown capabilities than our</p>
S.A.	O.E.S.	O.E. %																																					
JD	9/11	82%																																					
DL	65/79	82%																																					
DJ	49/63	78%																																					
KC	43/52	83%																																					
BB	27/36	75%																																					
JB	35/53	66%																																					
BG	78/95	82%																																					
IA	55/66	83%																																					
TE	31/39	79%																																					
DH	38/45	84%																																					
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Faculty Contributing to Assessment: Keith Crenshaw
Reviewer's Comments: The data was gathered/assessed during the last 2 games of the season. Although we did not reach our goal of having ALL of our student-athletes make the right read/decision/action at 75% or better, we did do quite well. Only one student-athlete failed to meet that standard...so in reality we had a 91% success rate.

previous program. (03/19/2017)

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 5000m Time - Student will demonstrate an improvement in her 5,000m run time following a six-week cardiovascular training program.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Summer 2014), 2016-17 (Summer 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Student will lower his/her time in a maximal 5,000m run over on a standardized and accurately-measured 5,000m run course.</p> <p>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.</p>		
<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>SLO #3 Strength Training - Student will explain the importance of</p>	<p>Essay/Written Assignment - Students explained in writing the</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Summer 2016)</p>	<p>Action: As part of our daily distance</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>strength training in an off-season program.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Summer 2016)</p> <p>Input Date: 11/29/2013</p>	<p>importance of using the off-season for upper and lower body major muscle group strength conditioning when the intensity of specific distance running training was moderate. Included were major muscle group exercises in both a weight room setting and using their own body weight.</p> <p>Standard and Target for Success: 90% of students will score 80% and above on this essay assignment.</p>	<p>Standard Met? : Standard Met</p> <p>All students (100%) scored 90% and above on their essay explanation and analysis of appropriate strenngth training programs for off-season cross country (distance) runners. (10/12/2016)</p> <p>Faculty Assessment Leader: Dean Lofgren</p> <p>Faculty Contributing to Assessment: N/A</p>	<p>training program in the field, we incorporate specific body weight exercises (core) that assist in developing one's strength (and endurance). Along with our daily body weight exercises, I explain what needs to be completed in a resistance training (weight training) facility to best develop major muscle group strength with increased resistance as opposed to one's own body weight. Many of our student-athletes choose to take one of our many summer resistance training course offerings (weight training, body conditioning, boot camp, etc.) to compliment what we do with our distance running program off-campus. This has worked well over the many years. (05/05/2017)</p> <p>Action Category: Teaching Strategies</p>

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Skill Demonstration - Student will demonstrate the proper technique of the skills need his specific position on the football team.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students performed the Pro Agility Skill Test.</p> <p>Standard and Target for Success: 90% of students will achieve their position standard score.</p>		
<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>SLO #3 Understanding Terminology - Student will describe the basic terminology of either the offensive or defensive system.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students were given a test on the terminology pertaining to understanding the aspects of football that is relevant to their playing position on the team and to the game as a whole.</p> <p>Standard and Target for Success: 80% of the students will achieve a score of 80% or higher on the assessment test</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met 83.3% of the students scored over the standard of 80%.</p> <p>Scoring % by group: QB's-100% Offensive line-92% Wide receivers-79% Running backs-92% Defensive line-92% Linebackers-82.5% Defensive backs-85% (04/28/2016)</p>	<p>Action: Some position groups need more instruction on terminology that others, specifically the wide receivers. The coaches who are responsible for the teaching the wide receivers will spend more time on the instruction of terminology. (02/02/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Faculty Assessment Leader: Eugene Engle,
Faculty Contributing to Assessment: Andrew Alvillar

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Driving - Students will demonstrate proficiency in driving a golf ball.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 01/24/2014</p>	<p>Performance - 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 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>Standard and Target for Success: The goal should be to have 75 % of their drives landing in the fairway.</p>		
<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</p>		

Course SLOs	Assessment Method Description	Results	Actions
	desired distance. Standard and Target for Success: The goal should be to have 75% of their chips come to rest within 4 feet of the hole.		
SLO #3 Rules and Etiquette - Students will identify the rules of golf and explain proper etiquette. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013	Exam/Test/Quiz - A 50 question quiz was used to assess the comprehension and understanding of the rules and etiquette of golf. Standard and Target for Success: It is expected that 90% of the student athletes will score a 90% or above on this SLO.	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met Data: A 50 question quiz was used to assess the comprehension and understanding of the rules and etiquette of golf. Out of the 10 players on the golf team, 8 of them scored 90% or better on the quiz. It was expected that 90% of the players would score better than 90% and we only had 80% of the players achieve that. Analysis: It is very important for the players to know the rules and etiquette of golf because it could save them from being assessed penalty strokes or even being disqualified during the round. The majority of the players played in high school and know the majority of the rules and etiquette and they did really well on the quiz. The 2 players that did not meet the goal, but only missed by 1-2 questions and after the results of the quiz, I realized that they did not play high school golf, so they were not as familiar with all of the rules of golf since they did not play competitively. I spent a little more time with them going over the rules and giving examples of each and they understood them a lot better. As a team, during the van rides, we would go over rules and rulings so that we did not take unnecessary penalties and it made going over the rules more enjoyable and easier for them to understand. We would also go over what penalties were assessed during their round by either them or their competitors so that we learn from those mistakes and do not do those in the future. The better they know the rules, the more they can use them to their advantage instead of it being a disadvantage. (05/02/2016) Faculty Assessment Leader: Stacy Komai	Action: Do a pre and post test for the rules and etiquette. The pre test will allow you to focus in on what rules and etiquette issues you need to go over with the team, or even with individual players. The post test will help to ensure that they understood everything. (05/08/2017) Action Category: Teaching Strategies Follow-Up: Did a follow up test with the team and after going over more of the rules with the less experienced players, 100% of the team had a score over 90%. It's good to do the pre-test so you will know what they do and do not know and it will allow you to focus on the rules and etiquette that they seem to be having trouble understanding. The post test will assure you that they comprehend the material. (05/16/2016)

ECC: PE 57abc:Intercollegiate Swimming Teams

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Stroke Count - Student will compare stroke count with time to provide a measure of efficiency.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - 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>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>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>SLO #3 Racing - Start Demonstrate correct form in a racing start to be used in competition</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students are set up in groups and given commands to start. Ready position, flight through the air, and entry are evaluated for maximum distance and shortest reaction time.</p> <p>Standard and Target for Success: 100% of students will be able to execute a racing start that can be used in competition.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Students were set up the simulate a racing/competition situation and asked to perform a racing start. 100% of students were able to do the skill. Students practice starts in workout at least once per week and more regularly the closer to the end of the season. (04/19/2016)</p> <p>Faculty Assessment Leader: Corey Stanbury</p>	<p>Action: Students are able to do racing starts and regular practice will get them proficient enough to be competitive with other swimmers in a competition situation. Video taping has proved to be an effective method to increase proficiency (04/19/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Videotaping was used on a regular basis, especially for starts. Slow motion and stop action allowed the students to better identify flaws and ways to improve technique. (05/18/2017)</p>

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #1 Fielding - Student will demonstrate proficiency in fielding of their appropriate position in baseball. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 11/29/2013	Performance - Students were hit 10 balls at their position of choice. Each student was measured on the below scale for proficiency. 9-10 balls fielded cleanly - very proficient 7-8 balls fielded cleanly - proficient 0-6 balls fielded cleanly - not proficient Standard and Target for Success: 90% of class would be proficient in fielding.		
SLO #2 Fitness - Students will demonstrate improvement in the cardio respiratory endurance component of fitness. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/29/2013	Performance - Students were tested in a timed mile at the beginning of the semester. The were re-accessed at the end of the semester to measure improvement. Standard and Target for Success: 90% of students would improve mile time by 10%.		
SLO #3 Sportsmanship - Students will define and apply acceptable levels of sportsmanship during competition. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013	Exam/Test/Quiz - Students will be assessed by demonstration of understanding sportsmanship conduct expectations within competitions. Standard and Target for Success: Students will have no ejections during competition due to sportsmanship issues.	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met No player was ejected or disciplined during competition (09/22/2016) Faculty Assessment Leader: Intercollegiate baseball team met expectations of sportsmanship	Action: Continue to teach and prepare student athletes to respect opponents and officials during competition. (05/22/2017) Action Category: Teaching Strategies

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Students will demonstrate proficiency in volleying the soccer ball with the instep. Students were fed soccer balls to volley at a target area.</p> <p>Standard and Target for Success: Students should be able to hit the target area 80% of the time.</p> <hr/> <p>Presentation/Skill Demonstration - Students will demonstrate proficiency in volleying the soccer ball with the instep of both feet by successfully volleying 7 out of 10 attempts to a specific target area. Students were tested 3 times throughout the semester to gauge improvement.</p> <p>Standard and Target for Success: It is expected that 90% of students will be able to complete 7 out of 10 volleys to a specific area by test 3.</p>		
<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>SLO #3 Defensive Wall - Student will demonstrate how to set up a</p>	<p>Presentation/Skill Demonstration -</p>	<p>Semester and Year Assessment Conducted: 2015-16</p>	<p>Action: Students would benefit more</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Students were required to act as a goalkeeper and asked to set up a defensive wall with the required amount of defenders to prevent a scoring opportunity from a direct free kick. The test was given 3 times, once after their first lesson, again mid way through the semester and at the end of the semester.</p> <p>Standard and Target for Success: 100% of players should score 80% or higher by the third time they have taken the test.</p>	<p>(Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>24 students were initially tested at the beginning of the semester (after 1 lesson on defensive walls) on their knowledge of defensive wall placement and how many players should be in the wall. 50% of players scored 80% or higher on the test while 12 players were unable to meet the standard. When test 2 was administered there were only 23 students tested but the success percentage had gone up. 17 players were able to score 80% or higher on the test, while only 26% of students were unsuccessful. By test 3 (given at the end of the semester) 19 out of 20 players were able to score 80% or higher in their knowledge of defensive walls. This showed that less than 1% of students were unable to meet the standard. As all the players on the team are experienced soccer players it was surprising how low the initial test scores were. After experience was gained from practices and games the test results were much improved. The 1 player who scored less than 80% had probably never played defense in their soccer career. The principles of the defensive wall are taught from youth soccer all the way through the National team and continue to stay the same. It is an important part of the game which everybody should know and be able to set up. (05/10/2016)</p> <p>Faculty Assessment Leader: John Britton</p>	<p>tactical focused practices in addition to skills practices. (05/10/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: More tactical focused practices were implemented and students became more proficient at the defensive wall. (05/31/2017)</p>

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - 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.</p> <p>Standard and Target for Success: The students should be able to accurately hit the target 80% of the time.</p> <hr/> <p>Presentation/Skill Demonstration - Students will demonstrate proficiency in volleying the soccer ball with the instep of both feet by successfully volleying 7 out of 10 attempts to a specific target area. Students were tested 3 times throughout the semester to gauge improvement.</p> <p>Standard and Target for Success: It is expected that 90% of students will be able to complete 7 out of 10 volleys to a specific area by test 3.</p>		
<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>SLO #3 Defensive Wall - Student will demonstrate how to set up a defensive wall to prevent a scoring</p>	<p>Presentation/Skill Demonstration - Students were required to act as a</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p>	<p>Action: Students would benefit from more tactical focused practices in</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>goalkeeper and asked to set up a defensive wall with the required amount of defenders to prevent a scoring opportunity from a direct free kick. The test was given 3 times, once after their first lesson, again mid way through the semester and at the end of the semester.</p> <p>Standard and Target for Success: 100% of players should score 80% or higher by the third time they have taken the test.</p>	<p>Standard Met? : Standard Met</p> <p>28 students were initially tested at the beginning of the semester (after 1 lesson on defensive walls) on their knowledge of defensive wall placement and how many players should be in the wall. 79% of players scored 80% or higher on the test while 6 players were unable to meet the standard. When test 2 was administered there were only 24 students tested but the success percentage had gone up. 21 players were able to score 80% or higher on the test, while only 13% of students were unsuccessful. By test 3 (given at the end of the semester) 19 out of 19 players were able to score 80% or higher in their knowledge of defensive walls. This showed that 100% of students were able to meet the standard. As all the players on the team are experienced soccer players it was not surprising how well they initially scored on the test. The declining number of participants reflects the drop out rate of students. The principles of the defensive wall are taught from youth soccer all the way through the National team and continue to stay the same. It is an important part of the game which everybody should know and be able to set up (05/10/2016)</p> <p>Faculty Assessment Leader: John Britton</p>	<p>addition to skills practices (05/10/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: More tactical focused practices were implemented and skills improved. (05/31/2017)</p>

ECC: PE 75abc:Intercollegiate Track and Field Team

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Skills Evaluation - Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 11/29/2013</p>	<p>Presentation/Skill Demonstration - Student demonstrated appropriate skill and technique in their respective track & field event(s). Student evaluated their performance using video analysis, proprioceptive feedback, instructor and peer observation, and improvement in their time/distance (performance).</p> <p>Standard and Target for Success: 100% of the student-athletes will demonstrate improvement utilizing the evaluation process.</p>		
<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>Laboratory Project/Report - Student-athletes will explain how their specific track and field event training program resulted in their gradual adaptation in muscular and cardiovascular conditioning resulting</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>in performance improvements in these areas during the competitive season of sport.</p> <p>Standard and Target for Success: 100% of student-athletes will score 80% or greater on this assessment of knowledge at the end of the season.</p>		
<p>SLO #3 Rules - Student will explain NCAA rules that apply to track & field invitational and championship competition in California Community College and NCAA track and field.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - Students were assessed by a combination multiple choice/matching assessment.</p> <p>Standard and Target for Success: It was expected that 90% of students would score a minimum 80% on this sport-specific rules assessment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of student-athletes scored 80% or above on this assessment. (09/13/2016)</p> <p>Faculty Assessment Leader: Dean Lofgren</p> <p>Faculty Contributing to Assessment: Kevin Hughley</p>	<p>Action: Current teaching methods will be continued. Student success has been demonstrated. (09/13/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: We will continue to teach and emphasize the NCAA rules as they apply to our student-athletes in their sport. Our current methods appear to be successful. (09/13/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of student-athletes scored 80% or above on this assessment. (09/13/2016)</p> <p>Faculty Assessment Leader: Dean Lofgren</p> <p>Faculty Contributing to Assessment: Kevin Hughley</p>	<p>Action: No actions taken. We will continue with current teaching strategies. (09/13/2016)</p> <p>Action Category: Teaching Strategies</p>

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Rules - The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - A 20 multiple choice question exam was given on rules and regulations.</p> <p>Standard and Target for Success: We would like to have 100% success.</p> <p>Reviewer's Comments:</p>		
<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>SLO #3 Fitness - Student will demonstrate improvement in cardiovascular fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/29/2013</p>	<p>Performance - Our fitness was enhanced by running sprints, vertical jumps, wash drills and extended rallies.</p> <p>Standard and Target for Success: I want all my students to improve their cardiovascular fitness.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>We monitored our players endurance and fitness all season. The team maintained excellent cardiovascular fitness all season (05/04/2016)</p> <p>Faculty Assessment Leader: Richard Blount</p>	<p>Action: We need to change this SLO statement for in season. (02/15/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p>