

Basic Program Information

Department Name: Kinesiology & Athletics

Program Mission(s): Now that the Division has been re-organized and re-named, we will be creating this in the coming year.

Program review team:

Name	Department	Position
Barbara Shewfelt	Kinesiology and Athletics	Faculty
Katy Ripp	Kinesiology and Athletics	Head Volleyball Coach
Jeff Bissell	Kinesiology and Athletics	Head Water Polo/Swim Coach

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Physical Education Associates Degree	AA	90
Kinesiology Associates Degree for Transfer	AA-T	TBD
Athletics	Supporting	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See attachment for data				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See attachment for data				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	See attachment for data			
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
	See attachment for data								

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Overall since 2008, enrollment has been slightly increasing, with a 4% increase since the 2009 -10 academic year. More students seeking a healthy lifestyle and acquiring new skills has helped offset state mandated repeatability limits so interest is probably higher than indicated. The greatest changes have occurred in online classes where the

enrollment has increased over the past three academic years from 2008-2011, with increases from 50% to 147% since 2009-2010.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
 - a. AA, AS, transcriptable certificates: **The number of AA degrees in Physical Education has increased over the last three years. The latest data shows 7 students receiving Physical Education AA degrees from Foothill. With the addition of the AA-T degree in Kinesiology, and by linking core curriculum in the PE AA with several current and proposed certificate programs, we plan to expand our completion rates.**
 - b. Local, non-State approved certificates
 - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions) **Overall, we had an increase in productivity in the 2009-2010 year over the 2008-2009 year. The decrease in 2010-2011 is most likely explained by changes in laws affecting repeatability and TBA hours. (see data sheets). Productivity in activity classes may be limited by availability of equipment (eg spin cycles) and/or safety issues (eg the number of students that can safely be monitored). Although cross-listing multiple levels of similar activities (eg beginning and intermediate swimming) can theoretically increase productivity, if students feel they can't get the specific attention they want enrollment can suffer. Athletics classes should have rosters that maximally support competition and Title IX requirements, and this generally means those classes are underproductive by enrollment management standards. With the addition of new certificate and degree programs, enrollment in theory classes should increase and help offset some of this.**
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) **Foothill College offers a wide variety of theory, activity, and athletics courses. We continue to have a strong enrollment because the frequency in which we offer courses meets, but does not exceed, demand.**
Theory: enrollment has steadily climbed in the past three years in most theory courses.
Athletic: enrollment has remained steady due to the fact that coaches maintain the same number of players on their roster year to year.
Activity: the enrollment numbers for all activity classes have fluctuated year to year due to the issue of repeatability. The numbers have increased in certain areas because we have minimized the number of sections offered, but students tend to have strong preferences about when and how they exercise and eliminating sections can drive students elsewhere.
5. Curriculum and SLOs (**see SLO data sheets**)
 - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? **All CORs have been updated or are in the process of being updated this year to be in compliance with Title 5.**

b. Comment on program mapping and how it ties to the college Mission(s). **The Kinesiology & Athletics division is committed to supporting students who want to transfer to 4-year universities or enter the workforce in fitness-related fields. This encompasses the college's mission for work force, basic skills, and transfer. The addition of the AA-T degree in Kinesiology will simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. (see attached Transfer Model Curriculum Worksheet). An AA degree in Physical Education allows students to pursue careers in fitness and wellness, and instills lifelong learning skills from their knowledge and understanding of the applicability of physical fitness principles in every day life. Athletics classes provide opportunities for student and community engagement as well as providing a vehicle for transfer, and an opportunity to show case the institution. Activity classes allow students, staff, and community members the opportunity to maintain their personal health and wellness in a wide variety of pursuits.**

c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap. **There is a minimal amount of overlap with our AA degree in Physical Education, and our pending AA-T degree in Kinesiology. The AA degree in Physical Education is designed to meet the needs of students seeking a career in the fitness and wellness industry with the options of transferring to their choice of 4-year institutions, whereas the AA-T in Kinesiology is designed to meet the needs of students who wish to streamline transfer from community colleges to the CSU system. Students participating in the Athletics program interact with all divisions/departments on campus as they prepare for transfer to 4-yr institutions.**

d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? **We are updating our curriculum to better prepare students for four-year degrees and to better prepare students to obtain a job fields related to Kinesiology & Athletics. Recent state requirements for CSU transfer model curricula have led to creation of an AA-T in Kinesiology. This review led to recognition that the current PE AA core curriculum can likely be unified and tied to new certificate programs in the Division (Personal Fitness, Adaptive Fitness, Athletic Injury Care, Dance). As repeatability has decreased enrollment throughout the Division, we have created new theory classes to attract students and add electives to the degree. New activity courses must be created on an ongoing basis to help address repeatability limits.**

e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? **All of our courses have SLOs. Our programs also have program-level student learning outcomes, with the exception of the AA-T degree, which is still pending state approval.**

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable): **We serve students who are enrolled in basic skills courses or are at the basic skills course level. We provide appropriate instructional support to our students and student- athletes.**

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) **We offer many transfer-level courses that help students fulfill their**

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requirements for 4-year and workforce degrees. We will be rolling out the AA-T degree in Kinesiology in 2012-2013. Activity courses are GE certified to fulfill life long learning

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable) **Not applicable**

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please refer to the attachment

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

The majority of physical education students in activity classes achieved the student learning outcomes the instructor had outlined and targeted for success.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Curriculum sheets need to be reviewed to ensure courses/degree programs meet needs of the job market and are attractive to students.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The CL-SLOs reflect the knowledge, skills, and abilities that students need in order to be successful in this program.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Instructors have had to be more reflective about their pedagogy and assess whether their outcomes are reflected in their assessments they implement in class.

2.3.b Program-Level SLO

Program-level SLOs do not exist yet for the AA-T degree in Kinesiology. They will be completed upon state approval for the degree.

What summative findings can be gathered from the Program Level Assessments?

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PE PLOs are somewhat outdated—especially with the creation of the Kinesiology AA-T. In-depth review is planned for 2012 in order to better support an applied approach to the fitness job market (ie tying the PE AA core curriculum to certificate programs in Adapted PE, Personal Fitness Training, Dance, and Athletic Injury Care).

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

We will be adding the Kinesiology AA-T and revising the PE AA.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 to be revisited 2012			

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Kinesiology & Athletics programs promote transfer, fulfill GE, engage students in lifelong learning pursuits and prepare students for the workforce. Additionally, the Athletics program provides an opportunity for community and campus engagement and is a vehicle for gathering alumni/community support.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Provide funding to maintain safety and competitiveness of all teams	5-year plan		Some team's equipment and areas have been updated
2 All Head Coaches are Full-Time Staff	5-year plan		SB and WTE coaches are part time. FB currently understaffed by 1 FTEF
3 Repackage the Personal Trainer Certificate	2010		Planned re-instatement for 2013 pending state approval

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4 Work with marketing on web page development	5-year plan		Continue to pursue
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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Launch an AA-T degree in Kinesiology	Fall 2012		The State has legislated AA-T degrees that streamline transfer from community colleges to the CSU system.
2. Increase the number of students completing AA or AA-T degrees in Kinesiology/Athletics Division	Ongoing and long term		Tie PE AA core curriculum to new and existing certificate programs for flexibility and efficiency.
3. Create new activity classes to attract new students and meet the needs of those exceeding repeatability	ongoing		Community access, life long learning, healthful living
4. Offer a highly competitive and noticeably rules-compliant athletics program.	Long term		Re-establish a positive reputation and attract strong student-athletes to the campus.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
2nd Full-time instructor /FB coach		1,2, and 4	
Full-time SB and WTE coaches (currently are part-time)		1,2,3, and 4	

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Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Director of AA/AA-T programs	.05/term	1,2, 3	
Assistant Athletics Director	.111/term	4	

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Marketing	\$1000	1, 2, 3, and 4	

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Renovate windows in classroom 2507	Per bid	2, 3	

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Training in current technology for online instruction.	\$500	1, 2	

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	With increasing rates of obesity, FH is offering programs that promote careers in the health, fitness, and sports industry. Curriculum for new AA-T degree already exists.	Michele Obama campaign to confront childhood obesity. The fitness field continues to provide career opportunities.

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Weaknesses	Critical areas of the Program have been left on their own without enough administrative support and/or guidance. Some of the edges have become “frayed around the details.”	Poor outreach efforts and untapped marketing resources to promote programs and maintain active website.
Opportunities	We are part of the second wave to put a Foothill AA-T degree in place.	The State has legislated AA-T degrees that streamline transfer from community colleges to the CSU system.
Threats	Limited Budgets, Athletics bylaws require intensive and ongoing monitoring. Dean/AD responsibilities can be in conflict (ie game administration required at same time as campus meetings)	Uncertainty in laws affecting repeatability. Current reputation of college and athletics program is not positive. Change/gap in FB coaching staff always presents challenges to recruiting and strength of program.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? **Repeatability is strongly impacting Physical Education Activity classes and new curriculum will take time to develop. The current gap in our football coaching staff has far-reaching implications as potential student-athletes don't know whether the program will be supported.**

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? **Budget reductions potentially impacting safety and uncertainty in the future of the football program could be detrimental to the overall program. Once prospective student-athletes lose faith in a program's support, it takes years to rebuild the reputation.**

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? **We are excited about establishing the Foothill AA-T degree in Kinesiology and about bringing new opportunities to the current PE AA degree. The addition of adaptive PE and new academic directions for our Dance program also bring huge possibilities and growth at very little added cost and great potential for increased enrollment. We believe enrollments will increase and more students will pursue degrees in the Kinesiology & Athletics Division.**

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

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Staff are engaged and excited to create strong programs moving forward. Instruction is energetic and very broad-based. Physical Education activity classes serve a vital role in overall health and wellness of the campus community, and are also widely used by outside community members who might not otherwise come on campus. The new Transfer Model Curriculum strengthens our overall academic program, and in creating it, we became aware that our existing PE AA would need only small modifications to make it a much more dynamic and attractive major. This (coupled with several new/reinvigorated certificates) has generated a good buzz around the division and curriculum development is happening. The Athletics program is one of the more visible expressions of Foothill College and our coaches and teams are constantly working to represent our core values on the road and at home. This starts with actively recruiting the best student-athlete citizens they can find, and it takes hours of away-from-campus time and effort to accomplish. The transfer rate of our student-athlete population indicates we are succeeding in our goals.

6.2 Areas of concern, if any:

The program has been left somewhat unattended in the recent past and there are many small areas that need attention. State changes in repeatability laws, budget reductions, and highly focused scrutiny from state and Athletics governing bodies create a difficult and ever-changing environment in which we operate. Health and safety issues remain our top priorities, and finding new sources (as through fundraising) will be needed to maintain our equipment and facilities.

Procuring funds for an Athletic Training intern is a top priority to be able to continue providing adequate medical/health care for student-athletes through practice and competition. This is especially important in the absence of a broad-scope Health Services facility on campus. The current staffing gap in the football program presents problems unique to the world of Athletics that are likely to have long term consequences. Having a strong coaching presence is vital in securing the best recruits. Football recruiting is highly competitive and prospective students are less likely to attend a school if they think the program is on the ropes. Our program has a long history of bringing in young men who are students and citizens as well as athletes. We have been able to do this because we can pick from a large pool. The reality of sports is that as the pool decreases in quantity, so does the quality. Additionally, the full time coaches are the ones who monitor student-athlete behavior, class attendance, and study hall efforts. In a "2 full time coach" model, one coach can be out recruiting while the other is at home supporting the current students. Without a second coach something will have to give, and once a program starts to slide, it can take years to rebuild it.

6.3 Recommendations for improvement:

Use the coming year for in-depth review of all areas of Kinesiology & Athletics (not just comprehensive program review but full examination across the scope of the Division). Goal is to create/implement policies and processes that will help ensure higher productivity, greater fiscal responsibility, health and safety of all students, and ongoing best practices for curriculum creation/review. Current practices are often driven by personality or situation and often lack documentation or consistency. This has created situations where individuals and/or the program have been placed at risk. The Athletics program, though not on probation, is in a 3-year period of increased scrutiny with respect to compliance with CCCAA bylaws and there are times throughout the year where campus responsibilities are in direct time conflict with game administration responsibilities. With release time for an Assistant A.D. to help with game

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management, outreach, and fundraising, the overall Kinesiology program can be better evaluated and strengthened.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review (in parts...recommend comprehensive review of the PE AA in the coming year and the AA-T and Athletics program in subsequent years.)

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Transfer Model Curriculum Worksheet

June 15, 2011

CCC Major or Area of Emphasis: Kinesiology

CSU Major or Majors: Kinesiology

Total units 18-28 (*all units are semester units*)

Required Core Courses: 14 units

Title (units)	Reference	Rationale
Intro to Kinesiology (3)	C-ID KIN 100	
Human Anatomy with Lab, (4)	See descriptions.	
Human Physiology with Lab, (4)	See descriptions.	
Movement Based Courses - Select a maximum of one (1) course from any three (3) of the following areas for a minimum of three units: Aquatics, Combatives, Team Sports, Individual Sports, Fitness, Dance		

List A: Select two courses (minimum 6 units) from the following:

Introductory Statistics for General, Business, and Social Sciences (3)	TCSU STAT 110 or C-ID SOCI 125	GE
Human Biology, 4 units	TCSU BIOL 110	GE
Survey of General, Organic, and Biological Chemistry (5) or General Chemistry I (5)	TCSU CHEM 210 or C-ID CHEM 110	GE
Physics, (4-5)	C-ID PHYS 105 or C-ID PHYS 205	GE
First Aid and CPR (3)	C-ID KIN 101	

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Course Descriptions

Human Anatomy with Lab

CAN BIOL 10 – Human Anatomy

The study of the gross and microscopic structure of the human body. Lecture/lab.

Recommended: One college level course in Biology.

Rio Hondo College BIOL 125 Human Anatomy

Advisory: ENGL 035 or ESL 198 or appropriate assessment; READ 023 or appropriate assessment; MATH 050 or appropriate assessment

This course is primarily a systems approach to the study of human body structure. The study of each body system includes structural specializations and functions from the microscopic to the system level emphasizing the interdependence of form and function. Additional topics include methods of anatomical study, human genetics, and embryonic development. The laboratory exercises will also include vertebrate dissections. This course is intended for students preparing to enter careers in the health sciences. 4 Units, 54 Lecture hours, 54 Lab hours

Human Physiology with Lab

CAN BIOL 12 - Human Physiology

Study of the function, integration, and homeostasis of organ systems. Lecture/lab.

Recommended: One college level course each in Anatomy and Chemistry.

Rio Hondo College Human Physiology

Prerequisite: BIOL 125 and CHEM 110

Advisory: ENGL 035 or ESL 198 or appropriate assessment; READ 023 or appropriate assessment
Human Physiology provides a general introduction to the function and regulation of human body systems. Physiological integration of the systems to maintain homeostasis and the significance of biochemistry is emphasized throughout the course. Course content will include neural and hormonal homeostatic control mechanisms, and a study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune and endocrine systems. Laboratory exercises will allow students to gather physiological data and draw conclusions on how physiological mechanisms are regulated. This course is intended for students preparing to enter careers in the health sciences.

4 Units, 54 Lecture hours, 54 Lab hours

Human Biology

Human Biology, 4 units, TCSU BIOL 110 (C-ID number to follow)

Fundamental principles of human biology: development, major organ systems, heredity, evolution, health and disease processes in populations, and aspects of modern biology impacting the well-being and behavior of humans. Designed for non-science majors.

Survey of General, Organic and Biological Chemistry

Survey of General, Organic and Biological Chemistry

5 units, TCSU CHEM 210

This course is a one-semester survey of general, organic, and biological chemistry for nursing majors and other health-related fields. Topics include general chemistry, organic chemistry, and biological chemistry as they apply to chemistry of the human body. The course satisfies the requirements of those health-career programs that require one semester of chemistry. The laboratory component will support the course topics including both qualitative and quantitative experiments, and analysis of data. (Prerequisite: Intermediate Algebra with a grade of "C" or better.)

Introductory Statistics for General, Business, and Social Sciences

Introductory Statistics for General, Business, and Social Sciences

3 units, TCSU STAT 110

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference and power; linear correlation and regression; chi-square and t-tests.

Application of statistical software to data, including the interpretation of the relevance of the statistical findings.

(Prerequisite: Intermediate Algebra.)

Summary of Feedback including issues and concerns:

The Kinesiology/Physical Education TMC includes Human Anatomy with a Lab and Human Physiology with a Lab. Each course is 4 units. However, there are some Community Colleges that have a combined course of Human Anatomy and Human Physiology with a Lab, part 1 and part 2. Each combined course is 5 units. The counselors should advise students that the combined courses are an additional 2 units when considering the 60 unit limit for the TMC.

Care and Prevention of Athletic Injuries has been removed from the elective list. This course is considered an upper division course at the CSUs (California State Universities). According to SB 1440/Education Code Section 66745-66749, students should not have to repeat a course at the CSU that has been taken at the Community College. However, there are separate articulation agreements between many Community Colleges and the local CSUs concerning this course. There are also some CSUs that have a lower division course in Care and Prevention of Athletic Training. Until a C-ID course descriptor can be developed for Care and Prevention of Athletic Injuries, it is problematic to include this course as an elective. It would also be unwise for a student to take this course if an articulation agreement has not been reached between the student's Community College and the intended CSU. If a C-ID course descriptor could be developed that would allow vetting by the Community Colleges and the CSUs, Care and Prevention of Athletic Injuries could be considered for an updated TMC.

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The courses in the core and electives area were selected after reviewing the requirements of the CSUs. There are several courses being offered by the California Community College Kinesiology/Physical Education Departments that do not meet the TMC requirements. Only a few CSUs require health education or nutrition as a course for the Kinesiology Major. Lower division coursework for the Kinesiology Major is primarily comprised of science-based curriculum.

When selecting TMC electives, the student should enroll in the courses that will fulfill the appropriate Kinesiology Degree Option at the intended CSU in order to complete the Bachelor's Degree. The student's chosen Kinesiology Degree Option at the Community College may not meet the TMC requirements of the intended CSU.

Unit Course Assessment Report - Four Column

Foothill College Department - Physical Education (PHED)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 1 - INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION - SLO 1 - Knowledge - Analyze current issues in Physical Education (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Group and individual presentations on relevant Physical Education topics</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Class interaction/participation, creativity of content and accurate verbal cuing/articulation are all necessary evaluative components of these presentations. If all components are satisfactorily met, students receive a passing point value of completion.</p>		
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: What school, home, and community interventions, taken together or separately, would increase the likelihood of achieving public health goals in the next generation?</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80 % of students include in their essay an effective and detailed plan which would engage the public in a healthy lifestyle utilizing school, home, and community interventions.</p> <p>Assessment Method: Comprehensive Final Exam - multiple choice, fill in the blank, true/false and short answer</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% or better is a passing grade</p>	<p>04/29/2011 - 60% met the goal. Due to students not turning in assignment the percentage did not meet my target of 80%.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Activity meter</p>	<p>04/29/2011 - Due to limited students turning in assignment the percentage lowered and target not met. Action plan - use new activity meter to track student activity.</p>
<p>Department - Physical Education (PHED) - PHED 1 - INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION - SLO 2 - Job tasks - Evaluate career options in Physical Education and customize career goals as they relate to Physical Education (Created By Department - Physical Education (PHED))</p>	<p>Assessment Method: Academic research project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Passing score would be 75% or better</p> <p>Assessment Method: In class discussions/activities that explore</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	and examine current professions in Physical Education Assessment Method Type: Discussion/Participation Target for Success: Physical and/or vocal participation Assessment Method: The students will complete a cover letter, resume, reflection, and professional philosophy for their final project. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will have completed the project with given standards.	04/29/2011 - 75% completed project with given standards. Due to lack of projects turned in, the percentage was lower than expected. Result: Target Not Met Year This Assessment Occurred: 2010-2011 Resource Request: Activity meter	04/29/2011 - Percentage was lower than expected and now with use of activity meter, the instructor will track students better.
Department - Physical Education (PHED) - PHED 10A - AQUATICS: LEVEL I, BEGINNING SWIMMING - SLO 1 - Knowledge - Demonstrate basic water safety skills a. floating b. backstroke c. freestyle (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Instructor observation Assessment Method Type: Presentation/Performance Target for Success: 100% of student who complete this course will be water safe	10/11/2011 - 100% of the student who completed the quarter were deemed water safe Result: Target Met Year This Assessment Occurred: 2010-2011 10/11/2011 - 100% of students who completed the class were deemed water safe Result: Target Met Year This Assessment Occurred: 2010-2011 10/05/2011 - 100 percent of the students demonstrated proficiency with floating, backstroke and freestyle	10/11/2011 - My experience and aquatics knowledge allows me to teach all learning styles. 10/05/2011 - No changes planned based on current success rate.
Department - Physical Education (PHED) - PHED 10A - AQUATICS: LEVEL I, BEGINNING SWIMMING - SLO 2 - Knowledge - Students will demonstrate confidence in and around water. (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011	Assessment Method: Instructor Observation Assessment Method Type: Presentation/Performance Assessment Method: instructor Observation Assessment Method Type:	10/05/2011 - All students demonstrated confidence in and around the water Result: Target Met Year This Assessment Occurred: 2010-2011	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up	
2011-2012 2012-2013 Course-Level SLO Status: Active	Discussion/Participation Target for Success: 100% of students will be water safe			
Department - Physical Education (PHED) - PHED 10B - AQUATICS: LEVEL II, INTERMEDIATE SWIMMING - SLO 1 - Knowledge - Demonstrate intermediate level skill proficiency in treading water, breaststroke & butterfly. Apply basic knowledge of competitive starts and turns. Improve swimming endurance and overall level of physical fitness. (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013	Assessment Method: Instructor Observation Assessment Method Type: Presentation/Performance	Result: Target Met Year This Assessment Occurred: 2010-2011	10/05/2011 - All students were able to demonstrate swim strokes including sidestroke, breaststroke and backstroke Assessment Method: Instructor observation Assessment Method Type: Discussion/Participation Target for Success: 85% of students show intermediate level skill proficiency.	10/05/2011 - No changes required 10/11/2011 - My experience and aquatics knowledge allows me to teach all learning styles.
 Course-Level SLO Status: Active				
Department - Physical Education (PHED) - PHED 10B - AQUATICS: LEVEL II, INTERMEDIATE SWIMMING - SLO 2 - Knowledge - Be able to demonstrate a level of skill and strength in the water (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013	Assessment Method: Instructor Observation Assessment Method Type: Presentation/Performance	Result: Target Met Year This Assessment Occurred: 2010-2011	10/05/2011 - All students were capable of swimming at an adequate skill level and strength	
 Course-Level SLO Status: Active				
Department - Physical Education (PHED) - PHED 11A - WATER EXERCISE - SLO 1 - Knowledge - Demonstrate the deep water exercise skills of running, cycling and cross country skiing. (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013				
 Course-Level SLO Status: Active				

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 11A - WATER EXERCISE - SLO 2 - Application of knowledge - Demonstrate improvement in cardiovascular endurance (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 11B - AQUATIC FITNESS - SLO 1 - Knowledge - Identify the basic training principles of cardiovascular exercise (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 11B - AQUATIC FITNESS - SLO 2 - Application of knowledge - Describe the physiological benefits of regular aerobic water exercise (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 13A - INTERMEDIATE/ADVANCED WATER POLO - SLO 1 - Knowledge - Demonstrate proper technique for passing, shooting and other water polo skills. Apply knowledge of water polo rules and strategy of offensive and defensive game situations. Improve overall physical fitness and endurance. (Created By Department -</p>	<p>Assessment Method: Instructor Observation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of students who complete this course will show proper technique and an understanding for the game of water polo</p>	<p>10/11/2011 - 75% of the students who completed this course did demonstrate proper technique and an understanding for the game of water polo</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/11/2011 - My experience and aquatics knowledge allows me to teach all learning styles.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Physical Education (PHED))</p> <p>Assessment Cycles:</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p> <p>Course-Level SLO Status:</p> <p>Active</p>			
<p>Department - Physical Education (PHED) - PHED 13A - INTERMEDIATE/ADVANCED WATER POLO - SLO 2 - Application of knowledge - Demonstrate increasing proficiency in the intermediate/advanced skills for waterpolo (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles:</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p> <p>Course-Level SLO Status:</p> <p>Active</p>			
<p>Department - Physical Education (PHED) - PHED 19A - FUNDAMENTALS OF TAI CHI - SLO 1 - Application of Knowledge - Analyze the relationship of mind-body through the practice of Tai Chi (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles:</p> <p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method: Pre/Post Test to evaluate initial and final skill and technical level of proficiency in demonstrating the relationship of mind-body through the practice of Tai Chi.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass the class.</p>	<p>10/12/2011 - 90% of Students learned the body alignment when performing the Tai Chi form as well as the executing the Tai Chi movements with intention. This was ensured with instructor demonstrating each Tai Chi movement with application in class. Standing meditation (Qigong) was also taught to help students align major acupressure points so that each student will be able to achieve optimal body posture to maximize internal energy flow... Final test was given at the end of the semester to ensure students learned those major acupressure points.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Class Description and acupressure points chart was given to students at the beginning of the semester. Final test was based on this hand out.</p>	
<p>Department - Physical Education (PHED) - PHED 19A - FUNDAMENTALS OF TAI CHI - SLO 2 - Application of knowledge -</p>	<p>Assessment Method: Pre/Post Test to evaluate initial and final skill and technical level of proficiency in the basic</p>	<p>10/12/2011 - 95% of students came to Tai chi class without the awareness of external body balance an internal mind balance are connected.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Demonstrate improved coordination, flexibility and balance by incorporating the basic techniques of Tai Chi (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>techniques of Tai Chi.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass the class.</p>	<p>Silk Reeling Exercises is part of the Tai Chi exercises and this exercises are a series of connected spiral movements used to facilitate the development of the basic strength and coordination in the practice of Tai Chi practice. These spiral movements will open up and exercises the 18 major joints (in sequence from the head to the ankles) of the body as well as promote muscle relaxation and flexibility by reducing physical tension and strain. 90% of Students learned the body alignment when performing the Tai Chi form as well as the executing the Tai Chi movements with intention at the end of the semester. 90% of students were able to maintain body balance with single leg standing by the end of the semester and keeping the upper body upright. This was ensured with instructor demonstrating each Tai Chi movement with body proper body alignments and application in class. Standing meditation (Qigong) was also taught to help students align major acupressure points so that each student will be able to achieve optimal body posture to maximize internal energy flow... Final test was given at the end of the semester to ensure students learned those major acupressure points.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 19B - KICKBOXING FOR FITNESS - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency self-defense skills (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: pre and post testing on blocking, kicking, punching and evading</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 75% will show progress by the end of the term</p>	<p>10/12/2011 - The majority of students have no previous experience of kickboxing at beginning of Quarter. At end of the quarter, all students became capable to demonstrate proper kicking, punching and evading techniques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Mat for stretch before and after kickboxing</p> <p>09/28/2011 - over 75 % of the students showed improvement</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>2010-2011</p> <p>Resource Request: Heart rate monitors and playo balls would assist</p> <p>09/28/2011 - 75 % of the students passed in Spring 2011</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Heart rate monitors and playo balls would assist</p>	
<p>Department - Physical Education (PHED) - PHED 19B - KICKBOXING FOR FITNESS - SLO 2 - Application of knowledge - Demonstrate increased cardiovascular fitness (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Using a pre and post test, students will demonstrate an increase in number of minutes of sustained cardio endurance activities</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 85 % of the students will show an improved cardiovascular fitness.</p>	<p>10/12/2011 - At first month, we'll start to take 3 breaks in 75 minute class with optional low/high impact aerobics kickboxing exercises. At end, we 'll have 75 min KB class without any break(if a student needs it is OK to take a break.). Almost all students showed increased strength and endurance: increased cardiovascular fitness level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>09/28/2011 - 85 % per cent of students passed this test in the spring of 2011</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>09/28/2011 - Significant variation in initial cardio fitness between the students.</p> <p>We need to increase the number and type of cardio activites in the class</p>
<p>Department - Physical Education (PHED) - PHED 2 - SPORT IN SOCIETY - SLO 1 - Critical Thinking - Analyze current social issues as they relate to sport. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 3 - 5 page paper on a chosen current social issue as it relates to sport.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Students will receive a grade of 3 or higher on a 5 - point rubric.</p> <p>Assessment Method: 100 pt evaluation (50 presentation/ 50 written monologue)</p>	<p>10/13/2011 - For summer quarter 2011, 85% of students received a 3 or higher on a 5 point rubric</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None</p> <p>06/27/2011 - most students earned a passing grade</p>	<p>10/13/2011 - This assignment appears to be meeting the learning goals for this SLO and there are no changes planned at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 75% or better is passing</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 2 - SPORT IN SOCIETY - SLO 2 - Application of knowledge - Evaluate the impact of sport on child development. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 3 - 5 page paper on an individual case study evaluating the impact of sport on child development.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Students will receive a grade of 3 or higher on a 5 - point rubric.</p>	<p>10/13/2011 - Students enrolled in the previous quarter had a 66% rate on this assignment.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time</p>	<p>10/13/2011 - After looking at the pass rates for this assignment I went back 4 quarters to examine if there were similar issues and unfortunately there were. The main issue appears to be that students are skipping this assignment. We will try a re-write on the assignment and see if we can improve results for student learning.</p>
<p>Department - Physical Education (PHED) - PHED 20A - BEGINNING MAT PILATES - SLO 1 - Knowledge - Identify the principles and goals for beginning level Pilates exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take a quiz that assesses their knowledge of the beginning exercises in Pilates.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% of students will be able to name at least 15 of the beginning exercises in Pilates.</p>	<p>10/14/2011 - 90% of the students met the target for success.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>10/11/2011 - 80% of the students were able to name at least 15 of the core exercises. DM</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/11/2011 - Overall most students were able how some improvement in identifying or naming at least one or more principles and goals of Pilates. It may help to have a subjective area to allow the students to describe their top three areas of improvement and three areas where they need more work.</p>
Department - Physical Education (PHED) - PHED 20A - BEGINNING MAT PILATES -		<p>04/29/2011 - 75% passed quiz that assessed knowledge of main Pilates exercises.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>04/29/2011 - The teacher will pass out Pilates workout to each student prior to quiz and will hope to improve score to 80%.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Pilates exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The teacher will assess the proficiency of the students as they perform beginning level Pilates exercises to see if they know the name and movement of each exercise.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 75% of students will be able to complete and name at least 15 of the core exercises in Pilates.</p>	<p>10/14/2011 - 90% of the students met the target for success.</p> <p>Students successfully learned how to tailor exercises for their personal level of fitness and for any injuries/contraindications.</p> <p>Anecdotal reports from students mentioned reduced back and joint pain, greater muscle definition, improved flexibility, weight loss, and improved balance.</p>	
	<p>Assessment Method: Rubric 1. scapular stabilization 2.pelvic placement 3. neutral spine 4. breathing technique 5. flexibility 6. core stabilization 7 postural alignment 8 body control</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students will receive a grade of 6 or higher on the 8 point rubric</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>04/29/2011 - 80% of students were able to complete name 15 of the core exercises in Pilates.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>04/29/2011 - The instructor will include a rubric to assess the proper technique and expertise of each student.</p>
	<p>Department - Physical Education (PHED) - PHED 20B - INTERMEDIATE MAT PILATES - SLO 1 - Knowledge - Identify the principles and goals for Pilates exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take a quiz that assesses their knowledge of the intermediate exercises in Pilates.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% of students will pass the quiz.</p>	<p>10/05/2011 - 90% of students passed in Spring of 2011.Dm</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>10/14/2011 - 90% of the students met the target for success.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>04/29/2011 - 80% of students passed quiz and could name at least 15 of the intermediate Pilates exercises.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 20B - INTERMEDIATE MAT PILATES - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Pilates exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The teacher will assess the proficiency of the students as they perform intermediate level Pilates exercises to see if they know the name and movement of each exercise.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 75% of students will perform and name the intermediate level Pilates exercises at an intermediate competency level.</p>	<p>10/14/2011 - 90% of the students met the target for success. As expected, the students who had been practicing Pilates the longest showed the most improvement and skill competency.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Since the practice of Pilates contributes to lifetime fitness, students should be allowed to repeat the class an unlimited number of times.</p>	<p>10/11/2011 - Target met.</p>
<p>Department - Physical Education (PHED) - PHED 20C - POWER PILATES & FLEXIBILITY EXERCISES - SLO 1 - Application of Knowledge - Perform with increasing degree of proficiency yoga postures and breathing techniques (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 20C - POWER PILATES & FLEXIBILITY EXERCISES - SLO 2 - Application of knowledge - Perform with increasing degree of proficiency core strength exercises (Created By Department - Physical Education (PHED))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
Department - Physical Education (PHED) - PHED 21A - BEGINNING HATHA YOGA - SLO 1 - Application of Knowledge - Identify the principles and goals for Yoga practice. (Created By Department - Physical Education (PHED))			
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
Department - Physical Education (PHED) - PHED 21A - BEGINNING HATHA YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and sequences. (Created By Department - Physical Education (PHED))			
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
Department - Physical Education (PHED) - PHED 21B - INTERMEDIATE HATHA YOGA - SLO 1 - Application of Knowledge - Identify the principles and goals for Yoga practice. (Created By Department - Physical Education (PHED))			
Assessment Cycles: 2011-2012 2012-2013	Course-Level SLO Status: Active		
Department - Physical Education (PHED) - PHED 21B - INTERMEDIATE HATHA YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>sequences. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 21C - POWER YOGA - SLO 1 - Application of Knowledge - Identify the principles and goals for Yoga practice. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 21C - POWER YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and sequences. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 21D - VINYASA FLOW YOGA - SLO 1 - Application of Knowledge - Identify the principles and goals for Yoga practice. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor observation of proper technique with appropriate modification when needed.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will demonstrate proper technique.</p>	<p>03/22/2011 - 85% of students could demonstrate proper technique</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 21D - VINYASA FLOW YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and sequences. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Instructor observation with appropriate modification of poses when needed.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will use proper technique.</p>	<p>03/21/2011 - 85% of students could demonstrate proper technique and increasing expertise as the quarter progressed</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 22 - FULL BODY FLEXIBILITY - SLO 1 - Knowledge - Identify the components of fitness and goals/benefits for flexibility exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: pre and post test on components of fitness and goal/benefits of flexibility</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 72% of students will show improvement between pre and post testing</p>	<p>03/21/2011 - 75% of students showed increased knowledge of and physical proof of flexibility between the beginning and the end of the quarter</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 22 - FULL BODY FLEXIBILITY - SLO 2 - Application of knowledge - Demonstrate proper stretching and flexibility exercise techniques and increasing expertise in flexibility exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Rubric: 1. pelvic placement 2. neutral spine 3. breathing technique 4. relaxation technique 5. postural alignment</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of students will receive a grade of 3 or higher on the point rubric.</p>	<p>10/05/2011 - More than 70% of the students in both sections receive a grade of 3 or higher on the rubric. dm</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>		<p>10/05/2011 - 85 % of both sections passed in Spring 2011. DM</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
		<p>10/03/2011 - over 90% passed in spring of 2011 Dm</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - Provide as many options as possible for students to demonstrate their improving knowledge on the principles of fitness and benefits of flexibility.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>2010-2011</p> <p>09/28/2011 - 87% of students passed passed in spring of 2011</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <hr/> <p>03/21/2011 - 75% of students met the above criteria</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>09/28/2011 - Showing anatomical images of skeletal and muscle system to help the student understand the stretch position</p>
<p>Department - Physical Education (PHED) - PHED 22A - STRETCHING & PILATES FOR FLEXIBILITY - SLO 1 - Knowledge - Identify the principles and goals for Pilates and flexibility exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Participation in identifying principles and goals.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will identify principles and goals for Pilates and flexibility exercises.</p>	<p>03/22/2011 - 85% of students set goals for the quarter and were able to identify the principles of the exercises that would help them achieve these goals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 22A - STRETCHING & PILATES FOR FLEXIBILITY - SLO 2 - Application of knowledge - Demonstrate proper techniques and increasing expertise in Pilates and flexibility exercises (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Observation of students demonstrating technique and expertise.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% of students will demonstrate proper technique.</p>	<p>03/22/2011 - 85% of students were able to perform increasingly more difficult exercises throughout the quarter with good technique and understanding of the principles of the exercises</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 22B - PILATES & YOGA - SLO 1 - Knowledge - Identify the principles and goals for Pilates and yoga exercises. (Created By</p>	<p>Assessment Method: Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Pilates & Yoga Technique.</p>	<p>10/11/2011 - 97% of students passed the class, showing an increased level of proficiency in Pilates & Yoga Technique in Spring 2011.</p> <p>Result:</p>	<p>10/12/2011 - Target met. No pedagogical changes needed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass the class.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 22B - PILATES & YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Pilates and yoga exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Pre/Post Test to evaluate increasing expertise Pilates & Yoga exercises.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass the class.</p>	<p>10/11/2011 - 97% of students passed the class, demonstrating increased expertise in Pilates and yoga exercises in Spring 2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - Target met. No pedagogical changes needed.</p>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 22C - CORE FLOW STRENGTH - SLO 1 - Knowledge - Identify the principles and goals for Pilates and yoga exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 22C - CORE FLOW STRENGTH - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Pilates and yoga exercises. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Department - Physical Education (PHED) - PHED 23A - TRAIL HIKING - SLO 1 - Knowledge - Identify the components of fitness and create a hiking program to meet</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>personal fitness goals. (Created By Department - Physical Education (PHED))</p>			
<p>Assessment Cycles:</p>			
<p>2010-2011</p>			
<p>2011-2012</p>			
<p>2012-2013</p>			
<p>Course-Level SLO Status:</p>			
<p>Active</p>			
<p>Department - Physical Education (PHED) - PHED 23A - TRAIL HIKING - SLO 2 - Application of knowledge - Demonstrate efficient hiking technique, use of 10 essentials (gear) and leave no trace principles. (Created By Department - Physical Education (PHED))</p>			
<p>Assessment Cycles:</p>			
<p>2010-2011</p>			
<p>2011-2012</p>			
<p>2012-2013</p>			
<p>Course-Level SLO Status:</p>			
<p>Active</p>			
<p>Department - Physical Education (PHED) - PHED 23B - DAY HIKING - SLO 1 - Knowledge - Identify the components of fitness and create a hiking program to meet personal fitness goals. (Created By Department - Physical Education (PHED))</p>			
<p>Assessment Cycles:</p>			
<p>2010-2011</p>			
<p>2011-2012</p>			
<p>2012-2013</p>			
<p>Course-Level SLO Status:</p>			
<p>Active</p>			
<p>Department - Physical Education (PHED) - PHED 23B - DAY HIKING - SLO 2 - Application of knowledge - Demonstrate efficient hiking technique, use of 10 essentials (gear) and leave no trace principles. (Created By Department - Physical Education (PHED))</p>			
<p>Assessment Cycles:</p>			
<p>2010-2011</p>			
<p>2011-2012</p>			
<p>2012-2013</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - Physical Education (PHED) - PHED 23C - MULTI-DAY HIKING - SLO 1 - Knowledge - Identify the components of fitness and create a hiking program to meet personal fitness goals. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 23C - MULTI-DAY HIKING - SLO 2 - Application of knowledge - Demonstrate efficient hiking technique, use of 10 essentials (gear) and leave no trace principles. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 24 - INTRODUCTION TO GOLF - SLO 1 - Application of knowledge - Demonstrate with increased proficiency the skills necessary for the full golf swing, the chip shot and putting stroke (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A successful student will perform a pre and post test to demonstrate increased proficiency in the skills necessary for the full golf swing, the chip shot and putting stroke.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass with a grade of B or better.</p>	<p>10/21/2011 - Students met the 80% success rate</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 24 - INTRODUCTION TO GOLF - SLO 2 - Application of knowledge - Demonstrate proper etiquette and knowledge of rules for golf course play (Created By Department - Physical</p>	<p>Assessment Method: A successful student will perform a pre and post test to demonstrate proper etiquette and knowledge of rules for golf course play.</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>10/21/2011 - Students met the 80% pass rate</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Education (PHED) Assessment Cycles: 2010-2011 2011-2012 2012-2013	Target for Success: 80% of students will pass with a grade of B or better.		
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 24A - SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER - SLO 1 - Application of Knowledge - Demonstrate with increasing proficiency effective club selection for golf course play (Created By Department - Physical Education (PHED))	Assessment Method: A successful student will perform a pre and post test to demonstrate increasing proficiency in effective club selection for golf course play. Assessment Method Type: Pre/Post Test Target for Success: 80% of students will pass with a grade of B or better.		
Assessment Cycles: 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 24A - SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER - SLO 2 - Application of knowledge - Develop improved expertise and playing competency for golf course play (Created By Department - Physical Education (PHED))	Assessment Method: A successful student will perform a pre and post test to show improved expertise and playing competency for golf course play. Assessment Method Type: Pre/Post Test Target for Success: 80% of students will pass with a grade of B or better.		
Assessment Cycles: 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 24B - SKILLS OF GOLF COURSE PLAY - SLO 1 - Application of Knowledge - Demonstrate with increasing degree of proficiency advanced golf skills including drive, bunker shots and putting. (Created By Department - Physical Education (PHED))			
Assessment Cycles: 2010-2011 2011-2012 2012-2013			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active Department - Physical Education (PHED) - PHED 24B - SKILLS OF GOLF COURSE PLAY - SLO 2 - Application of knowledge - Demonstrate with increasing proficiency and improvement in scoring in golf course play (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013	Assessment Method: Score cards are collected and scores are recorded in order to see the students progress Assessment Method Type: Presentation/Performance Target for Success: 80% of students will see improvement.	10/17/2011 - 75 % of the students were able to improve their scores. Result: Target Not Met Year This Assessment Occurred: 2010-2011 Resource Request: More time needs to be spent with course management	
Course-Level SLO Status: Active Department - Physical Education (PHED) - PHED 25A - SWING ANALYSIS - SLO 1 - Knowledge - Demonstrate the skills necessary to execute a fundamentally sound golf swing (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active Department - Physical Education (PHED) - PHED 25A - SWING ANALYSIS - SLO 2 - Knowledge - Demonstrate the ability to recognize and correct swing faults. (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013	Assessment Method: Analise changes in individuals swing through video comparisons Assessment Method Type: Pre/Post Test Target for Success: 80%		
Course-Level SLO Status: Active Department - Physical Education (PHED) - PHED 26 - BEGINNING TENNIS SKILLS - SLO 1 - Application of Knowledge - Perform with increased proficiency the skill sets and techniques of beginning tennis. (rubric:	Assessment Method: Instructor observation for physical skills. Assessment Method Type: Presentation/Performance	10/11/2011 - 83% of my students were proficient hitting forehands, backhands, serve and rally. Result: Target Met Year This Assessment Occurred:	10/11/2011 - My ability to demonstrate forehands, backhands, serves and volleys, helped my visual learners. Using analogies,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
checklist) (Created By Department - Physical Education (PHED))			my students better developed their skills.
Assessment Cycles: 2010-2011	Target for Success: Ability to hit a forehand, backhand and serve consistently.	2010-2011	
Course-Level SLO Status: Active	Ability to maintain rally more than 5 balls over net.		10/11/2011 - My ability to demonstrate forehands, backhands, serves, and volleys, helped my visual learners. Using analogies my students develop their skills.
Department - Physical Education (PHED) - PHED 26 - BEGINNING TENNIS SKILLS - SLO 2 - Application of knowledge - Demonstrate and explain the basic strategies and rules of tennis. (rubric: cognitive) (Created By Department - Physical Education (PHED))	<p>Assessment Method: Demonstrate an understanding of: 1. The basic "geometry" of the tennis court. 2. Scoring</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Diagram the "geometry" of the tennis court. Play a game while verbally keeping score</p> <p>Assessment Method: instructor observation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of students will be able to hit grounds strokes, serve, volley, and be able to keep score.</p>	<p>10/07/2011 - 70% of the students were able to fulfill the required class goals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Tennis courts should be resurfaced. Last resurfce was 2002. Presently they are a potential safety hazard for the intercollegiate tennis teams.</p>	10/07/2011 - Student interaction might help. Advanced students helping other students to improve their skills/knowledge would give them ownership of the class. More involvement keeps them focused.
Assessment Cycles: 2010-2011			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 26A - INTERMEDIATE/ADVANCED TENNIS - SLO 1 - Application of Knowledge - Perform with increased proficiency the skill sets and techniques of	<p>Assessment Method: Working within a group, demonstrate the skill sets and techniques for an intermediate/advanced player.</p> <p>Work in groups of three with each individual</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>intermediate/advanced tennis. (rubric: checklist) (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>actively participating in the demonstration.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Demonstrate serve return, volleying, overhead and rallying with directional changes in a consistent manner.</p>		
<p>Department - Physical Education (PHED) - PHED 26A - INTERMEDIATE/ADVANCED TENNIS - SLO 2 - Application of knowledge - Demonstrate and explain the advanced strategies at the intermediate/advanced tennis level. (rubric -cognitive) (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Working within a group, explain and demonstrate the tactical strategies that an intermediate/advanced player would utilize in their game.</p> <p>Work in groups of three with each individual actively participating in the explanation and demonstration.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Knowledge of the "net" and "baseline" game incorporating the "geometry" of the tennis court.</p> <p>Assessment Method: instructor observation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of my students will be proficient hitting top spin, slice, drop shots, lobs, and overheads. Students will also be proficient in singles, and doubles.</p>	<p>10/11/2011 - 90% of students were able to hit with top spin, slice, drop shot, lob and hit overheads. Singles and Doubles were played each week.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 27 - WALK FOR HEALTH - SLO 1 - Application of Knowledge - Design and practice personal training programs for increased cardiovascular benefits (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p>	<p>Assessment Method: a pre and post test will be given to see the students improved cardiovascular improvement.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will show improvement.</p>	<p>09/29/2011 - 90% of students showed improvement between pre and post tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>09/29/2011 - It was noted by the students that charting times was a good self-reflection for their progress or lack thereof.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 27 - WALK FOR HEALTH - SLO 2 - Application of knowledge - Demonstrate proper body mechanics for fitness walking (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013 Start Date: 04/04/2011 End Date: 06/24/2011 Course-Level SLO Status: Active	Assessment Method: pre and post test on arm swing, leg stride, foot placement and synchronization Assessment Method Type: Pre/Post Test Target for Success: 72 % of the students will show improved fitness walking technique	09/29/2011 - over 80% of the students improved their fitness walking style. Result: Target Met Year This Assessment Occurred: 2010-2011	09/29/2011 - The walking needs to be done more than two times per week. It is recommended this be 3 day a week class or that students need to walk one more day a week.
Department - Physical Education (PHED) - PHED 27A - RUN FOR FITNESS - SLO 1 - Application of Knowledge - Practice progressively increasing running distances with improved times (Created By Department - Physical Education (PHED)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: A pre and post test Assessment Method Type: Pre/Post Test Target for Success: 75 % of the students will show improvement.	09/29/2011 - 87% of students showed improvement Result: Target Met Year This Assessment Occurred: 2010-2011	09/29/2011 - The students need to run at least two more times per week .
Department - Physical Education (PHED) - PHED 27A - RUN FOR FITNESS - SLO 2 - Application of knowledge - Understand the fluids, nutrients and caloric requirements for training (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 Start Date: 04/04/2011 End Date: 06/24/2011 Course-Level SLO Status: Active	Assessment Method: the student will demonstrate the needed knowledge through discussion of the proper fluid, nutrient and caloric requirements with the instructor and class. Assessment Method Type: Discussion/Participation Target for Success: 70 % of the students will acquire the knowledge needed.	09/29/2011 - 78% acquired the needed knowledge. Result: Target Met Year This Assessment Occurred: 2010-2011	09/29/2011 - A text book maybe helpful that targets training and proper nutrition for athletes
Department - Physical Education (PHED) - PHED 28 - SLOW PITCH SOFTBALL - SLO			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>1 - Application of Knowledge - Perform with increasing degree of proficiency the basic skills for softball (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 28 - SLOW PITCH SOFTBALL - SLO 2 - Application of knowledge - Perform sport training in team play at a level for college participation (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Attendance and positive participation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 16 of 20 meetings attended</p>	<p>07/29/2011 - All students passed</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 29 - FUTSAL-INDOOR SOCCER - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency futsal soccer skill sets and techniques (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor observation of proficiency at futsal soccer techniques</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 70% of the students will show an increase in their proficiency when playing futsal.</p>	<p>10/07/2011 - Over 70% of the students showed an increase in their proficiency when playing futsal</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - No changes planned because students are mastering the SLO</p>
<p>Department - Physical Education (PHED) - PHED 29 - FUTSAL-INDOOR SOCCER - SLO 2 - Application of knowledge - Understand the rules and regulations of futsal soccer (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Teacher observes improvement with understanding of the rules and regulations of futsal soccer</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of the students will show improved understanding of the rules and regulations of futsal soccer.</p>	<p>10/07/2011 - Over 70% of the students showed improvement with understanding the rules and regulations of futsal</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - No changes planned because students are mastering the SLO</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 29A - TOURNAMENT SOCCER - SLO 1 - Application of Knowledge - Perform soccer skills in game play for tournament soccer competition (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Teacher will observe if the students are improving with their soccer skills</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of the students will perform soccer skills with proficiency during games</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - Over 70% of the students improved and performed soccer skills with proficiency during games</p> <p>10/07/2011 - No changes planned because students are mastering the SLO</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Physical Education (PHED) - PHED 29A - TOURNAMENT SOCCER - SLO 2 - Application of knowledge - Given a selection of offensive and defensive game plays, provide an analysis of play selection and make recommendations for improvement (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Teacher will observe if students are able to provide an analysis of play selection and make recommendations for improvement.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of students are able to provide an analysis of play selection and make recommendations for improvement.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - over 70% of the students were able to provide an analysis of play selection and make recommendations for improvement.</p> <p>10/07/2011 - students are able to provide an analysis of play selection and make recommendations for improvement.</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Physical Education (PHED) - PHED 3 - THEORIES & TECHNIQUES OF COACHING SPORTS - SLO 1 - Knowledge - Identify the knowledge categories to run an effective sport program. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Design a practice plan to be implemented.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of the students will complete a practice plan that includes:1) objectives for the practice, 2)equipment needed,3) drills that they will implement, and 4)closing meeting.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>06/08/2011 - 89% of students completed and received full credit on their practice plan.</p> <p>06/08/2011 - Target met and students completed a practice plan which could be implemented in their sport program.</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Physical Education (PHED) - PHED 3 - THEORIES & TECHNIQUES OF COACHING SPORTS - SLO 2 - Application of knowledge - Demonstrate mastery of the effective skills required for a sport program.</p>	<p>Assessment Method: Midterm exam which assesses the students knowledge in Chapters 1 - 8 in the class textbook.</p> <p>Assessment Method Type:</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>06/08/2011 - 92% of class earned a passing score</p> <p>10/11/2011 - Instructor pleased that students met target.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>Exam - Course Test/Quiz</p> <p>Target for Success: 75% of class result in passing score.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34A - INTERCOLLEGIATE SOCCER (WOMEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of soccer. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Instructor observation during practice and games.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of the student-athletes will demonstrate increased proficiency with their offensive and defensive skills while playing soccer.</p>	<p>10/07/2011 - over 80% of the student-athletes showed increased proficiency with their offensive and defensive skills while playing soccer.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - No change planned because the student-athletes are showing improvement in their offensive and defensive skills while playing soccer.</p>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34A - INTERCOLLEGIATE SOCCER (WOMEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of soccer. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34B - INTERCOLLEGIATE VOLLEYBALL (WOMEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of volleyball. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: The instructor will assess drills and exercises within practice that develop both offensive and defensive skills for volleyball</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 75% of students will perform in the drills with a collegiate level of competence for the sport of volleyball.</p>	<p>06/08/2011 - 85% of students were able to perform both defensive and offensive skills in volleyball.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Molton blue/white volleyballs</p>	<p>06/08/2011 - Instructor/coach was pleased with outcome and will continue adding new drills to increase competency.</p>
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 34B - INTERCOLLEGIATE VOLLEYBALL (WOMEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of volleyball. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: The student will be asked to discuss, participate, and execute the technical and tactical aspects of volleyball.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 85% of the students will be able to discuss, participate, and execute the technical and tactical aspects of volleyball.</p>	<p>06/08/2011 - 90% of students were able to discuss and participate in drills that executed both technical and tactical aspects of the sport of volleyball.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Molton blue/white volleyballs</p>	<p>06/08/2011 - The instructor was pleased with outcome and will continue to do develop "volleyball IQ" in practice.</p>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34C - INTERCOLLEGIATE BASKETBALL (WOMEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of basketball. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34C - INTERCOLLEGIATE BASKETBALL (WOMEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of basketball. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34D - INTERCOLLEGIATE TENNIS (WOMEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of intercollegiate tennis. (Created By Department - Physical Education (PHED))</p>	<p>Assessment Method: Observe and critique the skills sets.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 85% would become proficient.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34G - INTERCOLLEGIATE DANCE PERFORMANCE - SLO 2 - Application of knowledge - Students will have practical experience in the production aspects of dance (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 34H - PRE-SEASON CONDITIONING - SLO 1 - Application of Knowledge - Practice with increasing proficiency a program for improved cardiovascular fitness (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor Observation</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>10/05/2011 - All students demonstrated increasing proficiency in skill and improved cardiovascular fitness</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/05/2011 - No changes needed</p>
<p>Department - Physical Education (PHED) - PHED 34H - PRE-SEASON CONDITIONING - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of resistance training machines and free weights (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor Observation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of students will use the weights appropriately and safely</p>	<p>10/05/2011 - All students demonstrated the safe and appropriate use of resistance training machines and free weights</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 34J - SPORTS TECHNIQUES & CONDITIONING - Application and knowledge of football - Perform and demonstrate skill and ability in the sport of football (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011	Assessment Method: Players will demonstrate the basic skill of their position through a series of performance tests. Assessment Method Type: Presentation/Performance Target for Success: Students accurately perform their skill, they will pass the class	
Start Date: 04/03/2011 End Date: 06/27/2011 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 35A - INTERCOLLEGIATE SOCCER (MEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of soccer. (Created By Department - Physical Education (PHED)) Assessment Cycles: 2011-2012 2012-2013		
 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 35A - INTERCOLLEGIATE SOCCER (MEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of soccer. (Created By Department - Physical Education (PHED)) Assessment Cycles: 2011-2012 2012-2013		
 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 35B - INTERCOLLEGIATE FOOTBALL (MEN) - SLO 1 - Application of Knowledge - Perform with an increasing		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>degree of proficiency the offensive and defensive skills of football. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35B - INTERCOLLEGIATE FOOTBALL (MEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of football. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35C - INTERCOLLEGIATE BASKETBALL (MEN) - SLO 1 - Application of Knowledge - Students will demonstrate improvement in the execution of fundamental basketball skills. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35C - INTERCOLLEGIATE BASKETBALL (MEN) - SLO 2 - Application of knowledge - Students will display a comprehensive knowledge of game preparation strategy. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p> <p>Department - Physical Education (PHED) -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>PHED 35D - INTERCOLLEGIATE TENNIS (MEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills related to competitive tennis. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Observations of competitive play</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: How a player competes.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35D - INTERCOLLEGIATE TENNIS (MEN) - SLO 2 - Application of knowledge - Understand and implement the technical and tactical skills of tennis. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Pre-match and post-match critique Observation</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Performance improvement in seceding competitions.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35E - INTERCOLLEGIATE GOLF (MEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of golf. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35E - INTERCOLLEGIATE GOLF (MEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of golf. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>PHED 35F - INTERCOLLEGIATE SWIMMING (MEN & WOMEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of swimming. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35F - INTERCOLLEGIATE SWIMMING (MEN & WOMEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of swimming. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35G - INTERCOLLEGIATE WATER POLO - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of water polo. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 35G - INTERCOLLEGIATE WATER POLO - SLO 2 - Application of knowledge - Describe the technical and tactical skills of water polo. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 36 - INDOOR ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric ? checklist) (Created By Department - Physical Education (PHED))	Assessment Method: Working within a group, explain and demonstrate the technique of proper shooting technique, safety and etiquette. Assessment Method Type: Presentation/Performance	
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 36 - INDOOR ARCHERY - SLO 2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric ? cognitive) (Created By Department - Physical Education (PHED))		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 37 - BADMINTON: SINGLES & DOUBLES - SLO 1 - Application of Knowledge - Be able to identify and implement the major strokes in badminton (Created By Department - Physical Education (PHED))	Assessment Method: Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Badminton Technique. Assessment Method Type: Pre/Post Test Target for Success: 80% of students will pass the class.	10/14/2011 - All students passed the course. All students are able to identify the major strokes i.e. forehand, backhand, drop, clear, smash and drive. In addition, students can identify basic footwork i.e. moving toward the net, to the back court and to the sides. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: New Badminton Shuttles and Rackets
	Department - Physical Education (PHED) - PHED 37 - BADMINTON: SINGLES & DOUBLES - SLO 2 - Application of knowledge - Know and implement the rules	Assessment Method: Pre/Post Test to evaluate initial and final skill and technical level of proficiency in the rules of the sport of Badminton.	10/14/2011 - All students passed the course. All students understand the rules of the game. The majority of students understood the rules prior to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>of badminton in a game situation. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass the class.</p>	<p>the course. Beginning students learned the scoring system and the basic rules of badminton i.e. legal serve and return, line calling and net violations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: New Rackets and Shuttles</p>	
<p>Department - Physical Education (PHED) - PHED 38A - BASKETBALL FUNDAMENTALS - SLO 1 - Application of Knowledge - Students will demonstrate improvement in fundamental basketball skills. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Positive Attendance and Participation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 10 of 12 class meetings attended to pass</p>	<p>06/27/2011 - All students passed</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 38A - BASKETBALL FUNDAMENTALS - SLO 2 - Application of knowledge - Students will demonstrate a comprehensive understanding of game rules. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 38B - BASKETBALL GAME SKILLS - SLO 1 - Application of Knowledge - Perform basketball game skills in game play appropriate for intramural competition. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 38B - BASKETBALL GAME SKILLS - SLO 2 - Application of knowledge - Develop individual contemporary basketball skills (Created By Department - Physical Education (PHED))		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 39 - INDOOR SOCCER - SLO 1 - Application of Knowledge - Perform with increased proficiency the indoor soccer skills of kicking, shooting, passing and dribbling (Created By Department - Physical Education (PHED))		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 39 - INDOOR SOCCER - SLO 2 - Application of Knowledge - Demonstrate knowledge of rules, regulations and sport etiquette for indoor soccer (Created By Department - Physical Education (PHED))		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 4 - CONCEPTS OF PHYSICAL FITNESS & WELLNESS - SLO 1 - Application of Knowledge - A successful student will be able to identify and explain how the various components of physical fitness and wellness contribute to general	<p>Assessment Method: Students are given 6 quizzes and Laboratory assignments covering each Concept of Physical Fitness & Wellness.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>10/11/2011 - 77% of students passed with a B grade or better in Spring 2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>10/11/2011 - Incorporate more online discussion forums.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>health and wellness (e.g., healthy lifestyles, physical activity, body mechanics, nutrition, stress management, avoiding destructive behaviors, making informed choices, etc.) (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>75% of students will receive a B grade or better for the course.</p>		
<p>Department - Physical Education (PHED) - PHED 4 - CONCEPTS OF PHYSICAL FITNESS & WELLNESS - SLO 2 - Application of knowledge - A successful student will be able to assess current personal health and fitness lifestyle behaviors, and implement appropriate changes to improve his/her physical fitness and wellness. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will keep a journal of Laboratory Assignments for Each Concept of Physical Fitness & Wellness. Students will be assigned a 3 - 5 page final essay on reflections of personal fitness and wellness changes implemented as a result of taking the course.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75% of the students will receive a grade of 3 or higher on the 5-point rubric.</p>	<p>10/11/2011 - 77% of students received a grade of 3 or higher on the 5-point rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/11/2011 - Incorporate more online discussion forums.</p>
<p>Department - Physical Education (PHED) - PHED 40 - BEGINNING VOLLEYBALL - SLO 1 - Application of Knowledge - Demonstrate the basic fundamentals for volleyball play (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 40 - BEGINNING VOLLEYBALL -</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SLO 2 - Application of knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of volleyball. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Physical Education (PHED) - PHED 41 - INDOOR CYCLING-SPIN - SLO 1 - Application of Knowledge - Develop improved cardiovascular conditioning through spinning (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor observation during class. Class continues to get more challenging so the students need to show improved endurance class to class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: The target is to have at least 70% of the students improve their endurance.</p>	<p>10/14/2011 - 80% of students show improved cardiovascular conditioning. Instructor assessed through observing class complete more challenging rides.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Microphone and speakers need to be improved.</p>
		<p>10/12/2011 - Classes are designed to get more difficult over the course of the quarter. All students showed significant improvement in their endurance as the quarter progressed. Excellent improvement levels were exhibited.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - The target was met we had more then 80% of the students improve their endurance</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>
<p>Department - Physical Education (PHED) - PHED 41 - INDOOR CYCLING-SPIN - SLO 2 - Application of knowledge - Practice safe and effective warm-up and cool-down exercises for cardiovascular training (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Teacher observes if the students are showing improvement in their ability to practice safe effective warm-up and cool-down exercises for cardiovascular training.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% of students will show improvement in</p>	<p>10/14/2011 - 98% of students show ability to set up bike and practice safe and effective warm up and cool down techniques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request:</p>	<p>10/14/2011 - Target met. No pedagogical changes planned.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2011-2012 2012-2013		Sounds system and microphone need to be improved.	
Course-Level SLO Status: Active	their ability to practice safe effective warm-up and cool-down exercises for cardiovascular training. Teacher can observe if the students have learned how to set their bike seat and handle bars appropriately before they begin to ride.	10/12/2011 - Students in this class consistently arrive in class and set up their bikes for safe exercise. All students showed improvement in both warm up and cool down parts of the exercise, while also displaying improved overall cardiovascular capacity.	
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>10/07/2011 - Over 70% of students showed improvement in their ability to practice safe effective warm-up and cool-down exercises for cardiovascular training. Teacher observed the students have learned how to set their bike seat and handle bars appropriately before they began to ride.</p> <p>Assessment Findings:</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Physical Education (PHED) - PHED 41A - CARDIO INTERVALS: HILLS & SPRINTS - SLO 1 -Application of Knowledge - Develop improved cardiovascular conditioning through spinning (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/04/2011</p> <p>End Date: 10/14/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will observe class to assess improved cardiovascular conditioning. Classes increase in length and difficulty each week.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 70% improve cardiovascular conditioning as observed by instructor.</p>	<p>10/14/2011 - 80% of students in class improved cardiovascular conditioning as observed by instructor in increased time and difficulty to class with each passing week.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Sound system and microphone need to be improved.</p>	<p>10/14/2011 - Target met. No pedagogical changes needed</p>
<p>Department - Physical Education (PHED) - PHED 41A - CARDIO INTERVALS: HILLS & SPRINTS - SLO 2 - Application of Knowledge - Practice safe and effective warm-up and cool-down exercises for cardiovascular training (Created By</p>	<p>Assessment Method: Students will be assessed by instructor on how they set up their bike as well as their warm up and cool down methods.</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>10/14/2011 - 99% of students were able to set up their bike as well as have knowledge and ability to warm up and cool down.</p> <p>Result: Target Met</p>	<p>10/14/2011 - Target met. No pedagogical changes needed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/04/2011</p> <p>End Date: 10/14/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 80% of students will participate and complete warm up/cool down methods as well as bike set up at a competent level.</p>	<p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Sound system and microphone need to be improved.</p>	
<p>Department - Physical Education (PHED) - PHED 42 - BOWLING FOR FITNESS - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the skills and strategies of competitive bowling (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: visual observation and analyze and critique bowling techniques.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be able to score over 100. Special criteria will be used for students with special needs.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/07/2011 - student met my goals. If students had their own equipment bowling scores would be better.</p>
	<p>Assessment Method: view students mechanics and skill level</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>Department - Physical Education (PHED) - PHED 42 - BOWLING FOR FITNESS - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of bowling equipment (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: visual instruction and observation of basic skill of bowling</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 65% of students will show ability to safely demonstrate how to use bowling equipment</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: better bowling facilities</p>	<p>10/07/2011 - 72% of students met goals</p> <p>10/07/2011 - book or written materials on safety would improve awarness of safety</p>
<p>Department - Physical Education (PHED) - PHED 45 - FITNESS FOR LIFE - SLO 1 - Application of Knowledge - Design and demonstrate a safe and effective cardio-respiratory and weight training program. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Review the performance work out sheet and observe their progress 2 times per quarter.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will improve their fitness level.</p> <p>Assessment Method: verbally discussed workout program and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Start Date: 09/26/2011 End Date: 12/16/2011 Course-Level SLO Status: Active	<p>watched them demonstrate their program. Assessment Method Type: Interviews/Focus Groups Target for Success: 50% of my students will be able to demonstrate proper lifting techniques in a safe environment. ro</p> <p>Assessment Method: Verbally discussed workout program and watched them demonstrate their program Assessment Method Type: Discussion/Participation Target for Success: 75% of the students who complete this course will be able to demonstrate the ability to use the equipment and show an improved overall level of physical fitness</p> <p>Assessment Method: Discuss verbally a workout program and watched students demonstrate their program Assessment Method Type: Discussion/Participation Target for Success: 75% of the students who complete this course will be able to demonstrate the ability to use the equipment and show an improved overall level of physical fitness</p>	<p>10/12/2011 - 79% of the students passed the course and were able to demonstrate the ability to use the equipment and show improvements in overall physical fitness.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p> <p>10/11/2011 - 75% of the students who completed the necessary hours did demonstrate the ability to use the equipment and showed an increased overall level of pysical fitness</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p> <p>10/12/2011 - More than 75% of the students improved their level of physical fitness and were able to demonstrate using the equipment properly.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p> <p>10/11/2011 - 75% of the students who did complete the course were able to demonstrate the ability to use the equipment and show an improved overall level of physical fitness</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - Target was met. No need for pedagogical changes.</p> <p>10/11/2011 - My experience and knowledge in physical fitness allows me to teach all learning styles.</p> <p>10/11/2011 - My experience and knowledge physical education allow me to teach all learning styles.</p>
Department - Physical Education (PHED) - PHED 45 - FITNESS FOR LIFE - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of resistance training equipment (Created By Department - Physical Education (PHED))	<p>Assessment Method: 500-1000 word interview with a person from the physical education field.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: 80% of students will receive a grade of 70</p>	<p>10/12/2011 - 80% of students passed with a grade of 70 points or higher on a 100 point rubric.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - Target met. No need for any pedagogical changes.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	points or higher on a 100 point rubric.	10/12/2011 - 80% of the students received a grade of at least 70 points. Result: Target Met	
Course-Level SLO Status: Active		Year This Assessment Occurred: <u>2010-2011</u>	
		10/07/2011 - 82% of students met goals. Result: Target Met	10/07/2011 - more students will reach contact hours where possible
Department - Physical Education (PHED) - PHED 46 - WEIGHT LIFTING FOR HEALTH & FITNESS - SLO 1 - Application of Knowledge - Design and implement a strength training workout applying resistance principles to produce desired training effects (Created By Department - Physical Education (PHED))	Assessment Method: Observe the amount of weight a student can lift at the beginning of the class vs. the end of the class Assessment Method Type: Pre/Post Test	10/05/2011 - All students were capable of lifting more weight at the end of the class Result: Target Met	10/05/2011 - No changes required
Assessment Cycles: 2011-2012 2012-2013		Year This Assessment Occurred: <u>2010-2011</u>	
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 46 - WEIGHT LIFTING FOR HEALTH & FITNESS - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of resistance training machines and free weights (Created By Department - Physical Education (PHED))	Assessment Method: Instructor observation Assessment Method Type: Presentation/Performance	10/05/2011 - All students demonstrated the appropriate use of resistance training machines and free weights Result: Target Met	Year This Assessment Occurred: <u>2010-2011</u>
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active	Assessment Method: positive attendance and participation Assessment Method Type: Discussion/Participation Target for Success: 30 of 34 class meetings attended and participated		
Department - Physical Education (PHED) - PHED 46A - CORE FLOW STRENGTH TRAINING - SLO 1 - Application of Knowledge - Design and implement a strength training work-out using balls,			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>weights and core exercises (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 46A - CORE FLOW STRENGTH TRAINING - SLO 2 - Application of knowledge - Demonstrate increasing proficiency in core strength (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Physical Education (PHED) - PHED 46A - CORE FLOW STRENGTH TRAINING - SLO 2 - Application of knowledge - Demonstrate increasing proficiency in core strength (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students will be able to demonstrate specific exercises that increase strength and endurance for specific muscle groups. The student will also use proper terminology, proper technique, and design their own full body exercise program to do independently.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of students will successfully demonstrate the core exercises for increasing strength and endurance.</p>	<p>10/12/2011 - The students were able to demonstrate core exercises for increasing strength and endurance. They were able to perform these exercises with proper form.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>09/30/2011 - 80% of students demonstrated increased strength by a minimum of 50% in core exercises that target thighs, abdominals, and gluteus muscles</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>
<p>Department - Physical Education (PHED) - PHED 47B - THIGHS, ABS & GLUTEUS (TAG) - SLO 1 - Application of Knowledge - Design and practice a training program for increasing strength and endurance in thighs, abs and gluteus muscles (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>		<p>Assessment Method: The student will keep a fitness journal that will track their progress towards their desired fitness level.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75% of students will demonstrate increased strength and endurance.</p>	<p>09/30/2011 - Target met given the 80% success rate, no pedagogical changes planned.</p>
<p>Department - Physical Education (PHED) - PHED 47B - THIGHS, ABS & GLUTEUS (TAG) - SLO 2 - Application of knowledge - The student will demonstrate increased awareness of their current fitness level and their desired fitness level. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p>		<p>Assessment Method: The student will keep a fitness journal that will track their progress towards their desired fitness level.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75% of students will demonstrate increased strength and endurance.</p>	<p>10/14/2011 - 90% of the students that kept a fitness journal met or exceeded their goals in the areas of strength and endurance.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: 1. heavier free weights available outside of wellness center (min. 20lbs and up to 50lbs)</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2011-2012 2012-2013 Course-Level SLO Status: Active		2. More weighted medicine balls (2lbs,4lbs,8lbs,10lbs) 3. More BOUS (15) 4. More handle bands (20)	
		<p>10/12/2011 - 75% of the students demonstrated increased strength and endurance.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>10/12/2011 - 80% of students kept fitness journal which tracked progress toward desired fitness level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	10/12/2011 - Target met given the 80% success rate, no pedagogical changes planned.
Department - Physical Education (PHED) - PHED 47C - CARDIO PUMP - SLO 1 - Application of Knowledge - Demonstrate cardiovascular fitness improvements in a personal strength program (Created By Department - Physical Education (PHED)) Assessment Cycles: 2010-2011 2011-2012 2012-2013	<p>Assessment Method: A successful student will perform a pre and post test to demonstrate cardiovascular fitness improvements in a personal strength program.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass with a grade of B or better.</p>		
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 47C - CARDIO PUMP - SLO 2 -	Assessment Method:		
Application of knowledge - Demonstrate safe and appropriate use of strength apparatus and tools. (Created By Department - Physical Education (PHED))	A successful student will perform a pre and post test to demonstrate safe and appropriate use of strength apparatus and tools.		
Assessment Cycles:	Target for Success:		
2010-2011	80% of students will pass with a grade of B or better.		
2011-2012			
2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 49A - SURVIVOR TRAINING - SLO 1 -	Assessment Method:		
- Application of Knowledge - Design and practice sports fitness drills for increased	A successful student will perform a pre and post test to demonstrate and understand		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>strength. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>how to design and practice sports fitness drills for increased strength.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass with a grade of B or better.</p>		
<p>Department - Physical Education (PHED) - PHED 49A - SURVIVOR TRAINING - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of free weights and other strength training apparatus. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A successful student will perform a pre and post test to demonstrate safe and appropriate use of free weights and other strength training apparatus.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass with a grade of B or better.</p>		
<p>Department - Physical Education (PHED) - PHED 49B - BOOT CAMP TRAINING - SLO 1 - Application of Knowledge - Analyze the components for a complete fitness program (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A successful student will perform a pre and post test to demonstrate proper analysis of the necessary components for a complete fitness program.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass with a grade of B or better.</p>		
<p>Department - Physical Education (PHED) - PHED 49B - BOOT CAMP TRAINING - SLO 2 - Application of knowledge - Customize fitness program to meet individual needs and ability (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: A successful student will perform a pre and post test to demonstrate and understand the ability to customize appropriate fitness programs to meet individual needs and abilities.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 80% of students will pass with a grade of B or better.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active			
Department - Physical Education (PHED) - PHED 50C - NUTRITIONAL ASSESSMENT & FITNESS - SLO 1 - knowledge of body pre and post testing information - students will become aware of their body fitness levels and body composition. (Created By Department - Physical Education (PHED))	<p>Assessment Method: students will be given handouts of testing information</p> <p>Target for Success: 70% showed some improvement</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
Department - Physical Education (PHED) - PHED 50C - NUTRITIONAL ASSESSMENT & FITNESS - SLO 2 - student awarness of food intake - Understand RDA's and food pyramid (Created By Department - Physical Education (PHED))	<p>Assessment Method: pre and post testing of students</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 60% should improve</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
Department - Physical Education (PHED) - PHED 6 - PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE - Substance knowledge and efficacy - Demonstrated knowledge of presented performance-enhancing substances and their known efficacy in terms of enhancing sport performance (Created By Department - Physical Education (PHED))	<p>Assessment Method: Quizzes and Final</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% or better is passing</p>	<p>10/11/2011 - Most students passed and demonstrated satisfactory knowledge of course material</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>			
Department - Physical Education (PHED) - PHED 6 - PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE - Ethics of Use - Students will demonstrate an ethical analysis of performance-enhancing substance use in sport (Created By Department - Physical Education (PHED))	<p>Assessment Method: Student research and position projects</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75% or better is passing</p>	<p>10/11/2011 - Most students submitted work that demonstrated a satisfactory foundation of ethical analysis of performance enhancing substance use</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Assessment Cycles: 2009-2010</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active	Assessment Method: Instructor Observation Assessment Method Type: Discussion/Participation Target for Success: 100% of the students who complete this class will be able to demonstrate proper technique for passing, shooting and other water polo skills. Apply knowledge of water polo rules and strategy of offensive and defensive game situations. Improve overall physical fitness and endurance.	10/11/2011 - 100% of the students who did complete this course were able to demonstrate proper technique for passing, shooting and other water polo skills. Apply knowledge of water polo rules and strategy of offensive and defensive game situations. Improve overall physical fitness and endurance. Result: Target Met	10/11/2011 - My experience and water polo knowledge allows me to teach all learning styles.
Assessment Cycles: 2011-2012 2012-2013		Year This Assessment Occurred: 2010-2011	
Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 60 - SPECIAL PROJECTS IN PHYSICAL EDUCATION - SLO 2 - Application of knowledge - Demonstrate a basic understanding of kinesiology and exercise physiology through special project in physical education (Created By Department - Physical Education (PHED))		
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active	Department - Physical Education (PHED) - PHED 60T - SPECIAL PROJECTS IN PHYSICAL EDUCATION - SLO 1 - Application of Knowledge - Develop individual project related to the knowledge and activities of physical education (Created By Department - Physical Education (PHED))		
Assessment Cycles: 2011-2012 2012-2013			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Application of knowledge - Demonstrate a basic understanding of kinesiology and exercise physiology through special project in physical education (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 62A - CLINICAL EXPERIENCES IN SPORTS MEDICINE I - SLO 1 - Application of Knowledge - Perform preventative ankle taping (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical exam</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: All components of tape job included Tape job neat, without wrinkles or holes Complete tape job in less than 3 minutes</p>	<p>10/13/2011 - All students completing PHED 62A demonstrated competency in preventative ankle taping</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funds for practice tape</p> <p>Related Documents: Ankle tape Job Presentation</p>	<p>10/13/2011 - Continue instruction methods to promote continued success</p>
<p>Department - Physical Education (PHED) - PHED 62A - CLINICAL EXPERIENCES IN SPORTS MEDICINE I - SLO 2 - Application of knowledge - Perform stretching techniques for the upper and lower extremity (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical Examination</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Demonstrate appropriate techniques for active and passive stretching of the upper and lower extremities</p>	<p>10/13/2011 - All students completing PHED 62A showed competency in performing stretching techniques for the upper and lower extremities</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funds for lab space and equipment (treatment tables)</p>	<p>10/13/2011 - Continue teaching methods to promote continued student success</p>
<p>Department - Physical Education (PHED) - PHED 62B - CLINICAL EXPERIENCES IN SPORTS MEDICINE II - SLO 1 - Application of Knowledge - Perform soft tissue massage techniques (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical Exam</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: All students completing PHED 62B will show competency in performing soft tissue massage techniques</p>	<p>10/13/2011 - All students completing PHED 62B showed competency in performing soft tissue massage techniques</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funds for soft-tissue massage instruments</p>	<p>10/13/2011 - Add techniques in Instrument-Assisted Soft Tissue Mobilization</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 62B - CLINICAL EXPERIENCES IN SPORTS MEDICINE II - SLO 2 - Application of Knowledge - Describe theoretical use of therapeutic modalities (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research paper describing theoretical use of therapeutic modalities</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing PHED 62B will complete the research paper describing the theoretical use of therapeutic modalities</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: New therapeutic modalities to stay current with workforce practices</p> <p>Related Documents: Modalities Research Paper</p>	<p>10/13/2011 - Continue to add new therapeutic modalities to stay current with workforce practices</p> <hr/>
<p>Department - Physical Education (PHED) - PHED 62C - CLINICAL EXPERIENCES IN SPORTS MEDICINE III - SLO 1 - Application of Knowledge - Demonstrate foot, ankle, and lower leg injury evaluation (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical Exam</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: All students completing PHED 62C will show competency in demonstrating a foot, ankle and lower leg injury evaluation</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: New anatomical models for learning injury evaluations</p>	<p>10/13/2011 - Incorporate more teaching time for injury evaluation instruction</p> <hr/>
<p>Department - Physical Education (PHED) - PHED 62C - CLINICAL EXPERIENCES IN SPORTS MEDICINE III - SLO 2 - Application of knowledge - Identify muscles used during various free weight and variable resistance machine exercises (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research paper correlating muscle groups with various free weight and variable resistance machine exercises</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing PHED 62C will complete a research paper correlating muscle groups with various free weight and variable resistance machine exercises</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/13/2011 - Add more teaching time in the Wellness Center to instruct in the appropriate use of free weight and variable resistance machine exercises</p> <hr/>
<p>Department - Physical Education (PHED) - PHED 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 1 - Application of Knowledge - Demonstrate shoulder injury evaluation (Created By Department - Physical Education (PHED))</p>	<p>Assessment Method: Practical Exam</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: All students completing PHED 62D will complete a shoulder injury evaluation</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request:</p>	<p>10/13/2011 - More teaching time for instruction in injury evaluations</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2010-2011		New anatomical models for learning injury evaluations	
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 2 - Application of knowledge - Design functional rehabilitation program for the lower extremity (Created By Department - Physical Education (PHED))	Assessment Method: Written description of functional rehabilitation program as well as demonstration of the functional rehabilitation program with an athlete Assessment Method Type: Class/Lab Project Target for Success: All students completing PHED 62D will design and demonstrate a functional rehabilitation program for the lower extremity	Result: 10/13/2011 - All students completing PHED 62D designed and demonstrated a functional rehabilitation program for the lower extremity Year This Assessment Occurred: 2010-2011 Resource Request: Conference funds for instructor training in functional screening and program design	10/13/2011 - Add instructor education in Functional Movement Screening to add to course content in this area
Assessment Cycles: 2010-2011			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 62E - CLINICAL EXPERIENCES IN SPORTS MEDICINE V - SLO 1 - Application of Knowledge - Design comprehensive rehabilitation program (Created By Department - Physical Education (PHED))	Assessment Method: Oversee and collaborate with student on a comprehensive rehabilitation program for an injured student athlete. Assessment Method Type: Class/Lab Project Target for Success: All students completing PHED 62E will develop a comprehensive rehabilitation plan	Result: 10/13/2011 - All students completing PHED 62E developed a comprehensive rehabilitation plan Year This Assessment Occurred: 2010-2011 Resource Request: Computerized exercise design program (VHI)	10/13/2011 - Develop more resources for students to use in designing rehabilitation plans
Assessment Cycles: 2010-2011			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 62E - CLINICAL EXPERIENCES IN SPORTS MEDICINE V - SLO 2 - Application of knowledge - Demonstrate mastery of course material in a capstone project (Created By Department - Physical Education (PHED))	Assessment Method: Review capstone project summarizing the body of student learning over the course of the PHED 62 series of classes Assessment Method Type: Portfolio Review Target for Success: All students completing PHED 62E will complete a capstone project demonstrating mastery of course materials	Result: 10/13/2011 - All students completing PHED 62E completed a capstone project demonstrating mastery of course materials Year This Assessment Occurred: 2010-2011	10/13/2011 - Promote the accomplishments of students who reach this level of completion and excellence.
Assessment Cycles: 2010-2011			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 65A - PNF:INTRODUCTION TO THE UPPER EXTREMITY - SLO 1 - Application of Knowledge - Perform upper extremity stretching demonstrating techniques of PNF. (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination of Upper Extremity Stretching Assessment Method Type: Discussion/Participation Target for Success: 80% of students will successfully		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	demonstrate Upper Extremity PNF Stretching		
Start Date: 01/02/2012			
End Date: 03/30/2012			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 65A - PNF:INTRODUCTION TO THE UPPER EXTREMITY - SLO 2 - Application of knowledge - Perform upper extremity strengthening demonstrating techniques of PNF. (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will demonstrate appropriate techniques of Upper Extremity PNF Strengthening		
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 65B - PNF: INTRODUCTION TO THE LOWER EXTREMITY - SLO 1 - Application of Knowledge - The student will perform lower extremity muscle stretching implementing techniques of PNF. (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will successfully demonstrate Lower Extremity Stretching		
Assessment Cycles: 2011-2012 2012-2013			
Start Date: 09/26/2011			
End Date: 12/16/2011			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 65B - PNF: INTRODUCTION TO THE LOWER EXTREMITY - SLO 2 - Application of knowledge - The student will perform lower extremity muscle strengthening implementing techniques of PNF. (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will demonstrate appropriate Lower Extremity PNF Strengthening techniques		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 66 - FIRST AID & CPR/AED - SLO 1 - Application of Knowledge - Qualify for American Red Cross Certification in CPR/AED for the Adult, Child and Infant, CPR/AED for the Professional Rescuer or First Aid (Created By Department - Physical Education (PHED))	Assessment Method: Instruct students in techniques in CPR/AED and First Aid per the American Red Cross requirements through class participation and discussion Assessment Method Type: Discussion/Participation Target for Success: All students completing PHED 66 will qualify for American Red Cross Certification in CPR/AED for the Adult, Child and Infant, CPR/AED for the Professional Rescuer or First Aid	10/13/2011 - All students completing PHED 66 qualified for American Red Cross Certification in CPR/AED for the Adult, Child and Infant, CPR/AED for the Professional Rescuer or First Aid Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: Continued increase in enrollment has led to a need for more manikins and supplies	10/13/2011 - Updated to 2011 American Red Cross standards and programs.
Assessment Cycles: 2010-2011			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 66 - FIRST AID & CPR/AED - SLO 2 - Application of knowledge - Perform Life Saving Skills (Created By Department - Physical Education (PHED))	Assessment Method: Practical Exam Assessment Method Type: Presentation/Performance Target for Success: All students completing PHED 66 will demonstrate competency in life saving skills	10/13/2011 - All students completing PHED 66 demonstrated competency in life saving skills Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: Continued increase in enrollment has led to a need for more manikins and supplies	10/13/2011 - Updated to 2011 American Red Cross standards and programs
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 67A - PREVENTION OF ATHLETIC INJURIES - SLO 1 - Application of Knowledge - The student will demonstrate proficiency in the techniques of ankle taping to prevent injury. (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will correctly apply athletic tape to prevent an inversion ankle sprain		
Assessment Cycles: 2011-2012 2012-2013			
Start Date: 09/26/2011			
End Date: 12/16/2011			
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 67A - PREVENTION OF ATHLETIC INJURIES - SLO 2 - Application of knowledge - The student will design a warm up program to prevent musculoskeletal injuries. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Practical Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will demonstrate appropriate warm up exercises to prevent a musculo-skeletal injury</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 67B - EMERGENCY ATHLETIC INJURY CARE - SLO 1 - Application of Knowledge - The student will qualify for American Red Cross CPR Certification. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Practical & Written Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will demonstrate proficiency in American Red Cross CPR</p>		
<p>Start Date: 01/02/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 67B - EMERGENCY ATHLETIC INJURY CARE - SLO 2 - Application of knowledge - The student will qualify for American Red Cross First Aid Certification (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Practical and Written American Red Cross Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will demonstrate proficiency in Emergency First Aid</p>		
<p>Start Date: 01/02/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Physical Education (PHED) - PHED 67C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES</p>	<p>Assessment Method: The student will review the literature for a specific athlete's injury and design a year</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- SLO 1 - Application of Knowledge - The student will design a Year Round Conditioning Program for a rehabilitating athlete (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>round exercise program for the rehabilitating athlete.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Complete a written project that explains the mechanism of the athlete's injury, why specific exercises were chosen and the requirements for progression</p>		
<p>Department - Physical Education (PHED) - PHED 67C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES</p> <p>- SLO 2 - Application of knowledge - The student will design a Injury Rehabilitation Program for an injured athlete. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Start Date: 04/02/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will design a rehabilitation program for a specific musculo-skeletal injury incurred in athletics. Students may work in conjointly for the same athletic injury.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of the students will complete the written program with a B grade or better.</p>		
<p>Department - Physical Education (PHED) - PHED 8 - THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY - Terminology - A successful student will be able to acquire and interpret the basic anatomy and exercise physiology terminology. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple choice, True/False, and matching questions on Exercise Physiology terminology.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a B grade or better for terminology tests.</p>	<p>10/11/2011 - 81% of students received a B grade or better for terminology tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/11/2011 - Incorporate more online discussion forums.</p>
<p>Department - Physical Education (PHED) - PHED 8 - THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY - Application - A successful student will be able to explain the theories of exercise physiology as they relate to the body and its ability to perform exercise. (Created By Department - Physical</p>	<p>Assessment Method: Students will analyze 5 - 7 case studies focusing on various exercise physiology scenarios and answer questions in essay format.</p> <p>Assessment Method Type: Case Study/Analysis</p>	<p>10/11/2011 - 80% of the students receive a grade of 3 or higher on the 5-point rubric in Spring 2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/11/2011 - Incorporate more online discussion forums.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Education (PHED) Assessment Cycles: 2010-2011	Target for Success: 80% of the students will receive a grade of 3 or higher on the 5-point rubric.		
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 9 - BASIC NUTRITION FOR SPORTS & FITNESS - 1 - Analyze - Analyze and critique personal dietary, hydration and supplementation needs required for daily exercise and health. (Created By Department - Physical Education (PHED))			
Assessment Cycles: 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Physical Education (PHED) - PHED 9 - BASIC NUTRITION FOR SPORTS & FITNESS - 2 - Dietary Plan - A successful student will develop and justify a three day dietary plan for distance running. (Created By Department - Physical Education (PHED))			
Assessment Cycles: 2010-2011 2011-2012 2012-2013			
Course-Level SLO Status: Active			