

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:**

**Division Name:**

Please list all team members who participated in this Program Review:

Name	Department	Position
Barbara Shewfelt	Kinesiology and Athletics	Faculty
Katy Ripp	Kinesiology and Athletics	Faculty

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

one on one tutoring and mentor support.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
The AA-T in Kinesiology is a prescribed set of courses/requirements based on the implementation of SB 1440, developed and coordinated through the Academic Senate in collaboration with the Chancellor's Offices of the California Community Colleges (CCC) and California State University (CSU) and the CSU Academic Senate. Curricular changes would not be possible at the college level.		

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

N/A

## SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

## SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The Kinesiology Program at Foothill is the strongest element of the Kinesiology and Athletics Division at Foothill College. The classes are well enrolled, with the exception of the Sports Medicine classes, which

are underenrolled. The faculty are very active, and participate in all elements of the division in a most effective manner.

**4B. Areas of concern, if any:**

My only concern is the area of Sports Medicine, which, as stated above, is underenrolled.

**4C. Recommendations for improvement:**

The Kinesiology Program holds great promise, and in fact is the stabilizing force in the Kinesiology and Athletics division. I suggest this program "stays the course", while rethinking the design of the sports medicine program.

**4D. Recommended Next Steps:**

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Kinesiology (KINS)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Athletics (ATHL) - ATHL 11 - INTERCOLLEGIATE BASKETBALL I (MEN) - Application of knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> Students will learn and practice numerous basketball techniques and strategies throughout the course. Each strategy will be taught and retaught to achieve the goal of the class. Observation of these strategies will take place on daily basis with critique in the classroom and on film. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> With the riggers of collegiate basketball i expect the students to master all subjects and strategies covered.		
Department - Athletics (ATHL) - ATHL 11 - INTERCOLLEGIATE BASKETBALL I (MEN) - Demonstration of Technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> I will use team stats from the 2014-2015 season to measure our success and how it relates to NCAA and NAIA competition. <b>Assessment Method Type:</b> Data <b>Target for Success:</b> Our team should have a FG% over 40, 3pt% over 35% and a FT% over 65%.	06/01/2015 - We shot 41%, 34% and 69% from the Floor, 3pt, and FT respectively. We achieved our goal in 2 of the 3 categories. This means we need to work on our 3pt shooting more n the off season. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Athletics (ATHL) - ATHL 11E - INTERCOLLEGIATE BASKETBALL (MEN) - Written test - upon completion, students will be able to identify the official rules and their interpretations to enhance their performance (Created By Department - Athletics (ATHL))			
Department - Athletics (ATHL) - ATHL 11E - INTERCOLLEGIATE BASKETBALL (MEN) - Application of knowledge - upon completion			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
students should be able to understand game day operations and procedures. (Created By Department - Athletics (ATHL))			
Department - Athletics (ATHL) - ATHL 11F - INTERCOLLEGIATE BASKETBALL II (MEN) - Demonstration of Technique - demonstrate through performance the development of physical fitness levels in strength, endurance, and health (Created By Department - Athletics (ATHL))			
Department - Athletics (ATHL) - ATHL 11F - INTERCOLLEGIATE BASKETBALL II (MEN) - Application of knowledge - upon completion students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipline and decorum. (Created By Department - Athletics (ATHL))			
Department - Athletics (ATHL) - ATHL 12 - INTERCOLLEGIATE BASKETBALL I (WOMEN) - Demonstration of Technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year			
Department - Athletics (ATHL) - ATHL 12 - INTERCOLLEGIATE BASKETBALL I (WOMEN) - Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year			
Department - Athletics (ATHL) - ATHL 12E - 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))	<b>Assessment Method:</b> Students will demonstrate proficiency in offensive and defensive basketball skills <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90% of students demonstrate proficiency in offensive and defensive basketball skills		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 12E - INTERCOLLEGIATE BASKETBALL (WOMEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of basketball. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Observe students describing and demonstrating technical and tactical skills of basketball <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> %90 of all students will successfully describe and demonstrate technical and tactical skills		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 12F - INTERCOLLEGIATE BASKETBALL II (WOMEN) - Demonstration of Technique - demonstrate through performance the development of physical fitness levels in strength, endurance, and health (Created By Department - Athletics (ATHL))			
<b>Assessment Cycles:</b> End of Academic Year			
Department - Athletics (ATHL) - ATHL 12F - INTERCOLLEGIATE BASKETBALL II (WOMEN) - Application of Knowledge - Upon completion students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipline and decorum. (Created By			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Athletics (ATHL))			
Department - Athletics (ATHL) - ATHL 21 - INTERCOLLEGIATE SOCCER I (MEN) - Demonstration of Technique - Upon completion students should demonstrate skills required to to be proficient in playing the game of soccer. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> Students will be able to demonstrate skills required to be proficient in playing the game of soccer. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70% of student will be able to demonstrate the skills needed to play soccer.		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 21 - INTERCOLLEGIATE SOCCER I (MEN) - Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> Students will be able to execute game strategies and demonstrate and understanding of those strategies. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70% of students will be able to demonstrate an understanding of game strategies.		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 21E - 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))	<b>Assessment Method:</b> Students will be able to demonstrate increased degree of offensive and defensive skills. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of student athletes will pass the class.		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 21E - INTERCOLLEGIATE SOCCER (MEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of soccer. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Student will be able to demonstrate the technical and tactical skill of soccer. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	80% of students will pass the class.		
Department - Athletics (ATHL) - ATHL 21F - INTERCOLLEGIATE SOCCER II (MEN) - Demonstration of Technique - demonstrate through performance the development of physical fitness levels in strength, endurance, and heath (Created By Department - Athletics (ATHL))			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 21F - INTERCOLLEGIATE SOCCER II (MEN) - Application of knowledge - upon completion students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipline and decorum. (Created By Department - Athletics (ATHL))			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 22 - INTERCOLLEGIATE SOCCER I (WOMEN) - Application of knowledge - upon completion the student will understand basic team concepts and soccer movements (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> In this class I observed the student's understanding the basics of team concepts. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90%		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 22 - INTERCOLLEGIATE SOCCER I (WOMEN) - Demonstration of technique - Upon the completion of the class the student will be able to demonstrate an understanding of the applicable history, rules, strategies, current research, safety and etiquette appropriate to the specific activity of soccer. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> I will observe the students to make sure they will be able to demonstrate an understanding of the applicable history, rules, strategies, current research, safety and etiquette appropriate to the specific activity of soccer. <b>Assessment Method Type:</b>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Observation/Critique <b>Target for Success:</b> 90%		
Department - Athletics (ATHL) - ATHL 22E - INTERCOLLEGIATE SOCCER (WOMEN) - SLO 1-Application of Knowledge - Perform with an increasing degree of proficiency on both offensive and defensive skills of soccer. (Created By Department - Athletics (ATHL))			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 22E - INTERCOLLEGIATE SOCCER (WOMEN) - SLO-2 Application of knowledge - Describe the technical and tactical skills of soccer (Created By Department - Athletics (ATHL))			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 22F - INTERCOLLEGIATE SOCCER II (WOMEN) - Demonstration of technique - Upon completion students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipline and decorum. (Created By Department - Athletics (ATHL))			
<b>Assessment Cycles:</b> End of Academic Year			
<b>Start Date:</b> 01/30/2014			
<b>End Date:</b> 06/29/2015			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 22F - INTERCOLLEGIATE SOCCER II (WOMEN) - Application of knowledge - The student refine and perfect movement of			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
intercollegiate level soccer movement patterns, and will practice passing, shooting, juggling, defending, attacking, and crossing. Also, the student will review basic soccer rules, and the concept of team play. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 06/29/2015 <b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 31 - INTERCOLLEGIATE SOFTBALL I (WOMEN) - SLO 1 - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> Practice and game execution of advanced softball fundamentals. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80%	06/16/2015 - 85% of students demonstrated skills at a level which could qualify the student athlete for NCAA and NAIA competition. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 31 - INTERCOLLEGIATE SOFTBALL I (WOMEN) - SLO- 1 - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA or NAIA competition. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> Practice and game observation <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90%		
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 11/11/2014 <b>End Date:</b> 11/11/2015 <b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 31 - INTERCOLLEGIATE SOFTBALL I (WOMEN)	<b>Assessment Method:</b> practice and game day observation	06/16/2015 - 90% of students were able to execute game strategies appropriate to the sport,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating and understanding of the strategies. (Created By Department - Athletics (ATHL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/22/2014</p> <p><b>End Date:</b> 06/26/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 85%</p>	<p>demonstrating and understanding of the strategies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Athletics (ATHL) - ATHL 31E - INTERCOLLEGIATE SOFTBALL (WOMEN)</p> <p>- SLO 1 - Upon completion students will be able to identify the official rules and their interpretations to enhance performance. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 31E - INTERCOLLEGIATE SOFTBALL (WOMEN)</p> <p>- SLO 2 - Upon completion students should be able to understand game day operations and procedures. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 31F - INTERCOLLEGIATE SOFTBALL II (WOMEN) - SLO 1 - Upon completion students should be able to demonstrate through performance the development of physical fitness levels in strength, endurance, and health. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Athletics (ATHL) - ATHL 31F - INTERCOLLEGIATE SOFTBALL II (WOMEN) - SLO 2 - Upon completion students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipline and decorum. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 32 - INTERCOLLEGIATE SWIMMING I (MEN &amp; WOMEN) - slo 1 - Upon completion student athletes should be able to execute race strategies appropriate to the sport, demonstrating and understanding those strategies. (Created By Department - Athletics (ATHL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 11/11/2014</p> <p><b>End Date:</b> 11/11/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Through observation at practice student athletes will show an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of participating student athletes will show an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies.</p> <p><b>Assessment Method:</b> Through observation at practice student athletes will show an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of participating student athletes will show an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies.</p>	<p>12/14/2015 - 100% of participating student athletes showed an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Athletics (ATHL) - ATHL 32 - INTERCOLLEGIATE SWIMMING I (MEN &amp; WOMEN) - slo 1 - Application of Knowledge - Upon completion student athletes should be able to execute race strategies appropriate to the sport, demonstrating and understanding those strategies. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Through observation at practice and competition student athletes will show the skills at a level which could qualify a student athlete for NCAA and NAIA competition.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of student athletes will show abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p>		
	<p><b>Assessment Method:</b> Through observation at practice and competition student athletes will show the skills at a level which could qualify a student athlete for NCAA and NAIA competition.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of student athletes will show abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p>	<p>12/14/2015 - 100% of student athletes showed abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
	<p><b>Assessment Method:</b> Through observation at practice and competition student athletes will show the skills at a level which could qualify a student athlete for NCAA and NAIA competition.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of student athletes will show abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p>	<p>12/14/2015 - 95% of student athletes showed the abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
	<p><b>Assessment Method:</b> Through observation at practice and competition student athletes will show the skills at a level which could qualify a student athlete for NCAA and NAIA competition.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of student athletes will show abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p>		
<p>Department - Athletics (ATHL) - ATHL 32E - INTERCOLLEGIATE SWIMMING (MEN &amp;</p>	<p><b>Assessment Method:</b> Pre/Post test to evaluate increased level of</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>WOMEN) - slo 1 - Application of Knowledge - Upon completion student athletes should be able to execute race strategies appropriate to the sport, demonstrating and understanding those strategies. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>proficiency. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will succeed.</p> <p><b>Assessment Method:</b> Through observation at practice student athletes will show an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of participating student athletes will show an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies.</p>	<p>12/14/2015 - 95% of participating student athletes showed an ability to execute race strategies appropriate to the sport, demonstrating and understanding those strategies. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Athletics (ATHL) - ATHL 32E - INTERCOLLEGIATE SWIMMING (MEN &amp; WOMEN) - SLO 2 - Application of knowledge - Through observation at practice and competition student athletes will show the skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre/Post test to evaluate increased level of proficiency. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will succeed.</p> <p><b>Assessment Method:</b> Through observation at practice and competition student athletes will show the skills at a level which could qualify a student athlete for NCAA and NAIA competition. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of student athletes will show abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition.</p>	<p>12/14/2015 - 95% of student athletes showed the abilities and understanding at a level which could qualify a student athlete for NCAA and NAIA competition. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Athletics (ATHL) - ATHL 32F - INTERCOLLEGIATE SWIMMING II (MEN & WOMEN) - Demonstration of Technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL))			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 32F - INTERCOLLEGIATE SWIMMING II (MEN & WOMEN) - Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL))			
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 33 - INTERCOLLEGIATE WATER POLO I (WOMEN) - Demonstration of Technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> Observe through participation in practice and understanding of the skills needed to qualify a student athlete for NCAA or NAIA competition. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90% of students will understand the skills needed to compete at the NCAA or NAIA level.		
<b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 33 - INTERCOLLEGIATE WATER POLO I (WOMEN) - Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the	<b>Assessment Method:</b> Through participation at practice students will show the ability to execute game strategies appropriate to the sport, demonstrating and understanding of those		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>sport, demonstrating and understanding of those strategies. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>strategies.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of participates will execute game strategies appropriate to the sport, demonstrating and understanding of those strategies.</p>		
<p>Department - Athletics (ATHL) - ATHL 33E - INTERCOLLEGIATE WATER POLO (WOMEN) - Demonstration of Technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA or NAIA competition. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 33E - INTERCOLLEGIATE WATER POLO (WOMEN) - Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 33F - INTERCOLLEGIATE WATER POLO II (WOMEN) - Demonstration of Technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Athletics (ATHL) - ATHL 33F - INTERCOLLEGIATE WATER POLO II (WOMEN) - Application of Knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 4 - INTERCOLLEGIATE FOOTBALL (MEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of football. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Test their skill in either offense or defense through drills and scrimmage performance.</p>		
	<p><b>Assessment Method:</b> Through observation participating student athlete will show an increasing degree of proficiency the offensive and defensive skills of football.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 90% of student athletes will show an increasing degree of proficiency the offensive and defensive skills of football.</p>		
<p>Department - Athletics (ATHL) - ATHL 4 - INTERCOLLEGIATE FOOTBALL (MEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of football. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Through participation student athletes will demonstrate technical and tactical skills of football.</p>		
	<p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of student athletes participating will demonstrate technical and tactical skills of football.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Athletics (ATHL) - ATHL 42 - INTERCOLLEGIATE VOLLEYBALL I (WOMEN) - Demonstration of technique - Upon completion students should demonstrate skills at a level which could qualify a student athlete for NCAA and NAIA competition. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 06/10/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation of participation in athletic contest that demonstrates skill level that would qualify student athlete to move on to the NCAA or NAIA level. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70 % of athletes demonstrate skill level.	12/15/2015 - 90% of student athletes demonstrated skills at a level which could qualify them to be a student athlete at a NCAA or NAIA level 4-year college. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Indoor Molton Volleyballs, Uniforms for competition, travel expenses for tournaments and away games <b>GE/IL-SLO Reflection:</b> The student athletes demonstrated critical thinking, problem solving, and awareness which could qualify them for the next level of competition.	12/15/2015 - Provide scaffolding through continued practice of the game of intercollegiate volleyball.
Department - Athletics (ATHL) - ATHL 42 - INTERCOLLEGIATE VOLLEYBALL I (WOMEN) - Application of knowledge - Upon completion students should be able to execute game strategies appropriate to the sport, demonstrating an understanding of those strategies. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 06/09/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observing game performance and ability to execute game strategies and plan. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% of student athletes are able to execute game strategies and plan.	12/15/2015 - 100% of student athletes were able to execute game strategies and demonstrate an understanding of tactical and technical elements of intercollegiate volleyball <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Molton Volleyballs, Uniforms, practice gear, travel to competition <b>GE/IL-SLO Reflection:</b> Critical analysis, problem solving, and creativity	
Department - Athletics (ATHL) - ATHL 42E - INTERCOLLEGIATE VOLLEYBALL (WOMEN) - Application of knowledge - Upon completion the student will understand basic team concepts and court movement. (Created By Department - Athletics (ATHL))	<b>Assessment Method:</b> The coach will observe the student athletes in team play (competition) to assess their understanding of court movement plus tactical and technical comprehension. <b>Assessment Method Type:</b>	12/15/2015 - 90% of student athletes observed in team play comprehended court movement plus tactical and technical fluency in the sport of volleyball. <b>Result:</b> Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 06/29/2015 <b>Course-Level SLO Status:</b> Active	Observation/Critique <b>Target for Success:</b> 70% of the student athletes will have success in executing game plans during competition.	<b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> indoor volleyballs, nets, uniforms for competition, training gear <b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking	
Department - Athletics (ATHL) - ATHL 42E - INTERCOLLEGIATE VOLLEYBALL (WOMEN) - Demonstration of technique - Upon the completion of the class the student will be able to demonstrate an understanding of the applicable history, rules, strategies, current research, safety and etiquette appropriate to the specific activity of volleyball. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 12/09/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The coach will observe and critique the student athlete in practice and competition to evaluate whether the student athlete understands the rules, strategies, and etiquette for the sport of volleyball. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 75% of the student athletes demonstrate in competition and practice their understanding of the rules, strategies, and etiquette for the sport of volleyball.	12/15/2015 - 100% of student athletes showed comprehension in their understanding of the rules, strategies, and etiquette of the sport of volleyball. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> indoor volleyballs, nets, uniforms for competition, training gear	
Department - Athletics (ATHL) - ATHL 42F - INTERCOLLEGIATE VOLLEYBALL II (WOMEN) - Demonstration of technique - Upon completion students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipline and decorum. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 06/29/2015	<b>Assessment Method:</b> Student athletes need to demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipling and decorum during competition and practice. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90% of student athletes demonstrate an understanding of the concepts of team play, good sportsmanship, self-discipling and decorum during competition and practice.	12/15/2015 - 100% of student athletes demonstrated an understanding of the concepts of team play, good sportsmanship, self-discipling and decorum during competition and practice. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> indoor volleyballs, nets, uniforms for competition, training gear <b>Resource Request:</b> indoor volleyballs, nets, uniforms for competition, training gear	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking <b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking	
Department - Athletics (ATHL) - ATHL 42F - INTERCOLLEGIATE VOLLEYBALL II (WOMEN) - Application of knowledge - The student refine and perfect movement of intercollegiate level volleyball movement patterns, and will practice forearm passing, overhead passing and setting, and both underhand and overhand service. Also, the student will review basic volleyball rules the rules, and the concept of team play. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/30/2014 <b>End Date:</b> 06/29/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student athlete will demonstrate in practice and competition their competency in passing, setting, serving and basic rules of the game in team play. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90% of student athletes will demonstrate in practice and competition their competency in passing, setting, serving and basic rules of the game in team play.	12/15/2015 - 100% of student athletes demonstrated in practice and competition their competency in passing, setting, serving and basic rules of the game in team play. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Indoor volleyballs, nets, uniforms for competition, training gear <b>Resource Request:</b> Indoor volleyballs, nets, uniforms for competition, training gear <b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking <b>GE/IL-SLO Reflection:</b> Creative, Critical, and Analytical Thinking	
Department - Athletics (ATHL) - ATHL 44 - INTERCOLLEGIATE TENNIS I (MEN) - Application of knowledge - Understand and implement the strategical/tactical skills of intercollegiate tennis (Created By Department - Athletics (ATHL)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation, critique and evaluation. Pre-match preparation and post match critique and evaluation. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 100% of the players will develop a better sense of strategical and tactical skills		
Department - Athletics (ATHL) - ATHL 44 - INTERCOLLEGIATE TENNIS I (MEN) - Application of technique - Perform with an increasing degree of proficiency the offensive and defensive skills related to	<b>Assessment Method:</b> Observe, critique and evaluation of match performance <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
competitive tennis. (Created By Department - Athletics (ATHL)) <b>Course-Level SLO Status:</b> Active	Observation/Critique <b>Target for Success:</b> 100% of the players should develop improved skills through match play.		
Department - Athletics (ATHL) - ATHL 44E - INTERCOLLEGIATE TENNIS (MEN) - SLO 1 - Application of technique - Perform with an increasing degree of proficiency the offensive and defensive skills related to competitive tennis. (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation, critique and evaluation. Pre-match preparation and post match critique and evaluation. Improvement suggestions <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Improved play and results		
Department - Athletics (ATHL) - ATHL 44E - INTERCOLLEGIATE TENNIS (MEN) - SLO 2 - Application of knowledge - Understand and implement the technical and tactical skills of tennis. (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre and post-match critique Observation <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Performance improvement in seceding competitions.		
Department - Athletics (ATHL) - ATHL 44F - INTERCOLLEGIATE TENNIS II (MEN) - Demonstration of technique - Upon completion, students should demonstrate skills at a level which could qualify them for NCAA or NAIA competition (Created By Department - Athletics (ATHL)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation, critique and evaluation. Pre-match preparation and post match critique and evaluation. Suggestions for improvement <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Improved match play through skills development.		
Department - Athletics (ATHL) - ATHL 44F - INTERCOLLEGIATE TENNIS II (MEN) - Demonstration of knowledge - Upon completion, students should be able to understand and execute appropriate game	<b>Assessment Method:</b> Observe, critique and evaluate performance. Provide strategies for improvement in skill sets and competition.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
strategies/tactics at the intercollegiate level (Created By Department - Athletics (ATHL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Improved play and results		
Department - Athletics (ATHL) - ATHL 45 - INTERCOLLEGIATE TENNIS I (WOMEN) - SLO 2 - Application of knowledge - Understand and implement the technical/tactical skills of intercollegiate tennis. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observe performance in match play. Do a pre and post match critique <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 85% of the players would be successful.		
Department - Athletics (ATHL) - ATHL 45 - INTERCOLLEGIATE TENNIS I (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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observe and critique the skills sets. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 85% would become proficient.		
Department - Athletics (ATHL) - ATHL 45E - INTERCOLLEGIATE TENNIS (WOMEN) - Demonstration of technique - Upon completion, students should demonstrate skills at a level which could qualify them for NCAA or NAIA competition. (Created By Department - Athletics (ATHL)) <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active			
Department - Athletics (ATHL) - ATHL 45E - INTERCOLLEGIATE TENNIS (WOMEN) - Demonstration of Knowledge - Upon			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>completion, students should be able to understand and execute appropriate game strategies and tactics at the intercollegiate level. (Created By Department - Athletics (ATHL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Athletics (ATHL) - ATHL 4E - INTERCOLLEGIATE FOOTBALL (MEN) - Application of knowledge - Student athletes will learn the skills and performances necessary to compete at the intercollegiate level. They will be assessed on their ability to throw, catch the football, as well as being able to tackle in a safe and proper manner. (Created By Department - Athletics (ATHL))</p>			
<p>Department - Athletics (ATHL) - ATHL 4E - INTERCOLLEGIATE FOOTBALL (MEN) - Demonstration of Technique - The student will be able to try and perfect the movements necessary for intercollegiate football. The will perfect passing, catching, tackling and kicking. Students will also review rules and strategies of the game to promote success. (Created By Department - Athletics (ATHL))</p>			
<p>Department - Athletics (ATHL) - ATHL 4F - INTERCOLLEGIATE FOOTBALL II (MEN) - Demonstration of Techniques - Athletes will be able to demonstrate through performance the development of physical fitness levels in strength, endurance and health. (Created By Department - Athletics (ATHL))</p>			
<p>Department - Athletics (ATHL) - ATHL 4F - INTERCOLLEGIATE FOOTBALL II (MEN) - Application of Knowledge - Upon completion,</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
students should be able to demonstrate an understanding of the concepts of team play, good sportsmanship, great discipline, and decorum. (Created By Department - Athletics (ATHL))			
Department - Kinesiology (KINS) - KINS 1 - INTRODUCTION TO KINESIOLOGY - Application of Knowledge - A successful student will be able to Identify the basic concepts of Kinesiology. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 1 - INTRODUCTION TO KINESIOLOGY - Historical Foundations - A successful student will be able to Describe the historical, ethical, and philosophical foundations of Kinesiology. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 2 - SPORT IN SOCIETY - SLO 1 - Social Issues - A successful student will be able to analyze current social issues as they relate to sport. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 2 - SPORT IN SOCIETY - SLO 2 - Child Development - A successful student will be able to evaluate the impact of sport on child development. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Kinesiology (KINS) - KINS 4 - CONCEPTS OF PHYSICAL FITNESS &amp; 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 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</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are given 6 quizzes and Laboratory assignments covering each Concept of Physical Fitness &amp; Wellness.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of students will receive a B grade or better for the course.</p>		
<p>Department - Kinesiology (KINS) - KINS 4 - CONCEPTS OF PHYSICAL FITNESS &amp; 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><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will keep a journal of Laboratory Assignments for Each Concept of Physical Fitness &amp; 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 75% of the students will receive a grade of 3 or higher on the 5-point rubric.</p>		
<p>Department - Kinesiology (KINS) - KINS 51 - PERFORMANCE ENHANCING SUBSTANCES IN SPORT &amp; EXERCISE - Substance knowledge and efficacy - Demonstrated knowledge of presented performance-enhancing substances and</p>	<p><b>Assessment Method:</b> Quizzes and Final</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% or better is passing</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
their known efficacy in terms of enhancing sport performance (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 51 - 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))	<b>Assessment Method:</b> Student research and position projects <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 75% or better is passing		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 52 - STRENGTH TRAINING/FITNESS ASSESSMENT FOR PERSONAL TRAINERS - SLO 1 - Application of Knowledge - A successful student will be able to identify and select the appropriate fitness assessment methods needed to work in the fitness industry. (Created By Department - Kinesiology (KINS))	<b>Assessment Method:</b> The student will demonstrate how to administer a variety of fitness assessments needed to work in the health and fitness industry. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Target for success is 70%		
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 52 - STRENGTH TRAINING/FITNESS ASSESSMENT FOR PERSONAL TRAINERS - SLO 2 - Application of knowledge - A successful student will be able select and administer an appropriate fitness test for the given population. (Created By Department - Kinesiology (KINS))	<b>Assessment Method:</b> The students will be able to demonstrate through exams why a fitness test is used for a given population <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 75%		
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Kinesiology (KINS) - KINS 53 - CURRENT TOPICS IN PERSONAL TRAINER AND NATIONAL CREDENTIAL EXAMINATION REQUIREMENTS - SLO 1- Knowledge - A successful student will be able to identify and explain current issues( liability,best practices, and national certifications) in the fitness industry (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 53 - CURRENT TOPICS IN PERSONAL TRAINER AND NATIONAL CREDENTIAL EXAMINATION REQUIREMENTS - SLO 2 - Application of knowledge - A student will be to choreographic a safe and beneficial exercise program. (Created By Department - Kinesiology (KINS))			
Department - Kinesiology (KINS) - KINS 54 - AMERICAN SPORT IN FILM - Evaluate the role of American Sport in Film - Students' written reflections will articulate the impact of Sport in American Film in terms of social, cultural, historical, economic and competitive contexts. (Created By Department - Kinesiology (KINS))  <b>Start Date:</b> 09/01/2013  <b>End Date:</b> 09/01/2014  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be scored between 1-10 points for each reflection (journal) entry written for each film viewed.  <b>Assessment Method Type:</b> Essay/Journal  <b>Target for Success:</b> Successful completion will be an average class score above 7.		
Department - Kinesiology (KINS) - KINS 54 - AMERICAN SPORT IN FILM - Evaluate Idiomatic Language of American Sport films - Students will accurately identify and discuss the impact of idiomatic language used in	<b>Assessment Method:</b> Idiomatic language lists and relevance  <b>Assessment Method Type:</b> Discussion/Participation  <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
American Sport films. (Created By Department - Kinesiology (KINS)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2013 <b>End Date:</b> 07/01/2014 <b>Course-Level SLO Status:</b> Active	Students' lists must contain five or more examples of idiomatic language used in each assigned film		
Department - Kinesiology (KINS) - KINS 55 - INTRODUCTION TO AQUATIC EXERCISE - SLO #1 - A successful student will be able to demonstrate their knowledge and practical skills to teach a fitness water exercise class to all segments of the population. (Created By Department - Kinesiology (KINS)) <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 55 - INTRODUCTION TO AQUATIC EXERCISE - SLO #2 - A successful student will be able to design all types of exercise programs which include shallow water exercise, deep water exercise, swimming fitness and rehabilitation exercise programs. (Created By Department - Kinesiology (KINS)) <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 70R - INDEPENDENT STUDY IN KINESIOLOGY - Independent Study - Students will demonstrate greater proficiency in the discipline through independent study. (Created By Department - Kinesiology (KINS)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will complete a comprehensive class project demonstrating proficiency in the area of independent study. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 100% completion		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Kinesiology (KINS) - KINS 81 - INTRODUCTION TO ADAPTIVE FITNESS - SLO #2 - A successful student will be able to formulate a comprehensive exercise program for a specific disabled client (Created By Department - Kinesiology (KINS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 01/06/2014</p> <p><b>End Date:</b> 06/27/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will write a proper IEP for an disabled student.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 60% of students will be able to write a proper IEP</p>	<p>06/23/2015 - target was met but more work is needed to let students know the importance of the IEP and resources that the student needs build a proper exercise program.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> beep baseballs, and other type of equipment so the student can be exposed to the tools needed to work with the disabled population</p>	
<p>Department - Kinesiology (KINS) - KINS 81 - INTRODUCTION TO ADAPTIVE FITNESS - SLO #1 - A successful student will be able to Identify and assess the challenges presented in a fitness setting. (Created By Department - Kinesiology (KINS))</p> <p><b>Start Date:</b> 01/06/2014</p> <p><b>End Date:</b> 06/27/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> the student will write a 10 page paper identify the challenges for specific disability and ways to overcome those challenges.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 60 % of the students will be able to complete the paper with grade of C or better.</p>		
<p>Department - Kinesiology (KINS) - KINS 82 - APPLIED PRINCIPLES OF ADAPTIVE FITNESS - SLO #1 - A successful student will be able to demonstrate safe and effective assessment techniques for various chronic conditions. (Created By Department - Kinesiology (KINS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Kinesiology (KINS) - KINS 82 - APPLIED PRINCIPLES OF ADAPTIVE FITNESS - SLO #2 - A successful student will be able to identify the major components of fitness and formulate an appropriate fitness program for specific chronic conditions employing these fitness components. (Created By Department - Kinesiology (KINS))</p>			
<p>Department - Kinesiology (KINS) - KINS 83 - PHYSICAL DIMENSIONS OF AGING - SLO #1 - A successful student will be able to discuss the characteristics and effects of aging. (Created By Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Kinesiology (KINS) - KINS 83 - PHYSICAL DIMENSIONS OF AGING - SLO #2 - A successful student will be able to discuss the physiological affects of aging and how the changes need to be considered when developing and implementing a personal fitness program. (Created By Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Kinesiology (KINS) - KINS 84 - FUNCTIONAL FITNESS AND ADAPTIVE MOVEMENT - SLO #1 - A successful student will be able to interpret the role a functional fitness exercise program plays in the improvement of an individual's daily living activity. (Created By Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Kinesiology (KINS) - KINS 84 - FUNCTIONAL FITNESS AND ADAPTIVE MOVEMENT - SLO #2 - A successful student will be able to create a functional assessment tool for specific chronic conditions. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 85 - PRINCIPLES OF ADAPTIVE WATER EXERCISE - SLO #1 - A successful student will be able to demonstrate effective teaching techniques as they apply to students with chronic conditions. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 85 - PRINCIPLES OF ADAPTIVE WATER EXERCISE - SLO #2 - A successful student will be able to design an aquatic fitness program for specific chronic conditions. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 8A - 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Multiple choice, True/False, and matching questions on Exercise Physiology terminology. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students will receive a B grade or better for terminology tests.		
Department - Kinesiology (KINS) - KINS 8A -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>THEORY &amp; 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 Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will analyze 5 - 7 case studies focusing on various exercise physiology scenarios and answer questions in essay format.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 80% of the students will receive a grade of 3 or higher on the 5-point rubric.</p>		
<p>Department - Kinesiology (KINS) - KINS 8B - THEORY &amp; CONCEPTS OF EXERCISE PHYSIOLOGY II - Application of Knowledge - A successful student will be able to Identify the physiological responses to exercise in the heat, cold, and at altitude. (Created By Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Kinesiology (KINS) - KINS 8B - THEORY &amp; CONCEPTS OF EXERCISE PHYSIOLOGY II - Body Composition and Nutrition - A successful student will be able to assess body composition and nutrition for exercise and sport. (Created By Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Kinesiology (KINS) - KINS 9 - BASIC NUTRITION FOR SPORTS &amp; FITNESS - 1 - Analyze - Analyze and critique personal dietary, hydration and supplementation needs required for daily exercise and health. (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>	<p><b>Assessment Method:</b> Students will complete exam including multiple choice, T/F, and essay questions analyzing and critiquing recommended dietary, hydration and supplementation needs required for daily exercise and health.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will pass the exam.</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 9 - BASIC NUTRITION FOR SPORTS & FITNESS - 2 - Dietary Plan - A successful student will develop and justify a three day dietary plan for healthy eating. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Students will develop and justify a three day dietary plan for distance running. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will successfully complete lab project.		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 16A - 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))	<b>Assessment Method:</b> Practical Examination <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of the students will correctly apply athletic tape to prevent an inversion ankle sprain		
<b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 16A - 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))	<b>Assessment Method:</b> Practical Examination <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of the students will demonstrate appropriate warm up exercises to prevent a musculo-skeletal injury		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 16B - EMERGENCY ATHLETIC INJURY CARE - SLO 1 - Application of Knowledge - The student will qualify for American Red Cross CPR Certification. (Created By Department - Physical	<b>Assessment Method:</b> Practical & Written Examination <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Education (PHED)) <b>Start Date:</b> 01/02/2013 <b>End Date:</b> 03/30/2013 <b>Course-Level SLO Status:</b> Active	80% of the students will demonstrate proficiency in American Red Cross CPR		
Department - Physical Education (PHED) - PHED 16B - 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)) <b>Start Date:</b> 01/02/2012 <b>End Date:</b> 03/30/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical and Written American Red Cross Examination <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of the students will demonstrate proficiency in Emergency First Aid		
Department - Physical Education (PHED) - PHED 16C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES - SLO 1 - Application of Knowledge - The student will design a Year Round Conditioning Program for a rehabilitating athlete (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will review the literature for a specific athlete's injury and design a year round exercise program for the rehabilitating athlete. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Complete a written project that explains the mechanism of the athlete's injury, why specific exercises were chosen and the requirements for progression		
Department - Physical Education (PHED) - PHED 16C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES - SLO 2 - Application of knowledge - The student will design a Injury Rehabilitation Program for an injured athlete. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Research Paper		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 04/02/2012 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 80% of the students will complete the written program with a B grade or better.		
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 16 - MODIFIED GENERAL CONDITIONING - SLO #1 - Students will be able to identify three of the primary components of a fitness plan. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will write down and define at least three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students were able to identify three or more of the primary components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most students were able to identify all the primary components of fitness	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 16 - MODIFIED GENERAL CONDITIONING - SLO #2 - Students will be able to identify and discuss how this class has improved their level of fitness, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Group discussion of student's class experience <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% success	07/10/2015 - Students discussed how participation in an exercise class helps in many areas of their personal life. All discussions were extremely positive. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> All students stated positive feedback relating their experiences and how their personal well being has improved as a result of their participation.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 17 - MODIFIED RESISTIVE EXERCISE - SLO #1 - Students will be able to identify three of the primary components of a fitness plan. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))	<b>Assessment Method:</b> Students will write down and discuss at least three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students were able to identify at least three of the primary components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most students were able to identify all the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active		primary components of fitness.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 17 - MODIFIED RESISTIVE EXERCISE - SLO #2 - Students will be able to identify and discuss how this class has improved their fitness level, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))  <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Group discussion of student's class experience. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% success		
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 18 - INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS - SLO #1 - Student will be able to identify three of the primary components of fitness program. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))  <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will write down and define at least three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students were able to identify at least three of the components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most student were able to identify more than three of the primary components of fitness.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 18 - INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS - SLO #2 - Students will be able to identify and discuss how this class has improved their level of	<b>Assessment Method:</b> Group discussion of student's class experience. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b>	07/10/2015 - Students discussed how participation in this class has improved their overall level of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
fitness, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	100% success	2014-2015 <b>GE/IL-SLO Reflection:</b> Students discussed how this class improved their mobility, strength and endurance. Some students gave specific examples.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 19 - BACK HEALTH & FITNESS - SLO #1 - Students will be able to identify three of primary components of fitness plan. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will write down and define at least three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students ere able to identify at least three of the primary components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most students were able to identify more than three of the components of fitness.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 19 - BACK HEALTH & FITNESS - SLO #2 - Students will be able to identify and discuss how this class has improved their level of fitness, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Group discussion of student's class experience. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% success	07/10/2015 - Students discussed how their participation in this class helped to improve their personal health and well being. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Students shared examples of how this class has improved their personal life.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 20 - MODIFIED FUNCTIONAL FITNESS - SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))	<b>Assessment Method:</b> Students will write down and define three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students were able to identify at least three of the components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most students were able to identify all the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active		primary components of fitness.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 20 - MODIFIED FUNCTIONAL FITNESS - SLO #2 - Students will be able to identify an discuss how this class has improved their level of fitness, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))  <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> Group discussion of student's class experience. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% success	07/10/2015 - Students discussed how participation in this class help improve their overall health and fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Students gave examples of activities that they previous were not able to perform and now they can.	
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 21A - MODIFIED AQUATICS - SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))  <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> Students will write down and define at least three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students were able to identify at least three of the primary components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most students were able to identify all the primary components of fitness.	
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 21A - MODIFIED AQUATICS - SLO #2 - Students will be able to identify and discuss how this class has improved their level of fitness, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))  <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> Group discuss of student's class experience. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% success	07/10/2015 - Students discussed how participation in this class helped improve their personal health and well being. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Students shared how participation in this class has helped improve their health and	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		fitness and thereby improving their overall daily life.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 21B - MODIFIED WATER EXERCISE - SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be asked to write down and define at least three of the primary components of fitness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success	07/10/2015 - All students were able to identify at least three of the primary components of fitness. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Most students were able to identify more than three of the primary components of fitness.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 21B - MODIFIED WATER EXERCISE - SLO #2 - Students will be able to identify and discuss how this class has improved level of fitness, health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Group discuss of students' class experience. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% success	07/10/2015 - Students discussed how this class has improved their overall health and fitness level. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Students discussed how this class has improved their mobility, reduced pain, increased their endurance.	
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 22 - TEAM SPORTS FOR SPECIAL POPULATIONS - SLO #1 - Students will be able to discuss different team sports and identify proper equipment and rules incorporated in each sport. (Created By Department - Physical Education - Adaptive Physical Education (PHDA)) <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> Group discuss of various team sport activities and what equipment is need and what rules apply. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% success		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 22 - TEAM SPORTS FOR SPECIAL POPULATIONS - SLO #2 - Students will be able to discuss what the term "Team Sportsmanship" involves and how it is applied during play. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))	<b>Assessment Method:</b> Group discuss on the topic of Team Sportsmanship <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% is the target		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 23 - MODIFIED AEROBIC EXERCISE - SLO #1 - Student will be able to identify three of the primary fitness components. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 23 - MODIFIED AEROBIC EXERCISE - SLO #2 - Student will be able to identify and discuss how this class has contributed to improving their health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 24 - MODIFIED STRETCHING & FLEXIBILITY - SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Education - Adaptive Physical Education (PHDA))			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 24 - MODIFIED STRETCHING & FLEXIBILITY - SLO #2 - Students will be able to identify and discuss how this class has contributed to improving their health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 25 - BALANCE & FUNCTIONAL MOVEMENT - SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 25 - BALANCE & FUNCTIONAL MOVEMENT - SLO #2 - Students will be able to identify and discuss how this class has contributed to improving their health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))			
Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 64 - MODIFIED AEROBIC EXERCISE - SLO #1 - Student will be able to identify three of the primary fitness components. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))			
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 64 - MODIFIED AEROBIC EXERCISE - SLO #2 - Students will be able to identify and discuss how this class has contributed to improving their health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 65 - MODIFIED STRETCHING &amp; FLEXIBILITY - SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 65 - MODIFIED STRETCHING &amp; FLEXIBILITY - SLO #2 - Students will be able to identify and discuss how this class has contributed to improving their health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 67 - BALANCE &amp; FUNCTIONAL MOVEMENT -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SLO #1 - Students will be able to identify three of the primary components of fitness. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education - Adaptive Physical Education (PHDA) - PHDA 67 - BALANCE &amp; FUNCTIONAL MOVEMENT - SLO #2 - Students will be able to identify and discuss how this class has contributed to improving their health and well being. (Created By Department - Physical Education - Adaptive Physical Education (PHDA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			