

## 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.*

**Department Name:**

**Division Name:**

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

Name	Department	Position
Don MacNeil	Kinesiology and Athletics	Professor
Owen Flannery	Kinesiology and Athletics	Professor
Bubba Gong	Kinesiology and Athletics	Professor
Lauren Hickey	Kinesiology and Athletics	Adjunct Pr

**Number of Full Time Faculty:**

**Number of Part Time Faculty:**

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

**List all programs covered by this review and indicate the program type:**

Physical Education	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

## SECTION 1: PROGRAM DATA & ENROLLMENT

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

<b>Transcriptable Program</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
AA in Physical Education	7	7	6

**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

<b>Non-Transcriptable Program</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

N/A

**1C. Department Level Data:**

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Enrollment</b>	9113	4555	4262
<b>Productivity</b>	442	458	455
<b>Course Success</b>	86%	86%	88%
<b>Full-Time Load (FTEF)</b>	9.7	3.6	3.9
<b>Part-Time Load (FTEF)</b>	11.7	5.1	4.8

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☒ Above Level ☐ At Level ☐ Below Level

Female: ☒ Above Level ☐ At Level ☐ Below Level

<25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level

>25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not

listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

N/A Course success rates for all disproportionately impacted students remain significantly above the college level.

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☒ Steady/No Change ☐ Decrease

Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

The state mandated elimination of repeatability for physical education courses has greatly reduced the number of sections and headcount in courses. In spite of that, productivity has remained fairly steady, but below the college's desired levels. Due to safety and health requirements, physical education courses cannot have enrollments that are found in other classes around the college, which makes the desired productivity difficult to reach.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Scheduling is being aimed and maintaining or increasing productivity going forward; safety regulations restrict enrollment in many courses (swimming, archery, etc) and prevent physical education courses from being able to reach productivity levels found elsewhere in the college.

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%.**

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

Online Student Course Completion: ☐ Above Standard ☒ At Standard ☐ Below Standard

In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%.**

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Targeted Student Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Online Student Course Completion: ☐ Above Goal ☒ At Goal ☐ Below Goal

In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

As a department we are constantly trying to find ways improve course completion rates whether that is attending workshops or talking amongst ourselves and others to see what works best and then trying to implant those best practices.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

N/A

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☒ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

While dialogues do take place, the schedules of many of the faculty (especially coaches) often make it difficult for the entire department to participate; this is also true of part time faculty who are teaching in multiple institutions.

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Variation of activities, types of assignments, and more accurate assessments of student progress, particularly focusing on the final exam and the assessment of student net gains over the course of the class.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

N/A

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Changes have occurred on the program level in terms of scheduling and offering of classes (and mechanisms for student retention, including more specific participation policies) but much

of the focus over the past three years has been on ensuring that courses are not repeatable and determine the best means by which to serve students with families and other groupings while not violating the law.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

A new degree in kinesiology has given students an opportunity to transfer in the field; students in physical education are encouraged to explore similar majors that might result in more access to transfer and to degree completion, including adaptive physical education, biology, nutrition, etc.

If your department has a Workforce/CTE program, please complete Section 2F.  
If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

## SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Creation of AA-T in Kinesiology	Year:	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Repackaging of Personal Trainer Program	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Updating of Equipment	Year:	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The queue at the state Chancellor's Office has delayed approval of the Personal Trainer program.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

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>
Repackage scheduling	Ongoing	Schedule created for courses a year out
Team with Students services to promote benefits of	Ongoing	Fit for better



exercise for improved academics		academics promotion

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☐ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. 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. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Spin Bikes	\$18,990 10 bikes @ \$1,899 plus shipping and tax	Promote student success	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kettle Bells	\$224 10-6 kg \$262 10-8kg		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	plus tax and shipping	

☐☐☐☐

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

The resources allocated over the last three years help to fulfill incomplete (broken/missing...ect) of equipment, which allowed for full participation over the classes. This participation lead to a better class experience which increased student success.

## SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Issues regarding repeatability	Department has continued to work to minimize disruptions caused by this issue.

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The Physical Education program remains an important one for our students and

community. With national obesity rates soaring and health concerns becoming paramount, offering a comprehensive and well development program at the college needs to continue to be a priority for the college as well as the Kinesiology and Athletics Division. The Dance curriculum inspires students to athleticism and artistry, rewards determination and dedication to imagine their dancing dreams, and creates opportunities beyond the classroom for performance. We believe that Dance is a transformative experience that has the power to connect us all in one world; one beat and speaks to our unique world biographies. Our curriculum fosters belief in the power of mind, body and spirit in one dancing community.

Year Highlights: Selected as Choreographer for the Opening of the 2015 Year of the Ram Chinese New Year Parade, Gong brought critical acclaim and praise for Foothill College Dance to the nationally televised broadcast live and streamed to the U.S., Asia and Canada and viewed by 3 million spectators. The Parade is named one of the Top Ten Best in the World by IFEA. Collaborations include Fall Tour Dance Collage including 13 colleges and universities hosted by City College of San Francisco and South Bay Dance Collective hosted by West Valley College. Here at Foothill we danced for SOAR Outreach, continue the tradition Holiday Open Studio Showcase for Toys for Tots and mount the annual Spring Concert full theatrical scale production at Smithwick Theater. We continue to outreach the community with charitable performances and entertainment for local and civic organizations.

In conclusion, the Dance classes play a vital part of the Physical Education and Kinesiology Division. Dance furthers our Division's mission by illuminating the transmission of culture through the physical connection of the mind, body and spirit in a creative laboratory of learning with passion, creativity and discovery. It is an athletic, artistic, and creative expression of the human experience.

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. 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.

**5B. 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 6: FEEDBACK AND FOLLOW-UP

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

### **6A. Strengths and successes of the program as evidenced by the data and analysis:**

The PHED Program has a robust curriculum, and a long history of serving the community. The facilities, waging, are still very good when compared to other community colleges around the state. The faculty is dedicated to changing course in order to address concerns below.

### **6B. Areas of concern, if any:**

I am VERY concerned about the drop of over 50% in enrollment over the past 3 years. And I don't necessarily agree with this statement: "Due to safety and health requirements, physical education courses cannot have enrollments that are found in other classes around the college, which makes the desired productivity difficult to reach.". Since the FA Agreement is clear that the district class size bottom limitation is 20 students, this seems to indicate that PHED classes are untenable, which is not the case. Some classes in PHED have outstanding enrollments (for example, PHED 22B, Pilates & Yoga had 34 enrolled Fall Quarter with a productivity of 667).

Obviously, repeatability has hurt, but I don't see the same drops in enrollment in other areas of instruction that were impacted by those changes.

### **6C. Recommendations for improvement:**

I suggest offering far fewer sections of PHED classes, at times that meet student demand. 8AM, 12 PM and 6PM are optimum times for these types of classes. Also, the faculty need to work with marketing in order to raise awareness of what we offer, and why our product is superior to similar classes/options at local gyms.

### **6D. Recommended Next Steps:**

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

**This section is for the Vice President/President to provide feedback.**

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

Even in the face of a major drop in enrollment due to changes in repeatability laws, the Physical Education program has done a good job in keeping productivity at around 450 and flattening out its enrollment in the last two academic years. The faculty are talented and care deeply about the success of the program and do much to serve our students and community in providing high quality physical education classes. Despite the changes in repeatability many areas continue to flourish, including dance, archery, badminton, core strength training and many others. Some areas have seen steep enrollment declines and have not leveled off to date. In the past month the Division has met with the Dean and Vice President and are taking steps to improve the visibility of physical education classes on campus, including adding a new web page which is sorely missing. The program faculty are also looking at adding new curriculum prior to the June deadline, in new subjects that can attract students. They are also working with the Dean to schedule more efficiently as unfortunately in Fall and Winter enrollment is down again and productivity is averaging below 400, which is a concern.

**6F. Areas of concern, if any:**

This program review is fairly light in terms of analysis and objectives and given the challenges this area has seen it would benefit from some additional narrative. The enrollment in Fall 2015 and Winter 2016 is below the prior year and productivity is averaging 390, which is far below the college goal and as mentioned by the Dean, is not the result of lower seat count classes. The department has far too many classes scheduled and a careful review of scheduling practices is underway to look at how to improve productivity. New curriculum would help reach new student populations and bring in new interest to the program. The fact that there was no web page explaining to students the wide variety of physical education classes available to them is indicative of a wider problem. There needs to be more communication between department faculty and

the Dean and more goal setting and follow through on areas such as the website and new curriculum.

**6G. Recommendations for improvement:**

Create new scheduling plan with Dean and faculty that increases productivity and improves the consistency of course offerings for students. Add new curriculum to reach new populations of students. Create long-term equipment plan for Wellness Center to attract new students and retain existing users of the facility. Administer survey in Spring 2016 to gather data about what courses students want and when they want to take them.

**6H. Recommended Next Steps:**

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

*Upon completion of Section 6, 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 - Physical Education (PHED)

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>Course-Level SLO Status:</b> Active	<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	
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 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	<b>Assessment Method:</b> Practice and game observation <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90%		
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 - Physical Education (PHED) - PHED 1 - INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION - SLO 2 - Job tasks - Evaluate career options in the field of kinesiology and customize career goals as they relate to the discipline of kinesiology (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Academic research project <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Passing score would be 75% or better		
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/22/2013 <b>End Date:</b> 06/29/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> In class discussions/activities that explore and examine current professions in Physical Education <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Physical and/or vocal participation		
	<b>Assessment Method:</b> The students will complete a cover letter, resume, reflection, and professional philosophy for their final project. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will have completed the project with given standards.		
Department - Physical Education (PHED) - PHED 1 - INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION - SLO 1 - Knowledge - Analyze current issues in America involving physical activity (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Group and individual presentations on relevant Physical Education topics <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Class interaction/participation, creativity of content and accurate verbal cuing/articulation are all necessary evaluative components of these		
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/22/2013 <b>End Date:</b> 06/29/2015 <b>Course-Level SLO Status:</b> Active	<p>presentations. If all components are satisfactorily met, students receive a passing point value of completion.</p> <p><b>Assessment Method:</b> What school, home, and community interventions, taken together or separately, would increase the likelihood of achieving public health goals in the next generation? <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 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><b>Assessment Method:</b> Comprehensive Final Exam - multiple choice, fill in the blank, true/false and short answer <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 75% or better is a passing grade</p> <p><b>Assessment Method:</b> The students will critique the article, Healthy People 2012, which is offers physical activity objectives for the USA for the decade of 2010-2020. They will offer their critical opinion plus answer questions regarding the article. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will complete this assignment.</p>		
Department - Physical Education (PHED) - PHED 10A - AQUATICS: LEVEL I, BEGINNING SWIMMING - SLO 1 -	<p><b>Assessment Method:</b> Instructor observation <b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Knowledge - Demonstrate basic water safety skills a. floating b. backstroke c. freestyle (Created By Department - Physical Education (PHED))	Presentation/Performance <b>Target for Success:</b> 100% of student who complete this course will be water safe		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Instructor Observation <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 100% of student will become water safe		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> instructor Observation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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))	<b>Assessment Method:</b> Instructor Observation <b>Assessment Method Type:</b> Presentation/Performance <b>Assessment Method:</b> Instructor observation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 85% of students show intermediate level skill proficiency.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Instructor Observation <b>Assessment Method Type:</b> Presentation/Performance		

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 (PHED) - PHED 10C - AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING - SLO 1 - Application of Knowledge - Develop improved cardiovascular conditioning through competitive swimming. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> To show the ability to swim all four competitive swim strokes. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students can swim all four competitive swim strokes.		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 10C - AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING - SLO 2 - Application of Knowledge - Demonstrate and explain proper swimming techniques and demonstrate a knowledge of different types of competitive workout planning (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Show ability to write a week worth of swim workouts for a competitive swimmer. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students can write a week worth of swim workouts for a competitive swimmer.		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 11A - WATER EXERCISE - SLO 1 - Knowledge - A successful student will be able to demonstrate the water exercise skills of running, cycling, cross country skiing, rock-climbing as well as flutter-kicking, frog-kicking, scissor-kicking and a series of abdominal/core-strengthening exercises, using hand buoys and a flotation belt. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> student will demonstrate understanding of and proficiency in all of the above skills during class drills <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90%		

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 (PHED) - PHED 11A - WATER EXERCISE - SLO 2 - Application of knowledge - Demonstrate improvement in cardiovascular endurance by ability to gradually increase effort and duration of participation (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Through continuous observation and comparison, students will demonstrate increased effort and duration of participation <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80%		
<b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 07/01/2013 <b>End Date:</b> 08/24/2013 <b>Course-Level SLO Status:</b> Active			
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))	<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.		
<b>Course-Level SLO Status:</b> Active			
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))	<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.		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 11C - WATER AWARENESS - SLO 1 - Application of Knowledge - Demonstrate with increased proficiency the skills necessary to feel comfortable in shallow	<b>Assessment Method:</b> Evaluate the increased proficiency in being comfortable in shallow water through discussion and participation. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
water (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	Discussion/Participation <b>Target for Success:</b> 70% of students will show an increased proficiency in the skills to feel comfortable in shallow water		
Department - Physical Education (PHED) - PHED 11C - WATER AWARENESS - SLO 2 - Application of Knowledge - The student will understand the basic techniques of buoyancy including floating, kicking & forward propulsion. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Evaluate students through discussion and participation to see if they understand the basic techniques of buoyancy including floating, kicking & forward propulsion. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70% of students will show they understand the basic techniques of buoyancy including floating, kicking & forward propulsion.		
Department - Physical Education (PHED) - PHED 13 - BEGINNING WATER POLO - SLO 1 - Application of Knowledge - Demonstrate the basic fundamentals of the game of water polo. (Created By Department - Physical Education (PHED))  <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 13 - BEGINNING WATER POLO - SLO 2 - Application of Knowledge - A student will be able to perform with an increasing degree of proficiency the offensive and defensive skills of water polo. (Created By Department - Physical Education (PHED))  <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 - 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 - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor Observation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 75% of students who complete this course will show proper technique and an understanding for the game of water polo		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will demonstrate swimming, passing & shooting skills at an intermediate/advanced level. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will demonstrate swimming, passing & shooting skills at an intermediate/advanced level.		
Department - Physical Education (PHED) - PHED 13B - ADVANCED WATER POLO - SLO 1 - Application of Knowledge - Ability to demonstration and perform the advanced skills of water polo. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> To observe students during in class scrimmages to see if they show an understanding of the rules of the game of water polo. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students showed an understanding of the rules of the game of water polo.		
Department - Physical Education (PHED) - PHED 13B - ADVANCED WATER POLO - SLO 2 - Application of Knowledge - Students will show an increased knowledge of the advanced skills of the game of water polo	<b>Assessment Method:</b> Through game situations in class students will show an understanding of offensive and defensive startagies through game play. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
with increasing knowledge of offensive and defensive situations at an advanced level. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	Observation/Critique <b>Target for Success:</b> 80% of students show an understanding of offensive and defensive startagies through game play.		
Department - Physical Education (PHED) - PHED 13C - WATER POLO - GAME SKILLS - SLO 1 - Application of Knowledge - A successful student will be able to perform and compete in high level games to improve water polo game skills. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation of students during game play to see if they understand the techniques and skills need to play at a high level. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will demonstrate the skills and techniques need to play competitive water polo.		
Department - Physical Education (PHED) - PHED 13C - WATER POLO - GAME SKILLS - SLO 2 - Application of Knowledge - A successful student will be able to demonstrate skills learned through class practice and playing the game of water polo that promote water polo as a lifelong activity. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation of students demonstrating skills learned through class practice and playing the game of water polo that promote water polo as a lifelong activity. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will demonstrate skills learned during practice and game play that will help promote water polo as a lifelong activity.		
Department - Physical Education (PHED) - PHED 14 - 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> students will be given handouts of testing information <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 70% showed some improvement		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 14 - NUTRITIONAL ASSESSMENT & FITNESS - SLO 2 - student awareness of food intake - Understand RDA's and food pyramid (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> pre and post testing of students <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 60% should improve		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 15 - 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))	<b>Assessment Method:</b> Instruct students in techniques in CPR/AED and First Aid per the American Red Cross requirements through class participation and discussion <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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	12/09/2015 - All students met SLO. AEDs and Mannequins need updating. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> New / repair AEDs and Mannequins	
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 15 - FIRST AID & CPR/AED - SLO 2 - Application of knowledge - Perform Life Saving Skills (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Practical Exam <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All students completing PHED 66 will demonstrate competency in life saving skills	12/09/2015 - All students met SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active	sprain		
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>Course-Level SLO Status:</b> Active	<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		
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 Education (PHED)) <b>Start Date:</b> 01/02/2013 <b>End Date:</b> 03/30/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical & Written Examination <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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>	<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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Physical Education (PHED) - PHED 16C - TREATMENT &amp; 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))</p> <p><b>Start Date:</b> 04/09/2012</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><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</p>		
<p>Department - Physical Education (PHED) - PHED 16C - TREATMENT &amp; 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))</p> <p><b>Start Date:</b> 04/02/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of the students will complete the written program with a B grade or better.</p>		
<p>Department - Physical Education (PHED) - PHED 18A - BEGINNING TAI CHI (TAIJI) - 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><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 18A - BEGINNING TAI CHI (TAIJI) - SLO 2 - Application of knowledge - Demonstrate improved coordination,</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
flexibility and balance by incorporating the basic techniques of Tai Chi (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 18B - INTERMEDIATE TAI CHI (TAIJI) - SLO 1 - Application of Knowledge - Analyze the relationship of mind-body through the practice of intermediate Tai Chi (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 18B - INTERMEDIATE TAI CHI (TAIJI) - SLO 2 - Application of knowledge - Demonstrate improved coordination, flexibility and balance by incorporating the intermediate techniques of Tai Chi (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 18C - ADVANCED TAI CHI (TAIJI) - SLO 1 - Application of Knowledge - Analyze the relationship of mind-body through the practice of advanced Tai Chi (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 18C - ADVANCED TAI CHI (TAIJI) - SLO 2 - Application of knowledge - Demonstrate improved coordination, flexibility and balance by incorporating the advanced techniques of Tai Chi (Created By			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
Department - Physical Education (PHED) - PHED 19A - FUNDAMENTALS OF TAI CHI - SLO 2 - Application of knowledge - Demonstrate improved coordination, flexibility and balance by incorporating the basic techniques of Tai Chi (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in the basic techniques of Tai Chi. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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)) <b>Start Date:</b> 01/06/2014 <b>End Date:</b> 03/26/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> pre and post testing on blocking, kicking, punching and evading <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 75% will show progress by the end of the term		
	<b>Assessment Method:</b> 1.) Evaluate test results 2.) Consider attendance toward a grade 3.) Observe increased level of performance <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 1.) 80 % correct answers required for pass the class	06/18/2015 - 90 Percent of students passed Exam with high attendance missing classes less than 3 for "A" grade. At the end of quarter, students demonstrated increased level of strength with proper techniques learned from the class. Basic knowledge of anatomy and physiology definitely added more values into the Kickboxing for Fitness offered at college. <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	2.) Specific numbers of absence allowed toward a specific grade 3.) Students can demonstrate basic punching and kicking skills in target heart range.	Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 19B - KICKBOXING FOR FITNESS - SLO 2 - Application of knowledge - Demonstrate increased cardiovascular fitness (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Using a pre and post test, students will demonstrate an increase in number of minutes of sustained cardio endurance activities <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 85 % of the students will show an improved cardiovascular fitness.		
Department - Physical Education (PHED) - PHED 19C - INTERMEDIATE KICKBOXING FOR FITNESS - Cardio kickboxing - Perform with an increasing degree of kickboxing techniques, basic knowledge in anatomy, physiology and safety related to kickboxing as life long exercise. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 01/06/2014 <b>End Date:</b> 03/26/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final written exam (25 questions) based on mini-lectures during the term. Reading assignments and report toward extra credits. Participation /demonstration of techniques required for the grade. Grades: A=90 points or above B=70-89 C=55-69 D=54 and below. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Majority of students will receive B grade or above.		
Department - Physical Education (PHED) - PHED 19C - INTERMEDIATE KICKBOXING FOR FITNESS - SLO 2 - Application of knowledge - Demonstrate increased cardiovascular fitness (Created By			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 19D - ADVANCED KICKBOXING FOR FITNESS - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency self-defense skills (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 1.) written exam 2.) observation 3.) attendance <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 90 percent: A grade 80 percent: B grade 70 percent: C grade		
Department - Physical Education (PHED) - PHED 19D - ADVANCED KICKBOXING FOR FITNESS - SLO 2 - Application of knowledge - Demonstrate increased cardiovascular fitness (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 3 - 5 page paper on a chosen current social issue as it relates to sport. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Students will receive a grade of 3 or higher on a 5 - point rubric.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<b>Assessment Method:</b> 100 pt evaluation (50 presentation/ 50 written monologue) <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 75% or better is passing		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 3 - 5 page paper on an individual case study evaluating the impact of sport on child development. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> Students will receive a grade of 3 or higher on a 5 - point rubric.		
Department - Physical Education (PHED) - PHED 2 - SPORT IN SOCIETY - SLO -3 Application of Knowledge - The student will use their sport sociology lens to analyze a sport movie.The student will use knowledge obtained to critique and reflect on the movie. (Created By Department - Physical Education (PHED))  <b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 09/22/2013 <b>End Date:</b> 06/29/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will take a sport movie and write a 3 -5 page paper using a sport sociology lens. The student will critique the film for social issues in sport then address the issues in the paper. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will complete the paper.		
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))	<b>Assessment Method:</b> Students will take a quiz that assesses their knowledge of the beginning exercises in Pilates. <b>Assessment Method Type:</b> Exam - Course Test/Quiz	07/19/2015 - over 85% of students were able to name at least 15 of the beginning exercises <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 85% of students will be able to name at least 15 of the beginning exercises in Pilates.		
Department - Physical Education (PHED) - PHED 20A - BEGINNING MAT PILATES - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Pilates exercises. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 85% of students will be able to complete and name at least 15 of the core exercises in Pilates.		
	<b>Assessment Method:</b> Rubric 1. scapular stabilization 2.pelvic placement 3. neutral spine 4. breathing technique 5. flexibility 6. core stabilization 7 postural alignment 8 body control <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of the students will receive a grade of 6 or higher on the 8 point rubric		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will take a quiz that assesses their knowledge of the intermediate exercises in Pilates. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 75% of students will pass the quiz.		
Department - Physical Education (PHED) - PHED 20B - INTERMEDIATE MAT PILATES	<b>Assessment Method:</b> The teacher will assess the proficiency of		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	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><b>Course-Level SLO Status:</b> Active</p>	<p>the students as they perform intermediate level Pilates exercises to see if they know the name and movement of each exercise.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 85% of students will perform and name the intermediate level Pilates exercises at an intermediate competency level.</p>		
<p>Department - Physical Education (PHED) - PHED 20C - ADVANCED PILATES - SLO 1 - Application of Knowledge - Perform with increasing degree of proficiency pilates exercises and flexibility techniques (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 initial and final skill and technical level of proficiency in pilates exercises and flexibility techniques.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 80% of students will pass the class.</p>		
<p>Department - Physical Education (PHED) - PHED 20C - ADVANCED PILATES - SLO 2 - Application of knowledge - Perform with increasing degree of proficiency core strength exercises (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 increasing proficiency core strength exercises.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 80% of students will pass the class.</p>		
<p>Department - Physical Education (PHED) - PHED 21 - FOUNDATIONS OF YOGA - Yoga - Students will learn: Asana, Pranayama, Safe Yoga Practice, Anatomy of Yoga, Core Strength, Balance and Flexibility, Intro. Vinyasa Flow, Intro. Yin Yoga, Meditation in the area of Yoga offered by PE dept. (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b></p>	<p><b>Assessment Method:</b> Students will demonstrate proficiency in correct alignment and balance in yoga asanas, proper breathing techniques in pranayama, and a thorough understanding of yoga anatomy terms and meditation techniques.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 85% of students will be able to demonstrate correct technique and understanding.</p>	<p>06/18/2015 - 90 percent of students successfully passed the course with great attendance missing less than 3 classes for "A" grade. Take home exams and reading an article requirements were well completed by students. At the end of quarter, each student found own Yoga as lifetime practice for balancing mind/body in everyday life.</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
04/08/2014 <b>End Date:</b> 06/24/2014 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 21 - FOUNDATIONS OF YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and sequences. (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 21A - BEGINNING HATHA YOGA - SLO 1 - Application of Knowledge - Successful students can define and explain the principles of Hath Yoga. Also, successful students can demonstrate/explain basic knowledge of anatomy, physiology and safety issues related to Yoga practice at the end of term. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 01/07/2014 <b>End Date:</b> 03/27/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Yoga Technique. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
	<b>Assessment Method:</b> The written exam(25 multiple questions) based on the mini-lectures given during the term. Small group Yoga demonstration and assessed by the instructor. The reading assignments and reports are given for the extra credits as well as the participation requirement towards the grade. <b>Target for Success:</b> Over 90 percent students successfully passed all requirements.		
Department - Physical Education (PHED) - PHED 21A - BEGINNING HATHA YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and	<b>Assessment Method:</b> Pre/Post Test to evaluate increasing expertise in Yoga postures and sequences. <b>Assessment Method Type:</b> Pre/Post Test		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
sequences. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 80% of students will pass the class.  <b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Yoga Technique. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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)) <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Each student will be able to identify the principles of yoga practice and choose their goals and set an intention to meet those goals <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 100% of students will be able to verbalize the principles and goals for their own practice		
Department - Physical Education (PHED) - PHED 21B - INTERMEDIATE HATHA YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and sequences. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Continued observation of student expertise with adjustments and modifications as needed to maintain alignment and connection so that student may increase the duration of time poses are held/repeated <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90%		
Department - Physical Education (PHED) - PHED 21C - ADVANCED HATHA YOGA - SLO 1 - Application of Knowledge - Identify the principles and goals for Yoga practice. (Created By Department - Physical	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Yoga Technique. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Education (PHED)) <b>Start Date:</b> 04/08/2014 <b>End Date:</b> 06/24/2014 <b>Course-Level SLO Status:</b> Inactive	Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class <b>Assessment Method:</b> Written take home exam and attendance <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 90 percent for A grade with missing within 3 classes.		
Department - Physical Education (PHED) - PHED 21C - ADVANCED HATHA YOGA - SLO 2 - Application of knowledge - Demonstrate proper technique and increasing expertise in Yoga postures and sequences. (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/08/2014 <b>End Date:</b> 06/24/2014 <b>Course-Level SLO Status:</b> Inactive	<b>Assessment Method:</b> Pre/Post Test to evaluate increasing expertise in Yoga postures and sequences. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class. <b>Assessment Method:</b> Written exam. Reading articles. Watching video. Demonstration and participation. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> For overall grade: A=90 points and above. B=70-89. C=55-69. D=54 and below.		
Department - Physical Education (PHED) - PHED 21C - ADVANCED HATHA YOGA - Hatha Yoga Principles - Acknowledgement of basic yoga principles emphasis on physical aspect of safe Yoga practice. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 04/08/2014 <b>End Date:</b> 06/24/2014			

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 (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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor observation of proper technique with appropriate modification when needed. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students will demonstrate proper technique.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor observation with appropriate modification of poses when needed. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students will use proper technique.		
Department - Physical Education (PHED) - PHED 21E - RESTORATIVE YOGA - SLO 1 - Application of Knowledge - identify the basic anatomy and terminology used in the practice of restorative yoga (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter  <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/09/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> students will be given ongoing quizzes on anatomy and terminology <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 85%		
Department - Physical Education (PHED) - PHED 21E - RESTORATIVE YOGA - SLO 2 - Application of knowledge - Demonstrate restorative yoga poses and sequences with	<b>Assessment Method:</b> Instructor observation with modifications of the poses as necessary <b>Assessment Method Type:</b>	12/12/2015 - 100% of students were able to use correct form, focus, connection and alignment in demonstrating all of the restorative yoga poses. Two students required some minimal modifications	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
correct form, focus, connection and alignment (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 12/09/2013 <b>Course-Level SLO Status:</b> Active	Observation/Critique <b>Target for Success:</b> 95%	to the poses and were still able to fully participate and demonstrate necessary skills. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 22 - BEGINNING FULL BODY FLEXIBILITY - SLO 1 - Knowledge - Identify the components of fitness and goals/benefits for flexibility exercises. (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> pre and post test on components of fitness and goal/benefits of flexibility <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 72% of students will show improvement between pre and post testing	06/23/2015 - over 80 % of the students were able identify some benefit of flexibility. Further work needs to be done to further the students understanding of the relationship between flexibility and better health. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 22 - BEGINNING 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)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric: 1. pelvic placement 2. neutral spine 3. breathing technique 4. relaxation technique 5. postural alignment <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% of students will receive a grade of 3 or higher on the point rubric.		
Department - Physical Education (PHED) - PHED 22A - INTERMEDIATE FULL-BODY FLEXIBILITY - SLO 1 - Knowledge - Identify the principles and goals for mobility and flexibility exercises. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Participation in identifying principles and goals. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b>	12/15/2015 - 80 % of the students met this goal. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

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> 09/28/2015 <b>End Date:</b> 06/24/2016 <b>Course-Level SLO Status:</b> Active	80% of students will identify principles and goals for Pilates and flexibility exercises.		
Department - Physical Education (PHED) - PHED 22A - INTERMEDIATE FULL-BODY FLEXIBILITY - SLO 2 - Application of knowledge - Demonstrate proper techniques and increasing expertise in Pilates and flexibility exercises (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation of students demonstrating technique and expertise. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will demonstrate proper technique.	06/23/2015 - Students did learn proper technique but more work is needed on how to self correct . <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 22B - PILATES & YOGA - SLO 1 - Knowledge - Identify the principles and goals for Pilates and yoga exercises. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Pilates & Yoga Technique. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate increasing expertise Pilates & Yoga exercises. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
Department - Physical Education (PHED) - PHED 22C - CORE FLOW STRENGTH - SLO 1 - Knowledge - Identify the principles and goals for Pilates and yoga exercises.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active			
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))			
Department - Physical Education (PHED) - PHED 22E - FUNCTIONAL TRAINING FOR THE ENDURANCE ATHLETE - SLO 1- Knowledge - Identify the different training modalities of functional training (Created By Department - Physical Education (PHED))  <b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 09/24/2014 <b>End Date:</b> 06/26/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The students will be able to demonstrate specific functional exercises that increase strength and endurance . The student will also use proper terminology, proper technique, and design their own full body exercise program to do independently. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 75% of the students will demonstrate the proper knowledge of the concept of functional fitness	12/15/2015 - over 75 % of the students were able to demonstrate specific exercises used in in functional fitness. These students also should the ability to use this knowledge and design their own fitness program for them. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> One of the keys to be able to fully do a functional training program is having the proper equipment needed to that end this course needs equipment such as kettlebells and and a TRX training system which would enchanc the students experience.	
Department - Physical Education (PHED) - PHED 22E - FUNCTIONAL TRAINING FOR THE ENDURANCE ATHLETE - SLO 2- Application of knowledge - Demonstrate proper training concepts (Created By Department - Physical Education (PHED))  <b>Start Date:</b> 09/30/2013 <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 - Physical Education (PHED) - PHED 23A - TRAIL 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in identifying the components of fitness and creating a hiking program to meet personal fitness goals. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate increasing efficiency in hiking technique, and demonstration of 10 essentials and leave no trace principles. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in identifying the components of fitness and creating a hiking program to meet personal fitness goals. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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))	<b>Assessment Method:</b> Pre/Post Test to evaluate increasing efficiency in hiking technique, and demonstration of 10 essentials and leave no trace principles. <b>Assessment Method Type:</b> Pre/Post Test		

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>Target for Success:</b> 80% of students will pass the class		
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))			
<b>Course-Level SLO Status:</b> Active			
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))			
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass with a grade of B or better.		
<b>Course-Level SLO Status:</b> Active			
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 Education (PHED))	<b>Assessment Method:</b> A successful student will perform a pre and post test to demonstrate proper etiquette and knowledge of rules for golf course play. <b>Assessment Method Type:</b> Pre/Post Test <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 with a grade of B or better.		
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))	<b>Assessment Method:</b> A successful student will perform a pre and post test to demonstrate increasing proficiency in effective club selection for golf course play. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass with a grade of B or better.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> A successful student will perform a pre and post test to show improved expertise and playing competency for golf course play. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass with a grade of B or better.		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 24B - BEGINNING 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))	<b>Assessment Method:</b> Pre/Post test to evaluate increased proficiency in advanced golf skills. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 24B - BEGINNING SKILLS OF GOLF COURSE PLAY - SLO 2 - Application of knowledge - Demonstrate with increasing proficiency and improvement in scoring in	<b>Assessment Method:</b> Score cards are collected and scores are recorded in order to see the students progress		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
golf course play (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will see improvement.		
Department - Physical Education (PHED) - PHED 24C - INTERMEDIATE 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))  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 24C - INTERMEDIATE 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))  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 24D - ADVANCED 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))  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 24D - ADVANCED SKILLS OF GOLF COURSE PLAY - SLO 2 - Application of knowledge - Demonstrate with increasing			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
proficiency and improvement in scoring in golf course play (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Identification of preliminary skill to compare to post skills. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 100% of students will improve.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Analyze changes in individuals swing through video comparisons. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 90% of students will improve.		
Department - Physical Education (PHED) - PHED 25B - GOLF COURSE PLAY - Rules - Students will be expected to have a basic knowledge of the rules of golf. They will also be required to turn in their score cards from week to week in order to check their progress. (Created By Department - Physical Education (PHED))  <b>Start Date:</b> 04/02/2012 <b>End Date:</b> 03/29/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor observation and the progress show from the students score cards turned in each week. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80%		
Department - Physical Education (PHED) - PHED 25B - GOLF COURSE PLAY - Etiquette - Students will be able to			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>demonstrate the proper etiquette on the golf course.</p> <p>(Created By Department - Physical Education (PHED))</p> <p><b>Start Date:</b> 04/02/2012</p> <p><b>End Date:</b> 03/29/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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: checklist) (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor observation for physical skills.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Ability to hit a forehand, backhand and serve consistently. Ability to maintain rally more than 5 balls over net.</p>		
<p>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> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Demonstrate an understanding of: 1. The basic "geometry" of the tennis court. 2. Scoring</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Diagram the "geometry" of the tennis court. Play a game while verbally keeping score</p> <p><b>Assessment Method:</b> instructor observation</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 75% of students will be able to hit grounds strokes, serve, volley, and be able to keep score.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 26A - INTERMEDIATE/ADVANCED TENNIS - SLO 1 - Application of Knowledge - Perform with increased proficiency the skill sets and techniques of intermediate/advanced tennis. (rubric: checklist) (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Working within a group, demonstrate the skill sets and techniques for an intermediate/advanced player. Work in groups of three with each individual actively participating in the demonstration.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Working within a group, explain and demonstrate the tactical strategies that a intermediate/advanced player would utilize in their game. Work in groups of three with each individual actively participating in the explanation and demonstration.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Knowledge of the "net" and "baseline" game incorporating the "geometry" of the tennis court.</p>		
	<p><b>Assessment Method:</b> instructor observation</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 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>		
Department - Physical Education (PHED) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PHED 26C - BEGINNING DOUBLES TENNIS - Application of Knowledge - Perform with increased proficiency the skill sets and techniques of of beginning doubles tennis (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Skill Test <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of the class will be able to hit a volley and overhead		
Department - Physical Education (PHED) - PHED 26C - BEGINNING DOUBLES TENNIS - Demonstration of Knowledge - Demonstrate and explain the basic strategies and rules of doubles tennis (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will take an exam to identify their knowledge of strategies and rules <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students passed the exam		
Department - Physical Education (PHED) - PHED 26D - INTERMEDIATE DOUBLES TENNIS - Application of Knowledge - Perform with increased proficiency the skill sets and techniques of intermediate doubles tennis. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observe and critique play. Post match discussion with participants evaluating play and suggestions for improved performance		
Department - Physical Education (PHED) - PHED 26D - INTERMEDIATE DOUBLES TENNIS - Demonstration of Knowledge - Demonstrate and explain the basic strategies of intermediate doubles tennis. (Created By Department - Physical Education (PHED))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 26E - ADVANCED DOUBLES - Application of Knowledge - Examine and perform advanced doubles strategy. (Created By Department - Physical Education (PHED))  <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 26E - ADVANCED DOUBLES - Demonstration of Knowledge - Demonstrate advanced serve spin and placement. (Created By Department - Physical Education (PHED))  <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 26F - AEROBIC TENNIS - Application of Knowledge - Identify heart rate zones and proper warm up and cool down. (Created By Department - Physical Education (PHED))  <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 26F - AEROBIC TENNIS - Demonstration of Knowledge - Demonstrate increased proficiency in endurance and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
aerobic tennis drills. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 27 - WALK FOR HEALTH - SLO I Application of knowledge - Design and practice personal training programs for increased cardiovascular benefits (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 06/30/2014 <b>End Date:</b> 06/24/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be able to explain and demonstrate the principles needed in a successful walking program for improved cardiovascular health. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> the target for success is that 70% of the students will be able to demonstrate the needed skills to design and complete a walking program.	12/30/2015 - most students were able to understand the importance of walking program and how it relates to improved health but they need to also begin to understand that this only one component in a well rounded fitness and health program. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 06/27/2014 <b>End Date:</b> 06/26/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Through observation and critique the student will demonstrate proper body mechanics needed for fitness walking . <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> The target for success is the 80% of the students will be able to demonstrate the proper form for fitness walking.	12/30/2015 - most students were able to understand the difference between fitness walking and walking. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 27A - RUN FOR FITNESS - SLO 1 - Application of Knowledge - • Practice progressively increasing running distances with improved time	<b>Assessment Method:</b> The student will run a two mile pre/ post test and should show and improved time from pre to post test. <b>Assessment Method Type:</b>	12/30/2015 - 75% of the students met the goal but the students who did not attend showed either no change or did worse. It is important that the importance of participant is the key to showing improved times which means improved	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 06/28/2014 <b>End Date:</b> 06/27/2015 <b>Course-Level SLO Status:</b> Active	Pre/Post Test <b>Target for Success:</b> 75% of the students should show a improved time in there pre and post tests.	cardiovascular health. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> This course relates to lifelong learning by allowing the students to learn the have the skills needed to choose the proper fitness program throughout their lifetime.	
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 06/28/2014 <b>End Date:</b> 06/27/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be able to explain the principles of proper hydration and diet need to needed for a healthy running program. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70% of the student should be able to explain and demonstrate proper knowledge of fluid intake and diet need for a healthy running program.	12/30/2015 - over 70% of the students met the goal. The interesting part was the lack of knowledge the students had when they stared the course of the importance of diet to help complete a successful running program. This is why I believe that more time should be spent on this in the future. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 27B - INTERMEDIATE RUN FOR FITNESS - SLO 1 - Application of Knowledge - Practice progressively increasing running distances with improved times (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A pre and post test <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 75 % of the students will show improvement.		
Department - Physical Education (PHED) - PHED 27B - INTERMEDIATE RUN FOR FITNESS - SLO 2 - Application of knowledge - Understand the fluids, nutrients and caloric	<b>Assessment Method:</b> the student will demonstrate the needed knowledge through discussion of the proper fluid, nutrient and caloric requirements with		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
requirements for training (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	the instructor and class. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 70 % of the students will acquire the knowledge needed.		
Department - Physical Education (PHED) - PHED 27C - INTERMEDIATE WALK FOR HEALTH - SLO 1 - Application of Knowledge - Design and practice personal training programs for increased cardiovascular benefits (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> a pre and post test will be given to see the students improved cardiovascular improvement. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will show improvement.		
Department - Physical Education (PHED) - PHED 27C - INTERMEDIATE WALK FOR HEALTH - SLO 2 - Application of knowledge - Demonstrate proper body mechanics for fitness walking (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> pre and post test on arm swing, leg stride, foot placement and synchronization <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 72 % of the students will show improved fitness walking technique		
Department - Physical Education (PHED) - PHED 28 - SLOW PITCH SOFTBALL - SLO 1 - Application of Knowledge - Perform with increasing degree of proficiency the basic skills for softball (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Students will demonstrate competency in basic softball skills <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will pass		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
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))	<b>Assessment Method:</b> Attendance and positive participation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 16 of 20 meetings attended		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Design a practice plan to be implemented. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 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.		
<b>Course-Level SLO Status:</b> Active			
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. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Midterm exam which assesses the students knowledge in Chapters 1 - 8 in the class textbook. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 75% of class result in passing score.		
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 31 - FUTSAL-INDOOR SOCCER BEGINNING - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency futsal soccer skill sets and techniques (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Instructor observation of proficiency at futsal soccer techniques <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70% of the students will show an increase in their proficiency when playing futsal.	12/14/2015 - 100% of students were proficient in futsal soccer techniques. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 31 - FUTSAL-INDOOR SOCCER BEGINNING - SLO 2 - Application of knowledge - Understand the rules and regulations of futsal soccer (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Teacher observes improvement with understanding of the rules and regulations of futsal soccer</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 70% of the students will show improved understanding of the rules and regulations of futsal soccer.</p>	<p>12/14/2015 - 100% of students showed understanding of the rules of futsal soccer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Physical Education (PHED) - PHED 31A - FUTSAL-INDOOR SOCCER INTERMEDIATE - SLO 1-Application and Knowledge - A successful student will be able to demonstrate and perform the intermediate skills and fundamentals of the game of futsal-indoor soccer. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 31A - FUTSAL-INDOOR SOCCER INTERMEDIATE - SLO 2-Application of Knowledge - A successful student should increase their knowledge of the intermediate skills of game play with increasing knowledge of offensive and defensive strategies. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 31B - FUTSAL-INDOOR SOCCER ADVANCED - slo 1-Application and Knowledge - A successful student will be able to demonstrate and perform the</p>	<p><b>Assessment Method:</b> Through observation and participation students will be able to perform and demonstrate advanced skills of futsal.</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
advanced skills of the game of futsal-indoor soccer (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	Observation/Critique <b>Target for Success:</b> 70% of students will be able to perform and demonstrate advanced skills of futsal.		
Department - Physical Education (PHED) - PHED 31B - FUTSAL-INDOOR SOCCER ADVANCED - SLO 2-Application of Knowledge - A successful student should increase their knowledge of the advanced skills of game play with increasing knowledge of offensive and defensive strategies at advanced levels. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Through observation, students will be able to show and increase their knowledge of advanced skills of game play and have increased knowledge of offensive and defensive strategies at advanced levels. <b>Assessment Method Type:</b> Observation/Critique		
Department - Physical Education (PHED) - PHED 31C - TOURNAMENT FUTSAL-INDOOR SOCCER - SLO 1 - Application of Knowledge - Perform soccer skills in game play for tournament soccer competition (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Teacher will observe if the students are improving with their soccer skills <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% of the students will perform soccer skills with proficiency during games		
Department - Physical Education (PHED) - PHED 31C - TOURNAMENT FUTSAL-INDOOR 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Teacher will observe if students are able to provide an analysis of play selection and make recommendations for improvement. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% of students are able to provide an analysis of play selection and make recommendations for improvement.		
Department - Physical Education (PHED) - PHED 32C - SOCCER - GAME SKILLS -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO 1-Application of Knowledge - A successful student will be able to perform and compete in high level games to improve games skills. (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 32C - SOCCER - GAME SKILLS - SLO 2-Application of Knowledge - A successful student will be able to demonstrate skills learned through class practice and playing the game of soccer that promote soccer as a lifetime activity. (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 33 - BEGINNING TABLE TENNIS - SLO 2- Application of Knowlege - Preform with an increasing degree of proficiency the offensive and defensive skills of table tennis. (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 33 - BEGINNING TABLE TENNIS - SLO 1- Application of Knowledge - Demonstrate the basic fundamentals of table tennis play. (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 33A - INTERMEDIATE TABLE ITENNIS - SLO 1- Application of Knowledge -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Demonstrate the intermediate fundamentals of table tennis play. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 33A - INTERMEDIATE TABLE TENNIS - SLO 2- Application of Knowledge - Perform with an increased level of proficiency offensive and defensive skills of table tennis. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 33B - ADVANCED TABLE TENNIS - SLO 1- Application of Knowledge - Ability to perform the advanced skills of table tennis. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 33B - ADVANCED TABLE TENNIS - SLO 2- Application of Knowledge - Show and increased knowledge of the advanced skills of game play with increasing knowledge of offensive and defensive strategies at an advanced level. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> 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</p>	<p><b>Assessment Method:</b> Instructor observation during practice and games. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	70% of the student-athletes will demonstrate increased proficiency with their offensive and defensive skills while playing soccer.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> pre and post test to evaluate increased technical and tactical skills of soccer <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The instructor will assess drills and exercises within practice that develop both offensive and defensive skills for volleyball <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 75% of students will perform in the drills with a collegiate level of competence for the sport of volleyball.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will be asked to discuss, participate, and execute the technical and tactical aspects of volleyball. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 85% of the students will be able to discuss, participate, and execute the technical and tactical aspects of volleyball.		
Department - Physical Education (PHED) - PHED 34E - INTERCOLLEGIATE SOFTBALL (WOMEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the offensive and	<b>Assessment Method:</b> Student athletes will successfully demonstrate proficiency of the offensive and defensive skills of softball.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
defensive skills of softball. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80 percent of students will pass the course.		
Department - Physical Education (PHED) - PHED 34E - INTERCOLLEGIATE SOFTBALL (WOMEN) - SLO 2 - Application of knowledge - Describe the technical and tactical skills of softball. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Student athletes will be proficient in the technical skills of softball. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80 percent of student athletes will pass the class.		
Department - Physical Education (PHED) - PHED 34G - INTERCOLLEGIATE DANCE PERFORMANCE - SLO 1 - Application of Knowledge - Students will have explored fundamental dance technique and skills necessary for public performance. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Public performance of choreography <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Completed Spring Concert.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Student created original choreography for showcase <b>Target for Success:</b> Students presented original works in concert.		
Department - Physical Education (PHED) - PHED 34H - PRE-SEASON CONDITIONING - SLO 1 - Application of Knowledge - Practice with increasing proficiency a program for improved	<b>Assessment Method:</b> Instructor Observation <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
cardiovascular fitness (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor Observation <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% of students will use the weights appropriately and safely		
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)) <b>Start Date:</b> 04/03/2011 <b>End Date:</b> 06/27/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Players will demonstrate the basic skill of their position through a series of performance tests. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Students accurately perform their skill, they will pass the class		
Department - Physical Education (PHED) - PHED 34J - SPORTS TECHNIQUES & CONDITIONING - Application and knowledge of softball - Perform and demonstrate skill and ability in the sport of softball (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 09/24/2012 <b>End Date:</b> 06/28/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Players will demonstrate the basic skill of their position through a series of performance tests.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 35E - INTERCOLLEGIATE GOLF (MEN) - SLO 1 - Application of Knowledge - Perform with an increasing degree of proficiency the skills of golf necessary to maintain and lower individual scores. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Pre/Post scoring average to evaluate level of improvement. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students showed significant improvement.		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Students will understand the components of a good swing and how it will effect a competitive outcome, including its mental and physical components. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students will succeed.		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Successful completion of this course the student will be able to perform the phases of water polo: passing, shooting, defense, fast break, player advantage and player disadvantage. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 85% of the students will be able to perform the phases of water polo: passing, shooting, defense, fast break, player advantage and player disadvantage.		
<b>Course-Level SLO Status:</b> Active			
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 -	<b>Assessment Method:</b> Oral presentation of video analysis <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
Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	85% of students can effectively describe the technical and tactical skills of water polo.		
Department - Physical Education (PHED) - PHED 36 - INDOOR ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Working within a group, explain and demonstrate the technique of proper shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration. <b>Assessment Method Type:</b> Presentation/Performance	12/31/2015 - This interactive method was very successful with the students. Having "ownership" in the class was a definite motivator. Students tended to be more involved <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 36A - BEGINNING ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/23/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Working within a group, explain and demonstrate the technique of proper shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 95% of the students should have the basic skill set for archery		
Department - Physical Education (PHED) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PHED 36A - BEGINNING ARCHERY - SLO 2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric - cognitive) (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 06/23/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 36B - INTERMEDIATE ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 06/23/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Working with a group, explain and demonstrate intermediate level of proper shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 95% should demonstrate intermediate level shooting techniques and basic teaching skills for archery</p>		
<p>Department - Physical Education (PHED) - PHED 36B - INTERMEDIATE ARCHERY - SLO 2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric - cognitive) (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/23/2014 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 36C - ADVANCED ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/23/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Working with a group, explain and demonstrate, critique teach basic shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 95% of students should be capable of accomplishing the assessment goals.		
Department - Physical Education (PHED) - PHED 36C - ADVANCED ARCHERY - SLO 2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric - cognitive) (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/23/2014 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 37 - BEGINNING 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))	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Badminton Technique. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b>	12/14/2015 - 100% of the students this class were able to identify and implement the major strokes of badminton. <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
<b>Course-Level SLO Status:</b> Active	80% of students will pass the class.	2014-2015	
Department - Physical Education (PHED) - PHED 37 - BEGINNING BADMINTON: SINGLES & DOUBLES - SLO 2 - Application of knowledge - Know and implement the rules of badminton in a game situation. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Pre/Post Test to evaluate initial and final skill and technical level of proficiency in the rules of the sport of Badminton. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass the class.	12/14/2015 - 100% of the students were proficient in the rules of badminton. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 37A - INTERMEDIATE BADMINTON: SINGLES & DOUBLES - SLO 1- Application of Knowledge - Demonstrate the intermediate fundamentals of badminton (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Students in this class will be able to demonstrate all major strokes and show they understand more advanced strategies. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 75% of students should be able to show they are at the intermediate level of badminton.	12/14/2015 - 90% of students were able to demonstrate they understood the more advanced techniques and strategies of badminton. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 37A - INTERMEDIATE BADMINTON: SINGLES & DOUBLES - SLO 2- Application of Knowledge - Perform with increasing degree of proficiency the offensive and defensive skill of badminton. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Observe students demonstrating their proficiency in offensive and defensive skills of badminton. <b>Target for Success:</b> 75% of students will be able to show they are proficient in offensive and defensive skills of badminton.	12/14/2015 - 90% of students were able to demonstrate offensive and defensive skills of badminton. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 37B - ADVANCED BADMINTON: SINGLES & DOUBLES - SLO 1- Application of Knowledge - Ability to demonstrate the advanced skills of badminton. (Created By Department - Physical Education (PHED))			

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 (PHED) - PHED 37B - ADVANCED BADMINTON: SINGLES & DOUBLES - SLO 2- Application of Knowledge - Show and increased knowledge of the advanced skills of game play with increasing knowledge of offensive and defensive strategies at an advanced level. (Created By Department - Physical Education (PHED))			
<b>Course-Level SLO Status:</b> Active 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))			
<b>Course-Level SLO Status:</b> Active		<b>Assessment Method:</b> Students will engage in a basketball exam which covers course content pertaining to the understanding of rules. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> expect 80% of my students to get a B or higher due to the fact that we cover each concept every week.	
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))  <b>Course-Level SLO Status:</b> Active		<b>Assessment Method:</b> Students will take a written exam on fundamentals of basketball. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> We thoroughly practice and teach these skills weekly so I expect a 80% success rate.	06/01/2015 - 18 out of the 19 students all passed with a B or higher. This means we met our goal and I did a good job of being to engage the students with the course material. I made changes to the class structure to ensure student success and it worked. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015
Department - Physical Education (PHED) - PHED 38B - BASKETBALL GAME SKILLS - SLO 2 - Application of knowledge - Develop		<b>Assessment Method:</b> Pre/Post test to evaluate degree of increased proficiency.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
individual contemporary basketball skills (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will succeed.		
	<b>Assessment Method:</b> Students will perform a demonstration of skills taught in class. They will be graded on a scale of 1-10 with 10 being the best possible score. The test will include shooting, passing, and ball handling. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> I expect the students to score and 80% or better based on the fact that we practice these skills every week.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post test to evaluate degree of increased proficiency. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will succeed.		
	<b>Assessment Method:</b> Written exam covering game play, and fundamentals <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% success rate considering we cover material in depth every week.	05/27/2015 - 12 out of my 18 students passed the final. Of the 6 that did not pass 3 did not show up to take it. My success rate was lower then expected at 66%. It seems that I need to maybe cover more in detail or find a way to keep people engaged. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 38C - BEGINNING BASKETBALL - Application of Knowledge - Demonstrate the basic fundamentals for basketball (Created	<b>Assessment Method:</b> Coaching and watching them on a day to day basis working on the fundamentals of basketball. Including but not limited to Jump	05/27/2015 - 5 of the 12 of my students could do what I asked them to do without explanation at the end of the quarter. The jump stops and lay ups were easier then the shooting aspect. The reason	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - Physical Education (PHED)) <b>Start Date:</b> 07/01/2013 <b>End Date:</b> 07/01/2014 <b>Course-Level SLO Status:</b> Active	stops, lay ups, and Shooting. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> These skills are easy to speak of but difficult to master. I expect my success rate to around 50% proficiency for my students.	we did not meet our benchmark,could be because of the a language barrier and not lack of knowledge. This is something i will have take into account next time. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 38C - BEGINNING BASKETBALL - Demonstration of Technique - Perform with an increasing degree of proficiency the offensive and defensive skills of basketball (Created By Department - Physical Education (PHED)) <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	<b>Assessment Method:</b> Students will be put through a series of performance drills in which each will be graded on a 10 point scale. Drills will include Shooting,passing, and dribbling. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> I expect all of my students to pass at with a B or higher.		
Department - Physical Education (PHED) - PHED 38D - INTERMEDIATE BASKETBALL - Demonstration of Technique - A successful student will be able to demonstrate and perform the intermediate skills and fundamentals of the game of basketball. (Created By Department - Physical Education (PHED)) <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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 38D - INTERMEDIATE BASKETBALL</p> <p>- Application of Knowledge - A successful student should increase their knowledge of the intermediate skills of game play with increasing knowledge of offensive and defensive strategies (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2013</p> <p><b>End Date:</b> 07/01/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 38E - ADVANCED BASKETBALL - Demonstration of Technique - A successful student will be able to demonstrate and perform the advanced skills of the game of basketball (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/01/2013</p> <p><b>End Date:</b> 07/01/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 38E - ADVANCED BASKETBALL - Application of Knowledge - A successful student should increase their knowledge of the advanced skills of game play with increasing knowledge of offensive and defensive strategies at advanced levels. (Created By Department - Physical Education (PHED))</p>			



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> 07/01/2013 <b>End Date:</b> 07/01/2014 <b>Course-Level SLO Status:</b> 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)) <b>Course-Level SLO Status:</b> 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)) <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40 - BEGINNING VOLLEYBALL - SLO 2 - Application of knowledge - Perform with an increasing degree of proficiency the offensive and defensive skills of volleyball.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40A - INTERMEDIATE VOLLEYBALL - SLO 1 - Application of knowledge - A successful student will be able to demonstrate and perform the intermediate skills and fundamentals of the game of volleyball. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40A - INTERMEDIATE VOLLEYBALL - SLO 2 - Application of knowledge - A successful student should increase their knowledge of the intermediate skills of game play with increasing knowledge of offensive and defensive strategies. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40B - ADVANCED VOLLEYBALL - SLO 1 - Application of knowledge - A successful student will be able to demonstrate and perform the advanced skills of the game of volleyball. (Created By Department - Physical Education (PHED))			

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> 09/23/2013 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40B - ADVANCED VOLLEYBALL - SLO 2 - Application of knowledge - A successful student should increase their knowledge of the advanced skills of game play with increasing knowledge of offensive and defensive strategies at advanced levels. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40C - VOLLEYBALL: GAME SKILLS - SLO 1 - Application of knowledge - A successful student will be able to perform and compete in high level games to improve games skills. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 40C - VOLLEYBALL: GAME SKILLS - SLO 2 - Application of knowledge - A successful student will be able to demonstrate skills learned through class			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>practice and playing the game of volleyball that promote volleyball as a lifetime activity. (Created By Department - Physical Education (PHED))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>Course-Level SLO Status:</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor observation during class. Class continues to get more challenging so the students need to show improved endurance class to class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> The target is to have at least 70% of the students improve their endurance.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 70% of students will show improvement in 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.</p>	<p>12/17/2015 - over 70 % of students were aware of the importance of setting the bikes up before beginning the ride. These students understood the importance of safely warming up and cooling down to help avoid injuries.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> The spin bike are getting older and are breaking down which may lead to a negative experience for the students. We should rotate new bikes in each year so that this problem will not effect the students learning experience.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 10/14/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor will observe class to assess improved cardiovascular conditioning. Classes increase in length and difficulty each week. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 70% improve cardiovascular conditioning as observed by instructor.	12/17/2015 - during the course of class the activity level increases so the intensity of the class gets harder as the quarter. Over 70 % of the class were able to complete the classes which would indicate an improved cardiovascular condition. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> The spin bike are are starting to show wear and tear. As the bikes are to fail the amount of students able to take the class will fall and the students may not get to a good learning experience. It would be a good idea to replace 1/3 of the bike yea <b>Resource Request:</b> The spin bike are are starting to show wear and tear. To make sure there is enough we need replace 1/3 of the bike yearly	
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 Department - Physical Education (PHED)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 10/14/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be assessed by instructor on how they set up their bike as well as their warm up and cool down methods. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students will participate and complete warm up/cool down methods as well as bike set up at a competent level.		
Department - Physical Education (PHED) - PHED 41B - INTERMEDIATE INDOOR CYCLING - SLO 1 - Application of knowledge - A successful student will be able to evaluate and measure personal fitness level and move towards improved	<b>Assessment Method:</b> Student will show improved fitness by working longer and at higher levels then when the class began. The student will demonstrate how to Use RPE to measure their personal fitness level		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
cardiovascular endurance at an intermediate level. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 75% of the student will meet this goal.		
Department - Physical Education (PHED) - PHED 41B - INTERMEDIATE INDOOR CYCLING - SLO 2 - Application of knowledge - A successful student will be able to demonstrate an understanding of cadence control as it pertains to both hills and sprints - which relates to "terrain or geography of the intermediate level ride". (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observation during class of student's cadence during hills and sprints <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80%		
Department - Physical Education (PHED) - PHED 41C - INTERMEDIATE CARDIO INTERVALS - HILLS & SPRINTS - SLO 1 - Application of knowledge - Demonstrate correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013	<b>Assessment Method:</b> Observation of students demonstrate correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will demonstrate correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency.		

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 (PHED) - PHED 41C - INTERMEDIATE CARDIO INTERVALS - HILLS & SPRINTS - SLO 2 - Application of knowledge - Demonstrate an increased and intermediate level understanding of cadence control as it pertains to both hills and sprints at an intermediate level. (Created By Department - Physical Education (PHED)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013	<b>Assessment Method:</b> Observation of students demonstrating an increased and intermediate level understanding of cadence control as it pertains to both hills and sprints at an intermediate level. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students demonstrate an increased and intermediate level understanding of cadence control as it pertains to both hills and sprints at an intermediate level.		
<b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> visual observation and analyze and critique bowling techniques. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students will be able to score over 100. Special criteria will be used for students with special needs.		
	<b>Assessment Method:</b> view students machanics and skill level <b>Assessment Method Type:</b> Presentation/Performance		
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))	<b>Assessment Method:</b> visual instruction and observation of basic skill of bowling <b>Assessment Method Type:</b> Presentation/Performance		

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>Target for Success:</b> 65% of students will show ability to safely demonstrate how to use bowling equipment		
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)) <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> verbally discussed workout program and watched them demonstrate their program.ro <b>Assessment Method Type:</b> Interviews/Focus Groups <b>Target for Success:</b> 50% of my students will be able to demonstrate proper lifting techniques in a safe environment. ro		
	<b>Assessment Method:</b> Review the performance work out sheet and observe their progress 2 times per quarter. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will improve their fitness level.		
	<b>Assessment Method:</b> Verbally discussed workout program and watched them demonstrate their program <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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		
	<b>Assessment Method:</b> Discuss verbally a workout program and watched students demonstrate their program <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 75% of the students who complete this course will be able to demonstrate the ability		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>to use the equipment and show an improved overall level of physical fitness</p> <p><b>Assessment Method:</b> Students will use a workout log to create and track a safe and effective cardio-respiratory and weight training program.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80%</p> <p><b>Assessment Method:</b> Through participation students will Design and demonstrate a safe and effective cardio-respiratory and weight training program.</p> <p><b>Target for Success:</b> 80% of students will Design and demonstrate a safe and effective cardio-respiratory and weight training program.</p>		
<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> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will demonstrate proper and safe use of resistance equipment.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of students will demonstrate proper technique.</p> <p><b>Assessment Method:</b> Students will be observed in daily workouts</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 100%</p>		
<p>Department - Physical Education (PHED) - PHED 45A - FOUNDATIONS OF STRENGTH &amp; CONDITIONING - SLO 1 - Application of Knowledge - Students will acquire appropriate skills, strategies,</p>	<p><b>Assessment Method:</b> students must perform a high level workout consisting of advanced strength and conditioning techniques consisting of 3x5 Power cleans, 3x5 Bradford press, 3x5 front</p>	<p>05/26/2015 - All 15 of my students passed with flying colors. This could mean I have to advance the work out even further to test students fitness.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
terminology and etiquette in order that they may be able to incorporate strength and conditioning into their daily routine while working toward lifetime fitness. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	squats and 3 x15 Box Jumps. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> I expect all participants to pass with ease because of the focus and intense nature this group is comprised of.	<b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 45A - FOUNDATIONS OF STRENGTH & CONDITIONING - SLO 2 - Application of Knowledge - Students will learn appropriate exercise program design, safe exercise technique, and the ways to assess physical improvement. (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will complete a course long program design which targets all major muscle groups showing which ones lead to great physical improvement. <b>Target for Success:</b> I expect 80% of my students to pass with an A or higher.		
Department - Physical Education (PHED) - PHED 45C - CIRCUIT TRAINING - 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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Instructor observes student lifting at the beginning of the quarter and compares that with observations made at the end of the quarter. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 90% of students are able to design and implement their own workout.	12/14/2015 - students were able to demonstrate increased strength throughout the quarter. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 45C - CIRCUIT TRAINING - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of resistance training machines and free weights (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Instructors observe if students demonstrate using the weight training equipment safely and effectively. <b>Assessment Method Type:</b> Observation/Critique	12/14/2015 - 100% of students were able to demonstrate using the weight training equipment safely and effectively. <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
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 90% of students demonstrate using the weight training equipment safely and effectively.	2014-2015	
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Observe the amount of weight a student can lift at the beginning of the class vs. the end of the class <b>Assessment Method Type:</b> Pre/Post Test <b>Assessment Method:</b> Students will engage in a final exam which will cover al we have learned in the class. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> I expect an 70% pass rate because my students are beginners and some have trouble remembering the terminology.	05/28/2015 - Below are listed the scores of my students who took the final. Every one who took the final passed. In the future i need to make this final a lot of tougher.  10 10 10 10  10 10  10 10 8 9 10 10 10  <b>Result:</b> Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015	
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))	<b>Assessment Method:</b> Instructor observation <b>Assessment Method Type:</b> Presentation/Performance		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> positive attendance and participation <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 30 of 34 class meetings attended and participated		
	<b>Assessment Method:</b> Students will engage in an exam that shows their knowledge of machines and exercises and how to safely do each one. It will be a 10 point exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> I expect 80% of my students to pass with a B or higher.		
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, weights and core exercises (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Pre/Post test to evaluate degree of increased proficiency. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will succeed.		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post test to evaluate degree of increased proficiency. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	80% of students will succeed. <b>Assessment Method:</b> Students will design a comprehensive workout plan. that covers all aspects of the class and will be graded on a 10 point scale. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> I expect all my students to have at least a 90% on this assignment.	06/02/2015 - All my students received a score of 10 out of 10 on their workout plans. This is due to the fact that they have experience lifting weights and can design workouts independently. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Pre/Post test to evaluate degree of increased proficiency. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will succeed.		
Department - Physical Education (PHED) - PHED 46B - ADVANCED WEIGHT LIFTING FOR HEALTH AND FITNESS - Application of Knowledge - Design and implement a strength training work out applying advanced resistance principles to produce desired training effect. (Created By Department - Physical Education (PHED)) <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 46B - ADVANCED WEIGHT LIFTING FOR HEALTH AND FITNESS - Knowledge - Demonstrate safe and appropriate use of resistance training machines and free weights. (Created By Department - Physical	<b>Assessment Method:</b> Students will participate in a Final exam at end of term. This will cover all uses and safety measures covered in class on a day to day basis.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Education (PHED)) <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> I expect 80% of my students to get a B or higher.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 75% of students will successfully demonstrate the core exercises for increasing strength and endurance.	06/16/2015 - 85% of students were 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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 47B - THIGHS, ABS & GLUTEUS (TAG) - SLO 2 - Application of knowledge - The student will be demonstrate increased awareness of their current fitness level and their desired fitness level. (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The student will keep a fitness journal that will track their progress towards their desired fitness level. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 75% of students will demonstrate increased strength and endurance.		
Department - Physical Education (PHED) - PHED 47B - THIGHS, ABS & GLUTEUS (TAG) - SLO 3 - Demonstration of Technique - 85% of students upon completion of the class will be able to demonstrate the proper form and technique for lower body and core workouts. (Created By Department - Physical Education (PHED))	<b>Assessment Method:</b> Students will be observed and critiqued throughout the course for proper form and technique in a variety of lower body and core workouts. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 85%	06/16/2015 - 85% of students were observed demonstrating the proper form and technique for lower body and core workouts. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

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> 09/22/2014 <b>End Date:</b> 06/27/2015 <b>Course-Level SLO Status:</b> Active			
Department - Physical Education (PHED) - PHED 47C - HIGH INTENSITY INTERVAL TRAINING (HIIT) - SLO 1 - Application of Knowledge - Demonstrate cardiovascular fitness improvements in a personal strength program (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A successful student will perform a pre and post test to demonstrate cardiovascular fitness improvements in a personal strength program. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass with a grade of B or better.		
Department - Physical Education (PHED) - PHED 47C - HIGH INTENSITY INTERVAL TRAINING (HIIT) - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of strength apparatus and tools. (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A successful student will perform a pre and post test to demonstrate safe and appropriate use of strength apparatus and tools. <b>Target for Success:</b> 80% of students will pass with a grade of B or better.		
Department - Physical Education (PHED) - PHED 49A - SURVIVOR TRAINING - SLO 1 - Application of Knowledge - Design and practice sports fitness drills for increased strength. (Created By Department - Physical Education (PHED)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A successful student will perform a pre and post test to demonstrate and understand how to design and practice sports fitness drills for increased strength. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> 80% of students will pass with a grade of B or better.	06/16/2015 - 85% of students were tested showing the ability to design and practice sports fitness drills for increased strength. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Physical Education (PHED) - PHED 49A - SURVIVOR TRAINING - SLO 2 - Demonstration of Technique - Demonstrate safe and appropriate use of free weights and other strength training apparatus. (Created By Department - Physical Education (PHED))</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:</b> 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 80% of students will pass with a grade of B or better.</p>	<p>06/16/2015 - 90% of students demonstrated safe and appropriate use of free weights and other strength training apparatus.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 80% of students will demonstrate proper analysis of the necessary components for a complete fitness program.</p>	<p>06/16/2015 - 80% of students demonstrated proper analysis of the necessary components for a complete fitness program</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 80% of students will pass with a grade of B or better.</p>	<p>06/16/2015 - 85 % of students were able to demonstrate and understand how to customize an appropriate fitness program.</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 - Physical Education (PHED) - PHED 60 - 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructor Observation</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 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.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will design and submit individualized projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will pass with a grade of B or better.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Physical Education (PHED) - PHED 60T - SPECIAL PROJECTS IN PHYSICAL EDUCATION - SLO 2 - Application of knowledge - Demonstrate a</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
basic understanding of kinesiology and exercise physiology through special project in physical education (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active			
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical exam <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All components of tape job included Tape job neat, without wrinkles or holes Complete tape job in less than 3 minutes	12/09/2015 - All students met SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> Taping Supplies	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical Examination <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Demonstrate appropriate techniques for active and passive stretching of the upper and lower extremities	12/09/2015 - All students met SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical Exam <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All students completing PHED 62B will show competency in performing soft tissue massage techniques	12/09/2015 - All students met SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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	<b>Assessment Method:</b> Research paper describing theoretical use of therapeutic modalities <b>Assessment Method Type:</b> Research Paper	12/09/2015 - All students met SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> All students completing PHED 62B will complete the research paper describing the theoretical use of therapeutic modalities		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical Exam <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All students completing PHED 62C will show competency in demonstrating a foot, ankle and lower leg injury evaluation	12/09/2015 - 80% of students met this SLO. Continued instruction time needed to increase completion. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Research paper correlating muscle groups with various free weight and variable resistance machine exercises <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> All students completing PHED 62C will complete a research paper correlating muscle groups with various free weight and variable resistance machine exercises	12/09/2015 - 80% of students met this SLO. Continued instruction time needed to increase completion. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical Exam <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All students completing PHED 62D will complete a shoulder injury evaluation	12/09/2015 - 80% of students met this SLO. Continued instruction time needed to increase completion. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Physical Education (PHED) - PHED 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 2 - Application of knowledge - Design functional	<b>Assessment Method:</b> Written description of functional rehabilitation program as well as demonstration of the functional rehabilitation	12/09/2015 - All students completed this SLO. Excellent progress with these programs. Students completed excellent work with injured student-athletes providing a valuable service to Foothill	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
rehabilitation program for the lower extremity (Created By Department - Physical Education (PHED))  <b>Course-Level SLO Status:</b> Active	program with an athlete <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> All students completing PHED 62D will design and demonstrate a functional rehabilitation program for the lower extremity	inter-collegiate athletics. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Oversee and collaborate with student on a comprehensive rehabilitation program for an injured student athlete. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> All students completing PHED 62E will develop a comprehensive rehabilitation plan	12/09/2015 - All students met this SLO <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Review capstone project summarizing the body of student learning over the course of the PHED 62 series of classes <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> All students completing PHED 62E will complete a capstone project demonstrating mastery of course materials	12/09/2015 - All students completed this SLO. This project continues to be a shining example of the comprehensive experience the students receive in the KINS 62 series and Foothill Sports Medicine Program. Student completing the progression and program are leaders in the areas of sports medicine! <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Start Date:</b> 01/02/2013	<b>Assessment Method:</b> Practical Examination of Upper Extremity Stretching <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of students will successfully demonstrate Upper Extremity PNF Stretching		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 03/30/2013 <b>Course-Level SLO Status:</b> 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)) <b>Start Date:</b> 01/10/2012 <b>End Date:</b> 03/30/2012 <b>Course-Level SLO Status:</b> Active	<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 techniques of Upper Extremity PNF Strengthening		
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)) <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical Examination <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of the students will successfully demonstrate Lower Extremity Stretching		
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))	<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 Lower Extremity PNF Strengthening techniques		

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 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 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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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> Active			
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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 - 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.</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Physical Education - Adaptive Physical Education (PHDA))  <b>Course-Level SLO Status:</b> Active			

# Unit Assessment Report - Four Column

## Foothill College

### Program (KA-PHYS) Physical Education AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (KA-PHYS) Physical Education AA - 1 - A successful student will complete this program with the ability to communicate the components of a Physical Education program to their professional staff  <b>SLO Status:</b> Active	<b>Assessment Method:</b> All PHED students in theory courses will provide feedback on their enrollment in other PHED theory courses. <b>Assessment Method Type:</b> Departmental Questions <b>Target:</b> 80% of students will participate.	06/30/2012 - 95% of students participated. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Life long learning.	06/30/2012 - Data will be used to revise core curriculum.  _____
Program (KA-PHYS) Physical Education AA - 2 - A successful student will demonstrate the necessary knowledge, skills, and values of a multi-disciplinary program, which satisfy core requirements for many physical education transfer majors including the traditional concentrations in teaching and contemporary choices of fitness, dance and athletic emphasis.  <b>SLO Status:</b> Active	<b>Assessment Method:</b> Evaluation of final grades in core courses. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Successful students will pass core courses with a B grade or better.	09/28/2012 - 80% of students passed core courses with a B grade or better. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Life long learning.	