

Assessment: Course/Service Four Column



Dept - (PE) Physical Education

P E 32B:Women's Badminton Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32B_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of badminton with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - Footwork -- starting from the central position on the court, demonstrate the necessary steps to navigate the court to six positions -- forehand net shot, forehand mid-court shot, forehand back court clearing shot, backhand net shot, backhand mid-court shot, backhand back court clearing shot -- demonstrating an appropriate stroke and correct position of racquet side foot at each location; and return to central position after each stroke. Footwork should emphasize "chase" step and minimize crossover steps.</p> <p>Service -- demonstrate serves using either backhand/flick serve or forehand serve techniques to hit shuttlecock to target service zones at both front corners and/or rear zone of receiving service area.</p> <p>Target for Success: Footwork -- 80% of repetitions executed correctly</p> <p>Service -- 67% of attempts land in</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met XXX (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): XXX</p>	<p>Enhancement: Acquire a badminton training machine (shuttlecock hitting machine) to provide consistent delivery of shots at accurate intervals to provide a more standardized rubric.</p> <p>Acquire tablet computer & tripod to record & playback student-athlete repetitions of footwork and service -- to improve visualization and execution of skills (06/17/2016)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>target zones</p> <p>Comments/Notes: Service attempts should be limited to 15-21 attempts to replicate match environment.</p>		
<p>PE32B_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness.</p> <p>SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p>

(05/04/2014)

Exam - Course Test/Quiz - Quiz of 20-30 questions on wellness and fitness information in course text.
Target for Success: 70% of answers correct

Program Review Reporting Year: 2016-2017
Target : Target Not Met
XXX (06/17/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): xxx

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.
Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.

Program Review Reporting Year: 2016-2017
Target : Target Met
A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.
(02/27/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals.

The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/01/2017)
(10/02/2017)

PE 32F:Defensive Baseball Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32F_SLO_1 - Perform defensive Techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - Each student will perform a pre- and post skills test on catching, pitching, short stop, base positions and outfield positions based on individual baseball position. Each skills test will include 10 repetitions of each skill per position. Target for Success: Students will improve by 25% from the pre to the post skills test.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students averaged a 52% success rate on completing 10 repetitions of position specific skills. n the post skills test, students had an 87% success rate on completing 10 repetitions of specific skills based on position. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills tests were a good tool to see improvements in defensive skill proficiency.</p>	<p>Enhancement: Students need an adequate facility to perform the skill requirements at a higher level. (10/09/2017)</p>
<p>PE32F_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness</p>

Student Learning Outcomes (SLOs)

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75% of the student-athletes who respond will strongly agree or agree that the support services have helped them

coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

Program Review Reporting Year: 2016-2017
Target : Target Met
The target was met except relative to two concepts regarding stretching and the development of muscular endurance.
Over 90% of the students felt they could develop their exercise routine.
Over 90% of the student-athletes felt that the support services significantly supported their goals.
(10/02/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
(05/04/2014)

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/01/2017)
(10/02/2017)

Exam - Course Test/Quiz - Students will take an exam on basic fitness concepts and how they apply to health and wellness.
Target for Success: 90% of students

Program Review Reporting Year: 2016-2017
Target : Target Met
95% of students passed the exam with a C or better.
(10/09/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam is a

Enhancement: No enhancements
(10/09/2017)

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will receive a passing grade of C or better on the exam.

good assessment method to cover information about fitness concepts.

PE 32G:Offensive Baseball Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32G_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - Complete a pre and post skills assessment on hitting, base running, sliding, and stealing bases. 10 repetitions of each skill will be conducted. Target for Success: 90% of students will improve skill level from the pre to post skills test.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 98% of students showed improvements in all of the required skills from the pre to post skills test. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills tests are a good way to assess improvements in baseball skills.</p>	<p>Enhancement: An adequate facility is necessary for improvements in the students performance. (10/09/2017)</p>
<p>PE32G_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data</p>

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(05/04/2014)

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Program Review Reporting Year: 2016-2017

Target : Target Met

The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals.

(10/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers.

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75% of the student-athletes who respond will strongly agree or agree that the support services have helped them

P E 32H, 32HX:Offensive Football Techniques

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<p>PE32H_SLO_1 - Perform the offensive strategies technical and mental physical skills of football with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - A pre and post skills test on passing, running, and offensive blocking is conducted with 15 repetitions of each skill. Target for Success: An 80% improvement overall.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed improvements in all skills assessed, with passing being the highest rate of improvement at 96%. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills test work well to see the students perform skills accurately or inaccurately and to assess improvements.</p>	
<p>PE32H_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data</p>

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Program Review Reporting Year: 2016-2017

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PE 32I, 32IX:Defensive Football Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32I_SLO_1 - Perform the defensive strategies, techniques and mental physical skills of football with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - Students will take part in a pre and post skills assessment of blocking, tackling, and position based defensive skills. Each student will perform 10 repetitions of each positional based skill in the demonstration. Target for Success: 80% of students will show improvement from the pre to post skills tests.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% of the students improved between the pre and post skills test in blocking, tackling, and other positional skills performances. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills tests are effective in testing for accuracy in performance based skills and football positions.</p>	<p>Enhancement: Students can continue to improve in these skills with better equipment, helmets, balls, and classroom space for film. (10/09/2017)</p>
<p>PE32I_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: Target for success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion</p>

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	<p>fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.</p> <p>Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.</p>	<p>Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/02/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals.</p>	<p>athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)</p>

P E 32J, 32JX:Water Polo Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32J_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - Perform individual defensive drills 10 times at both the beginning and end of the quarter. Drills include a press, drive defense, and shot blocking for field players and in-goal blocks for the goalie position. Target for Success: 90% of students should show improvement in skill proficiency.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met The pre skills test showed a 65% of proficiency in press and drive defense and a 51% of proficiency in goal blocks. The post skills test showed a 89% and 91% respectively. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): There are numerous skills that are tested, and it is dependent on the number of repetitions performed and the skill level at the pre-test.</p>	<p>Enhancement: New classroom equipment such as goals, caps, and balls can help improve the skill proficiency. (10/09/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Met The pre skills test showed a 56% level of proficiency in drive defense, a 67% skills proficiency in individual defense, and an 54% level of proficiency in shot blocking for the field players. The goalie position showed an 81% level of proficiency in shot blocking. The post skills test showed a 93%, 99% and 92% success rate respectively in the field position post skills assessments. There was a 97% success rate for the goalie position. (04/16/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The pre- and post-skills tests continue to be an excellent method for assessing specific defensive skills.</p>	<p>Enhancement: Adding an analysis of defensive skills performed during scrimmages and competitions may also add to the value of the performance of skills evaluations. (04/16/2014)</p>
		<p>Program Review Reporting Year: 2011-2012 Target : Target Not Met The pre-skills test showed a 48% proficiency level for press defense, a 40% proficiency level for drive defense, and a 34% proficiency level for shot blocking, and a 67% proficiency level for the goalie position. The post-skills test showed an 88% proficiency for press, a 91% for drive defense, an 85% for shot blocking, and a 95% for the goalie position. (06/27/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The drills are a good way to assess improved proficiency level for each student with defensive skills.</p>	<p>Enhancement: I may add a few more skills specific to the team aspect of water polo including 5 on 6 defense and front court defense. (06/27/2012)</p>
<p>PE32J_SLO_2 - Apply knowledge of</p>	<p>Exam - Course Test/Quiz - A multiple</p>	<p>Program Review Reporting Year: 2016-2017</p>	<p>Enhancement: Classroom</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and body composition and basic nutrition. Target for Success: 80% of students should receive a passing grade of a C or better.</p> <p>Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also. Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who</p>	<p>Target : Target Met A 95% success rate for passing the exam. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were highly successful in passing the exam.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Met A total of 98% of the students received a passing grade. Only one student did not pass the exam. (04/16/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam is a good overview of fitness concepts that important for the athletes to know and understand.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Met 88% of the students (28 students out of 32) received a grade of C or better. Only 4 students did not receive a passing grade. (07/10/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam was successful in getting the students to better understand basic fitness and wellness concepts.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals.</p> <p>The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.</p>	<p>discussion can continue to help students with success. (10/09/2017)</p> <hr/> <p>Enhancement: An essay on the fitness and nutritional concepts and how it relates to the sport of water polo may be a better means of assessment and have more of an impact on student learning. (04/16/2014)</p> <hr/> <p>Enhancement: The exam is a useful tool for getting the students to better understand the basic fitness concepts and how they apply to their own overall health and wellness. (07/10/2012)</p> <hr/> <p>Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/03/2017)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	respond will strongly agree or agree that the support services have helped them.		
<p>PE32J_SLO_3 - Perform offensive techniques, strategies, mental and physical skills of water polo with an increased degree of proficiency. SLO Status: Active Planned Assessment Quarters: 2011-12 1- Summer Outcome Creation Date: 06/27/2012</p>	<p>Demonstration - Perform offensive drills 10 time correctly at both the start and end of the quarter. Skills include dry passes, wet passing, outside shots, wet shots, and shots of a drive. 6 on 5 offensive strategies will be performed with and without defense, 10 team plays performed correctly throughout the quarter. Target for Success: 90% student success rate of improved proficiency in skills.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met Students were able to meet the target of proficiency in all areas of offensive skills except for 6 on 5 offensive skills. Students only performed 6 out of 10 with accuracy. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): There are a number of offensive drills to complete with accuracy. The individual skills improved at a higher rate than than the tactical team skills.</p>	<p>Enhancement: New classroom equipment such as goals, caps with clearer numbers, and new balls. (10/09/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met In the pre-skills test, students showed a 44% proficiency in dry passing, a 37% proficiency in wet passes, a 50% proficiency in outside shots, a 24% proficiency in wet shots, and 40% proficiency on shots on a drive. IN the post-skills test, students showed an 91%, 85%, 93%, 83%, and 95% success rate respectively on these skills (04/16/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although the target was not met on all of the skills, the students still showed a wide range of improvements on all of the skills.</p>	<p>Enhancement: The array of skills is a good overview for assessing offensive skills, but there can be variation depending on the skill of the goalie. I may assess these skills only with a goalie (not without) for the pre and post skills. (04/16/2014)</p>
	<p>Demonstration - Perform offensive drills 10 time correctly at both the start and end of the quarter. Skills include dry passes, wet passing,</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Not Met The pre-skills test showed a 56% proficiency level for press defense, a 40% proficiency level for drive defense, and a 47% proficiency level for shot blocking. The post-skills test showed an 89% proficiency for passing, a 93% for shooting, an 85% for shot off a drive. (07/10/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills set is appropriate to accurately assess the target skills set for the performance of offensive strategies and techniques.</p>	<p>Enhancement: No changes are necessary. (07/10/2012)</p>

Student Learning Outcomes (SLOs)

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Enhancements

outside shots, wet shots, and shots of a drive. 6 on 5 offensive strategies will be performed with and without defense, 10 team plays performed correctly throughout the quarter.
Target for Success: A 90% success rate for student increasing proficiency.

PE 32K:Basketball Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32K_SLO_1 - Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency. SLO Status: Active Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 12/15/2011</p>	<p>Presentation/Performance - A skills test was given to each student to perform: proficient passing, accurate shooting at the basket and ball handling. Target for Success: 60% was considered proficient.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 95% of students performed each skill with an increased proficiency. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills test is a good way to see the improvements in skill proficiency.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Met 97% of my student-athletes scored above average on the given skill tests. (07/10/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will strive to learn innovative and creative ways to teach so I may reach 100% of my student-athletes to score above average. I am going to focus on team building activities to promote better comradry amongst the players.</p>	<p>Enhancement: Students will be able to improve performance with an improved overall facility, scoreboard, and resources for equipment. (10/09/2017)</p> <hr/> <p>Enhancement: A Shooting Machine that we are receiving in the near future will greatly enhance their shooting %. (09/27/2012)</p> <hr/> <p>Enhancement: Continue to attend conferences and seek alternate conferences that will focus on team building activities. Investigate public Speaking/community service opportunities. (07/17/2012)</p> <hr/> <p>Enhancement: I will continue to develop new and innovative ways of instructing so that 100% of my student-athletes will perform above average. (07/10/2012)</p>
<p>PE32K_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 97% of students were successful. (07/17/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I liked the way</p>	<p>Enhancement: Intend to review the questions for currency and relevancy since we have a new text. (07/17/2012)</p>

Student Learning Outcomes (SLOs)

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Enhancements

Planned Assessment Quarters: 2011-12 3-Winter
Outcome Creation Date: 12/14/2011

about basic fitness concepts such as cardiovascular exercise and strength training and basic nutrition.

Target for Success: 80% of my student-athletes should score a "C" or better on the test.

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.

Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.

75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.

the exam was formulated.

Program Review Reporting Year: 2016-2017

Target : Target Met

The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals.

The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

PE 32L, 32LX: Volleyball Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32L_SLO_1 - Perform the techniques, strategies, mental and physical skills of volleyball with an increasing degree of proficiency. SLO Status: Active Planned Assessment Quarters: 2011-12 3-Winter Outcome Creation Date: 03/22/2012</p>	<p>Demonstration - A skills test was given to each student to perform: passing to target 10 times, setting to target 10 times, and serving to target 10 times. Target for Success: 70% was considered proficient.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 82% of my students performed the skills test at a proficient level. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Volleyball has become a more specialized sport over the years, so not all players are learning all of the skills before they come to De Anza. I will look into different assessments for specific positions that the players play.</p>	
		<p>Program Review Reporting Year: 2011-2012 Target : Target Met 98% of my student-athletes scored above average on all three skills tests. (07/10/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching and delivery so that I can try to get all of my student-athletes 100% above average.</p>	<p>Enhancement: I will continue to improve upon my teaching and delivery so that we can get all of my students scoring above average. (07/10/2012)</p>
	<p>Presentation/Performance - The student-athletes perform different aspects of offensive and defensive drills. (serving, setting, passing, attacking, blocking) 10 attempts for each skill. Target for Success: 80% or above is considered proficient.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 95% of my student-athletes succeeded in all skill drills. (07/26/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching and knowledge.</p>	<p>Enhancement: It would be very beneficial to have video equipment so that both the student-athletes and I could assess the skills and improve. (07/26/2012)</p>
	<p>Demonstration - Students will perform game-like simulations with specific instructions to show proficiency in certain aspects of volleyball. Target for Success: 90% proficiency</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 95% of my students performed the game-like simulations correctly. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did a good job over the course of the quarter grasping skills and the mental edge to perform the game-like simulations correctly. Having to keep students in the class that are not at the level they should be in volleyball for enrollment purposes is a disservice to the students that should be in the class.</p>	<p>Enhancement: This class is supposed to be for the De Anza College Women's Volleyball team players to get better in the off-season to help them progress in their volleyball skills. Having other students in this class is a safety concern as well as a disservice to the volleyball program at De Anza. The facility (PE 21 - Main gym) needs to be upgraded, the floors, bleachers, ceiling, walls, volleyball net system, etc. This facility has</p>

Student Learning Outcomes (SLOs)

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Enhancements

not been upgraded for over 10 years at least. (06/17/2016)

PE32L_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.
SLO Status: Active

Exam - Course Test/Quiz - A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and body composition and basic nutrition.
Target for Success: 75% of my student-athletes should score a "C" or better.

Program Review Reporting Year: 2016-2017
Target : Target Met
95% of my students received a C or better on the multiple choice exam. (06/08/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I was pleased with the outcome of this assessment. I will continue to teach the basic concepts of Fit and Well to each and every one of my students.

Enhancement: To get a deeper understanding of cardiovascular strength and endurance, body composition, and basic understanding it would be great to have a strength and conditioning specialist in our area of Physical Education and Athletics. (06/08/2017)

Program Review Reporting Year: 2015-2016
Target : Target Met
90% of my student-athletes passed the exam with a 'C' or better. (06/17/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I was very pleased with the results of the exam. I am constantly working with my students on the importance of nutrition, strength training, and being in better shape physically.

Enhancement: We, as a department will continue to work together to ensure the best methods of delivering key physical fitness, nutrition, and basic health concepts to our students. Every year we will make sure that the tests and information that we submit to our students is current and up to date. (03/07/2017)

Program Review Reporting Year: 2013-2014
Target : Target Met
85% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards.

There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are understanding the concepts:
1) 84% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 75% met;
2) 85% of the students understand that static

Enhancement: We, as a department will continue to work together to ensure the best methods of delivering key physical fitness, nutrition, and basic health concepts to our students. Every year we will make sure that the tests and information that we submit to our students is current and up to date. (05/02/2014)

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stretching should be performed after an exercise session—target of 75% met.
(05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The number of fitness related questions have truly tested the students' knowledge. I believe that the students in this class have a very good grasp on basic fitness concepts as they relate to health and fitness. This class meets 6 hours a week which gives the instructor more time to deliver key concepts and information regarding physical fitness to the students.

Program Review Reporting Year: 2011-2012

Target : Target Met

88% of my student-athletes scored a "C" or better on the test. (07/10/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching and delivery so that 90-100% of my student-athletes can score a "C" or better.

Enhancement: I will continue to improve upon my teaching and delivery so that 90-100% of my student-athletes can score a "C" or better. (07/10/2012)

PE 32M, 32MX:Soccer Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32M_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - A pre and post skills assessment will be conducted that encompasses positional play, such as goalkeeping and defensive backs. Target for Success: 90% of students will show improvement between the pre and post skills test.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 95% of students showed improvements on positional skills in soccer. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills tests work well to establish areas needed for improvements to enhance individual learning styles.</p>	
<p>PE32M_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 9 of 16 true false questions related tgo the application of fitness concepts. Students also responded to the quality of services provided by the department. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): 66% of my students were able to identify and apply basic fitness concepts. However, 95% of the class felt that they had the ability to design their own fitness program. Although they do not have a firm grasp on the basic fitness principals, they feel like they are knowledgeable enough to design a fitness program, which can be dangerous. The data was collected after the fall quarter, where the class is focused on competition, and technical and tactical concepts. Much of the basic information regarding fitness was incorrectly assumed to be known by the elite athletes in the class, and this assessment made it clear that this was not the case. Specifically, the students scored very poorly on heart rate and stretching concepts.</p>	<p>Enhancement: To improve the performance in this area, time should be spent teaching basic fitness concepts. In addition, providing a midterm examination or a quiz could also provide a forum for disseminating and confirming comprehension of the information. Having space for lecture format lessons would improve performance in this area. (06/08/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.

results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers)

Program Review Reporting Year: 2016-2017

Target : Target Met

The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals.

(10/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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helped them achieve their goals. They will be given the opportunity to make comments also.
Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.
 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.

stretching and the development of muscular endurance.
 Over 90% of the students felt they could develop their exercise routine.
 Over 90% of the student-athletes felt that the support services significantly supported their goals.
 The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

PE 32N:Track and Field Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32N_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - Physical Testing: We Pre and Post Test 5 Physical Fitness Tests (Standing Long Jump, 40 Yard Dash, 400 Meter Dash, Two Hand overhead Shot Put Throw, Vertical Jump) Target for Success: To have students show improvement in at least 80% of Post Test Results Comments/Notes: All students show improvement individually based on one quarter of training from the first week to the last week of the quarter. Both Men and Women are tested separately.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 90% of students in PE 32N successfully improved in at least 80% of their physical testing. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): We could have a more accurate measure of the Vertical Jump</p>	<p>Enhancement: I am going to look for a better physical measuring tool for future vertical jump. (06/17/2016) Follow-Up: We removed the Vertical Jump from our testing due to it showing much of the same results as the standing long jump. (08/09/2017)</p>
<p>PE32N_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. 	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

(05/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.
Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.
75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.

Program Review Reporting Year: 2016-2017
Target : Target Met
The target was met except relative to two concepts regarding stretching and the development of muscular endurance.
Over 90% of the students felt they could develop their exercise routine.
Over 90% of the student-athletes felt that the support services significantly supported their goals.
(10/02/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance.
Over 90% of the students felt they could develop their exercise routine.
Over 90% of the student-athletes felt that the support services significantly supported their goals.

The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

PE 32P:Techniques of Competitive Swimming

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32P_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of swimming and diving with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - 3 skills assessment tests to evaluate the 4 competitive swim strokes and/or 5 categories of dives. Target for Success: 90% of students should show an increased level of proficiency through improved times and/or diving scores</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 91% of students improved swim times on the 4 competitive strokes and the 5 categories of dives. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The times and scores improvements is a really accurate way to assess improvements in swimming and diving proficiency.</p>	<p>Enhancement: A new, updated timing system and new lane lines would greatly improve the quality of practice and competitions for swimming. New diving boards would improve opportunity for increased diving skills. (10/09/2017)</p>
	<p>Demonstration - 3 skills assessment tests to evaluate the 4 competitive swim strokes and/or 5 categories of dives. Target for Success: 90% of students should show an increased level of proficiency through improved times and/or diving scores</p>		
<p>PE32P_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and body composition and basic nutrition. Target for Success: 90% of students should receive a passing grade.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 94% of the students passed the exam. (04/16/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam is a good tool to encourage the students to have a better understanding of the fitness concepts important to the sport of swimming and diving.</p>	<p>Enhancement: Incorporate short lectures about concepts once a week (05/04/2014)</p>
	<p>Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals.</p>	<p>Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.</p> <p>Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.</p> <p>75% of the student-athletes who respond will strongly agree or agree that the support services have helped them</p>	<p>(10/03/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.</p>	<p>each group, equipment managers, counselor/advisor, Athletic Trainers. (10/03/2017)</p>

PE 32S, 32SX: Women's Soccer Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32S_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency. SLO Status: Active</p>	<p>Presentation/Performance - Small group play utilizing offensive and defensive strategies. Focusing on phases of play. Target for Success: 75% proficient. Each phase has a building progression.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Attacking patterns of play in the final third of the field, utilizing a variety of strategies to combine players to create a scoring opportunity. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): The student athletes were successful 75% of the time.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Met 80% were proficient in the progressive phases of play. (12/11/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to review small group play through the phases of play.</p>	<p>Enhancement: I will continue to improve upon players individual techniques by including more activities that address the deficiencies. (06/17/2016)</p> <hr/> <p>Enhancement: I will continue to enhance my education through Soccer coaching courses through the year. (12/11/2013)</p>
<p>PE32S_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/04/2014)

Exam - Course Test/Quiz - Students are given two multiple choice exams during the quarter.
Target for Success: 100% success
Comments/Notes: Student are given concepts of warm-up as it relates to the cardiovascular system.

Program Review Reporting Year: 2015-2016
Target : Target Met
Students were 100% success. We cover this concept weekly. (06/17/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to cover this information on a weekly basis.

Enhancement: I will continue to improve there flexibility through the use of roam rollers. (06/17/2016)

PE 32T:Tennis Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32T_SLO_1 - Perform defensive techniques, strategies, mental and physical skills of tennis with an increasing degree of proficiency. SLO Status: Active</p>	<p>Demonstration - A pre and post skills test will be conducted to assess improvement of tennis skills.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students performed a pre skills test of tennis skills and had a 70% success rate on performing the skills. In the post skills test there was a total of 85% success rate of skills performance. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The pre and post skills test was effective in assessing an increase in tennis skill efficiency.</p>	<p>Enhancement: Newer equipment provided for students would improve success rate. (10/16/2017)</p>
<p>PE32T_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health an wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions</p>

Student Learning Outcomes (SLOs)

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Enhancements

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.
Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.
75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.

Also, the number of fitness related questions might not have truly tested the students' knowledge.

Program Review Reporting Year: 2016-2017
Target : Target Met
The target was met except relative to two concepts regarding stretching and the development of muscular endurance.
Over 90% of the students felt they could develop their exercise routine.
Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/02/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance.
Over 90% of the students felt they could develop their exercise routine.
Over 90% of the student-athletes felt that the support services significantly supported their goals.

The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

to the survey or collecting data from a standardized course embedded set of questions for final examinations.
Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/04/2014)

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

PE 32W: Softball Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE32W_SLO_1 - Perform the techniques, strategies, mental and physical skills of softball with an increasing degree of proficiency. SLO Status: Active Outcome Creation Date: 12/13/2011</p>	<p>Presentation/Performance - Offensive and Defensive skills test Target for Success: Individual improvement 80% was set as benchmark</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met The skills test showed an improvement rate of 92% based on individual improvements on hitting and fielding. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills test was a good tool for measuring improvements.</p>	<p>Enhancement: The students still need adequate equipment for conditional, an improved field, scoreboard, and batting cages to enhance better student learning. (10/09/2017)</p>
<p>PE32W_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 12/15/2011</p>	<p>Demonstration - Offensive and Defensive skills. Pretest in beginning of quarter post test during the final. Hitting and fielding test Target for Success: Eight out of ten tries is considered above proficient level. Comments/Notes: Most students became more focused on the skill and had better outcomes.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met My student-athletes actually improved more on the mental part of the test rather than the physical part. (06/27/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Add more conditioning to the assessments to increase the physical part of the activity</p>	<p>Enhancement: I need more conditioning equipment (Medicine balls, box jumps, resistance bands and TRX trainers) along with softball equipment (bats, balls, buckets, gloves, fundamental gloves) to help my athletes to achieve better success. (06/27/2012)</p>
<p>PE32W_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 12/15/2011</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met Incorporated a diet and a workout plan for the student-athletes after the pretest and during the post test had a 90 percent success level. (06/27/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Apply a test to know if the student-athletes understand the the material and purpose of the diet/workout/ plan.</p> <p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students</p>	<p>Enhancement: Have a new book that applies to athletics and sport conditioning. (06/27/2012)</p> <p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

Student Learning Outcomes (SLOs)

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are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/03/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.

results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
(05/03/2014)

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals.

Program Review Reporting Year: 2016-2017

Target : Target Met

The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals.

(10/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin.

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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They will be given the opportunity to make comments also.
Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.
 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.

Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers.

P E 4XX:High Intensity Strength Development for Athletes

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE4XX_SLO_1 - Perform safe and appropriate use of resistance training machines and free weights. SLO Status: Active</p>	<p>Demonstration - A fitness log and workout plan will be recorded by each individual student to demonstrate training regime. Target for Success: 90% of students will complete the fitness log and workout plan.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students fitness logs were collected and graded on content of plan and completeness of workout execution. A 95% success rate for students with a passing grade. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The fitness log is an excellent way to assess the effectiveness and appropriate use of resistance training machines.</p>	<p>Enhancement: The classroom used for the course is too small. The ceilings are low making it difficult for students to safely perform certain exercises. A larger classroom and increased number of platforms are needed to improve the student success. (10/16/2017)</p>
<p>PE4XX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/04/2014)

Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services

(counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also.

Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.

75% of the student-athletes who respond will strongly agree or agree that the support services have helped them

Program Review Reporting Year: 2016-2017

Target : Target Met

The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals.

(10/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance.

Over 90% of the students felt they could develop their exercise routine.

Over 90% of the student-athletes felt that the support services significantly supported their goals.

The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.

Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

PE 99:Orientation to Athletics

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE99_SLO_1 - The students will demonstrate knowledge of the CCCAA eligibility rules pertaining to full-time academic student status while competing during the Intercollegiate season. SLO Status: Active</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Exam - Course Test/Quiz - Multiple quizzes on CCCAA rules and student athlete success. Target for Success: 90% of students will complete the quizzes with a grade of C or better.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Outcome assessed through quiz question in final exam. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are aware of the in-season eligibility requirements for CCCAA Competition</p>	<p>Enhancement: Add continuing academic eligibility standards (as listed on Form 1) to course. (01/30/2018)</p>

PE 77 (X-Y):Special Projects in Physical Education

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

PE77_SLO_1 - Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts

SLO Status: Active_Pending_Revision

Outcome Creation Date: 02/11/2018

Assessment: Course/Service Four Column



Dept - (PE) Massage Therapy

MASG 50A:Introduction to Massage

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MASG50A_SLO_1 - Apply knowledge of the different bodily systems and a variety of massage strokes to design and perform a one-hour relaxation massage using proper techniques.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2012-13 3-Winter</p> <p>Outcome Creation Date: 03/29/2013</p>	<p>Exam - Course Test/Quiz - Written examinations to ascertain if students have achieved knowledge of the bodily system and the effect of a variety of strokes. The student will help to design and perform a 1 hour relaxation massage.</p> <p>Target for Success: C Grade or above</p> <p>Related Documents: PE54-1 hour massage Practical Final PE54 Final Exam</p> <p>Demonstration - Perform a one hour massage while demonstrating proper draping, centering, grounding, breathing, ergonomics and swedish massage techniques.</p> <p>Target for Success: 90-100% able to demonstrate all techniques properly. 70-89% able to demonstrate all techniques properly. 0-69% able to demonstrate all techniques properly.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90-100% : 38/61 students; 70-89% students: 15/61 students; 0-70%: 8/61 students (06/20/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 53/61 students were able to demonstrate all or most techniques properly.</p>	<p>Enhancement: Encourage retention and attendance. Provide more practice time and communication about due dates and class expectations. (06/20/2017)</p>
<p>MASG50A_SLO_2 - Performing a safe one-hour massage with proper draping and communication.</p>	<p>Exam - Standardized - Perform a one hour relaxation massage while being evaluated with a 100 point section</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>35/41 students successfully performed a one hour</p>	<p>Enhancement: The students who did not meet the target did not show up to class on a regular basis</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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SLO Status: Active_Pending_Revision

grading rubric.

Target for Success: A score of 80% or above

Related Documents:

[PE54-1 hour massage Practical Final](#)

relaxation massage (02/14/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): 85% of the students successfully performed a one hour massage and met the criteria of the rubric.

or discontinued attending De Anza. The addition of "teacher assistants" in the classroom has helped. However, our students have not attended of our paid tutors study sessions outside of their classroom environment. We will make more in class announcements and reminders of this free service. (02/14/2018)

MASG 50B:Intermediate Massage

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE54A_SLO_1 - Utilize assessment and palpation skills to analyze myofascial restrictions and then use the data to formulate a treatment program to reduce pain and dysfunction.</p> <p>SLO Status: Active</p>	<p>Laboratory Project - Students conduct a thorough physical assessment of a client with myofascial pain. They will then administer ten treatments utilizing the techniques instructed in class. After ten treatments student will administer the same battery of assessments as the pretest. Students will then discuss the results answering: What worked? What did not work? and What they would do differently if they did the project again?</p> <p>Target for Success: A grade of 70 or above</p> <p>Related Documents: PE54A Midterm Case Study</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>The average score from the SLO 2014 survey is around 8.6. (03/27/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): xxxx</p>	
	<p>Survey - Post class student survey, completed during final exam. Requesting student feedback on how well they mastered the skills outlined in SLO.</p> <p>Target for Success: Looking for a average score of 7 or above from 95% of the students.</p>		
	<p>Laboratory Project - Complete 10 therapeutic massage sessions which include: a pre and post assessment; 10 SOAP charts; implementation of assessment techniques and derivation of treatment plans on each SOAP chart.</p> <p>Target for Success: 90-100%: Able to demonstrate all techniques and protocols properly; 70-89% Able to demonstrate most techniques and</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90-100%: 27/33 students; 70-89% : 0/33 students; 6/33 students (06/20/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 27/33 students were successful. A number of absences may have lent to the lack of success 6 students.</p>	<p>Enhancement: Better communication and transparency with the project and protocols and expectations. Encourage students to do the project. (06/20/2017)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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protocols properly; 0-69%: Unable to demonstrate most or none of the techniques and protocols properly.

MASG 50C:Sports Massage

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE54B_SLO_1 - Understand the different stages of sports massage and the techniques most appropriate for them. Categorize the beneficial effects and limitations of sports massage.</p> <p>SLO Status: Archived SLO Statement Outcome Creation Date: 05/27/2014 Outcome Inactive Date: 08/26/2016</p>	<p>Exam - Course Test/Quiz - Two written exams. Passing grade 70% or better.</p> <p>Target for Success: Passing grade 70% or better.</p>		
<p>PE54B_SLO_2 - Formulate and demonstrate 10-minute pre-event and post-event sequences and 20-minute maintenance sequence, all with proper techniques according to the needs of the athlete. Demonstrate safe and effective stretching techniques.</p> <p>SLO Status: Active Outcome Creation Date: 05/27/2014</p>	<p>Laboratory Project - Practical exams using standardized evaluation form. Passing grade is 70% for each of four exams including event and maintenance practicals and three specific stretches, plus 80% for a fourth stretch.</p> <p>Target for Success: Passing grade is 70%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 26/27 students took the practical examinations. 23/27 pass the practical exams with 75% or more. (10/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The format of the practical exams for 27 students was difficult to organize. The students felt that the grading rubric was unclear and therefore the expectations were unclear.</p>	<p>Enhancement: Instructor will discuss the format of the grading rubric for the practical exams and help to clarify the expectations for each students' performance. (10/02/2017)</p>
<p>MASG50C_SLO_3 - Appraise common athletic injuries and the factors that contribute to them.</p> <p>SLO Status: Active Outcome Creation Date: 08/26/2016</p>	<p>Focus Group - Interview students from the Fall 2016.</p> <p>Target for Success: 60% will be able to assess athletic injuries and that factors that contribute to them.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 6 student graduates from the Sports Massage were interviewed. (10/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): 5/6 Students felt that the myofacial techniques that were taught was a "step up" from that which had been taught in previous quarters. However, 3/6 felt that the class expected a greater amount of information regarding the etiology of athletic injuries and the assessment of athletic injuries.</p> <p>The course was being taught by a new instructor who focused on the massage technique for particular sections of the body based on common injuries in sports. It actually is not in the scope of a massage therapist to assess injuries.</p>	<p>Enhancement: The instructor will explain to the students the scope of their work as an massage therapist. The factors that contribute to common athletic injuries and a myofacial technique that will assist in mediating the pain and decreased ROM associated with these syndromes will be emphasized. Students will be told that assessment and factors that contribute to them will be taught in the Introduction to Athletics Injury class. (10/02/2017)</p>

MASG 50D:Advanced Massage Skills

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE54C_SLO_1 - Differentiate between tender points and trigger points and then demonstrate with proper form appropriate techniques to treat them. SLO Status: Active_Pending_Revision</p>	<p>Exam - Course Test/Quiz - Quizzes and Lab Exams Target for Success: Grade of C or Better</p>		
<p>SLO 2 - •The student will demonstrate the following advanced massage therapy skills: interpersonal communication, assessment, adaptability, self care, and manual skills SLO Status: COR_Update_Necessary Planned Assessment Quarters: 2016-17 4-Spring Outcome Creation Date: 03/30/2017</p>	<p>Exam - Standardized - 30-minute practical exam where students are given one of four standardized scenarios which represent common conditions they will encounter in actual clinical practice. Students must demonstrate proficiency at interpersonal communication (completing the client intake interview, setting appropriate goals for the session, and listening), assessment (asking client to rate their pain, conducting range of motion and other tests, evaluating the client’s response to the intervention), adaptability (adapting the session to address the client’s pressure, positioning, and site restrictions and addressing client comfort), self care (providing client with education/self care recommendations to improve their health/condition), and manual skills (skillfully applying the techniques learned in class). Target for Success: 90% of students will earn at least 85% of the 200 points possible on the exam.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met All but one student met the target for success. (10/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Student anxiety regarding taking a practical exam seemed to have a negative impact on their performance. Inviting students to attend office hours and practice skills, inviting more confident/highly skilled students to take their exams early and in front of the class, and providing the exam criteria beforehand seemed to improve performance.</p>	<p>Enhancement: Encourage students to meet with the tutor and to pair up with more experienced/highly skilled students outside of class. Seek program graduates to serve as "allied health" professionals/TEA/tutors to assist students in practicing their skills. (10/03/2017)</p>

MASG 51: Clinical Practicum in Massage Therapy

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MASG51_SLO_1 - Demonstrate the ability to run all aspects of a massage business while maintaining ethical relationships with the clientele. SLO Status: Active</p>	<p>Project - Complete Clinic Notebook and Philosophy paper Target for Success: Receive a C or better on Clinic Notebook and Philosophy paper Related Documents: Survey questions PE54D PE54D Business Notebook PE54D Philosophy Paper</p>		
	<p>Demonstration - Demonstration of SLO 1: During the course, students rotate through the roles of massage therapist, desk manager, desk assistant, greeter, runner (support to the massage therapists), and floater (scheduling, filing, marketing, and other non-clinical business tasks). Their participation is monitored and recorded. Target for Success: Students will rotate through each of roles listed above. 90% of the students will earn at least 90% of the points possible for clinic and office duties.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 19 (90%) of the students earned at least 180 points (90% of the possible 200). These students' scores ranged from 184-198. One student earned 170 and another earned 174, not quite reaching the goal. The target was still met. (04/14/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The students did very well, meeting the targets of the SLOs. The expectations of students were explained in detail at the beginning of the quarter and included a detailed outline. Students were encouraged to work as a team and support one another. Two weeks before the end of clinic, the number of clients/students was analyzed and the schedule was adjusted to allow students to meet their goals. Also, when a client canceled at the last minute, students were allowed to treat a fellow student or the teacher's assistant.</p>	<p>Enhancement: I would like to have more time observing individual students while they are working to be able to offer suggestions early in the quarter on specific areas for growth. Although all targets were met, I felt the large class size limited my ability to assess the quality of their work vs. the quantity of it. (04/14/2018)</p>
<p>MASG51_SLO_2 - Analyze a client's medical intake form and then design and perform an effective treatment, which is then documented using proper soap note charting procedures. SLO Status: Active</p>	<p>Survey - Students fill out a anonymous questionnaire at the end of the class. Target for Success: 100% of students rate question 8 or better on a scale of 1-10. Demonstration - During the course, students are expected to conduct at least 20 client visits. During each</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met All 21 students saw at least 20 clients. The range was 20-4.</p>	<p>Enhancement: I would like to have more time observing individual students while they are working to</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>visit, students review the intake form, design and implement a treatment, and document the session using a SOAP note. The number of visits and number of SOAP notes completed is recorded. Clients complete assessments of the students after each session.</p> <p>Target for Success: 90% of students will see at least 20 clients and complete 20 SOAP notes. In addition, 90% of students will earn an average client rating score of 90% or better.</p>	<p>All 21 students completed SOAP notes for these visits. Average client rating scores ranged from 95-100%. (04/14/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The students did very well, meeting the targets of the SLOs. The expectations of students were explained in detail at the beginning of the quarter and included a detailed outline. Students were encouraged to work as a team and support one another.</p> <p>Two weeks before the end of clinic, the number of clients/students was analyzed and the schedule was adjusted to allow students to meet their goals. Also, when a client canceled at the last minute, students were allowed to treat a fellow student or the teacher's assistant.</p>	<p>be able to offer suggestions early in the quarter on specific areas for growth. Although all targets were met, I felt the large class size limited my ability to assess the quality of their work vs. the quantity of it. (04/14/2018)</p>

MASG 52:Table Shiatsu

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE54E_SLO_1 - • Have an understanding of Traditional Chinese Medicine(TCM) Principals, Qi, and Physiology SLO Status: Archived SLO Statement Outcome Creation Date: 05/22/2014 Outcome Inactive Date: 08/26/2016</p>	<p>Exam - Course Test/Quiz - •Determined by Written Midterm, Final, and Class Assignments Target for Success: C or Better</p>		
<p>PE54E_SLO_2 - •Memorize and demonstrate a structured one-hour relaxation Shiatsu routine SLO Status: Archived SLO Statement Outcome Creation Date: 05/27/2014 Outcome Inactive Date: 08/26/2016</p>	<p>Laboratory Project - •Determined by Subjective and Objective Analysis of Practical Midterm and Final Target for Success: C or Better</p>		
<p>MASG52_SLO_3 - Utilize oriental medicine protocols to design and demonstrate with proper form a one-hour table shiatsu massage treatment session. SLO Status: Active Outcome Creation Date: 08/26/2016</p>	<p>Exam - Course Test/Quiz - Observation, engagement, questions and exploration of subject matter. We had a written and practical final exam administered over two days. Practical last day of curriculum class. Final written administered during finals week. Target for Success: A written exam going over Foundations of Table Shiatsu. The proposed SLO goals achieved-which was to utilize oriental medicine protocols to design and demonstrate with proper form a one-hour table shiatsu massage treatment session.</p> <p>Practical exam worth 10 points of total grade of 100 points was an important way to observe first hand learning and understanding of Asian medicine principles and application.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Assessment Data Summary: 6/30/18 Reconfigured curriculum to reflect the learning style of my students from academic to neuro muscular learners on 5/9/18. This changed lectures drastically and I implemented earlier class break outs to support their needs. This worked well and the students at first did not work well in groups but improved and I brought in the concept of taking materials and representing materials as a group back to the class. This worked very well and I used this throughout the term. I used, visual, auditory and neuro muscular learning teaching styles. (06/30/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Utilize oriental medicine protocols to design and demonstrate with proper form a one-hour table shiatsu massage treatment session This goal was achieved and strong foundations taught f theory and principles to support proper application of knowledge.</p>	<p>Enhancement: Enhancement/Action This Spring quarter class where neuromuscular learners so I redesigned the curriculum to suit their learning needs. (06/30/2018)</p>

MASG 53: Introduction to Chair Massage

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MASG53_SLO_4 - Design and demonstrate with proper form twenty minute chair massage sessions utilizing appropriate techniques. SLO Status: Active Outcome Creation Date: 08/26/2016</p>			
<p>PE54F_SLO_1 - Have a rudimentary understanding of Traditional Chinese Medicine (TCM) Principals, Qi, and Physiology. SLO Status: Archived SLO Statement Outcome Creation Date: 06/17/2014 Outcome Inactive Date: 08/26/2016</p>	<p>Project - Determined by written Midterm and Classroom assignments Target for Success: C or better</p>		
<p>PE54F_SLO_2 - Memorize and perform a structured 20 minute Chair massage sequence to ensure comprehension of basic techniques. SLO Status: Archived SLO Statement Outcome Creation Date: 06/17/2014 Outcome Inactive Date: 08/26/2016</p>	<p>Exam - Course Test/Quiz - Determined by Objective and Subjective Analysis of Practical Midterm and Final. Target for Success: C or better</p>		
<p>PE54F_SLO_3 - Design and demonstrate a unique 15-20 minute chair massage sequence to prove real world applicability. SLO Status: Archived SLO Statement Outcome Creation Date: 06/17/2014 Outcome Inactive Date: 08/26/2016</p>	<p>Exam - Course Test/Quiz - Design determined by written final project and demonstration of Practical Final. Target for Success: C or better</p>		

MASG 54A, 54B, 54C: Massage Therapy Internship in Adapted Physical Education Laboratory

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MASG54ABC_SLO_1 - The student will develop/feel confident in performing a therapeutic massage on a student with a physician's verified physical limitation. SLO Status: Active Planned Assessment Quarters: 2016-17 4-Spring Outcome Creation Date: 03/07/2017 Outcome Inactive Date: 03/07/2017</p>	<p>Survey - Students complete a survey. Target for Success: 85% of the students will express that they have become confident working in the APE environment as a Massage Therapist.</p> <p>Portfolio Review - A review of all of the internship packets for Spring, 2017 will be conducted. The students will create a packet consisting of their SOAP notes and a summary essay relating what significant lessons, experiences or insights that have had. A log of their hours will also be submitted. Target for Success: 75% of the students who participate in the internship will relate their experiences.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 11/11 students completed the internship. Their SOAP notes were greatly improved since the department adopted a new standard of reporting. 11/11 students felt that this was a significant life changing experience for them. They all reported feeling uncomfortable at first. They learned about the resiliency of the students in APE. And how to communicate with students who could not speak. etc (10/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students do not state syndrome the students in APE. I think this is a consistent error that appears on the SOAP notes.</p> <p>The essays are an added requirement to the SOAPnote packet. I believe it is helping the students reflect upon what they have learned.</p>	<p>Enhancement: I have interviewed the APE staff. They have articulated the most common syndromes their students exhibit. We have provided a pathology reference text in the APE lab and library for the students to use when they have free time in the lab. The instructor of the beginning and intermediate class is providing time in his class for a tour of the APE lab, to help our students feel more comfortable choosing to work in the APE lab. We hope to increase the number of students who participate as interns in the APE lab. (10/02/2017)</p>
<p>PE54HJK_SLO_2 - Demonstrate an ability to record massage therapy treatments using a SOAP note format. SLO Status: Active Outcome Creation Date: 03/06/2017</p>	<p>Laboratory Project - Completion of SOAP notes for each treatment at least 36 hours, turned in at completion of quarter. Target for Success: Grade of C or Better</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Review of SOAP notes for APE internship for at least 36 hours. (10/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): New SOAP note format has helped the students organize their thoughts. The notes are more organized and relate more significant information than I saw for the past two years.</p>	<p>Enhancement: Will continue to monitor the SOAP note packets to look for patterns of reporting that may need further emphasis in the intermediate massage class. Review and purchase reference texts for students to use. (10/02/2017)</p>

MASG 55A, 55B, 55C: Massage Therapy Teacher's Assistant Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>MASG55ABC_SLO_1 - Ability to successfully perform the massage skills being instructed in the class. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/12/2013 Outcome Inactive Date: 03/20/2017</p>			
<p>PE54LMN_SLO_2 - Understand and apply the theoretical concepts that are being instructed in the class. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/12/2013 Outcome Inactive Date: 08/26/2016</p>	<p>Project - Complete Case Study Project, including 4 sessions with a client. Target for Success: Grade of C or better.</p>		
<p>SLO 3 - Ability to demonstrate skills taught in the class. SLO Status: Archived SLO Statement Planned Assessment Quarters: 2016-17 4-Spring Outcome Creation Date: 03/20/2017</p>			
<p>SLO 4 - Apply the theoretical concepts that are being instructed and assist students in learning the concepts. SLO Status: COR_Update_Necessary Planned Assessment Quarters: 2016-17 4-Spring Outcome Creation Date: 03/20/2017</p>	<p>Project - Each student will perform a case study. The study will consist of working with a client -- not a family member --. They will perform a full assessment and determine a minimum of 4 massage treatments based on their initial observations and interview with the client. Each session will be documented on a SOAP note and submitted at the end of the quarter. They will provide an essay that summarizes their observations and reasons for their course of action as well as a short statement of what they found most relevant to their current educational goals. Target for Success: 90% of the</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met All students were able to develop a therapeutic plan using the new SOAP note format. They had strong rationale for their course of action. (10/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): In comparison to the past 4 years of case studies that I have reviewed the students express themselves more clearly. This is a result of the department deciding to use the same set of SOAP notes for the entire program.</p>	<p>Enhancement: Continue department meetings and discussions on how to support student learning and the focus of the curriculum based on CAMTC guidelines, best practices and new techniques in the industry. Bringing an entirely new set of faculty on-board has resulted in a short-lived drop in students interested in the program. The faculty will continue to work together to develop an increased number of ways to improve their teaching and provide a variety of experiences for each student. (10/03/2017)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

students will successfully develop complete SOAP notes and a relevant course of therapy. They will provide a written description that supports their SOAP notes in greater detail.

MASG 56A, 56B, 56C:Sports Massage Internship

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MASG56ABC_SLO_1 - Conduct an effective sports massage based upon the results of physical assessment and competition status. SLO Status: Active Outcome Creation Date: 09/12/2013</p>	<p>Completion of SOAP notes for each treatment at least 36 hours, turned in at completion of quarter. Target for Success: Grade of C or Better</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met Review of SOAP notes has proven to be a bit of a challenge as the student interns attended sporting events and worked at the track during practices. There was not time to do full SOAP notes. The focus was mainly on pre and post-event massage. (10/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The student interns and the program coordinator met several times during the quarter to iron out how to modify SOAPnotes/record keeping, how and when to refer athletes to the athletic training staff. There were various situations, track meets, track practice, work in the athletic training room that had to be discussed. The athletic trainers were consulted. New forms were created that met the needs for each situation. The students also felt that they would have liked more instructional support at the events that they attended.</p>	<p>Enhancement: Based on the student feedback, a TEA/allied health specialist will be hired to support the Fall Sports Massage class during an out of class assignment where they will be required to work with athletes performing pre and post-event massage sessions. I hope that they will feel more confident in a internship after working in a supervised situation. (10/03/2017)</p>
<p>PE54PQR_SLO_2 - Document all treatments using proper soap note format. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/12/2013 Outcome Inactive Date: 08/26/2016</p>	<p>Project - Completion of SOAP notes for each treatment at least 36 hours, turned in at completion of quarter. Target for Success: Grade of C or better.</p>		

Assessment: Course/Service Four Column



Dept - (PE) Athletics (Hybrid)

P E 38W, 38WX, 38WY: Intercollegiate Women's Badminton

<i>SLOs/SSLOs</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE38WX_SLO_1 - Perform the techniques, strategies, mental and physical skills of Badminton with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Exit Interview - p;l</p> <p>Demonstration - Demonstration Footwork -- starting from the central position on the court, demonstrate the necessary steps to navigate the court to six positions -- forehand net shot, forehand mid-court shot, forehand back court clearing shot, backhand net shot, backhand mid-court shot, backhand back court clearing shot -- demonstrating an appropriate stroke and correct position of racquet side foot at each location; and return to central position after each stroke. Footwork should emphasize "chase" step and minimize crossover steps.</p> <p>Service -- demonstrate serves using either backhand/flick serve or forehand serve techniques to hit shuttlecock to target service zones at both front corners and/or rear zone of receiving service area. (Active)</p> <p>Rally -- ability to maintain a continuous shot sequence with partner (rally) using a variety of</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 100% of class achieved footwork target. 90% of class achieved service target. (03/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): In footwork portion of SLO, adding an emphasis on body position (knee behind toes) at point of contact may be helpful. Service portion of SLO may see target zone a front corners reduced in width from 24 to 18 inches inside the singles sideline.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Not Met xxx (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): xxx</p>	

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>strokes including drive, drop, net shot, and clear Target for Success: Footwork 80%</p> <p>Service 67% in target zones</p>		
<p>PE38WX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline (05/03/2014)</p>

<i>SLOs/SSLOs</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Survey - Quiz with Student-Athlete covering understanding of basic fitness concepts including exercise frequency, time (duration), intensity of exercise, type of exercise, and principles of progression and overload</p> <p>Target for Success: 70% correct</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met dummy (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): dummy</p>	

PE 39M, 39MX, 39MY: Intercollegiate Men's Soccer

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE39MX_SLO_1 - Perform the techniques, strategies, mental and physical skills of Men's Soccer with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Other - Statistical analysis of competitive play to include shots, possession percentage, saves, goals and assists to gauge individual and team improvement. Target for Success: Each individual and team (as a whole) will demonstrate improved statistical results at a an 85% success rate on averaged improvements.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 91% of individual performance improved in statistical average. 87% of team play improved in statistical average. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Evaluated performance using individual and team statistics is an effective way to gauge the student learning outcomes desired for my student-athletes.</p>	<p>Enhancement: Heart rate monitors system with software support for 40 athletes would improve the overall fitness levels of the student-athletes and enable greater improvements in performance of soccer techniques. (04/24/2018)</p>
<p>PE39MX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also. (Active)</p> <p>Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.</p>	<p>Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/09/2017)</p>

P E 39W, 39WX, 39WY:Intercollegiate Women's Soccer

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE39WX_SLO_1 - Perform the techniques, strategies, mental and physical skills of women's soccer with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Demonstration - Evaluation of the student while playing a game. Target for Success: 80% of students will show an increasing degree of proficiency</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Students increased their physical abilities on the field throughout the season. With improved fitness levels and tactical knowledge they improved each game. (04/26/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students abilities improved throughout the season. I would have liked to have seen faster progress.</p>	<p>Enhancement: Having only one field for 3 teams to practice and play game impacted the success of the team. The artificial fields get very hot. The environment would be improved greatly if permanent shade structures and water fountains were available. The addition of lights to the soccer field and stadium field would also improve playing hot conditions. (04/26/2018)</p>
<p>PE39WX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also. (Active) Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.</p>	<p>Enhancement: The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/09/2017)</p>

PE 40, 40X, 40Y: Intercollegiate Football

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE40X_SLO_1 - Perform the techniques, strategies, mental and physical skills of men's football with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Other - Statistical analysis based on positional considerations in offensive and defensive techniques in football. Target for Success: 90% of athletes show improvement in statistics related to their functional position.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Not Met 70% of students showed improvement in statistics relating to their function and position in football. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The student athletes did not perform well in the Fall 2017 season, and fell short of the target of proficiency and improvement. Statistical analysis is a good method for evaluating improvement, however, in technical and tactical skills relating to football.</p>	<p>Enhancement: Having a lighted field would allow for additional and more flexible scheduling and thus improving student athlete retention and development. Increased training time and flexibility would help to navigate increasingly complicated student schedules. (04/24/2018)</p>
<p>PE40X_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also. (Active)</p> <p>Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals.</p> <p>The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.</p>	<p>Enhancement: Enhancement The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-athletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/09/2017)</p>

P E 41, 41X, 41Y:Intercollegiate Water Polo

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE41X_SLO_1 - Perform the techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency while adhering to the De Anza College athletics code of ethics.</p> <p>SLO/SSLO Status: Active</p>	<p>Demonstration - Perform tactical offensive skills including passing and shooting in a practice session by completing 10 accurate passes and 10 shots on goal. A pre- and post-skills assessment test will be used to determine improvements.</p> <p>Target for Success: 90% of students will show improvement on both passing and shooting skills assessments from the pre to the post-test.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>91% of students showed improvements from the pre-post test. (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students have shown excellent skill improvements throughout the course.</p> <hr/> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>In the pre-test, 70% of students were able to perform 10 accurate passes and in the post test, 95% of students were able to perform 10 accurate passes. In the pre-test 44% of students were able to take 10 accurate shots on goal and in the post-test 91% of students were able to take 10 accurate shots on goal. (04/23/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The pre- and post test is a great tool for assessing individual skills and improvements. Students are able to measure their success rate and improved proficiency in certain offensive skills.</p> <hr/> <p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>In the pre-test, 67% of students completed 10 accurate passes and 54% of students completed 10 accurate shots on goal. In the post-test, 92% of students completed 10 accurate passes and 88% completed 10 shots on goal. (04/20/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Offensive technical skills were shown with an increased degree of proficiency from the start to the end of the quarter.</p>	
	<p>Demonstration - Students will perform the technical defensive skills of blocking a shot from the goal or the field 10 times and individual defensive skills of defending a drive and individual defensive positioning 10 times each. There will be a pre and post skills assessment to determine improvements.</p> <p>Target for Success: 90% of students</p>		

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	will show improved proficiency in technical defensive skills from the pre-to post skills assessments.		
<p>PE41X_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active Assessments Conducted: 2011-12 2-Fall Outcome Creation Date: 12/10/2011</p>	<p>Other - Take a multiple choice exam on the basic fitness concepts from the "Fit and Well" class text. Target for Success: 90% of students will receive a grade of 80% or better on the exam.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 93% of students received a grade of 80% or better on the exam. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This exam was effective in measuring students knowledge of basic fitness concepts.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Met 96% of students received a grade of 80% or better on the exam. One student did not take the exam. (04/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): This is a great tool for utilizing the class text and for learning about fitness concepts and how it applies to sport.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Met 95% of students received a grade of 80% or better on the exam. (04/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam is a great overview of the fitness concepts that we are teaching in class. This gives the student an opportunity to learn about health and wellness and apply it to his/her sport.</p>	<p>Enhancement: None at this time. (10/16/2017)</p>

P E 42W, 42WX, 42WY:Intercollegiate Women's Volleyball

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE42WX_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Students understand the concepts of fitness when asked. I believe that they were a confused on the wording of the questions we asked. This survey needs to be done in the classroom and not online. (06/17/2016)</p> <p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations.</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - Students complete a survey after each match reflecting on their performance as well as the team's performance. Target for Success: 90% completion rate</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 90% of my student-athletes scored above a 75% on the survey. (06/23/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Most of my students scored very well on the survey. I will continue to improve upon my teaching methodologies to try to get 100% of my students scoring above a 75%. It would be extremely helpful if we had a classroom available for our athletic programs to breakdown film, teach fitness concepts, and nutrition.</p>	<p>Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p> <p>Enhancement: We are in need of another classroom specifically for athletics programs to allow us to teach and break down film. (06/23/2016)</p>
<p>PE42WX_SLO_2 - Perform the techniques, strategies, mental and physical skills of women's volleyball with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Demonstration - Various skills tests performed throughout the season. Target for Success: 85% of the students should perform the skills tests with an increased degree of proficiency.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 100% of my students performed the skills tests with an increased degree of proficiency. (06/23/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was very pleased with the progress of my students with all aspects of skill development. From the beginning of the season to the end of the season the progress and improvement was huge. We are in need of another gymnasium and an upgraded gymnasium to help allow more time with our students to improve upon their skills.</p> <p>Program Review Reporting Year: 2015-2016 Target : Target Met 98% of the students were successful. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was pleased with the success rate of the students. The facility (PE 21 - Main Gym) needs to be upgraded. This facility has not had a major renovation for over 10 years. The lighting, floors, lack of bleachers, paint, general condition, does have an impact</p>	<p>Enhancement: I will continue to improve on my teaching methodologies to better the success of the students. A new gymnasium is needed to attract and recruit the best possible student-athletes to De Anza College. (06/17/2016)</p>

on the students.

PE 43, 43X, 43Y: Intercollegiate Cross Country (Men and Women)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE43X_SLO_1 - Perform the techniques, strategies, mental and physical skills of cross country racing with an increasing degree of proficiency.</p> <p>SLO/SSLO Status: Active_Pending_Revision</p> <p>Assessments Conducted: 2013-14 2-Fall</p> <p>Outcome Inactive Date: 12/09/2013</p>	<p>Other - Subjective assessment of all components listed in above SLO.</p> <p>Target for Success: 2-3% decrease in race times.</p> <hr/> <p>Demonstration - 2-3% decrease in time throughout the season.</p> <p>Target for Success: 90%</p> <p>Comments/Notes: Times tracked on similar race courses throughout the season.</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>Review times of all athletes throughout the season. (06/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Use DirectAthletics.com results to show athletes progress.</p> <hr/> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>It was determined to be impossible to assess all aspects of the athletes performance with accurate scores. (12/09/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): There was not enough time to observe and record data on all parts of the SLO to assess with the number of athletes.</p>	<p>Enhancement: Utilize DirectAthletics.com to show athletes data better. (06/17/2016)</p> <hr/> <p>Enhancement: I am going to write a new SLO with less components to evaluate, which will serve me and give more accurate data. (12/09/2013)</p>
<p>PE43X_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.</p> <p>SLO/SSLO Status: Active</p>	<p>Survey - : 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise 	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Interview - A one on one end of the year interview with each student-athlete to discuss nutrition and sleeping habits related to their health and success. Target for Success: Students discuss the correlation between proper nutrition and sleep with success in their running.</p>	<p>session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.</p> <p>(05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p> <p>Program Review Reporting Year: 2015-2016 Target : Target Met All athletes showed knowledge in the interview of the importance of sleep and proper nutrition. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Pack better nutritional food for the athletes at their meets.</p>	<p>opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p> <p>Enhancement: Choose healthier restaurants post race and/or pack better nutritional snacks at meets. (06/17/2016)</p>
<p>PE43X_SLO_3 - Perform the strategies and physical skills of cross country racing with an increasing</p>	<p>Interview - Coach will have one on one interviews at the end of each season to discuss the correlation between proper nutrition and sleeping habits used throughout the season. Target for Success: Students will show they understand the the correlation between proper nutrition and sleep related to their success.</p> <p>Other - Coaches will evaluate results of cross country competitions throughout the season.</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Not Met Coaches reviewed team results of the meets to see if race</p>	<p>Enhancement: Spend more time on pacing practice and pack running. (06/17/2016)</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>degree of proficiency based on cross country racing results.</p> <p>SLO/SSLO Status: COR_Update_Necessary</p> <p>Assessments Conducted: 2012-13 2-Fall</p> <p>Outcome Creation Date: 12/09/2013</p>	<p>Target for Success: 2-3% decrease in racing time during the season of competition.</p> <p>Other - Coaches look at overall results of the season to assess the success of the training</p> <p>Target for Success: Team shows overall improvement in time and place throughout the season</p>	<p>strategy was properly used. (06/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Spend more time meeting with the team to practice strategies prior to races.</p> <p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>Coaches review the team results from the cross country meets (06/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Continue to look for new trends in racing strategies to institute in our competitions.</p>	<p>Enhancement: Go to clinics and research online the latest trends in racing strategy for the team. (06/17/2016)</p>

PE 44M, 44MX, 44MY: Intercollegiate Men's Basketball

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE44MX_SLO_2 - Perform the techniques, strategies, mental and physical skills of men's basketball with an increasing degree of proficiency.</p> <p>SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts</p> <p>Comments/Notes:</p>		
	<p>Demonstration - Start of the fall quarter I have my team go through and track their Free Throw Shooting, Mid-Range and 3-pt Shooting to see what their percentage for shooting as a team. Before pre-season begins we revisit these goals and see how we have improved our shooting percentage as a team.</p> <p>Target for Success: 75% Free-Throw % and 55% mid Range Shooting %...45% 3</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>At the beginning of the season we shot free-throws at a rate of 75% then raised that to 79% and the conclusion of the season.</p> <p>At the beginning of the season our mid range field goal % was 49%, at the conclusion of the season we shot 56% as a team.</p> <p>At the beginning of the season we shot 39% from 3-pt range. At the conclusion of the season we shot 45%. (07/20/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The "specificity" of shooting drills must vary so that each athlete feels challenged yet ultimately reach the team goal. Competitive shooting against one another seemed to be an activity they responded to positively and helped us attain our goals at the end of the season.</p>	<p>Enhancement: Upgrading of facilities: new gym/arena, bleachers, baskets and backboards. Funding/compensation for Assistant Coaches. Tutorial Services to ensure student-athletes have every opportunity to matriculate at consistent rates. (07/20/2016)</p>
	<p>Demonstration - I have my student-athletes go through a series of drills and specific shots around the court. They are to score themselves out of ten. I also have my student-athletes practice against each other to work on certain plays and chemistry for the season.</p> <p>Target for Success: 85% is my target for success</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Looking back on the season from where we started to where we ended. I noticed a huge improvement as our season went on and the chemistry of the team continued to get stronger. My athletes challenge themselves everyday. (10/18/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): My athletes continue to respond in a positive way.</p>	<p>Enhancement: Upgrading of facilities: new gym/arena, bleachers, baskets and backboards. Funding/compensation for Assistant Coaches. Tutorial Services to ensure student-athletes have every opportunity to matriculate at consistent rates</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE44MX_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge</p>	<p>(10/18/2017)</p> <p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. Anecdotal (05/03/2014)</p> <p>Enhancement: Definitely create an online survey option so that</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
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results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)

Exit Interview - I have an interview with a series of question for my student-athletes at the end of each season.
Target for Success: 95% is my target for success

Program Review Reporting Year: 2016-2017
Target : Target Met
 Each of my student-athlete completed my question and interview successfully. (10/18/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): My exit interview pertain to our season and the benefits of health and fitness.

Enhancement: Upgrading of facilities: new gym/arena, bleachers, baskets and backboards. Funding/compensation for Assistant Coaches. Tutorial Services to ensure student-

SLOs/SSLOs

Assessment Methods

Assessment Data Summaries

Enhancements

athletes have every opportunity to
matriculate at consistent rates
(10/18/2017)

P E 44W, 44WX, 44WY:Intercollegiate Women's Basketball

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE44WX_SLO_1 - Perform the techniques, strategies, mental and physical skills of women's basketball with an increasing degree of proficiency.</p> <p>SLO/SSLO Status: Active</p> <p>Outcome Creation Date: 09/27/2010</p>	<p>Other - Team win/loss record.</p> <p>Target for Success: 70%</p> <hr/> <p>Demonstration - Students will perform offensive and defensive techniques completing 10 out of 10 repetitions accurately.</p> <p>Target for Success: 70% of the class will be able to reach 10 of 10 repetitions accurately.</p>	<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met 24 wins and 6 losses. (09/27/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): This was a Team that had great success because of the following qualities: leadership. hard work ethic, knowledge of the sport, and unselfish.</p> <hr/> <p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met Students were able to perform offensive and defensive techniques at a 75% success rate, an average of 7.5 out of 10 accurate completions of techniques. (04/24/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Student athletes improved in their performance of skills. Demonstration was an effective means of measuring increased proficiency in offensive and defensive technical skills.</p>	<p>Enhancement: A new, larger gymnasium is needed to encourage recruitment of student-athletes as well as increase the opportunity and ability to improve in the sport of basketball. (04/24/2018)</p>
<p>PE44WX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.</p> <p>SLO/SSLO Status: Active</p> <p>Assessments Conducted: 2013-14 2-Fall</p>	<p>Survey - A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also. (Active)</p> <p>Target for Success: 75% of the student-athletes who respond will be able to apply the core fitness concepts.</p> <p>75% of the student-athletes who respond will strongly agree or agree</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>The target was met except relative to two concepts regarding stretching and the development of muscular endurance.</p> <p>Over 90% of the students felt they could develop their exercise routine.</p> <p>Over 90% of the student-athletes felt that the support services significantly supported their goals.</p> <p>(10/09/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine.</p> <p>Over 90% of the student-athletes felt that the support services significantly supported their goals.</p> <p>The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.</p>	

<i>SLOs/SSLOs</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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that the support services have helped them.

P E 45, 45X, 45Y:Intercollegiate Swimming and Diving (Men and Women)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE45X_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Other - A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and body composition and basic nutrition. Target for Success: 90% of students will receive a grade of 80% or better on the exam.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 83% of students passed the exam successfully. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): They may need a 1-2 quizzes to help study for the exam.</p>	<p>Enhancement: Students can employ study skills and the instructor can improve upon teaching basic fitness concepts. (06/08/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Met 96% of students received a grade of 80% or better on the exam. 2 students did not take the exam and thus did not pass. (04/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam really helps students to better understand basic fitness and wellness concepts.</p>	
		<p>Program Review Reporting Year: 2012-2013 Target : Target Met 91% of students received a grade of 80% or better on the exam and 100% of students received a passing grade on the exam. (04/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam is a good tool for helping reinforce fitness and wellness concepts to students during the competitive season.</p>	
<p>PE45X_SLO_2 - Perform the techniques, strategies, mental and physical skills of swimming and diving with an increasing degree of proficiency while adhering to the De Anza College athletics code of ethics. SLO/SSLO Status: Active</p>	<p>Demonstration - 3 skills assessment tests to evaluate the 4 competitive swim strokes and/or 5 categories of dives. Target for Success: 90% of students should show an increased level of proficiency through improved times and/or diving scores</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 98% of athletes showed improved swimming times and diving scores. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The students improved dramatically except for 2 students who were injured.</p>	<p>Enhancement: Improvements in lane lines and diving boards would help students continue to meet the target. (06/08/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Met 97% of students showed improved times and/or scores from the first skills assessment to the second or third assessments. (04/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): This method is a great tool for students to be able to measure their success and improved proficiency in swim and dive skills.</p>	

Program Review Reporting Year: 2012-2013

Target : Target Met

94% of students showed improved times and/or scores from the first to the second or third skills assessments.

(04/23/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Having three skills assessments allows students to develop and improve skills at their own pace. Some students did not show improved times or scores from the first to second test, but did from the first to the third test.

P E 46, 46X, 46Y:Intercollegiate Track and Field (Men and Women)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE46X_SLO_3 - Perform the strategies and physical skills with an increasing degree of proficiency based on track and field competition results.</p> <p>SLO/SSLO Status: COR_Update_Necessary</p> <p>Assessments Conducted: 2013-14 4-Spring</p> <p>Outcome Creation Date: 12/09/2013</p>	<p>Other - Coaches will evaluate the scores from competitions of the student-athletes.</p> <p>Target for Success: 10-15% increase in performance throughout the season.</p> <p>Comments/Notes: Students scores will be used from Track and Field Competitions throughout the season.</p>		
	<p>Demonstration - Coaches will track results throughout the season to make sure the athletes are showing improvement.</p> <p>Target for Success: 80% of student athletes will show improvement throughout the season in their events.</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>Coaches analyzed data of the results from all the competitions throughout the year. (06/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Continue to record all measurable data from meets available.</p>	<p>Enhancement: We do a combination of technique drills and general strength development 4 days a week during practice time to cover all of the 21 events in Track and Field. (08/09/2017)</p> <p>Follow-Up: We check scores weekly from the track meets to see if athletes are improving. We also make modifications based on the needs of each individual based on their track meet scores. (08/09/2017)</p> <p>Enhancement: Utilize assistant coaches to record all splits, and attempts from all athletes. (06/17/2016)</p> <p>Follow-Up: Check with the coaches weekly to go over marks. (08/09/2017)</p>
	<p>Demonstration - Performances in competition</p> <p>Target for Success: 85%</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90% of athletes performed with better marks at the end of the season from the beginning (10/10/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students following instruction are performing better at the end of the season.</p>	<p>Enhancement: Need new Throwing equipment</p> <p>Need new Pole Vaulting Equipment.</p> <p>Need stadium repairs done to the track and the throwing field. (10/10/2017)</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE46X_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements (05/03/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>
<p>Survey - Have students take a survey on basic fitness concepts to test knowledge. Target for Success: 85%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% demonstrated knowledge of basic fitness concepts. (10/10/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are</p>	<p>Enhancement: Need new Throwing equipment Need new Pole Vaulting Equipment. Need stadium repairs done to the</p>	

<i>SLOs/SSLOs</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
		gaining knowledge of basic fitness knowledge in class	track and the throwing field. (10/10/2017)

PE46X_SLO_1 - Perform the techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency.
SLO/SSLO Status:
Active_Pending_Revision
Outcome Inactive Date: 12/09/2013

Demonstration - Coaches will subjectively evaluate the techniques, strategies mental and physical skills of track and field with an increasing degree of proficiency.
Target for Success: 10 to 15% increase in performances

P E 47M, 47MX, 47MY: Intercollegiate Baseball

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE47MX_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 9 of 16 true false questions related to the application of fitness concepts. Students also responded to the quality of services provided by the department. In looking at the data 66% of my students were able to identify basic and apply basic fitness concepts. But, 95% felt they could create their own fitness program. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although only 66% of the class demonstrated the ability to create their own basic fitness concepts and apply basic fitness concepts. However the date was compiled after the Winter Quarter when the class is focused on competition. Most of the fitness concepts were not fully obtained, however I intend to review these concepts during my techniques class.</p>	<p>Enhancement: With regard to improving our student ability to retain basic fitness concepts the following would help immensely:</p> <ol style="list-style-type: none"> 1. Actual field for practice, along with quality playing surface with the choice of a turf playing surface. 2. Remodeled batting cages for practices. 3. Remodeled dugouts to create a quality classroom setting to review skill development. (06/08/2017)
		<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. 	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		<p>(05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.</p>	<p>messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>
<p>PE47MX_SLO_2 - Perform the techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Demonstration - A pre and post skills test on baseball skills, techniques and mental skills will be conducted to assess an increase in proficiency. Target for Success: 80% of students will show improvement from the pre to the post test.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met Students showed an 80% improvement rate on mental skills but only showed a 75% improvement rate on the physical skills tests. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The pre and post skills test was an effective tool for measuring improvements.</p>	<p>Enhancement: An adequate facility (which we do not currently have), an adequate batting cage and bull pen, dugouts, and a level playing field are needed for improvements in student success. (10/16/2017)</p>

PE 47W, 47WX, 47WY: Intercollegiate Softball

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE47WX_SLO_1 - Perform the techniques, strategies, mental and physical skills of women's softball with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Demonstration - A pre and post skills test will be conducted on softball skills and tactical skills to demonstrate student improvements. Target for Success: 80% of students will show improvement from the pre to post skills test.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met Students showed a 79% improvement in skills from the pre to post physical skills test and an 85% improvement on the mental, tactical aspects of the game from the pre and post skills tests. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The pre and post skills tests are an effective means of testing for improvements in both physical and mental skills of softball.</p>	<p>Enhancement: A new softball facility, batting cages, and other equipment would be instrumental in helping students improve the physical skills of the game. (10/16/2017)</p>
<p>PE47WX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 9 of 16 true false questions related to the application of fitness concepts. Students also responded to the quality of services of provided by the department. In looking at the data 83% were able to identify and apply basic concepts. And 93% felt that they could complete their own fitness program. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): My students did very well and met the bench mark but their are some areas for improvements.</p>	<p>Enhancement: In order to help students a better understand I will focus more on resting blood pressure decreases, resting heart rate increases, and the importance of stretching. (06/08/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have</p>

<i>SLOs/SSLOs</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
		<p>session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.</p> <p>(05/03/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline</p> <p>(05/03/2014)</p>

P E 48M, 48MX, 48MY: Intercollegiate Men's Tennis

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE48MX_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>
	<p>Survey - 6 questions embedded in a survey. Student athletes complete the survey in class.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met There were two expected outcomes for this assessment.</p>	<p>Enhancement: No enhancements to the survey. Utilized scantrons which did facilitate the process.</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Target for Success: 70% will answer the survey questions correctly.</p>	<p>One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 65% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) 29% of the students believe that static stretching should be performed prior to an exercise session—target of 70% was met this assessment period, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The survey is an effective means for determining if the students do grasp fundamental concepts of health, fitness, and wellness.</p>	<p>(04/24/2018)</p>
<p>PE48MX_SLO_2 - Perform the techniques, strategies, mental and physical skills of competitive tennis with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Demonstration - Students will perform a skills test that will include 5 accurate serves, front hand and backhand strokes. Target for Success: 90% of student-athletes will perform the skills with 100% accuracy.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 98% successful completion on all three specific skills. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Skills demonstrations is an effective means for assessing improvements in proficiency of competitive tennis.</p>	<p>Enhancement: heart rate monitors would greatly improve the fitness levels for overall success in the sport of tennis. (04/24/2018)</p>

PE 48W, 48WX, 48WY: Intercollegiate Women's Tennis

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>PE48WX_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO/SSLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/03/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>
	<p>Survey - 6 questions embedded in a survey. Students will take the survey in class.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 71% of students were able to discern and employ fitness</p>	<p>Enhancement: None at this time. (04/25/2018)</p>

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Target for Success: 75% of students will answer the questions accurately.</p>	<p>concepts.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <p>For example,</p> <ol style="list-style-type: none"> 1) 65% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program 2) 53% of the students believe that static stretching should be performed prior to an exercise session. Current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (04/25/2018) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The survey was a good way to gauge the student-athletes overall knowledge, however an exam with questions about health and wellness may increase student's knowledge better.</p>	
<p>PE48WX_SLO_2 - Perform the techniques, strategies, mental and physical skills of women's tennis with an increasing degree of proficiency. SLO/SSLO Status: Active</p>	<p>Demonstration - Students will perform a skills test that will include 5 accurate serves, front hand and backhand strokes. Target for Success: 90% of the students will be able to perform the skills with 100% accuracy in the post skills test.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 95% of the student athletes showed 100% accuracy in the post skills test. (04/25/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): This skills test was designed to test the level of skills improvement and was effective.</p>	<p>Enhancement: Heart rate monitors, improved fitness facility for athletes, and some additional equipment needs met would greatly improve the fitness levels and the opportunities for student athlete growth in the sport of tennis. (04/25/2018)</p>

SSLO - Athletics :Services

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>Athletics_SSLO_1 - All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first year of being involved in athletics. SLO/SSLO Status: Active Assessments Conducted: 2010-11 2-Fall Outcome Creation Date: 11/05/2010</p>	<p>Other - During one-on-one meetings with the athletic Academic Advisor student-athletes develop an educational plan. Target for Success: 85% Comments/Notes: Athletic Academic Advisor meets with student-athletes to develop an educational plan, using a 3 quarter ed plan form, one of the general education pattern (De Anza AA, CSU GE, IGETC) and major requirements (Assist or De Anza AA).</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 98% of students completed an interview and created an educational plan. (10/23/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The system appears to be working since the percentage of completions is high</p>	<p>Enhancement: Anecdotal evidence over the years has shown that coaches feel that in the Fall a number of female athletes are not served because of scheduling and sheer competition to get in the door. This issue may also exist to the large number of athletes that have been recruited for the swim and diving and track and field programs. An assessment tool to determine the actual number of students not being served will be developed. (05/03/2014)</p> <hr/> <p>Enhancement: This system works, however, the number of athletes is increasing. The new SSSP legislation has mandated that every student completes an educational plan in order to obtain priority registration. A counselor will be assigned to our area to assist in expediting this work for our student-athlete cohort. (05/03/2014)</p> <hr/> <p>Enhancement: No additional plans at this time (10/23/2012)</p>
	<p>Focus Group - Every student completes an Educational Plan Target for Success: 70%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 62 out of 500 (12.4%) student-athletes were assessed during the fall 2016 and winter 2017 quarters. The students were given a survey after the development of their educational plan with either the Athletics Academic Advisor</p>	

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>eligibility requirements.</p> <p>Target for Success: 90%</p> <p>Comments/Notes: During the development of the education plan the athletics Academic Advisor or Counselor will discuss the general education pattern (De Anza AA, CSU GE, IGETC), major requirements (Assist or De Anza AA), and athletic eligibility requirements with the student-athlete.</p> <p>Related Documents: Student Athlete Ed Plan Appointment Survey - FINAL.pdf</p>	<p>or Athletics Counselor. The goal of the assessment was to determine whether or not, upon the completion of developing their educational plan, students were aware of the general education, major, and athletic eligibility requirements they would need to fulfill.</p> <p>Our results found that 100% of the student’s surveyed felt that after their appointment they were aware of the general education requirements they would need to fulfill. The results also found that 95.16% of the students felt that they were aware of the major related requirements they would need to fulfill; 3.23% neither agreed nor disagreed with this statement and 1.61% did not discuss major related requirements during the education plan appointment. Typically when major related requirements are not discussed it is due to the student’s uncertainty of their area of interest. With this the focus is placed on general education requirements and beginning the discussion of the importance of exploring major options.</p> <p>Our results also found that 96.77% of the students surveyed felt that after their appointment they were aware of the athletic eligibility requirements they would be required to meet. 1.61% of the students neither agreed nor disagreed with the above statement and 1.61% did not discuss the athletic eligibility requirements during their session. This may be due to the student not having any interest in pursuing their athletics' career beyond De Anza or a majority of the appointment was spent discussing general education and major requirements that there was not enough time left to discuss eligibility requirements.</p> <p>In addition to the above information we also surveyed for the overall satisfaction of the student’s advising sessions. We found that 88.7% of the student-athletes surveyed were very satisfied with the advising sessions, 9.68% were satisfied, and 1.61% did not answer the question. (06/23/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Due to the number of surveys completed (62), we have discussed the possibility of creating an online survey which may assist in the increase of surveys completed. In the meantime,</p>	

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>Athletics_SSLO_2 - Student athletes will indicate that they received quick and adequate treatment for their injury SLO/SSLO Status: Active Assessments Conducted: 2010-11 2-Fall Outcome Creation Date: 11/05/2010</p>	<p>Survey - This was the first assesment cycle. A survey was used on a cross cultural group. Target for Success: 85% Comments/Notes: 3 questions were asked regarding treatments the athletes received in the athletic training room.</p>	<p>adjustments will be made to the phrasing of some of the questions of the original survey in the hopes that we will receive more helpful feedback. We hope that by making these adjustments we can better serve our student-athlete population.</p> <p>Program Review Reporting Year: 2011-2012 Target : Target Met 91% of the students who received services indicated they received quick and adequate treatment for their injury. (10/23/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): We are satisfied with the results but try to will continue to improve</p>	
	<p>Survey - Student Survey Target for Success: 70%</p> <p>Survey - 5 question survey made available to all student-athletes seeking care from the athletic training staff during the Fall, Winter, and Spring sports seasons. Target for Success: 80% or greater satisfaction for each question Comments/Notes: Total of 120 anonymous respondents.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 80% or greater of student-athletes assessed (1) believe there are an adequate number of athletic trainers, (2) there is adequate exercise and rehabilitation equipment, (3) athletic training room (ATR) hours are sufficient for pre/post practice treatment, and (4) they are satisfied with the care provided. 38.3% of respondents believed earlier ATR would be more beneficial, 14.2% of respondents believed later ATR hours would be more beneficial, and 45% of respondents believed there would no difference if the ATR was open earlier or later. (04/17/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Of the injured student-athletes who completed the survey, the majority are satisfied with the level of care and the availability of care they receive from the staff athletic trainers. A clear consensus could not be identified for modifying ATR hours (earlier vs. later) with the majority of respondents (45%) having no opinion. As has been practice, we must provide coverage based upon the level of risk (risk of injury and risk of catastrophic injury) and will, therefore, continue to operate when there is the greatest risk for catastrophic injury requiring the presence of certified athletic trainers.</p>	<p>Enhancement: Continue to have hours of operation that address the highest risk sports, but modify operating hours to include more hours during the day when possible. (04/17/2017)</p>
		<p>While the goal of 80% or greater was met for all questions,</p>	

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
<p>Athletics_SSLO_3 - Student athletes will indicate that the treatment from the athletic trainers speeded their recovery. SLO/SSLO Status: Active Assessments Conducted: 2016-17 2-Fall Outcome Creation Date: 11/05/2010</p>	<p>Survey - We surveyed a diverse group of athletes that utilize our services. Target for Success: 85% Comments/Notes: 3 questions were asked of the target group to determine results.</p>	<p>the lowest score of exactly 80% dealt directly with the number of staff athletic trainers. The addition of another athletic trainer would be the only way to improve this score. Related Documents: Athletic Trainers SLO Survey Results.pdf</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 80% or greater of student-athletes assessed (1) believe there are an adequate number of athletic trainers, (2) there is adequate exercise and rehabilitation equipment, (3) athletic training room (ATR) hours are sufficient for pre/post practice treatment, and (4) they are satisfied with the care provided. 38.3% of respondents believed earlier ATR would be more beneficial, 14.2% of respondents believed later ATR hours would be more beneficial, and 45% of respondents believed there would no difference if the ATR was open earlier or later. [more] (04/13/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The questions on the survey need to be revised or we need to discuss our SSLO statement so that it targets the information we truly seek.</p>	<p>Enhancement: We met our target. Question 5 of our survey indicated that 89.2% of the students were satisfied with the care they received from the athletic trainers. We need to revise our questions to target whether they felt that this treatment "speeded" recovery rates. Or we might need to revise our SSLOAC all together. (04/13/2018)</p>
<p>Athletics_SSLO_4 - Student athletes will recognize that they are receiving the appropriate equipment for their sport. SLO/SSLO Status: Active Assessments Conducted: 2010-11 2-Fall Outcome Creation Date: 11/05/2010</p>	<p>Presentation/Performance - This is the first assessment cycle conducted. Student athletes are fitted with the proper size equipment.If the equipment does not fit properly they can exchange for the right size.Visually make sure the equipment is fitted properly. Target for Success: 85% Comments/Notes: The student athlete will be able to excel if the equipment is fitted properly. Surveys will be used to determine if new equipment is needed.</p>		
	<p>Survey - Student Survey Target for Success: 85%</p>		

Assessment: Course/Service Four Column



Dept - (PE) Kinesiology

KNES 1A:Novice Swimming

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES1A_SLO_1 - Perform with increasing proficiency forward propulsive movements in prone and supine positions. SLO Status: Active</p>	<p>Demonstration - Student's swimming is videotaped. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Every student passed the final exam, showing that they could “apply knowledge of basic fitness concepts as they apply to health and wellness.” (11/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): I am pleased with the work of this class.</p>	<p>Enhancement: I am working on my class webpages to try to explain homework assignments even more clearly (11/03/2017)</p>
<p>KNES1A_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active Planned Assessment Quarters: 2016-17 3-Winter Outcome Creation Date: 08/07/2017</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows 	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (06/23/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p> <p>Related Documents: KNES Survey – CLASSSLO_201617.docx</p>	<p>static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.</p> <p>discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)</p> <p>Enhancement: This format of the survey could still use improvement. Pre-testing the survey before sending out to the classes would probably help. Set up an opportunity for instructors to discuss diverse teaching techniques. (06/23/2017)</p>	

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

[slo_plo_KNES w17_class survey.xlsx](#)

KNES 1B:Beginning Swimming

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES1B_SLO_1 - Perform with increasing proficiency forward propulsive movements in prone, side and supine positions. SLO Status: Active Outcome Creation Date: 10/20/2010 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Student swimming is videotaped. Target for Success: 90% will pass the final exam</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met All students had their freestyle and backstroke videotaped/accessed. All made significant improvement." (11/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): I am pleased with the work of this class.</p>	<p>Enhancement: I am working on my class webpages to try to explain homework assignments even more clearly (11/16/2017)</p>
<p>KNES1B_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness SLO Status: Active Outcome Creation Date: 10/20/2010</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>have truly tested the students' knowledge.</p> <p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.</p> <p>(06/23/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)</p> <p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Request Resources: Wi fi on the pool deck so videos could be streamed, access to textbook and teaching material that are online would also be a benefit. Request flat screen TV on a cart for the department or Ipads for in class use. PE 673 and 12U usually are in use. (06/23/2017)</p>

KNES 1C, 1CX:Intermediate Swimming

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES1C_SLO_1 - Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions. SLO Status: Active Outcome Creation Date: 12/05/2013</p>	<p>Presentation/Performance - 12 Minute swim for distance and proficiency of swim strokes. Target for Success: 80% above the proficient levels.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Student swimming is videotaped.</p> <p>All students had their freestyle videotaped/ and backstroke accessed. All made significant improvement. (05/08/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): I am pleased with the work of this class.</p>	<p>Enhancement: I am working on my class webpages to try to explain homework assignments even more clearly. (05/08/2018)</p>
<p>KNES1C_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active Planned Assessment Quarters: 2016-17 4-Spring</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (06/23/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Reflection: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.

Swimming related classes: Request Resources: Wi fi on the pool deck so videos could be streamed, access to textbook and teaching material that are online would also be a benefit. Request flat screen TV on a cart for the department or l pads for in class use. PE 673 and 12U usually are in use. (06/23/2017)

KNES 1D, 1DX:Advanced Swimming

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES1D_SLO_1 - Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.</p> <p>SLO Status: Course Not Currently Taught</p>	<p>Demonstration - I have the class swim 20 laps at the beginning of the quarter. Every three weeks we retest and either meet or beat the time to complete the 20 laps.</p> <p>Target for Success: 80% is the target for success.</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>Every week have been an improvement for the majority of the class. There are few students who are having a hard time swimming the full 20 laps, so there goal is to meet or beat the number of laps from the beginning of quarter to the end. By the end of the quarter the majority of the class was able the complete 20 laps. (02/22/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): We thought as a group this was a good goal for the students to meet. We can modify for student who may have disabilities or aren't strong swimmers.</p>	<p>Enhancement: Since this a advanced class my goal as an instructor is to motivate and push my students to complete their goals. My goal is for each student to set mini goals to reach their long term goals. (02/22/2019)</p>
<p>KNES1D_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness.</p> <p>SLO Status: Course Not Currently Taught</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.
Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017
Target : Target Met
Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (06/23/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.

Swimming related classes: Request Resources: Wi fi on the pool deck so videos could be streamed, access to textbook and teaching material that are online would also be a benefit. Request flat screen TV on a cart for the department or Ipads for in class use. PE 673 and 12U usually are in use.

(06/23/2017)

KNES 2A, 2AX:Aerobic Swimming

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES2A_SLO_1 - Apply knowledge of basic fitness concepts to health and fitness.</p> <p>SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (06/23/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p> <p>Request Resources: Wi fi on the pool deck so videos could be streamed, access to textbook and teaching material that are online would also be a benefit. Request flat screen TV on a cart for the department or Ipads for in class use. PE 673 and 12U usually are in use. (06/23/2017)</p>
<p>KNES2A_SLO_2 - Demonstrate improvement in cardiorespiratory endurance through swimming.</p> <p>SLO Status: Active</p> <p>Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Cooper 12 minute swim</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>All of the students showed increased their distance, showing significant improvement in in cardio-respiratory endurance." (11/16/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I am pleased with student progress.</p>	<p>Enhancement: I am working on my class webpages to try to explain homework assignments even more clearly. (11/16/2017)</p>

KNES 2B, 2BX:Deep Water Running

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES2B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness. SLO Status: Active Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 12/14/2011</p>	<p>Exam - Course Test/Quiz - Students were given a multiple choice, and true false exam to complete. Target for Success: The target for success was 80% or better on the exam. Comments/Notes: The students exceeded my expectations as 85% of the students had a grade of B or better.</p>		
<p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions</p>
		<p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (06/23/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p> <p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p> <p>Request Resources: Wi fi on the pool deck so videos could be streamed, access to textbook and teaching material that are online would also be a benefit. Request flat screen TV on a cart for the department or Ipads for in class use. PE 673 and 12U usually are in use.</p> <p>(06/23/2017)</p>

<p>PE6F_SLO_2 - Demonstrate improvement in cardiorespiratory endurance and strength. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 12/12/2011 Outcome Inactive Date: 08/27/2016</p>	<p>Presentation/Performance - Students were timed for how many widths of the pool they could complete in a 12 minute period. The students were assess at the beginning of the quarter to see where they were at and at the end of the quarter to compare results.</p>
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Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

Target for Success: The target for success was to see if the students improved by two or more lengths of the pool. The success rate showed 905 of the students improved by two or more lengths.

PE6F_SLO_3 - Demonstrate proper deep water running techniques.

SLO Status: Active_Pending_Revision

Planned Assessment Quarters: 2011-12 2-Fall

Outcome Creation Date: 12/12/2011

Outcome Inactive Date: 08/27/2016

Presentation/Performance - Student demonstrated proper deep water running technique during the 12 minute test.

Target for Success: The target of success for this outcome was 95% of the students demonstrating proper technique.

KNES 5A, 5AX:Indoor Cycling

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES5A_SLO_1 - Perform with an increasing degree of proficiency the cardiovascular aspect of indoor cycling.</p> <p>SLO Status: Archived SLO Statement</p> <p>Planned Assessment Quarters: 2015-16 2-Fall</p> <p>Outcome Creation Date: 12/04/2015</p> <p>Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - Had all the student write a paper and make a workout and explain the purpose of their workout along with the intensity of the workout.</p> <p>Target for Success: 80 percent is considered above the proficient level.</p> <p>Comments/Notes: The student understood the terminology better, the class and the workout.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>I had 25 out of 30 student who completed the assignment. 83% of my class was successful (06/27/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I am going to continue this assignment. They really understand the terminology and how to create a workout which helps them work harder in class.</p>	<p>Enhancement: I change the format of my assessment. I have them go through a 20 minute workout the first day. Over half the class was tired and had to stop, I would review the zones 1-4. The next week we would try and pick up 2-5 minutes. By week 6 the classes goal was to be working out for 30 plus minutes. The majority of the class is very successful. (03/03/2017)</p> <p>Follow-Up: My student seem to be more engaging if they have a short to a long term goal to strive for. (03/03/2017)</p> <hr/> <p>Enhancement: Keep everything the same relative to the assessment, but request a new brand of cycling bike. (MADD DOG) (06/27/2012)</p> <p>Follow-Up: We got new bikes that track the students RPM (Pedal speed) and the class seem to understand the goals and resistance a lot better. (03/03/2017)</p>
	<p>Demonstration - We would do assessment to see the development of the strength throughout the quarter. Increasing the size of the hills, extending our sprints and riding our bikes more gradually more throughout the quarter</p> <p>Target for Success: 80% should be successful if my students are</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>90% were successful. My class was very goal oriented and worked hard all quarter. Most of my students progressed quicker in this class because it was 1:15 opposed to a 50 minute class. (03/15/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Noticing the classes that are a little bit longer more students more more constant and like the longer workouts.</p>	<p>Enhancement: I seem to have more success in my classes that are 1hour and 15 minutes. My student seem to get more out of there work since they are on the bikes longer. I also believe my students start to understand the zones and the principle of cycling better. (03/03/2017)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>constant with coming to class.</p> <p>Demonstration - I start my class off with basic movements on the bike. I have timed isolation, pedaling through resistance and interval circuit. Throughout the quarter we overview to see the improvement each student has gained individually. Every three weeks we test. The goal is to meet or beat your last circuit.</p> <p>Target for Success: 85% is normal success rate.</p>		<p>Follow-Up: Most of the feedback I have received from my students is having the longer class is a better workout for them. Many of my students have said that they don't feel rushed and they feel better fit by the end of the quarter. (09/21/2017)</p>
<p>KNESSA_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2015-16 2-Fall</p> <p>Outcome Creation Date: 12/04/2015</p> <p>Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - Given a 25 point quiz on the health and wellness from the book fit and well.</p> <p>Target for Success: 70 percent is considered above proficient level.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>25 out of 30 completed the assignment. 23 out of 30 received and perfect score. 76 percent successful (06/27/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I will keep my assessments the same. Maybe add more questions</p>	<p>Enhancement: I plan to add more question to my test. Do not need any equipment for this test. (06/27/2012)</p> <p>Follow-Up: I have change my test to essay format. I believe I get more from the students and they have a better understanding of the material. (09/21/2017)</p>
	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/03/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
(05/03/2014)

Follow-Up: Coleen has formed some question for us to get a survey monkey going throughout our health and fitness classes.
(09/21/2017)

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and

Program Review Reporting Year: 2016-2017
Target : Target Met
Only two statements where students did not meet the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (02/13/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>(02/13/2018)</p>
<p>KNES5A_SLO_3 - Develop an understanding of improving cardiorespiratory strength and endurance through cycling.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 09/25/2017</p>	<p>Exam - Course Test/Quiz - Essay formed midterm and final from the book fit and well. Four question on each test.</p> <p>Target for Success: 90% Targeted should pass both tests</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>95% were successful on both midterm and final (09/25/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The test gave a wide range of health and fitness that related to our classes</p>	<p>Enhancement: Continue to enhance the question and the dialogue with our students (09/25/2017)</p>

KNES 5B, 5BX:High Intensity Indoor Cycling

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES5B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2015-16 2-Fall Outcome Creation Date: 09/13/2013</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts</p>		
	<p>Exam - Course Test/Quiz - I assign a midterm and a final. There are 4 question on each test, each test is worth 25 points. Target for Success: 85%</p>		
	<p>Exam - Course Test/Quiz - There is a 4 question test for the midterm and final. Each question is out of the assigned book fit and well. Target for Success: 85% is the target for success</p>		
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.</p>	<p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p>
		<p>(08/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this</p>	<p>Swimming related classes: Request Resources: Wi fi on the pool deck so videos could be streamed, access to textbook and teaching material that are online would also be a benefit. Request flat screen TV on a cart for the department or l pads for in class use. PE 673 and 12U usually are in use.</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

(08/08/2017)

PE3B_SLO_2 - Ability to formulate and design a program for core strength and stabilization exercises.
SLO Status: Active_Pending_Revision
Planned Assessment Quarters: 2015-16 2-Fall
Outcome Creation Date: 12/02/2015
Outcome Inactive Date: 08/27/2016

Demonstration - I had the student do a cycling workout and a circuit workout for their assessment. I times them to see how long it took them after the spin to get the circuit workout done.
Target for Success: 75% of my student should meet or beat their original assessment.
Comments/Notes: Making room in my assessment for student who are inconstant with coming to class.

Program Review Reporting Year: 2016-2017
Target : Target Met
 I have my students do a 25 minute cardio workout and add in a circuit the last 25 minutes. I have set goals and for each circuits. I will either have them work for time or work for reps. (03/03/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue go to workshops to keep up with cycling and circuit the complement each exercise.

Enhancement: I will continue to try and push and build different cycle and circuit that will give my students a understanding of how important exercise is to maintain a healthy life style. (03/03/2017)
Follow-Up: I will follow up at the end of each year and evaluate how my student respond to the knowledge they have gain throughout each quarter. (03/03/2017)

Program Review Reporting Year: 2015-2016
Target : Target Met
 80% of my student were successful. Most of my students dropped 2-3 minutes off of their circuit workout time. (03/15/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to use this method. I believe it meets each student's physical fitness level.

Enhancement: I combine two class, Indoor cycling and core conditioning. My student are more fit and hit there long term goals quicker and feel their level of fitness improves more rapidly. (03/03/2017)
Follow-Up: We use weight (dumbbell) on the bikes, to help get a better interval workout, but also work a form of cardio as well as a circuit on the bike. It changes the pace of the class, but adds a new dynamic to the class. (03/03/2017)
Follow-Up: I will continue to bring new exercises and ideas to the cycling portion of this class. (03/03/2017)

PE3B_SLO_3 - Ability to create an **Demonstration** - I create a workout **Program Review Reporting Year:** 2016-2017

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>interval cycling program based upon individual indoor cycling goals. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2015-16 2-Fall Outcome Creation Date: 12/04/2013 Outcome Inactive Date: 08/27/2016</p>	<p>that I can assess there strength from the beginning of the quarter to the end of the quarter. I have them do certain exercises and and workout so the student can see their progress as well. Target for Success: 80% of my student were successful. I had a few student who weren't constant with coming to class and had a difficult time keeping up with the pace.</p>	<p>Target : Target Met I have my student start with a workout that will build and continue through the rest of the quarter. I try to keep the class engaging and creativity so my student stay within their of fitness. I have them set long term goals for the end of the quarter. (03/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): My student seem to enjoy the variety of different exercises throughout the class.</p> <hr/> <p>Program Review Reporting Year: 2015-2016 Target : Target Met I would test my students 3 times a quarter. About 80% were successful. (03/15/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I feel this assessment helps my students with setting goals and having expectations for themselves.</p>	<p>Enhancement: I see more student engaged in indoor cycling. My student feel as though this workout isn't as hard on there body and they feel as tho they are getting a full body workout. (03/03/2017)</p> <hr/> <p>Enhancement: I have my class go through a circuit throughout the quarter. Every three weeks I have them assess their fitness level from when we started the class to where we are in the quarter. It seem that most students feel better about working out and are more motivated to continue. I have notice that a lot of student enjoy cycling, because it isnt hard on your body like running. (03/03/2017) Follow-Up: I will continue to bring new workouts and stay creative. (03/03/2017) Follow-Up: I will continue education to enhance my classes. (03/03/2017)</p>

KNES 5C, 5CX:Outdoor Cycling

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES5C_SLO_1 - Apply outdoor cycling to fitness, safety, efficiency and transportation. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2016-17 4-Spring Outcome Creation Date: 10/03/2017</p>			
<p>PE3AX_SLO_2 - Analyze and apply all bicycle theory from gearing to fitment. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>			
<p>PE3AX_SLO_3 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2016-17 4-Spring</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were</p>

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Assessment Methods

Assessment Data Summaries

Enhancements

samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Exam - Course Test/Quiz - Review of each chapter quiz of which 50% of each quiz will tell me that the students can apply the basic concepts in the chapter.

Target for Success: 70% of the students will be able to complete each of the core concepts per chapter.

KNES 6A, 6AX:Aerobic Power Walking

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES6A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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Exam - Course Test/Quiz - I give a midterm and a Final, that has question from our fit and well book. Each test helps students understand fitness concepts.
Target for Success: 90% is targeted for success

Program Review Reporting Year: 2016-2017
Target : Target Met
 90% of my students were successful (09/25/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): As a group we believe this for of test help our student to understand concepts of health and wellness to enhance a healthier lifestyle.

Enhancement: In order to continue to engage our students, we have to continue to educate how important health and fitness is as a life long goal. (09/25/2017)

KNES6A_SLO_2 - Demonstrate improvement in cardiorespiratory endurance.
SLO Status: Active_Pending_Revision
Outcome Inactive Date: 08/27/2016

KNES 7A, 7AX:Step Aerobics

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES7A_SLO_1 - Implement proper techniques and choreography related to step aerobics. SLO Status: Active Planned Assessment Quarters: 2016-17 2-Fall Outcome Creation Date: 03/06/2017</p>	<p>Demonstration - A skills test was performed to evaluate proper techniques. I gave verbal instructions and students were expected to demonstrate two specific skills, u-turn and over the top. Target for Success: 70% successful was considered proficient.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% of my students were able to clearly demonstrate the u-turn and the over the top choreography. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Having longer classes allowed for my students to better learn the steps and choreography.</p>	<p>Enhancement: This was the first quarter that we offered this class as a one unit class, which meant more time with my students. It made a big difference in both the knowledge and skills gained. (03/07/2017)</p>
		<p>Program Review Reporting Year: 2011-2012 Target : Target Met 90% of my students were successful with both skills. (07/26/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to enhance and improve upon my teaching and knowledge.</p>	<p>Enhancement: It would be nice to have a larger gym space so that the students can spread out further. This will allow more movement and overall better fitness levels. (07/26/2012)</p>
		<p>Program Review Reporting Year: 2011-2012 Target : Target Met 85% of my students were successful on both skill assessments. (07/10/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my verbal cues and knowledge so that I can increase the number of students who are proficient in the skills test.</p>	<p>Enhancement: I will continue to improve upon my verbal cues and knowledge so that I can increase the number of students who are proficient in the skills test. (07/10/2012)</p>
			<p>Enhancement: I will continue to improve upon my verbal cues and knowledge so that I can increase the number of students who are proficient in the skills test. (07/10/2012)</p>
	<p>Demonstration - Two skills demonstration were given to evaluate proper technique. A variety of different steps were used for demonstration including the basic right, basic left, and V Step in the first demonstration and the "around-the-world" combination in the second demonstration. Target for Success: 70% students</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 87% of students received a passing grade on the first demonstration (24/27). Two of the students who did not pass the demonstration were absent, and 1 had been absent frequently. The second demonstration showed a 96% passing rate. Only one student did not pass. (07/10/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to work on my verbal cues to aid the students with the combination of movements. I also strive to improve the</p>	<p>Enhancement: The skills demonstrations are effective means of encouraging students to learn and improve upon skills and step choreography. (07/10/2012)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	should receive a passing grade on each skills demonstration.	variety of steps that are demonstrated in class.	
<p>PE6S_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness.</p> <p>SLO Status: Active_Pending_Revision</p>	<p>Exam - Course Test/Quiz - A true and false exam was administered to the students which covered the first 6 chapters of the Fit and Well text book.</p> <p>Target for Success: 70% of my students should receive a grade of 80% or higher.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>89% of my students scored above an 80% on the Final Exam. (03/07/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): This was the highest percentage of success with my aerobics classes. This was also the first quarter that we offered the class as a 1 unit class so I had more time with my students to break down relevant information. Having longer classes is a huge benefit to the students.</p>	<p>Enhancement: Having longer classes, one unit instead of half of a unit, was a huge benefit to the students. (03/07/2017)</p>
		<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>85% of my students received a grade of 80% or higher. (07/26/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching and knowledge.</p>	<p>Enhancement: It would be helpful to have a variety of textbooks that relate to the material that we cover in class. (07/26/2012)</p>
		<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>86% of my students scored an 80% or higher on the exam. (07/10/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching and knowledge so that I can increase the number of students who are proficient in the exam.</p>	
	<p>Exam - Course Test/Quiz - A multiple choice exam based on the first 6 chapters of the Fit and Well text book is given during the quarter that examines basic fitness concepts such as cardiovascular exercise, body composition, and basic nutrition.</p> <p>Target for Success: 80% of students should receive a passing grade of a C or better.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>89% of the students received a C or better (24/27 students). (07/10/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam was a good tool for learning about the basic fitness concepts. The 3 students who did not pass, chose not to use the book for information when taking the exam. I will strive to bring more of these concepts at the beginning or end of each class.</p>	<p>Enhancement: I will continue to strive to improve upon the discussion of these concepts in class. The exam is an effective tool for better understanding of fitness concepts and how they apply to overall health and wellness. (07/10/2012)</p>
	<p>Survey - 6 questions embedded in a survey. Give instructors a survey</p>		

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

with scantrons and they choose a class to perform the survey in.
Target for Success: 75% of students will show that they can apply fitness concepts

KNES 7D, 7DX:Latin Infused Aerobics

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES7D,6ZX_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2016-17 2-Fall Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - Students will take a final exam based on basic fitness concepts as they apply to health and wellness. Target for Success: 70% of my students will score 80% or higher.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% of my students scored an 80% or higher on the final exam. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This was the first quarter that we offered the one unit aerobics class, which meant more time to break down information.</p>	<p>Enhancement: This was the first quarter that we offered the one unit aerobics class, which meant more time to break down information. Having longer classes is a huge benefit to our students. (03/07/2017)</p>
<p>PE6Z,6ZX_SLO_2 - Develop cardiovascular fitness through aerobic exercise. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			
<p>PE6Z,6ZX_SLO_3 - Learn a variety of basic movements inspired from Merengue, Cumbia, Salsa, and Reggaeton steps. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			

KNES 7G, 7GX:Hi-Lo Impact Aerobic Rhythms

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES7G_SLO_1 - Apply knowledge of basic fitness concepts to health and fitness.</p> <p>SLO Status: Active_Pending_Revision</p> <p>Outcome Inactive Date: 08/08/2017</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/04/2014)</p>

KNES7G_SLO_2 - Demonstrate

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

improvement in cardiorespiratory,
strength and flexibility.

SLO Status: Active_Pending_Revision

Outcome Inactive Date: 08/27/2016

KNES 7H:Lo Impact Aerobic Rhythms

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES7H_SLO_1 - Apply knowledge of basic fitness concepts to health and fitness.</p> <p>SLO Status: Course Not Currently Taught</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

KNES7H_SLO_2 - Demonstrate improvement in cardiorespiratory, strength and flexibility.

SLO Status: Course Not Currently Taught

Outcome Inactive Date: 08/08/2017

KNES 11A, 11AX: Cardio Kick

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES11A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness. SLO Status: Active Planned Assessment Quarters: 2016-17 4-Spring</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p>

Follow-Up: I found that using question from the fit and well book that directly effect the student they are more engaged in the assignment. I use 8 question out of each chapter in the book. (03/03/2017)

Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Only two statements where students did not meet the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.</p> <p>(08/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p>	<p>relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p> <p>Enhancement: Need to find cardiokick towers that don't lose sand and scrape the floor. (08/08/2017)</p>
	<p>Exam - Course Test/Quiz - I give my student an essay formed midterm and final. There is 4 question on each test from our book Fit and Well.</p> <p>Target for Success: 90% is my targeted success rate</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90% were successful (09/25/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): We believe this not only enhances our student's. This also help them understand how to live a more healthier lifestyle.</p>	<p>Enhancement: I will continue to grow as an instructor and help my student to understand health and fitness. My tests put into perspective how fitness helps our body. (09/25/2017)</p>
<p>KNES511A_SLO_2 - Demonstrate improvement in cardiorespiratory,</p>	<p>Demonstration - 30 minute workout with different types of boxing skills.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p>	<p>Enhancement: I have learned over the three years I have taught this</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>strength and flexibility. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>	<p>Target for Success: 80%</p>	<p>During the first two weeks of class we use the cardio kick bags to practice and learn punch styles. A jab, cross, hook and upper cut. I give them a 30 minute workout, for each student to assess their fitness levels. The goal is to be able to complete the work out within the 30 minutes. (03/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): I notice that when my student had something to work towards, they applied themselves more to the class and the workout. They bought into the process and worked hard to get the results they need.</p>	<p>class, that my students are goal. Short term to long term results. I challenge them everyday in many different ways through exercise. (03/03/2017) Follow-Up: I will continue to enhance my teaching skills and stay up to date on the trends in physical fitness. (03/03/2017)</p>
<p>KNES11A_SLO_3 - Demonstrate proper technique when performing a jab, a cross, upper cut, hook, front kick and roundhouse kicks. SLO Status: Active Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - I have my class do circuits with different series of punches and cardio workout. Target for Success: 85% is my target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% were successful in each circuit (09/25/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): With any activity class, everyone is at different levels of fitness and athletic ability. I have tried to modify some of the exercise for certain individuals with injury or other factor involving the workout.</p>	<p>Enhancement: With all activity classes. We have a lot of trail and error. I will continue to cater to my students need, and also continue to form workouts that are diverse. (09/25/2017)</p>

KNES 12A, 12AX:Aikido

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

KNES12A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness.

SLO Status: Course Not Currently Taught

Outcome Creation Date: 10/20/2010

PE2K_SLO_2 - Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.

SLO Status: Active_Pending_Revision

Outcome Inactive Date: 08/27/2016

KNES 12B, 12BX:Intermediate Aikido

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES12B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness. SLO Status: Course Not Currently Taught</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/03/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

PE2L_SLO_2 - Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.

SLO Status: Course Not Currently Taught

KNES 12D, Dx:Beginning Karate

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES12D_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness. SLO Status: Active Outcome Creation Date: 10/20/2010</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>
	<p>Survey - 12 True False statements.</p>	<p>Program Review Reporting Year: 2017-2018</p>	<p>Enhancement: Review curriculum</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Target : Target Met</p> <p>Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/09/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>and consider leveling classes. (08/09/2017)</p>

PE2A_SLO_2 - Demonstrate fundamental karate techniques at a beginning level.
SLO Status: Active_Pending_Revision
Outcome Creation Date: 10/20/2010
Outcome Inactive Date: 08/27/2016

KNES 12E, 12EX:Intermediate Karate

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES12E_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and fitness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)</p>
	<p>Survey - 12 True False statements.</p>	<p>Program Review Reporting Year: 2017-2018</p>	<p>Enhancement: Will share this</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Target : Target Met</p> <p>Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.</p> <p>(08/09/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p> <p>Will review course outlines and consider leveling the classes. (08/09/2017)</p>

PE2B_SLO_2 - Demonstrate fundamental karate techniques at an intermediate level.
SLO Status: Active_Pending_Revision
Outcome Inactive Date: 08/27/2016

KNES 12G:Self-Defense

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES12G_SLO_1 - Demonstrate front and rear releases for a variety of grasps and holds. SLO Status: Active</p>			
<p>KNES12G_SLO_2 - Demonstrate knowledge of gender differences and fitness concepts when applying self defense techniques and preventive measures for various situations. SLO Status: Active Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - The students were given a take home final assignment. The students came up with a self defense plan. A plan that can help keep the students safe in a variety situations in their daily lives. Target for Success: 75% of the students should be able to successfully develop self defense plan that the can incorporate in their everyday lives.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met 80% of the students were able to successfully create a personal defense plan there information acquired over the course of the quarter. (06/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): I feel the self defense plan is a valuable exercise for the students. By having a plan the students will be prepared to handle a multiple of dangerous situations.</p> <hr/> <p>Program Review Reporting Year: 2018-2019 Target : Target Met 80% of the students were able to come up with a self defense plan that they cold put into practice on a daily basis. (06/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): I feel this is a valuable tool so that students have a plan that they can use in a variety of ways so the can protect them selves on a daily basis.</p> <hr/> <p>Program Review Reporting Year: 2018-2019 Target : Target Met 80% of the students successfully created a self defense plan. (06/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to challenge students to come up with self defense plan that can help protect them and keep their guards up in a variety of scenarios.</p>	<p>Enhancement: By continuing to exposing students to different self defense scenarios I am confident that the target will be met. (06/11/2019) Follow-Up: I believe this has helped my student think outside of the box. Being more aware of their surrounding. (06/11/2019)</p> <hr/> <p>Enhancement: 80% percent of the students were able to meet the target goal. An increase of certain self defense techniques may be helpful. (06/11/2019) Follow-Up: I believe this has helped my student think outside of the box. Being more aware of their surrounding (06/11/2019)</p> <hr/> <p>Enhancement: An increase in the presentation of more scenarios could be helpful to the students to create an even more comprehensive self defense plan. (06/11/2019) Follow-Up: I believe this has helped my student think outside of the box. Being more aware of their surrounding (06/11/2019)</p>
<p>PE3G_SLO_3 - Apply knowledge of</p>	<p>Survey - 6 questions embedded in a</p>	<p>Program Review Reporting Year: 2018-2019</p>	<p>Enhancement: questions can be</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>basic fitness concepts as they apply to health and wellness. SLO Status: Archived SLO Statement Outcome Inactive Date: 08/27/2016</p>	<p>survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Target : Target Met The survey was very convenient in collecting and tabulation the results of the responses. 80 percent of the students were able to apply the fitness concepts. (06/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Using the survey is a good way to collect the data and tabulate the responses of each question.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>changed to enhance responses of other types of fitness concepts. (06/11/2019)</p> <hr/> <p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2017-2018

Target : Target Met

Only two statements where students did not meet the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.

(08/09/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.

Full body suit for instructor to use has been requested. This suit would protect the instructor from full force blows. Current Dean does not feel that an instructor should be exposed to a situation where their employee could be injured.

Exam - Course Test/Quiz - 4 questions were given to the students to expand on to give me a better idea of there understanding of physical fitness.

Target for Success: I set a target of 75% of the students successfully meeting the target.

Program Review Reporting Year: 2018-2019

Target : Target Met

80% of the students demonstrated the proper knowledge on those questions to reach the target. Enough information was extracted by the 4 questions to get satisfactory knowledge of the fitness concepts. (06/11/2019)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The 4 questions seem to be able to extrapolate enough

relative to grasping core concepts in our discipline.

(05/04/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target (08/09/2017)

Enhancement: I will continue to educate my students on new techniques in self defense. (06/11/2019)

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

information to challenge the students but changing the questions from time to time to test different knowledge can be done also.

KNES 12H:Tai Chi

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES12H_SLO_1 - Assimilate proper breathing techniques to induce physical relaxation. SLO Status: Active Outcome Creation Date: 09/23/2011</p>	<p>Presentation/Performance - Students will perform a set of 6-8 postures of the 24 posture Yang style Tai Chi form while simultaneously demonstrating coordinated breathing patterns. Students will also perform a written self-assessment describing whether they felt they can coordinate their breathing as they perform the postures. Target for Success: 70% of the students will indicate that they personally feel that they can coordinate their breathing as they perform the postures.</p>		
	<p>Exam - Course Test/Quiz - Students were asked to write a few sentences as to whether they believed that they have assimilated the breathing patterns taught in Tai Chi. Target for Success: 70% of the students will indicate that they have been able to incorporate the breathing techniques</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Not Met 40 % said yes; 21% said sometimes; 26% said no; 1% no response (08/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students cited several reasons for not achieving the skill- to busy trying to do the forms, felt dizzy, multitasking was difficult; need more practice; instructor needs to cue more often; student couldn't relax and breath because they felt that they would lose track of what to do next; can't transfer to other activities in life.</p>	<p>Enhancement: Based on student reflections. Try spending more time with one activity only add breathing instead of multiple activities and try to incorporate breathing at the same time. Show form via video in class as a reinforcement of why it is good to refer back to resources that have been made available to them. (08/09/2017)</p>
<p>PE2Q_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

concepts.

were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/03/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
(05/03/2014)

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2017-2018

Target : Target Met

Only two statements where students did not meet the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood

Enhancement: Review broad concepts of fitness in class not just rely on them choosing to read the materials in the text. (08/09/2017)

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/09/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

KNES 12J, 12JX:Intermediate Tai Chi

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE2R_SLO_1 - Assimilate proper breathing techniques to induce physical relaxation while performing Tai Chi. SLO Status: Archived SLO Statement Outcome Inactive Date: 01/31/2019</p>			
<p>PE12J_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2018-19 3-Winter Outcome Creation Date: 01/31/2019</p>	<p>Exam - Course Test/Quiz - 15 Question - short answer take home quiz based on readings from the text book, Fit and Well (most current edition) Target for Success: 90% of students who take the quiz will attain a 75% passing score or better.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met I have revamped the questions to so that the students need to find the facts and then incorporate personal experiences/a critical look at their own nutritional habits. I can see that this change has greatly improved the quality of the responses I receive. Only 2 students did not take the time to glean facts from the text book. (03/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): I like the responses that I am now receiving from the students. I didn't have anyone complain that this was too much work for a 1/2 unit class as I have had in the past. Two students remarked that they found the assignment enjoyable.</p>	<p>Enhancement: I still need to do a better job at delivering the assignment in a timely manner. I would like to make it an online assignment. I need to take the canvas course. (03/11/2019)</p>
<p>KNES12J_SLO_3 - Continue to assimilate proper breathing techniques to induce physical relaxation while performing a more complex set of Tai Chi postures and chi gong exercises. SLO Status: Active Planned Assessment Quarters: 2018-19 3-Winter Outcome Creation Date: 08/27/2016</p>	<p>Other - Students will be given the following questions at the end of the class. Do you feel that you have mastered the ability to 1) diaphragmatically breath while performing Tai Chi. 2) Do you feel that you are physically relaxed and mentally at ease when performing the Yang style 24 posture form? Briefly state how the instructor might improve the learning experience to assist students in acquiring this skill. Target for Success: Bench mark assessment</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met Scale 1-5. 1 no opinion; 2 definitely do not agree; 3 agree somewhat; 4 agree; 5 strongly agree - Do you feel that you have mastered the ability to 1) diaphragmatically breath while performing Tai Chi. 20% of the students responded "agree somewhat". 60% responded "agree". 20% responded strongly agree. To the question: 2) Do you feel that you are physically relaxed and mentally at ease when performing the Yang style 24 posture form? 7% of the students ranked their responses as 2, 3 and 4. 79% responded strongly agree. An additional question was added to the questionnaire. "I feel that I have mastered the ability to be physically relaxed and mentally at ease when performing the 5 treasure set". 38% of the students responded 4 "agree"; 63% responded 5 "strongly agree". (03/11/2019)</p>	<p>Enhancement: I will try to move through the sequence a bit faster with stronger encouragement to the students to practice at home and a promise that we will have more time to polish at the end of the class. (03/11/2019)</p>

Reflection (CLICK ON ? FOR INSTRUCTIONS): One student wrote that "learning how to breath" with emphasis during a section of the form was confusing. Another comment was that they would have liked more time to practice the entire sequence. Upon reflection, I have always allowed more time to practice a section of the form when the majority of the class is having difficulties. This results in less time at the end of the quarter to practice the whole form. I am still reflecting about how to make more time at the end of the quarter. I also have noticed that once we have finished the form in the past, absences seem to increase. I should document this phenomenon, I think this data would help me to modify the "flow" of the class. Secondly this was a 6 week class. 8% of the class indicated that they would have liked a 12 week class.

KNES 15A, 15AX:Cross Training

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES15A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 98% completed the survey successfully. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was pleased with the results. I will continue to teach the basic fitness concepts and incorporate them in my classes.</p>	<p>Enhancement: Having PE 610 as a classroom was vital to the success of the students. I hope we are able to continue offering classes in this facility. (06/08/2017)</p>
<p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations.</p>
		<p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.</p>	

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/04/2014)

PE6B_SLO_2 - Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.
SLO Status: Active_Pending_Revision
Outcome Inactive Date: 08/27/2016

KNES 15C, 15CX:Total Fitness

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES15C_SLO_1 - Demonstrate improvement of cardiovascular, strength and flexibility through total fitness. SLO Status: Active</p>	<p>Presentation/Performance - At the beginning of the quarter I have a pre-test on a mile run. Midterm they have another mile run to see their progression in 6 weeks. For my students final I have them run their last mile of the year. Target for Success: 70% is above proficient level of success. Comments/Notes: I put 70% as my success, because everyone fitness level is different and some students may have some outside factors effecting their fitness levels.</p> <hr/> <p>Demonstration - I have my class run a mile every three weeks of the quarter. Their first mile is the base of where each student will start there fitness goals. In between those three week periods we do exercises to help strength and build on their cardio to meet or beat their last mile. Target for Success: 80% success rate</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 90% of my students were successful. (07/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I noticed that my student had set goals from the beginning of the quarter as to what the expected mile time they wanted at the end of the quarter. Ninety percent of the students hit their goal or beat it.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Met All of my student beat there times by 30 seconds each time. Most student shaved about 1:30 to 2:00 minutes off of their first mile time. (09/26/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): We feel it is a great way to get workouts and fitness goals started. Each student excelled in their own individual way.</p>	<p>Enhancement: My students would benefit from our department getting more equipment. We need more medicine balls, resistance bands, bosu balls and other equipment that could use some updating. (07/25/2012) Enhancement: xxxxx (07/20/2012)</p> <hr/> <p>Enhancement: I will continue to enhance my workouts, get feedback from my students and continue going to conferences to expand my knowledge. (09/26/2017)</p>
<p>PE8_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 12/14/2011 Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - During the course of the quarter my class reviews our book fit and well and concepts of over all wellness. I give a 8 question essay form exam at the end of the quarter going over fitness concepts in the book. Target for Success: 90% is above proficient level</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 95% of my students completed and recieved a grade of 90% and higher (07/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I am going to continue to bring creative way of learning the material in our book. I will also continue up dating my tests through the years.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Exam - Course Test/Quiz - I give my students a midterm and final each quarter. The question are essay form. Each question has to do with life time health and fitness.
Target for Success: 90% target for success

Program Review Reporting Year: 2016-2017
Target : Target Met
90% of my students completed my midterm and final.
(09/26/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The test is a good variation of our book fit and well. The students gain a lot knowledge from bot the midterm and final.

systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Enhancement: I will continue going to conferences to expand my knowledge.

(09/26/2017)

KNES 15E, 15EX, 15EY: Cardiovascular and Strength Training

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES15E_SLO_1 - Apply both aerobic and anaerobic training techniques. SLO Status: Active Outcome Creation Date: 12/15/2011</p>	<p>Presentation/Performance - I have my students go through a series of exercises that involve anaerobic and aerobic exercises. My students run three 1 mile runs throughout the quarter to see how much they have improved their time. Target for Success: 85% is above the proficient level</p> <p>Demonstration - I have my class run a mile every three weeks of the quarter. Their first mile is the base of where each student will start there fitness goals. In between those three week periods we do exercises to help strength and build on their cardio to meet or beat their last mile. Target for Success: 80% success rate</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met I have noticed that my student have made personal goals for themselves throughout the quarter and 92% have hit their target goal. Some have improved their times by 2 minutes. (07/25/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I try to be creative during the quarter with my workouts I give my students. I do my best to keep them engaged and involved and focused on their ending goals.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met Most my student beat there times by 30 seconds each time. Most students shaved about 1:30 to 2:00 minutes off of their first mile time. (09/26/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Since their is so much positive reinforcement from the students, I think we are working in the right direction. They set goals and expect to beat their times each time we run the mile.</p>	<p>Enhancement: More equipment would help with the success of these classes (07/25/2012)</p> <p>Enhancement: I will continue to enhance my workouts, get feedback from my students and continue going to conferences to expand my knowledge. (09/26/2017)</p>
<p>KNES15E_SLO_2 - Perform physical training and demonstrate multi-phasic planning. SLO Status: Active Planned Assessment Quarters: 2011-12 1- Summer Outcome Creation Date: 12/15/2011</p>	<p>Exam - Course Test/Quiz - I give a 8 question essay form final at the end of the quarter, that goes over the concepts and muscles we have discussed and used throughout the quarter. Target for Success: 80% is above the proficient level for success</p> <p>Exam - Course Test/Quiz - I give my students a midterm and final each quarter. The question are essay form. Each question has to do with life time health and fitness. Target for Success: 90% is target for success</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 95% were successful in completing and passing the final test for the quarter. (07/25/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to engage and be creative with my teaching style and be creative to help our student be successful.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% were successful. The student gained alot of knowledge from the test as well as the book. (09/26/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The test is spot on to what our student need to know about health and fitness.</p>	<p>Enhancement: Our book continues to bring out new editions every year. Maybe if we had other books to more specific to classes. (07/25/2012)</p> <p>Enhancement: I will continue to go to conferences and challenge my students. (09/26/2017)</p>

KNES 16A, 16AX, 16AY:Fit Camp

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES16A_SLO_1 - Demonstrates an an increasing control of skills pertaining to: cardiovascular, strength, flexibility, agility and balance.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 2-Fall</p> <p>Outcome Creation Date: 12/15/2011</p>	<p>Demonstration - At the beginning of every quarter I have my class do a mile run, sit-ups, push-ups and squat (1 minute with each exercise).</p> <p>Target for Success: 80% is above the proficient levels</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>My students set goals after the first series of tests. I also had them write a journal about the workouts and the difference in their bodies (fitness) throughout the quarter. (09/24/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I found that this test helped to motivate the students to work harder throughout the quarter. This class involves dynamic movement and motor skills necessary for functional movements.</p>	<p>Enhancement: To improve this class, we need mats, resistance bands, medicine balls, bosu, stability balls and gliding. (09/24/2012)</p>
	<p>Demonstration - I have my class run a mile every three weeks of the quarter. Their first mile is the base of where each student will start there fitness goals. In between those three week periods we do exercises and boot camp "like" workouts to help strength and build on their cardio to meet or beat their last mile.</p> <p>Target for Success: 85% target for success</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Most of my student beat there times by 30 seconds each time. Most students shaved about 1:30 to 2:00 minutes off of their first mile time. (09/26/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): This is a good base to start our students. Give them short to term goals and helps them plan long term goals.</p>	<p>Enhancement: I will continue to enhance my workouts, get feedback from my students and continue going to conferences to expand my knowledge. (09/26/2017)</p>
<p>PE6U_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health wellness.</p> <p>SLO Status: Active_Pending_Revision</p> <p>Planned Assessment Quarters: 2011-12 2-Fall</p> <p>Outcome Creation Date: 12/15/2011</p> <p>Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <p>1) only 49% of the students understand that resting</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the</p>	<p>heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Met All of my student were above the proficient level of success. (09/24/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): My students had a better awareness and understanding of the human body as it pertains to functional movements, strength development, balance, agility and coordination.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body</p>	<p>can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p> <hr/> <p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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students will be able to identify or apply fitness concepts correctly.

composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/09/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): : Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

(08/09/2017)

KNES 16B, BX:Spin/Swim Fitness

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES16B_SLO_1 - Apply indoor cycling and swimming as a fitness training program. SLO Status: Active_Pending_Revision</p>			
<p>PE5AX_SLO_2 - Analyze and apply all swim and indoor cycling theory and technique. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2012-13 2-Fall Outcome Creation Date: 10/11/2012 Outcome Inactive Date: 08/27/2016</p>			
<p>PE5AX_SLO_3 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Archived SLO Statement Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>(05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

KNES 19A, 19AX:Strength Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES19A_SLO_1 - Perform safe and appropriate use of resistance. Training machines and free weights. SLO Status: Archived SLO Statement Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 12/15/2011</p>	<p>Presentation/Performance - I had all my student student record where they started with weight on the machines. Such as the leg press, bench press and other the machines they were interested in working with throughout the quarter. Target for Success: My goal was to see that each of them hit there target weight they wanted to lift and see how much stronger they got throughout the 12 weeks. 80% is above the proficient level</p>		
<p>KNES19A_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements (05/04/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/04/2014)

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

(08/09/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

Students would like more free weights in PE 610 (08/09/2017)

Exam - Course Test/Quiz - weekly assignments and quizzes.

Program Review Reporting Year: 2015-2016

Target : Target Met

The students were successful and demonstrated at least a

Enhancement: If the instruction and assessment are consistent, students success will at the very

Target for Success: 80% of students will be able to identify the concepts.

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Comments/Notes: In addition to weekly assignments a midterm and final are administered.</p>	<p>80% success rate for this course. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Current assessments strategies seem to work well with this course</p>	<p>least stay at least 80%. (06/17/2016)</p>
<p>KNES19A_SLO_3 - Perform strength development exercises, using safe lifting techniques, while demonstrating appropriate use of resistance training machines and free weights. SLO Status: Active Outcome Creation Date: 09/25/2017</p>	<p>Demonstration - I have my students go through a circuit 3 times a quarter. Their goal is to meet or beat their past circuit time. Target for Success: 85% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% were success. I found that students who weren't constant with my class, struggled to complete and meet their past times. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Gives the students a good fitness base to work from.</p>	<p>Enhancement: to enhance my class and teaching; The weight room needs to get more medicine balls, stability balls and jump ropes in the room. Some machine are broken and needs to be fixed. We need to barebells that can be better used by women as well. (10/05/2017)</p>
<p>KNES19A_SLO_4 - Demonstrate the knowledge and performance of a well rounded program for muscular strength. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/25/2017</p>			

KNES 19D, 19DX: Training for Muscular Endurance

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES19D_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/27/2016</p>	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/09/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>Enhancement: We had incorporated the use of two classrooms, PE 11L and PE 15 so that the students can experience utilizing free weights and strength machines as well as medicine balls, bands and a variety of equipment to achieve their fitness goals. (08/09/2017)</p>

KNES 19E, 19EX:Body Sculpting

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES19E_SLO_1 - Design and implement strength training program applying resistance principles to produce desired training effects. SLO Status: Active Planned Assessment Quarters: 2011-12 3-Winter Outcome Creation Date: 03/22/2012</p>	<p>Presentation/Performance - I have my student go through a series of strength and conditioning exercises. Target for Success: 80% is above the proficient levels</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met My students set goals after the first series of tests. I also had them write a journal about the workouts and the difference in their bodies (fitness) throughout the quarter. (07/25/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Feel the test and journals are helping my students set goals and see change in themselves over the quarter.</p>	<p>Enhancement: I notice when we teach PE as a 1 unit class our student get more out of the workouts and become more successful by the end of the quarter. This allows more time for instruction and exercise. (03/07/2017) Follow-Up: I set goals for each student during the first couple of classes. As class continue the class try's to meet or beat their times and exercises they had a hard time with. (03/07/2017)</p> <hr/> <p>Enhancement: Updating our equipment (07/25/2012) Follow-Up: Our department will always need to update our equipment. We have gotten some new equipment that our student enjoy. We have sandbells, Jump ropes, stability balls and dumbbell weights. Which some equipment is older and needs to be replaced. But over all we have a good variety of equipment. (03/07/2017)</p>
	<p>Demonstration - I have my class run a mile every three weeks of the quarter. Their first mile is the base of where each student will start there fitness goals. In between those three week periods we do exercises to help strength and build on their cardio to meet or beat their last mile.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Most of my student beat there times by 30 seconds each time. Most students shaved about 1:30 to 2:00 minutes off of their first mile time. (09/26/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The is a great assessment for these student to build on.</p>	<p>Enhancement: I will continue to enhance my workouts, get feedback from my students and continue going to conferences to expand my knowledge. (09/26/2017)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Target for Success: 85% Is the target for success

PE6D_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and fitness.

SLO Status: Active_Pending_Revision

Planned Assessment Quarters: 2011-12 3-Winter

Outcome Creation Date: 03/22/2012

Exam - Course Test/Quiz - During the course of the quarter my class reviews our book fit and well and concepts of over all wellness. I give a 8 question essay form exam at the end of the quarter going over fitness concepts in the book.

Target for Success: 80% is above proficient level

Program Review Reporting Year: 2011-2012

Target : Target Met

90% of my student were above the proficient levels (07/25/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to enhance my teaching and keep my students engaged.

Enhancement: My student seem to get more out of the core concepts with the essay form, that a scantron form of a test. This test makes them read and write out the answers. (03/07/2017)

Follow-Up: I will continue to enhance my classroom with the knowledge from the fit and well book. I want my students to understand and learn about how our body works. (03/07/2017)

Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.

Target for Success: 75% of students will show that they can apply fitness concepts.

Program Review Reporting Year: 2013-2014

Target : Target Not Met

66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.

There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:
1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey

Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Follow-Up: This would be better if we applied more fitness principles. (03/07/2017)

KNES 19G, 19GX:Core Conditioning

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES19G_SLO_1 - Perform with an increasing degree of proficiency balance, trunk strength, and stability as it pertains to core training. SLO Status: Active Planned Assessment Quarters: 2016-17 2-Fall Outcome Creation Date: 12/14/2016</p>	<p>Presentation/Performance - In the beginning of the quarter I have my student's perform a bunch of different exercises that increases balance, core strength, stability and over endurance. Target for Success: 80% is proficient for the level of success in the class.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met Their was a great improvement in 85% of the students over strength and balance since the beginning of the quarter. (07/25/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The class has improved throughout the quarter and I will continue my education and become creative with my teaching.</p>	<p>Enhancement: In the Fall we had this class schedule for an 1 hour and 15 minute long. 1unit class. My excelled through the class. I had more to give instruction which gave the students more time to practice work on our core exercises throughout the class time. (03/07/2017)</p>
	<p>Demonstration - I have my class go through stabilization on stability balls. I have them assess a open-loop exercise to a closed- loop exercise. Target for Success: 80% target for success</p>		<p>Enhancement: I believe that if we can implement TRX trainers to our core and body sculpting classes. (07/25/2012) Follow-Up: Until we get a TRX set up I have been modifying workouts that my class can do without that piece of equipment. We have alot of other equipment that I use on a daily bases, but having the TRX would enhance our classroom. (03/07/2017)</p>
	<p>Demonstration - I have my class go through a bunch of different Ab exercises. We build on these exercises all quarter. We will test a minute plank to building into tucks and pikes and sit-ups. Target for Success: 80% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 80% were successful. Many of my student found they could go longer with time and group exercise activities. (09/26/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This a is good range of exercises they cater to all students fitness levels.</p>	<p>Enhancement: I will continue to enhance my workouts, get feedback from my students and continue going to conferences to expand my knowledge. (09/26/2017)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

PE6V_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.

SLO Status: Active_Pending_Revision

Planned Assessment Quarters: 2011-12 3-Winter

Outcome Creation Date: 03/22/2012

Outcome Inactive Date: 08/27/2016

Exam - Course Test/Quiz - During the course of the quarter my class reviews our book fit and well and concepts of over all wellness. I give a 8 question essay form exam at the end of the quarter going over fitness concepts in the book.

Target for Success: 80% is above proficient levels

Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.

Target for Success: 75% of students will show that they can apply fitness concepts.

Program Review Reporting Year: 2013-2014

Target : Target Not Met

66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.

There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations.

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/04/2014)

Follow-Up: Over the past few years, I have started to assign a midterm and a final. Each have relate to health and wellness. I have my students read the book fit and well and answer a question from each chapter. I feel these core concepts help my students to understand what or body needs and how we maintain a healthy lifestyle. (03/07/2017)

KNES 22A, 22AX:Hatha Yoga

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES22A_SLO_1 - Assimilate proper breathing techniques to induce relaxation in life. SLO Status: Active Planned Assessment Quarters: 2015-16 2-Fall Outcome Creation Date: 12/09/2015</p>	<p>Demonstration - Skills assessment test, utilizing breathing techniques learned and practiced during the quarter. The skills include one Sun Salutation and Warrior I, II, and III. Target for Success: Students must show each inhale and exhale matching the proper movement, with a direct flow of breathing during every movement. Every student (100%) should be able to demonstrate these breathing skills correctly.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 80% were successful with proper breathing, as it relates to the movements in various poses. (03/15/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): More instruction throughout the quarter specific to proper breathing while in poses will be addressed and implemented.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Not Met 43 students took part in the skills test and 40 students completed the breathing techniques correctly. This is a 93% success rate. (06/27/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills test is an effective means of teaching students how to utilize proper breathing techniques during the practice of yoga. However, it was not an effective tool for assessing how these breathing techniques induced relaxation in life.</p>	<p>Enhancement: Ask students to practice poses and breathing techniques at home and track progress in a Journal. (03/15/2016)</p> <hr/> <p>Enhancement: I will ask students to practice at home and Journal their progress weekly throughout the quarter. (03/15/2016)</p> <hr/> <p>Enhancement: I will continue with the skills test because in order to assimilate proper breathing techniques, each student needs individual feedback on his/her performance. I do need to include a reflective assignment for the students to determine if the breathing techniques are inducing relaxation in life. (06/27/2012)</p>
	<p>Demonstration - I would assess my student while they were demonstrating the corpse pose. I tested my students techniques in the beginning of the quarter and again at the end of the quarter. Target for Success: 70% success rate</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 75% was successful. (03/15/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): The student that buy into the corpse poses, are the students that show the most progress throughout the quarter.</p>	
<p>PE2Y_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2011-12 3-Winter</p>	<p>Exam - Course Test/Quiz - The exam is based on the the first 6 chapters of the course text. The basic concepts covered are cardiovasular and muscular fitness, body composition, general health and wellness, and</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met There were 30 questions on the exam. The class average was 25/30, an 83%. 3 students failed the exam out of 43. 93% of my students passed the exam. The exam is open book. (06/27/2012)</p>	<p>Enhancement: I may opt to use partners for the open book exam. Other than that, the success target was met. (06/27/2012)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Outcome Inactive Date: 08/27/2016

disease prevention through lifestyle changes. The exam has both multiple choice and true/false questions.

Target for Success: 85% of the students earned a passing grade and my target would be 90% of my students earn a passing grade.

Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.

Target for Success: 75% of students will show that they can apply fitness concepts.

Reflection (CLICK ON ? FOR INSTRUCTIONS): Some of the students with english as a second language struggled on the exam and did not pass. Other students did not take the time to use the book to take the exam.

Program Review Reporting Year: 2013-2014

Target : Target Not Met

66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created

There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/03/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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relative to grasping core concepts in our discipline.

(05/04/2014)

PE2Y_SLO_3 - Develop an increasing awareness of the link between the mind- body connection.
SLO Status: Active_Pending_Revision
Planned Assessment Quarters: 2011-12 3-Winter
Outcome Inactive Date: 08/27/2016

Exam - Course Test/Quiz - A 20 questions exam. Multiple choice, true/false, and short answer questions.
Target for Success: 90% student passing rate

Program Review Reporting Year: 2011-2012
Target : Target Met
 43/43 students passed the exam. Only one question was repeatedly missed by over half of the students.
 (06/27/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The exam was successful at increasing student awareness of the link between the mind and body with the practice of yoga. The exams questions were applicable to help students learn about the mind-body connection.

Enhancement: I will change the one question that seemed to be worded in a way that was confusing to students.
 (06/27/2012)

KNES 22B, 22BX:Yoga for Relaxation

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES22B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Exam - Course Test/Quiz - Final Exam in which students will answer various questions as they relate to basic fitness concepts. Target for Success: 70% or more of my students will score 70% or higher.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 82% of my students scored an 70% or higher on the final exam. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Now that we have had the opportunity to teach one unit classes, not just half unit classes, I can clearly see how much better that extra time is to allow students to gain important knowledge and skill.</p>	<p>Enhancement: Now that we have had the opportunity to teach one unit classes, not just half unit classes, I can clearly see how much better that extra time is to allow students to gain important knowledge and skill. (03/07/2017)</p>
<p>PE2D,2DX_SLO_2 - Develop an increasing awareness of the link between the mind-body connection. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			
<p>KNES22B_SLO_3 - Assimilate proper breathing techniques to induce relaxation and stress reduction. SLO Status: Active_Pending_Revision Outcome Creation Date: 02/10/2018</p>			

KNES 22C, 22CX:Power Yoga

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES22C_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2016-17 2-Fall Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - Students will take a final exam to demonstrate knowledge of basic fitness concepts as they apply to health and wellness. Target for Success: 70% of my students will receive an 80% or higher on the exam.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% of my students received an 80% or higher on the exam. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was pleased with the success rate of my students. Having longer class time, one unit instead of half of a unit, makes a big difference in our ability to break down and teach valuable concepts.</p>	<p>Enhancement: Having longer class times, one unit instead of half of a unit, makes a big difference in our ability to break down and teach valuable concepts. The students and the instructor have more time to learn basic fitness concepts as they relate to health and wellness. (03/07/2017)</p>
<p>PE2D,2DX_SLO_2 - Develop an increasing awareness of the link between the mind-body connection. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			
<p>PE2D,2DX_SLO_3 - Assimilate proper asanas to develop muscle strength, endurance, and flexibility. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			

KNES 22D, 22DX:Flow Yoga

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES22D_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Exam - Course Test/Quiz - Students will take a 20 question exam. Target for Success: 75% of my students completing the exam at "C" or better.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 81% of my students passed the exam with a 'C' or better. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was hoping more of my students did better on this exam, but I don't spend a lot of time in class with this aspect.</p>	<p>Enhancement: Next year some of my yoga classes will be a one unit class which will give me more time to go over in detail basic fitness concepts. (06/17/2016)</p>
<p>PE2E,2EX_SLO_2 - Develop an increasing awareness of the link between the mind-body connection. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Students will perform a 3-5 minute corpse pose at the beginning and end of the quarter. Target for Success: 80% of my students will show an increased calmness and focus in the corpse pose at the end of the quarter.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 85% of my students performed an increased calmness and focus in the corpse pose at the end of the quarter. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was pleased with the results of my students in the corpse pose. The room in which the class is taught is not ideal.</p>	<p>Enhancement: I will continue to improve upon my teaching methodologies and incorporate at-home practice as part of their grade. The facility in which we teach our yoga classes needs to be upgraded, along with a functional microphone. (06/17/2016)</p>
<p>PE2E,2EX_SLO_3 - Assimilate proper sequencing of asanas to develop a flow of breathing and movement. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - The students performed a corpse pose for approximately 3-5 minutes in the beginning of the quarter, and again at the end of the quarter. Target for Success: The majority (75-80%) of the students should show more calmness and focus at the end of the quarter as opposed to the beginning of the quarter.</p> <hr/> <p>Demonstration - Students will perform a corpse pose for approximately 3-5 minutes in both the beginning of the quarter and again at the end of the quarter. Target for Success: Approximately 75-80% of my students should be able to perform the corpse pose in a more calm and focused way at the end of the quarter.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Approximately 90% of my students showed more calmness and focus in the corpse pose at the end of the quarter. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was very pleased with the progress of my students. Most of them, after practicing all quarter long, were able to perform the corpse pose with more calmness and focus.</p>	<p>Enhancement: I will continue to improve upon my teaching methodologies and I will try to implement at home practices as well. (06/17/2016)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Demonstration - Students will demonstrate certain sequences to demonstrate proper breathing and movement.</p> <p>Target for Success: 75% of the students should perform at a proficient level.</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>85% of my students performed the sun salutation at a proficient level. (06/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Most of my students were able to demonstrate proper breathing and movement in the sun salutation.</p>	<p>Enhancement: I will continue to improve upon my teaching methodologies to allow more of my students to perform at a proficient level. (06/17/2016)</p>

KNES 22E, 22EX:Yoga/Pilates Combo

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES22E_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.</p> <p>(08/15/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)</p>
<p>PE2F,2FX_SLO_2 - Develop an increasing awareness of the link between the mind-body connection. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			
<p>PE2F,2FX_SLO_3 - Assimilate various breathing techniques to induce mindfulness during exercise. SLO Status: Active_Pending_Revision</p>			

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Outcome Creation Date: 08/24/2015

Outcome Inactive Date: 08/27/2016

KNES 25A, 25AX:Stretching

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES25A_SLO_1 - Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body. SLO Status: Active Outcome Creation Date: 09/23/2011</p>	<p>Presentation/Performance - Small groups (2-3 students) will choose a muscle group and present: 1) the joints that move due to that muscle group; 2) demonstrate an active, passive and PNF stretch; 3) describe at least two benefits of the stretches. Target for Success: 80% of the students will demonstrate the ability to successfully pass the assessment.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 100% of the students who participated successfully performed this assessment (04/29/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Providing more time in class for an in depth oral reinforcement of expected outcomes would increase students' ability to grasp the purpose of the assignment.</p>	<p>Enhancement: We are looking forward to the installation of WiFi in many of our Gymnasiums. Our text has a supplementary electronic text with videos, "get active". The ability to share this information with students will give them additional visual input which will reinforce alignment and postures. Textbook vendors have given a demonstration and is offering us a chance to test the system with 10 students --for free! (04/29/2014)</p>
		<p>Program Review Reporting Year: 2010-2011 Target : Target Met 100% of the students who remained in the class participated and were successful. (11/24/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): Given time in class, they were able to ask questions and develop a presentation.</p>	<p>Enhancement: Send an electronic description of the three modes of stretching. Follow up with more short lectures and demonstrations during the last three weeks of class (04/29/2014) Enhancement: Send an electronic description of the three modes of stretching. Follow up with more short lectures and demonstrations during the last three weeks of class (11/24/2013)</p>
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p>		

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Demonstration - Pre test/post test. Sit & Reach test.

Target for Success: 90% target for success

Program Review Reporting Year: 2016-2017

Target : Target Met

90% were successful on improving there flexibility. (10/05/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Assessment helps with flexibility.

Enhancement: To enhance my class; I need more mats, straps for stretching. (10/05/2017)

KNES25A_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.

SLO Status: Active

Planned Assessment Quarters: 2013-14 3-Winter

Outcome Creation Date: 03/26/2014

Outcome Inactive Date: 08/27/2016

Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons, and they choose a class to perform the survey in.

Target for Success: 75% of students will show that they can apply fitness concepts.

Program Review Reporting Year: 2013-2014

Target : Target Not Met

66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.

There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (04/29/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

final. (04/29/2014)

Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.
Target for Success: 75%

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.
Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017
Target : Target Met
Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.

(08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well.

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well.

(08/15/2017)

Exam - Course Test/Quiz - Final-Paper on benefits of stretching of athletic performance
Target for Success: 90% Target for success

KNES 25B, 25BX:Active Isolated Stretching

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PE11C,11CX_SLO_1 - Ability to understand the concept of active isolated stretching and be able to apply it. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Demonstration - Specific instruction and observation of active isolated stretching techniques. Target for Success: 85% of students should be able to successfully perform the active isolated stretches demonstrated in the class.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 95% of students should attain satisfactory success in the performance of active isolated stretches through out the quarter. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): with the relatively large enrollment of this class, the 95% success rate is solid.</p>	<p>Enhancement: Through demonstration and constant re-enforcement of the concepts, success rate should be relatively consistent from quarter to quarter. (06/17/2016)</p>
	<p>Demonstration - Pre test/post test Thomas Test. Target for Success: 90% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 95% improved there flexibility. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The assessment helps with flexibility.</p>	<p>Enhancement: To enhance my class; I need mats and straps for stretching. (10/05/2017)</p>
<p>PE11C,11CX_SLO_2 - Ability to develop an individual program that uses the Active Isolated Stretching (AIS) method to provide effective dynamic facilitated stretches of major muscle groups. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015</p>			
<p>PE11C,11CX_SLO_3 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/17/2015</p>	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts (08/15/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): : Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)</p>

KNES 26A, 26AX:Basic Pilates Mat Exercise

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES26A_SLO_1 - Assimilate proper breathing techniques to induce relaxation in life. SLO Status: Active</p>	<p>Demonstration - Students practice breathing techniques everyday in class and rate their relaxation after the exercises using a 1 - 5 rating system with 1 being the least relaxed. Target for Success: 80% success rate at the end of the quarter with students showing a 3 or above on the rating system.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Students who were not successful had a difficult time with the classroom environment. (02/22/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): With the classroom environment, multiple classes being offered at the same time in classrooms right next door with music and noise it is understandable that some of the students would have difficulty relaxing enough to focus solely on their breathing.</p>	<p>Enhancement: I will work on getting a classroom that is more conducive to this type of class with less distractions. (02/22/2019)</p>
<p>PE2P_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/15/2017</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion</p>

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would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.

(08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)

PE2P_SLO_3 - Develop an increasing awareness of the link between the mind - body connection.

SLO Status: Active_Pending_Revision

Outcome Inactive Date: 08/27/2016

KNES 26B, 26BX: Integrated Pilates Mat Exercise

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES26B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. (08/15/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)</p>
<p>PE2T,2TX_SLO_2 - Assimilate proper Pilates techniques while using a variety of equipment. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			
<p>PE2T,2TX_SLO_3 - Ability to practice movement sequences for postural, static and motor skills as they apply to everyday functional activities. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>			

KNES 29A:Fencing Level 1

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES29A_SLO_1 - Demonstrate with increasing proficiency fundamental offensive and defensive skills utilized in bouts with the French foil. SLO Status: Active</p>	<p>Demonstration - Pairs of students will demonstrate by responding to commands for the following skills: advance, retreat, parry 4, parry 6, advance lunge, parry riposte, a combination of the above and finish with a complex set of attack and defensive movements. Each skill/skill set will be evaluated on a scale from 1-10 Target for Success: Of the 10 skills, students will achieve at least 75%.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 98% of the students surpassed the target. (12/16/2011) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students who attended regularly, especially those who attended the two practice sessions prior to the actual skills test passed with a majority of their scores being 10s. The combination at the end-grand finale really tested the students who did not attend regularly.</p>	<p>Enhancement: Create a standard skills test sheet that the students can study prior to the exam. This would help students memorize the terms and also increase the transparency of what is expected of them. (12/01/2013)</p>
<p>KNES29A_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active</p>	<p>Demonstration - Perform a Fencing Demonstration of a match using proper technique and match etiquette. Target for Success: 85%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 96 % of students performed at a C level or above in the demonstration. (10/10/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment is working to help students improve and learn proper basic skills and etiquette.</p>	<p>Enhancement: New Jackets and Masks needed to continue having a safe fencing environment. (10/10/2017)</p>
<p>KNES29A_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.</p> <p>Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p>	<p>stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.</p> <p>(04/29/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.</p> <p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/15/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (04/29/2014)</p> <p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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Exam - Course Test/Quiz - A final written exam is given covering various health and fitness concepts, as well as Fencing Terminology.
Target for Success: 85%

Program Review Reporting Year: 2016-2017
Target : Target Met
 90% of students in the class passed the written exam with at least a C. (10/10/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are showing they are learning basic fitness concepts with the written exam.

Enhancement: New fencing jackets and helmets are needed to continue having a safe class environment. (10/10/2017)

KNES 29B:Fencing Level 2

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES29B_SLO_1 - Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouts with the French foil.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 04/23/2010</p>	<p>Other - Pairs of intermediate students will create and perform a mock fight consisting of 3 attacks and 3 corresponding defensive responses for small groups of beginners. Beginners will work together to describe in writing components of the fight. Intermediates will assess the written work with the beginners immediately following the completion of the written description.</p> <p>Target for Success: Beginners will be able to describe the mock fight with 75% accuracy. Intermediates will be observed by the instructor as they perform and work with the beginners in assessing the written work.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>Beginners were successful in describing the mock fight with 85% accuracy or more. Intermediates demonstrated more that reasonably well. More importantly they were sensitive and kind when they reviewed their performance with the beginners. (12/14/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Some students had troubles finding a partner that they were comfortable working with. Absenteeism caused problems even though we started this project at week 8.</p>	<p>Enhancement: Create a written set of instructions for intermediates. Email the instructions to them. Figure out a way to ensure that all intermediates have a partner that they are willing to work with. (12/02/2013)</p> <hr/> <p>Enhancement: Spend more time with intermediates at the beginning of the quarter, describing what is expected of them at the end of the quarter. Give more time during the quarter to work with several different partners to create a mock fight. (12/09/2011)</p>
	<p>Demonstration - Perform 2 demonstrations. One integrating advanced offensive and defensive technique in a bout. Two refereeing match demonstrating complete knowledge of the rules.</p> <p>Target for Success: 85%</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>100% of people passed the demonstrations. (10/10/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The demonstrations are showing skills and knowledge are being attained.</p>	<p>Enhancement: New fencing jackets and helmets are needed to continue having a safe class environment. (10/10/2017)</p>
<p>KNES29B_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness.</p> <p>SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

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were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not meet the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is

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Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)

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enhanced. Exercise training increases antioxidant production. (08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

Exam - Course Test/Quiz - A written exam is given over health and fitness concepts related to fencing.
Target for Success: 85%

Program Review Reporting Year: 2016-2017

Target : Target Met

100% of class passed the written exam (10/10/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The written exam showed teaching methods are working.

Enhancement: New fencing jackets and helmets are needed to continue having a safe class environment. (10/10/2017)

KNES 30A:Beginning Golf

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES30A_SLO_1 - Perform and execute a degree of proficiency with the basic fundamental of beginning golf. SLO Status: Active_Pending_Revision Outcome Creation Date: 10/20/2010</p>	<p>Presentation/Performance - Skills test: Putting 3 tries from 3 and 6 ft; Chipping to target area between two cones 5/10; pitching to land in circle 5/10; full-swing: post up - K and follow-thru 10/10. Participate in class tournament and demonstrate etiquette and safety. Target for Success: stated above</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met All students who attended regularly were able to perform these skills. (07/21/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skills testing itself was complex. Intermediate students were able to help, but it was very time consuming. In the summer quarter when this assessment took place, we had 1 hr and 40 minutes. It took two sessions to complete the assessments.</p>	<p>Enhancement: I will continue to enhance my class with new skills and drills to help with improve their skills. I will continue to further my education. (05/21/2014) Enhancement: Perform skills tests at week 9. Maybe 2 per day. It was too difficult to do all these tests in two days. (05/03/2014) Enhancement: Only do two skills per day. (07/21/2012)</p>
<p>PE16A_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2010-11 1-Summer Outcome Creation Date: 09/25/2010 Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - embedded questions about muscular strength and endurance, flexibility, nutrition and self-assessment relative to a healthy lifestyle Target for Success: 70% of students will answer these question</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met 95% of the students were able to recognize and analyze concepts about fitness, nutrition and a healthy lifestyle. (07/21/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The questions need to be more interactive so that they will show that they can employ the concepts to their lifestyles.</p>	<p>Enhancement: Wording of the questions need to be reviewed by someone besides the instructor. Early feedback before the exams are distributed could result in increased student success. (05/03/2014) Enhancement: Rewrite the questions and provide specific text references that will help students find material in the text. Implement changes by summer of 2013. (07/21/2012)</p>
	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

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- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

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(05/03/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all

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PE16A_SLO_3 - Demonstrate knowledge of rules, etiquette and safety in the sport of golf.
SLO Status: Active_Pending_Revision
Outcome Inactive Date: 08/27/2016

Exam - Course Test/Quiz - Course embedded questions and exhibit appropriate behavior during final tournament.
Target for Success: 70% of students who complete the course will demonstrate the ability to follow appropriate etiquette during play. 70% will successfully complete the written portion of the final about course rules.

Program Review Reporting Year: 2013-2014
Target : Target Met
That of my student to came to class on a regular basis understood the game of golf. My student who did not attend class struggled with the etiquette and rules. (05/21/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): i will continue to stress how important it is to attend class. I will continue further my knowledge and education as the sport of golf grows.

Enhancement: I will continue to attend conferences and workshop. i will bring in new innovated skills to enhance my students skills. (05/21/2014)

Program Review Reporting Year: 2011-2012
Target : Target Met
95% of the students were successful in both tests. (07/21/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The written exam and tournament format were good.

Enhancement: Create a motivating factor to get students to class on time. When students are late they do not receive the full instructions because they

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trickle in late. During the instruction session, safety tips are always reviewed. But, confusion about how to integrate into the tournament plus the goals of each station may be causing students to lose track of etiquette and safety protocols (05/03/2014)

Enhancement: The tournament was excellent. But ran out of time due to review of written exam. Need to reassess format of tournament. (07/21/2012)

KNES 30B, 30BX:Advanced Beginning Golf

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES30B_SLO_1 - Ability to perform swing strokes, and putting skills at advanced beginner level. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/12/2013</p>			
<p>PE56D_SLO_2 - Knowledge of and use of the mid irons, for distance and specific shot requirements. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/12/2013 Outcome Inactive Date: 08/27/2016</p>			
<p>PE56DX_SLO_3 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p>		
	<p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>		

KNES 30C:Intermediate Golf

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES30C_SLO_1 - Perform and execute an intermediate level of fundamental skills as it pertains to the sport of golf. SLO Status: Active_Pending_Revision</p>	<p>Presentation/Performance - I have a skills test that all my students go through at the beginning of the quarter. Each test is a progression the fundamental skills of the game. At the end of the quarter we have the same skills test to see the improvements over a 12 week period. Target for Success: 80% proficient level through each phase of the progressive skills.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 85% were above the proficient level. Each week we would got through a progressive phase throughout the game of golf. (12/12/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to enhance my student knowledge of the game with coaching seminars and other professionals in the game of golf.</p>	<p>Enhancement: Encourage students to go to golf range and give extra credit In the early part of the quarter. Then to a 9-hole course at least 2 times during the last 6 weeks of class with extra credit. Survey the students who participate in these activities to determine if they felt that their game skills and strategies have improved. (05/03/2014)</p> <hr/> <p>Enhancement: I will continue my education on the game of golf through convention around my area. To give my student the best knowledge of the game. (12/12/2013)</p>
<p>PE16B_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>	<p>Presentation/Performance - My class is tested on skill and knowledge of the following areas: 1. Longer length club 5 iron and hybrid 2. Unusual lies 3. Different short game Techniques Target for Success: 80% is the target for success.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

Student Learning Outcomes (SLOs)

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are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.

results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all

systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division

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(05/02/2014)

PE16B_SLO_3 - Demonstrate knowledge of rules, etiquette and safety in the sport of golf.
SLO Status: Active_Pending_Revision
Outcome Inactive Date: 08/27/2016

KNES 31A, 31AX:Beginning Badminton

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES31A_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - 50 questions from Fit and Well text. Final exam. Target for Success: 70% success</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Met 89% students were successful (09/27/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Noticed that two questions that were very poorly written. Wording/language caused confusion (esp. by ESL students). You found that study guides and quizzes to help prepare them for the test appears to have helped them succeed</p>	<p>Enhancement: Will rewrite poorly written questions and continue with the study guides and quizzes to and reassess this method of assessment. (09/27/2012)</p>
	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (04/29/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.</p> <hr/> <p>Exam - Course Test/Quiz - Final-Paper Benefits of physical fitness playing badminton. Target for Success: 90% Target for success</p>	<p>have truly tested the students' knowledge.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/15/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target</p>	<p>embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (04/29/2014)</p> <p>Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)</p>
<p>KNES31A_SLO_1 - Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton. SLO Status: Active Outcome Creation Date: 10/20/2010</p>	<p>Demonstration - Pre test/post test. 10 serves successfully executed in the service area. Target for Success: 85% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% of my student improved and passed my assessment. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The skill set is format to help beginning badminton students to advance to the next level.</p>	<p>Enhancement: To enhance my class I need birdies, racquets and nets that may need to be replaced. (10/05/2017)</p>

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Program Review Reporting Year: 2016-2017

Target : Target Met

95% of students were successful on my exam. (10/05/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Test relates to the class. Give the class an understanding of how important fitness is to playing a game of badminton.

Enhancement: To enhance my class I need birdies, racquets and nets that may need to be replaced (10/05/2017)

KNES 31B, 31BX:Intermediate Badminton

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES31B_SLO_1 - Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - I gave a 50 Question Final and Quizzes for my assessment. Target for Success: 70%</p> <p>Demonstration - Pre test/post test 10 successfully executed drop shots in the front court Target for Success: 85% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 95% completed and passed my skill set for intermediate badminton (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The foundation from beginning to intermediate works well with helping the student improve and move on to the next level.</p>	<p>Enhancement: To enhance my class I need birdies, racquets and nets that may need to be replaced. (10/05/2017)</p>
<p>KNES31B_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2011-12 3-Winter Outcome Creation Date: 09/27/2010</p>	<p>Exam - Course Test/Quiz - Written Final of 50 Questions on Fit and Well Book. Target for Success: 70%</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 99% of the students succeeded on the final. (09/27/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The students were very successful as of a result of the study guides I gave them to prepare for the test.</p>	<p>Enhancement: Staff development activity opening days we have planned to incorporate a discussion regarding equity which includes the need for all instructors to have consistent messages regarding basic fitness concepts and about adding questions or collecting data from a possible course embedded set of standardized questions has been discussed. (04/29/2014)</p> <p>Enhancement: Continue to give students a study guide for the final. (09/27/2012)</p>
	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron</p>

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- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

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Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not meet the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)

Student Learning Outcomes (SLOs)

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enhanced. Exercise training increases antioxidant production.

(08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

Final paper History of badminton in the Olympic Games.

Target for Success: 85% is my target for success

KNES 31C, 31CX:Advanced Badminton

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES31C_SLO_1 - Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton. SLO Status: Active Outcome Creation Date: 10/20/2010</p>	<p>Demonstration - Pre test/post test 10 successfully executed clears in the backcourt. Target for Success: 85% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% improved and completed my assessment test for the quarter. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Build from beginning to advanced. Each assessment builds for the students throughout the class.</p>	<p>Enhancement: To enhance my class I need birdies, racquets and nets that may need to be replaced. (10/05/2017)</p>
<p>KNES31C_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 question embedded in a survey. Give instructors a survey with scantron and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (04/29/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course</p>

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Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): : Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (04/29/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)

KNES 32A, 32AX: Beginning Tennis

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES32A_SLO_1 - Perform with increasing proficiency the skills and footwork of the game of tennis. SLO Status: Active</p>	<p>Demonstration - Skills: forehand and backhand standing; advancing diagonally to the ball; alternating strokes; serve to right and left service courts. Rally against backboard forehand 10 consecutive times. 5 backhands. Target for Success: Students will work in pairs to complete a set of skills at 50% accuracy.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met The student will demonstrate a minimum of 4 legal serves successfully in 10 attempts. (06/06/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): I would continue to use the sam instruction methods but will increase the number of practice sessions so that the percentages are met each quarter.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Not Met 98% of students finished the skills test with 50 or more percent accuracy (12/09/2011) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students who attended class on a regular basis finished the skills quickly. It took two days to run the skills test. Students who miss the practice for the exam days really slowed the process down.</p>	<p>Enhancement: Decrease the number of skills tests per day. (05/03/2014)</p> <hr/> <p>Enhancement: Start incorporating the skills test practice sooner. Repeat instructions every day. (12/09/2011)</p>
<p>PE21A_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows 	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a</p>

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static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent

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Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.
Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017
Target : Target Met
Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.

(08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
(05/02/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. The tennis courts are badly in need of resurfacing.
(08/15/2017)

Follow-Up: Fairly satisfied with the survey responses from the students. They are demonstrating better knowledge of muscular strength, endurance and improvement in flexibility and increased cardiovascular exercise.
(06/06/2019)

KNES 32B, 32BX:Advanced Beginning Tennis

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES32B_SLO_1 - Perform with increasing proficiency the skills and footwork of the game of tennis. SLO Status: Active</p>	<p>Demonstration - Skills: forehand and backhand standing; advancing diagonally to the ball; alternating strokes; serve to right and left service courts. Rally against backboard forehand 25 consecutive times. 10 backhands. Rally with partner 10 consecutive backhands; 20 consecutive x-court; 20 consecutive down the line. Target for Success: 80 percent accuracy for serves; 80 percent for all skills</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met The student will demonstrate a minimum of 6 legal serves successfully in 10 attempts. (06/06/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Student demonstrated minimal skill level in this assessment and met the percentage of success.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Met 99% of students were able to complete skills at target levels. (12/09/2011) Reflection (CLICK ON ? FOR INSTRUCTIONS): Very difficult to complete all skills tests in two days. Need to allow more time. Students seemed to like the challenge.</p>	<p>Enhancement: Decrease number of skills test options given per day. (05/03/2014)</p> <hr/> <p>Enhancement: Tried conducting the skills test at 6 weeks. Then worked on incorporating skills into game situations. (12/09/2011)</p>
<p>PE21B_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014) 	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target

only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. Tennis courts need resurfacing. (08/15/2017)

KNES 32C, 32CX:Intermediate Tennis

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES32C_SLO_1 - Implement with increasing proficiency the skills and footwork of the game of tennis. SLO Status: Active</p>	<p>Demonstration - Students will perform partner drills 2 weeks after a lesson and period of practice. Accuracy and ability to meet repetition requirements will be expected the outcomes. Target for Success: 75% of students will be able to perform the expected outcomes of each skills set.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met The assessment went well. 80% of the students achieved the target and will change the drill format in the next quarter. (06/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): May change the drill selection and increase target number in the coming quarters.</p>	<p>Enhancement: I will continue to challenge the class to increase knowledge of the new drills I will introduce in the future. (06/11/2019)</p>
<p>PE21C_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Demonstration - skills tests: Students will execute moving shots to a specific target area; alternating x court and down the line, short and deep; approach shot-short and deep targets; ground stroke, approach, volley, overhead; top spin serve Target for Success: 80% accuracy</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 80% of students were able to perform the expected outcomes. (05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The fact that the class had a number of advanced beginners precluded the possibility of the class attaining the expected intermediate level outcomes.</p>	<p>Enhancement: Separating students into skill levels for skills evaluation sessions. Find a better balance between rally drills and machine drills. (05/03/2014) Follow-Up: In addition the student will demonstrate 6 legal and successful serves in 10 attempts. (06/11/2019)</p>
<p>PE21C_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Demonstration - skills tests: Students will execute moving shots to a specific target area; alternating x court and down the line, short and deep; approach shot-short and deep targets; ground stroke, approach, volley, overhead; top spin serve Target for Success: 80% accuracy</p> <p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:

- 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;
- 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements (05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.

“Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the

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Assessment Methods

Assessment Data Summaries

Enhancements

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about

surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well.

(08/15/2017)

Follow-Up: By selecting four questions from each section the students were able to understand the concepts of each section more completely. (06/11/2019)

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

various ways to review information with students in class might help. But, overall, the students are meeting the target

KNES 32D, 32DX:Advanced Tennis

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES32D_SLO_1 - Implement with increasing proficiency the skills and footwork of the game of tennis. SLO Status: Active</p>	<p>Demonstration - Students will perform partner drills 2 weeks after a lesson and period of practice. Accuracy and ability to meet repetition requirements will be expected the outcomes. Target for Success: 75% of students will be able to perform the expected outcomes of each skills set.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met Target met. 80 % of the students met the target. (06/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Drills will be changed in the future to work on some other skills of advanced tennis. I expect the students will achieve the target.</p>	<p>Enhancement: I will continue to challenge the students thru drill work. Make changes in the drill in the coming future. (06/11/2019)</p>
<p>PE21D_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 95% of the students were able to perform the expected outcomes of each skills set. (05/03/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students at this level can complete the drills, however they don't seem to be able to incorporate the skills into game play.</p>	<p>Enhancement: Plan several assessments that include incorporating a skill set into actual game play. Set parameters for game points are dependent upon incorporation of the skill set. (05/03/2014)</p>
<p>PE21D_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all</p>

Survey - 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts.

Target for Success: 70% of the students will be able to identify or apply fitness concepts correctly.

(05/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

Program Review Reporting Year: 2016-2017

Target : Target Met

Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production.

(08/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well.

instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Enhancement: Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target. Consider using online text, Connect that complements Fit and Well. (08/15/2017)

KNES 33A, 33AX, 33AY:Multi-Sport Fitness

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

KNES33A_SLO_1 - Perform with increasing proficiency in water & land physical activities.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 10/20/2010

PE10_SLO_2 - Utilize a variety of training modalities ranging from pool to track skills.

SLO Status: Active_Pending_Revision

Outcome Inactive Date: 08/27/2016

KNES 36A, 36AX:Team Sport - Basketball

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES36A_SLO_1 - Perform, thru play/activity, the basic skills associated with team offensive and defensive concepts of basketball. SLO Status: Active</p>	<p>Demonstration - I have my class go through drills in the beginning of class and then branch them off into teams. We play 8 minute tournament style game. Target for Success: 80% is my target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Throughout the quarter I have found that my student have improved through drills and constant playing/activity throughout the hour. I had an 85% success rate. I believe the success is due to the longer classes (09/25/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): As long as my student stay active and they have a goal to get better each day, my assessments have been working well.</p>	<p>Enhancement: I will continue to go to conferences and bring new drills and fundamentals to my classes. (09/25/2017)</p>
<p>KNES36A_SLO_2 - Apply and demonstrate fundamental understanding of street and formal rules of basketball. SLO Status: Active</p>	<p>Demonstration - I have my student go through a series of fundamentals and drills. Target for Success: 90% is target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% were successful. We went through a series of drills. Every drill is 10 reps. (09/25/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The assessment method went well. I think the fundamentals I do with my class the better ball control they gain throughout the quarter.</p>	<p>Enhancement: I will continue to add more drills and make them more progressive as the quarter moves along. (09/25/2017)</p>
<p>KNES36A_SLO_3 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2013-14 2-Fall Outcome Creation Date: 05/01/2014</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows 	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a</p>

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static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/03/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Exam - Course Test/Quiz - I give my student an essay formed midterm and final. There is 4 question on each test from our book Fit and Well.

Target for Success: 90% of student should be targeted for success

Program Review Reporting Year: 2016-2017

Target : Target Met
90% of my student were successful. (09/25/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): This each test reflects an aspect of health and wellness. These tests help our students understand how important and fit and well life is.

Enhancement: I will continue to stress the importance of health and fitness. (09/25/2017)

KNES 37A, 37AX:Soccer

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES37A_SLO_1 - Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer. SLO Status: Active Planned Assessment Quarters: 2011-12 4 -Spring Outcome Creation Date: 10/20/2010</p>	<p>Presentation/Performance - Small group development of individual skills through the phases of play. Target for Success: 70% proficient in individual skills through the phases of play.</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Not Met 75% were proficient in the individual skill through the different phases of play. (05/04/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to have more individual skills and progression phases through small group play.</p>	<p>Enhancement: I will continue to enhance my education through attending coaching seminars. (05/04/2014)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Met 75% were proficient in the individual skill through the different phases of play. (12/11/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to have more individual skills and progression phases through small group play.</p>	<p>Enhancement: I will continue to enhance my education through attending coaching seminars. (12/11/2013)</p>
	<p>Demonstration - Students dribble and pass through a series of cones. Target for Success: target for success 85%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Student successfully completed a series of cone dribbling and passing activities. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment is how to build a base of soccer skills to continue player development.</p>	<p>Enhancement: Student success will be improved if we had water fountains, shade, balls, varying sizes of goals, replacement nets, rebound walls, colored cones and pinnies. (10/05/2017)</p>
<p>KNES37A_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Planned Assessment Quarters: 2011-12 3-Winter Outcome Creation Date: 10/20/2010 Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <p>1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular</p>	<p>Enhancement: Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.

(05/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

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(05/04/2014)

KNES 37B, 37BX:Soccer Level 2

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES37B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 09/20/2014</p>	<p>Exam - Course Test/Quiz - Students will be given 2 multiple choice exams Target for Success: 75% success rate</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Students were successful (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will spend more time in class covering these basic fitness concepts to improve students understanding as it applies to soccer. The soccer facility needs to be replaced and permanent shade structures over bleachers (teaching area) and water fountains need to be added, so students are more comfortable during class.</p>	<p>Enhancement: I will continue to improve upon my teaching methodologies. I will consider giving other assignments. (06/17/2016)</p>
<p>PE83D_SLO_2 - Perform soccer skills and strategies that are performed in small group settings SLO Status: Active_Pending_Revision Outcome Creation Date: 09/20/2014 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Small sided activities and skill work through the use of individual ball activities were observed. Target for Success: 75% success rate</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Students success was better when performed individually. When groups of players performed the success rate was affected. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): More small sided activities will be incorporated to improve performance.</p>	<p>Enhancement: The success of the students can be improved by having permanent shade structures around the field and a water fountain. We also need more soccer balls for the physical education classes. (06/17/2016)</p>

KNES 37C, 37CX:Soccer Level 3

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES37C_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 09/20/2014</p>	<p>Exam - Course Test/Quiz - Sstudents were given a multiple choice laws of the games test. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were successful in achieving their learning objective. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students would benefit from watching soccer more.</p>	<p>Enhancement: The success of the students can be improved by having permanent shade structures around the field and a water fountain. SStudents would also benefit from more soccer balls for the physical education classes. Access to a classroom would benefit the students. This classroom should have internet access , projector and screen. (10/05/2017)</p>
<p>PE83E_SLO_2 - Perform soccer skills and strategies that are performed in large group settings SLO Status: Active_Pending_Revision Outcome Creation Date: 09/20/2014 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Students were asked to dribble through a series of cones and passing activities going to goal. Target for Success: target for success 85%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students successfully completed the activity going to goal. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Student were successful in small spaces more than they were in large spaces.</p>	<p>Enhancement: The success of the students can be improved by having permanent shade structures around the field and a water fountain. We also need more soccer balls, pinnies, cones for the physical education classes. (10/05/2017)</p>
	<p>Demonstration - Students played in small sided activities to work on their soccer skills and tactics. Target for Success: target for 75%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were successful 75% of the time. (10/05/2017)</p>	<p>Enhancement: The success of the students can be improved by having permanent shade structures around the field and a water fountain. We also need more soccer balls for the physical education classes. (10/05/2017)</p>

KNES 37D, 37DX:Soccer Level 4

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES37D_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 09/20/2014</p>	<p>Exam - Course Test/Quiz - Students will be assessed on fitness and wellness concepts as they pertain to Soccer. Target for Success: 80%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were successful in taking the quiz based on material presented during class. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The success of the students can be improved by having permanent shade structures around the field and a water fountain. Students would also benefit from more soccer balls for the physical education classes. Access to a classroom would benefit the students. This classroom should have internet access , projector and screen.</p>	
<p>PE83F_SLO_2 - Learning the roles and responsibilities of player positions in both the attacking and defending sides of the game. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/20/2014 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Students will be evaluated in 4v4, 5v5, and 6v6 settings, demonstrating knowledge and expertise based on positional responsibilities. Students must demonstrate these responsibilities in the attack and in defense.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Small group play was successfully performed by the students. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): When students were paired with similar skill level they were more successful.</p>	<p>Enhancement: The success of the students can be improved by having permanent shade structures around the field and a water fountain. We also need more soccer balls, cones and pinnes for the physical education classes. Various soccer goals sizes are needed as well as replacement nets for the existing goals. Students would also benefit from more soccer balls for the physical education classes. Access to a classroom would benefit the students. This classroom should have internet access , projector and screen. (10/05/2017)</p>

KNES 37E:Indoor Soccer

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES37E_SLO_1 - Perform with increased proficiency the skills, footwork, and strategies of the sport of indoor soccer. SLO Status: Active Planned Assessment Quarters: 2013-14 2-Fall Outcome Creation Date: 12/11/2013 Outcome Inactive Date: 08/27/2016</p>	<p>Presentation/Performance - Individual footwork with one on one competition as well as different strategies of indoor soccer. Target for Success: 70% proficient. Working towards individual skill sets through the progression of play.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were successful in attacking and defending a goal. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): One versus one is an important concept to master for indoor soccer success.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, more indoor soccer balls. It would be useful to have a game clock for teaching official indoor soccer rules. Having permanent field markings would help the students. It would be beneficial to have a place to present to students using a projector, computer and screen. (10/05/2017)</p>
	<p>Demonstration - Individual footwork with one on one competition attacking and defending by going to goal. Target for Success: target for success 75%</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 75% were proficient through the individual techniques of indoor soccer. (12/11/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to work on individual techniques of indoor soccer.</p>	<p>Enhancement: I will continue to enhance my coaching techniques through coaching seminars. (12/11/2013)</p>
<p>PE33I_SLO_2 - Apply knowledge of basic fitness concepts to health and wellness. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
		<p>1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met;</p> <p>2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements.</p> <p>(05/04/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/04/2014)</p>

KNES 38A, 38AX:Futsal Level 1

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES38A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Exam - Course Test/Quiz - Students are given a test that covers the first 6 chapters of Fit and Well book. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were able to achieve their learning objective. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students learned about general health and wellness and were able to apply those concepts in their lives. Students need more information about nutrition and making better decisions.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>
<p>PE33J_SLO_2 - Perform basic futsal skills, including passing and receiving the ball with the inside of the feet. SLO Status: Active Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Students will be assessed for passing accuracy and ball control through a series of repetitive skills assessments.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students met their learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were more successful when paired with someone of similar abilities.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>

KNES 38B, 38BX:Futsal Level 2

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES38B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Exam - Course Test/Quiz - Students will answer questions relating to the first 6 chapters of the Fit and Well book. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were able to achieve their learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students learned many concepts related to health and wellness that they can apply in their future lives. Students need more up to date information about nutrition to make the right choices.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>
<p>PE33K_SLO_2 - Perform intermediate futsal skills and strategies that are performed in small group settings. SLO Status: Active Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Under pressure, students were able to demonstrate attacking and defending principals in 1v1, 2v2, and 2v1 scenarios.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students met their learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were able to perform skills individually, but struggled to cooperate with others. Students were more effective when they understood proper passing technique, pace, accuracy and timing.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>

KNES 38C, 38CX:Futsal Level 3

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES38C_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Exam - Course Test/Quiz - Students will take a test relating to the first 6 chapters of the Fit and Well book. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were able to achieve their learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were able to learn many concepts relating to health and wellness that they could apply to their daily lives. Students need more information about nutrition to make better decisions for their health and wellness.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>
<p>PE33L_SLO_2 - Perform intermediate/advanced futsal skills and strategies that are performed in small group and large group settings. SLO Status: Active Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Demonstrate attacking and defending principals in small groups of 3, with emphasis on triangular play and defensive shape.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students met the learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Players have a tendency to have issues with their spacing and angles both in attack and defense. These concepts need to be reiterated on a regular basis so they are applied regularly in a game situation.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>

KNES 38D, 38DX:Futsal Level 4

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES38D_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Exam - Course Test/Quiz - Students will take a test relating to the first 6 chapters of the Fit and Well book. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students were able to achieve their learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were able to apply concepts of health and wellness to their daily lives. Students need more up to date information about nutrition to make appropriate choices.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>
<p>PE33M_SLO_2 - Learning the roles and responsibilities of player positions in both the attacking and defending sides of the game. SLO Status: Active Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Students are assessed in a full 5v5 futsal match, where they must demonstrate clear understanding of roles and responsibilities in triangular play.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students met the learning objectives. (10/05/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Successful students at this level of futsal are able apply the concepts of transitional play quickly and accurately. Providing width and depth in support of the ball early and often is critical.</p>	<p>Enhancement: We need goals, bibs, flat disc cones, and more futsal balls. It would be useful to have a game clock for teaching official futsal rules. It would help the students to have permanent futsal lines on the floor in PE21. It would also be useful to have a way of presenting material such as a projector/screen setup. (10/05/2017)</p>

KNES 39A, 39AX:Volleyball Level 1

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES39A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2015-16 3-Winter Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - I gave my students a final exam, which consisted of 20 basic fitness concepts from the fit and well text. Target for Success: 75%, which is above the proficient level.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 85% of my students passed the exam with a 'C' or better. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was very pleased with the outcome of the exam results. I still need to do better with communicating the concepts to my students so that I can get an even better result.</p>	<p>Enhancement: I will continue to improve upon my teaching methods so that more of my students can successfully complete this exam. (06/17/2016) Follow-Up: Now that we have had the opportunity to teach one unit classes, not just half unit classes, I can clearly see how much better that extra time is to allow students to gain important knowledge and skill. (03/07/2017)</p>
		<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer</p>	<p>Enhancement: Review of wording of questions with a student prior to distribution. This may assist ESL students. (05/03/2014) Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that</p>

Student Learning Outcomes (SLOs)

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coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Program Review Reporting Year: 2013-2014

Target : Target Met

85% of my students scored higher than the proficient levels. (12/11/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to lecture and enhance my students knowledge in the areas of basic fitness and nutrition concepts.

Enhancement: By giving my students this exam they have gained a better understanding of basic fitness concepts so that they can continue to grow in their fitness levels. (06/17/2016)

Enhancement: Review wording of written exam with a student to increase the probability of ESL students understanding the question being asked. (05/03/2014)

Enhancement: I will continue expand upon my knowledge in this area. By going to conference around this area. (12/11/2013)

Exam - Course Test/Quiz - Students completed a four question midterm and four question final.
Target for Success: 80% success rate.

Exam - Course Test/Quiz - A final exam of 20 questions was given to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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the students to demonstrate knowledge of basic fitness concepts.
Target for Success: 70% of the students will score an 70% or higher.

KNES39A_SLO_2 - Perform with an increasing degree of proficiency basic skills of volleyball.
SLO Status: Active
Planned Assessment Quarters: 2015-16 2-Fall
Outcome Creation Date: 01/05/2016

Demonstration - Students did a skills test with the basic fundamentals of volleyball at the beginning of the quarter and again at the end of the quarter.
Target for Success: 70% success for each skill administered.

Program Review Reporting Year: 2015-2016
Target : Target Met
85% of my students scored a 70% success rate for both the passing and the serving skills test at the end of the quarter, as opposed to only 45% at the beginning of the quarter. (03/07/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): By spending more time in class teaching, breaking down skills, and practicing those skills it allows my students to perform them with an increasing degree of proficiency.

Enhancement: If class time was longer, one unit instead of half of a unit, students would gain even more skill acquisition because it would allow for more time to practice those skills in games situations. (03/07/2017)

KNES 39B, 39BX:Volleyball Level 2

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES39B_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2011-12 3-Winter, 2015-16 3-Winter Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - The students took an exam related to the first six chapters of the Fit and Well book which covers nutrition, muscular strength and endurance, and overall wellness. Target for Success: 80% or above is considered proficient.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 84% of my students scored an 80% or higher on the exam. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts.</p> <hr/> <p>Program Review Reporting Year: 2011-2012 Target : Target Met 93% of my students were successful on the Final Exam. (07/26/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching methods and knowledge.</p>	<p>Enhancement: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts. (03/07/2017)</p> <hr/> <p>Enhancement: Having longer class time, one unit instead of half of a unit, makes a big difference in our ability to teach basic fitness concepts. In a skills class such as volleyball we spend most of our time teaching the skills because class time is so short - 50 minutes. (03/07/2017) Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts. (03/07/2017)</p>
<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>KNES39B_SLO_3 - Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency. SLO Status: Active Planned Assessment Quarters: 2015-16 3-Winter Outcome Creation Date: 03/06/2017</p>	<p>Demonstration - Students will perform two skills tests both at the beginning and the end of the quarter. Target for Success: 70% of my students will complete the skills with an 70% or higher proficiency rate at the end of the quarter.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 80% of my students scored a 70% or higher with both skills tests at the end of the quarter. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts.</p>	<p>Enhancement: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts. (03/07/2017) Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

teach valuable fitness concepts.
(03/07/2017)

PE19B_SLO_1 - Perform with an increasing degree of proficiency basic skills of volleyball.

SLO Status: Archived SLO Statement

Planned Assessment Quarters: 2011-12 3-Winter

Outcome Creation Date: 03/22/2012

Outcome Inactive Date: 08/27/2016

Presentation/Performance - The students performed 3 skills tests: 10 passes to target, 10 sets to target, and 10 serves over the net.

Target for Success: 70% or above is considered proficient.

Program Review Reporting Year: 2011-2012

Target : Target Met

95% of my students met the proficient level of all 3 skills tests. (07/26/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to improve upon my teaching methods and engage my students so that we can get up to 100% successful.

Enhancement: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable concepts.
(03/07/2017)

Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable concepts.
(03/07/2017)

Enhancement: To enhance and improve upon my teaching and the success of my students it would be very beneficial to video the skills so that we can assess to evaluate. (07/26/2012)

Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to take more time to show students their skills in class.
(03/07/2017)

KNES 39C, 39CX:Volleyball Level 3

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES39C_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Planned Assessment Quarters: 2016-17 2-Fall Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - Students will take a 20 question final exam to demonstrate knowledge of basic fitness concepts as they apply to health and wellness.</p> <p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 80% of my students scored a 75% or higher on the Exam. (03/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met but I need to do better with getting the information to my students earlier in the quarter so that we can spend more time on answering questions and making sure that everyone understands the key concepts. Having longer classes, one unit, would be very helpful in teaching more to my students.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created.</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/02/2014) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of</p>	<p>Enhancement: I need to email more information to my students, earlier in the quarter. Having longer classes, one unit, would be very helpful in teaching more to my students. (03/07/2017)</p> <hr/> <p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the “Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.

we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.

(05/03/2014)

Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts. (03/07/2017)

Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/02/2014)

Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts. (03/07/2017)

KNES39C_SLO_2 - Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency.
SLO Status: Active
Planned Assessment Quarters: 2015-16 3-Winter
Outcome Creation Date: 03/06/2017

Demonstration - subjective assessment of skills improvement and implementation of advanced strategies as student is participating in a game situation.
Target for Success: 75% of students able to execute skills and implement advanced strategies.

Program Review Reporting Year: 2015-2016
Target : Target Met
90% of my students were able to execute skills and implement advanced strategies in games at the end of the quarter. (03/07/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Having longer class time, one unit instead of half of a unit, would make a big difference in the students ability to learn the techniques, strategies, and physical skills.

Enhancement: Having longer class time, one unit instead of half of a unit, would make a big difference in the students ability to learn more skills and valuable information. (03/07/2017)
Follow-Up: Having longer class time, one unit instead of half of a unit, would make a big difference in our ability to break down and teach valuable fitness concepts. (03/07/2017)

KNES 39DX:Volleyball Level 4

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES39DX_SLO_1 - Perform the techniques, strategies and physical skills of tournament level volleyball with an increasing degree of proficiency. SLO Status: Course Not Currently Taught Outcome Creation Date: 10/20/2010</p> <hr/> <p>KNES39DX_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Course Not Currently Taught Outcome Creation Date: 10/20/2010</p>			

KNES 42A, 42AX: Motor Skills Assessment and Development

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES42A_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Course Not Currently Taught Outcome Creation Date: 09/13/2013</p>	<p>Exam - Course Test/Quiz - I give my student a midterm and final during the quarter. The test goes over key concepts to live and healthy life style. Target for Success: 90% success</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 90% of the student passed the midterm and final. Those who did not pass either didn't do the test or didn't review the material from the book fit and well. (02/22/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): The test goes through important facts and concepts that will help student understand health and wellness throughout their life.</p>	<p>Enhancement: I will continue to teach my student key concept and new ideas to live a fit and well life. (02/22/2019) Follow-Up: I have continued to update new information to help my students that have helped them reach their wellness goals. (02/22/2019)</p>
		<p>Program Review Reporting Year: 2017-2018 Target : Target Met The majority of the students were successful. The student who were not successful didn't do the assignment or didn't review the material. (02/22/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Test help student understand how to live a healthy and fit lifestyle.</p>	<p>Enhancement: I will continue to update my classes on the new ideas to living a fit and well life. (02/22/2019)</p>
<p>PE7A_SLO_2 - Ability to measure cardiorespiratory, flexibility and strength through assessment tests and measurements. SLO Status: Course Not Currently Taught Outcome Creation Date: 09/13/2013 Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>		

KNES 42B, 42BX:Motor Development Training Methodologies

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES42B_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active Outcome Creation Date: 09/13/2013</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met I have changed the assessment to a 4 question final and a 4 question Midterm. This is to get the key concepts to apply a health and wellness lifestyle. (02/27/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty agreed that this is the essentials to understand how to maintain a healthy, fit and well life.</p>	<p>Enhancement: I will continue to challenge my students and continue my education in health and fitness. (02/27/2019) Follow-Up: I have found that my midterm and final have helped my students understand how nutrition and working out help the body function in a positive manner. (02/27/2019)</p>
<p>PE7B_SLO_2 - Ability to apply periodization as a key training principle for increasing and improving motor development. SLO Status: Active Outcome Creation Date: 09/13/2013 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - I put together a program that challenges our motor skills throughout the quarter. I have 4 assessments every 3 weeks. To see how student have progress with certain exercises that they may have had a hard time doing during the first few assessments. Target for Success: 80% is targeted for success. If the students are participating and coming to class weekly.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met My students loved the challenge of the assessment. I found that each student had different goals and helped each other work through difficult exercises. (02/27/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): As a division we are pleased to see student like to be challenge physically and mentally. The success of the exercise so that teaching hands on helps the students tremendously.</p>	<p>Enhancement: I will continue my education and challenge my students to help them become a better version of themselves. (02/27/2019)</p>

KNES 42C, 42CX:High Intensity Motor Training

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

KNES42C_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness.

SLO Status: Active

Outcome Creation Date: 08/24/2015

PE7C,7CX_SLO_2 - Ability to develop personal cardiovascular fitness strategies.

SLO Status: Active

Outcome Creation Date: 08/24/2015

Outcome Inactive Date: 08/27/2016

PE7C,7CX_SLO_3 - Ability to assess and understand the heart rate training system and the methodologies of interval training.

SLO Status: Active

Outcome Creation Date: 08/24/2015

Outcome Inactive Date: 08/27/2016

KNES 42D, 42DX:Aquatic Motor Development

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

KNES42D_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 08/24/2015

PE7D,7DX_SLO_2 - Develop and employ motor development theory for aquatics.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 08/24/2015

Outcome Inactive Date: 08/27/2016

PE7D,7DX_SLO_3 - Understand and use the theory of aquatic exercise for cardio respiratory endurance, muscular strength and stress reduction.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 08/24/2015

Outcome Inactive Date: 08/27/2016

KNES 45:Introduction to Kinesiology

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES45_SLO_1 - Analyze and compare the basic concepts of Kinesiology and how they relate to motor-learning control, motor development, biomechanics, exercise physiology, social psychological foundations, and nutrition.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - I give quizzes and exam throughout the quarter. I have power-points and a web study guide for my students to enhance their learning experience.</p> <p>Target for Success: 85% target for success.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>My student who applied themselves to my class passed with a C or better. My students who did not pass didn't do the work or the web study guide. (10/04/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): My class course work and information are straight from the book. Students who apply themselves will have no problems passing the class.</p>	<p>Enhancement: A power point clicker would be nice for PE 12U and 673. The computers in both rooms need to be replaced. (10/04/2017)</p>
<p>PE30_SLO_1 - Analyze current issues and trends in Physical Education/Kinesiology. Introduce, through lecture material, basic concepts and issues relating to an understanding of the professional discipline.</p> <p>SLO Status: Archived SLO Statement</p> <p>Outcome Inactive Date: 08/27/2016</p>			
<p>PE30_SLO_2 - Apply basic understanding and knowledge to the study of motion and movement of the human body when exercising or participating in a physical activity or program, i.e. sports, athletics, fitness, wellness.</p> <p>SLO Status: Active_Pending_Revision</p> <p>Outcome Inactive Date: 08/27/2016</p>			
<p>PE30_SLO_3 - Apply, compare, and contrast the specific beneficial or disadvantageous aspects relating to career options and choices in Physical Education/Kinesiology.</p> <p>SLO Status: Active_Pending_Revision</p> <p>Outcome Inactive Date: 08/27/2016</p>			

KNES 46:Care and Prevention of Athletic Injuries

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES46_SLO_1 - Develop an understanding of the mechanical forces generated with athletic injuries. SLO Status: Active</p>	<p>Demonstration - Demonstrate their ability to perform a HOPS evaluation. Target for Success: 90% is my target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met The majority of the class passed, the assessment appeared to be successful for those that participated in it. And unsuccessful for those that skipped this portion of the class (10/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Assessment is a reflection on how to properly gather information to perform an accurate assessment of an injury.</p>	<p>Enhancement: To enhance my classes I need more treatment tables, goniometers and tape measures, (10/03/2017)</p>
<p>PE35_SLO_2 - Develop a understanding of the appropriate methods to determine severity of injuries. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - I have a written assessment and a oral practical Target for Success: 85% is my target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met On my written assessment 90% of my student passed and for the oral 100% passed. Those who didn't not show or participate didn't pass my class. (10/03/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The notes, lecture, power-point, and demonstration all connect to the written and oral exam.</p>	<p>Enhancement: I need more anatomy models to help illustrate for my class. (10/03/2017)</p>

KNES 50A:Orientation to Lifetime Fitness

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES50A_SLO_1 - Demonstrate improvement of cardiovascular strength and flexibility through total fitness. SLO Status: Active Outcome Creation Date: 09/13/2013</p>	<p>Demonstration - Fitness Assessments involve testing of Muscular Strength, 1 mile run, Body Composition and flexibility. Target for Success: 75% of students will improve each component of Fitness by the completion of Course.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met 79% of students improved their components of Fitness. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Need to continue to increase % of students who will reach improvement of all assessment test. Teach students the importance of diet and exercise.</p>	<p>Enhancement: Students are engaged in the Fitness Assessments and have shown improvement in understanding of the importance of Diet and Exercise as it relates to Wellness of Health and longevity. (06/17/2016) Follow-Up: Follow up in Spring 2017. (06/17/2016)</p>
<p>PE70A_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/13/2013 Outcome Inactive Date: 08/27/2016</p>	<p>Survey - 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Target % was met in all fitness components in the testing. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Satisfied with the results of the Fitness Assessments and will continue to stress the importance of Diet and Exercise.</p>	
	<p>Target for Success: 75% of students will show that they can apply fitness concepts.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Fitness Assessments involve testing of Muscular Strength, 1 mile run, Body Composition and flexibility and 83% improved. (06/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor will continue to improve success % rate of students will improve upon their Fitness Assessment Tests.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Not Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created</p> <p>There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students</p>	<p>Enhancement: Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		<p>are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts:</p> <ol style="list-style-type: none"> 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. <p>(05/02/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students’ knowledge.</p>	<p>“Scantron” talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.</p> <p>(05/02/2014)</p>

PE70A_SLO_3 - Analyze and compare dimensions of wellness as they apply to specific life goals.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 09/13/2013

Outcome Inactive Date: 08/27/2016

KNES 50AL:Lifetime Wellness and Fitness Center Laboratory

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES50AL_SLO_1 - Demonstrate improvement of cardiovascular strength and flexibility through total fitness. SLO Status: Active</p>	<p>Demonstration - We have set of fitness test that our classes go through twice a quarter. We do a run test, push-up test, ab test and a flexibility test. Target for Success: 85 % targeted for success. Each student has their own set of goals attain.</p> <p>Demonstration - We have flexibility test, core test, push-up test and a cardio test that we have our student do the 2nd week of the quarter and the 11th week of the quarter. Throughout those 9 weeks in between, they should have completed 30 hours of working out time. Target for Success: 90% is target for success.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Since the first assessment test to the last one of the quarter, each student improved their fitness level. 85% of my class made difference in one or more of the assessments. (10/04/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): These assessment test help each student find a fit and health foundations.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 80% of my student were successful. I noticed the student who struggle with the assessment tests didn't do their 30 hours in the gym. I also believe that student don't understand how important health and fitness is to live a better quality of life throughout the years as they get older. (10/10/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): the test is designed from the book. This is a great foundation for the student's.</p>	<p>Enhancement: To enhance our classes we need TRX suspension strps, rowing machines, treadmills, elipitical, and free weights. (10/04/2017)</p> <p>Enhancement: Continue to upgrade the equipment in the fitness center. Continue to stay up to date with fitness and it's components for teaching and learning. (10/10/2017)</p>
<p>KNES50AL_SLO_2 - Apply knowledge of basic fitness concepts as they apply to health and wellness. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>			

KNES 51A:Exercise and Weight Management

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES51A_SLO_1 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - A final exam on the basic fitness concepts will be conducted. Target for Success: 70% of students will receive a passing grade of 70% or better.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met The course has not yet been offered. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but an exam should be an effective means of assessing an understanding of fitness concepts.</p>	<p>Enhancement: none at this time. (10/16/2017)</p>
<p>PE79_SLO_2 - Demonstrate an understanding of healthy weight management through positive daily energy expenditure. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - Students will take an exam on concepts of healthy weight management. Target for Success: 75% of students will successfully pass the exam with a C or better.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met This course has not been offered yet. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but an exam should be an effective means of assessing an understanding of fitness concepts.</p>	<p>Enhancement: No enhancements at this time. (10/16/2017)</p>
<p>PE79_SLO_3 - Develop improvements in diet, exercise, and healthy lifestyle habits for weight management. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Project - Students will conduct and exercise program and complete a TDEE log to assess positive or negative energy expenditure based on diet and exercise. Target for Success: 75% of students will successfully complete the exercise program on log.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met This course has not been offered yet. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but an exam should be an effective means of assessing an understanding of fitness concepts.</p>	<p>Enhancement: No enhancements at this time. (10/16/2017)</p>

KNES 51AL:Exercise and Weight Management Laboratory

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES51AL_SLO_1 - Demonstrate improvements in cardiovascular and muscular fitness through exercise. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Demonstration - Pre and post fitness assessments will be conducted. Target for Success: 70% of students will show some improvement on fitness levels.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met this course has not been offered yet. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but pre and post fitness tests should be an effective means of assessing improvements in fitness levels.</p>	<p>Enhancement: No enhancements at this time. (10/16/2017)</p>
<p>PE79A_SLO_2 - Apply knowledge of basic fitness concepts to health and fitness. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - A final exam will be conducted on basic fitness and health. Target for Success: 70% of students will receive a passing grade of C or better on the exam.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met This course has not yet been offered. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but an exam should be an effective means of assessing an understanding of fitness concepts.</p>	<p>Enhancement: No enhancements at this time. (10/16/2017)</p>
<p>PE79A_SLO_3 - Develop exercise habits to improve body composition through increases in daily energy expenditure. SLO Status: Active_Pending_Revision Outcome Creation Date: 08/24/2015 Outcome Inactive Date: 08/27/2016</p>	<p>Demonstration - Students will conduct a personalized exercise program to improve body composition. Students will take a pre and post body composition test. Target for Success: 70% of students will show an improved body composition.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met This course has not been offered yet. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but body composition tests should be an effective means of assessing improvements in body composition.</p>	<p>Enhancement: No enhancements needed at this time. (10/16/2017)</p>

KNES 52:Physical Stress Management

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES52_SLO_1 - Evaluate what is causing personal stress and then design and implement a stress reduction program. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Completion of personal stress inventory and stress log and the development of personal stress reduction program (midterm assignment) Target for Success: Implementation of student personal stress reduction program. In an essay section of the final exam they will include a description of measurable progress achieved.</p> <p>Related Documents: PE53- Midterm exam PE53-Final exam with Essay</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Met Students completed a personal stress inventory and developed a personal stress reduction plan. They implemented a stress reduction program and reflected and recorded measurable progress of the plans. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Completing the stress inventory and stress log were effective means for students to assess causes of stress. The implementation of a personal stress reduction plan was individualized for each student which allows for student success.</p>	<p>Enhancement: A more detailed personal stress reduction could be submitted as a separate assignment to enhance student's specific details about their plans. (10/16/2017)</p>

KNES 53:Health and Fitness

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

KNES53_SLO_1 - Demonstrate knowledge of basic fitness concepts as it applies to health.

SLO Status: Active

Outcome Creation Date: 09/25/2017

KNES53_SLO_2 - Demonstrate knowledge of basic health concepts as they relate to lifestyle choices.

SLO Status: Active

Outcome Creation Date: 09/25/2017

KNES 54: Introduction to Sport in Society

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES54_SLO_1 - Students will be able to describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2016-17 2-Fall</p> <p>Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - Students will take a 50 question exam to demonstrate and describe the various components and how they all relate: religion, gender, ethnicity, race, class, sexual orientation, disability, and/or age identity and how these are shaped by cultural and societal influences with regards to sports.</p> <p>Target for Success: This is a benchmark assessment - 70% of my students will score 70% or better on the exam.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met 76% of my students scored a 70% or higher on the exam. (03/07/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met for the first assessment for this class. More open discussions in the online format would be helpful for more students to get a better understanding of the key concepts.</p>	<p>Enhancement: I will continue to grow as an instructor in the online format, finding new ways to communicate and teach the various concepts so that more of my students succeed. Transferring all of our classes to Canvas will definitely help. (03/07/2017)</p> <p>Follow-Up: I will continue to grow as an instructor in the online format, finding new ways to communicate and teach the various concepts so that more of my students succeed. Transferring all of our classes to Canvas will definitely help. (03/07/2017)</p>
<p>KNES54_SLO_2 - Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities within sport in societies.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2016-17 2-Fall</p> <p>Outcome Creation Date: 03/06/2017</p>	<p>Exam - Course Test/Quiz - Students will take a 50 question exam to demonstrate and describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities within sport in societies.</p> <p>Target for Success: This is a Benchmark Assessment - 70% of my students will score 70% or higher on the exam.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met 75% of my students scored a 70% or higher on the exam. (03/07/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I will continue to grow as an instructor in the online format, finding new ways to communicate and teach the various concepts so that more of my students succeed. Transferring all of our classes to Canvas will definitely help.</p>	<p>Enhancement: I will continue to grow as an instructor in the online format, finding new ways to communicate and teach the various concepts so that more of my students succeed. Transferring all of our classes to Canvas will definitely help. (03/07/2017)</p>

KNES 55:Exercise Science

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES55_SLO_1 - Compare and contrast the different energy systems of the body and the effect of diet and exercise on their capacity to provide energy. SLO Status: Active Outcome Creation Date: 08/27/2016</p>	<p>Exam - Course Test/Quiz - A midterm and final exam will be conducted to assess student knowledge of energy systems of the body and the affect of diet and exercise for energy. Target for Success: 70% of students will pass the exam with a C or better.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met This course was not offered during this assessment period. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but an exam should be an effective means of assessing an understanding of body systems and energy systems.</p>	<p>Enhancement: None at this time. (10/16/2017)</p>
<p>PE85_SLO_2 - Investigate the theories of exercise phyiology as they relate to the body and its ability to move and perform exercise. SLO Status: Active_Pending_Revision Outcome Creation Date: 09/21/2012</p>	<p>Exam - Course Test/Quiz - A midterm and final exam will be conducted to assess student understanding of exercise physiology. Target for Success: 70% of students will receive a passing grade of C or better.</p>	<p>Program Review Reporting Year: 2015-2016 Target : Target Not Met This course was not offered during this assessment period. (10/16/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): This course has not yet been offered but an exam should be an effective means of assessing an understanding of exercise physiology.</p>	<p>Enhancement: none at this time. (10/16/2017)</p>

KNES 56: Fitness Assessment for Personal Trainers

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

KNES56_SLO_1 - Assess fitness of clients using tests and guidelines developed by the American College of Sports Medicine.

SLO Status: Course Not Currently Taught

Outcome Creation Date: 08/27/2016

PE855_SLO_2 - Construct a basic fitness program using the results of the fitness testing.

SLO Status: Course Not Currently Taught

KNES56_SLO_3 - Apply knowledge of basic fitness concepts as they apply to health and wellness.

SLO Status: Course Not Currently Taught

Outcome Creation Date: 02/04/2018

KNES 57A:Coaching I: The Foundations of Coaching

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES57A_SLO_1 - Evaluate career options in specific levels of amateur and professional sports and athletic coaching. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - I give my class a midterm, final and a written essay on a career path in coaching. Target for Success: 90% target for success</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% of my student were successful. All of their work is straight from the book from the class. (10/10/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Gives a good evaluation of the class and has detailed information from the text book.</p>	<p>Enhancement: to enhance my class it would help to have videos and professional speakers to talk to my class. (10/10/2017)</p>

KNES 57B:Coaching II: The Fundamentals of Fund Raising and Budgeting

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KNES57B_SLO_1 - Analyze and critique the need for fundraising in education for sports and athletics programs. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - I have a midterm and final. I also have my class do a fundraising project. The project includes different aspects of fundraising. Target for Success: 85% target for success.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Target was met. My student enjoyed the project of fundraising and working with the different aspects that go along with fundraising. (10/10/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The students who focused and did the work were successful.</p>	<p>Enhancement: Professional fundraiser, guess speaker (10/10/2017)</p>
<p>PE88B_SLO_2 - Evaluate the types, techniques and strategies of fundraising. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>			
<p>PE88B_SLO_3 - Customize goal setting, time management, personal planning, and procedures related to fund raising. SLO Status: Active_Pending_Revision Outcome Inactive Date: 08/27/2016</p>			

KNES 77, 77X, 77Y:Special Projects in Physical Education

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

KNES77_SLO_1 - Apply knowledge of basic fitness concepts as they apply to health and wellness.

SLO Status: Special Projects

Outcome Creation Date: 08/27/2016

KNES77_SLO_2 - Demonstrate improvement in areas related to independent study and personal goals.

SLO Status: Special Projects

Outcome Creation Date: 08/27/2016