

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

PHYSICAL EDUCATION

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
PE G103	X	X	X	X
PE G105	X	X	X	X
PE G110	X	X	X	X
PE G111	X	X	X	X
PE G114	X	X	X	X
PE G130	X	X	X	X
PE G132	X	X	X	X
PE G150	X	X	X	X
PE G158	X	X	X	X
PE G166	X	X	X	X
PE G173	X	X	X	X
PE G176	X	X	X	X
PE G178	X	X	X	X
PE G181	X	X	X	X
PE G186	X	X	X	X
PE G192	X	X	X	X
PE G195	X	X	X	X
PE G196	X	X	X	X
PE G203	X	X	X	X
PE G210	X	X	X	X
PE G240	X	X	X	X
PE G244	X	X	X	X
PE G246	X	X	X	X
PE G250	X	X	X	X
PE G252	X	X	X	X
PE G256	X	X	X	X
PE G258	X	X	X	X
PE G260	X	X	X	X
PE G272	X	X	X	X
PE G273	X	X	X	X
PE G274	X	X	X	X
PE G275	X	X	X	X
PE G278	X	X	X	X
PE G279	X	X	X	X

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status		Last Term Offered
PE G103	5	3 out of 5	Partially Assessed	↔	Spring 2019
PE G105	4	2 out of 4	Partially Assessed	↔	Spring 2019
PE G108	4	0 out of 4	No Assessment	↓	Spring 2015
PE G110	5	4 out of 5	Partially Assessed	↔	Spring 2018
PE G111	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G114	4	2 out of 4	Partially Assessed	↔	Spring 2018
PE G130	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G132	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G150	5	2 out of 5	Partially Assessed	↔	Spring 2019
PE G158	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G166	3	2 out of 3	Partially Assessed	↔	Spring 2019
PE G167	3	0 out of 3	No Assessment	↓	*
PE G173	3	2 out of 3	Partially Assessed	↔	Spring 2019
PE G176	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G178	4	4 out of 4	Fully Assessed	↑	Spring 2019
PE G181	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G186	4	2 out of 4	Partially Assessed	↔	Spring 2019
PE G192	3	2 out of 3	Partially Assessed	↔	Spring 2019
PE G195	3	2 out of 3	Partially Assessed	↔	Fall 2018
PE G196	3	1 out of 3	Partially Assessed	↔	Spring 2019
PE G203	3	0 out of 3	No Assessment	↓	Spring 2019
PE G210	4	4 out of 4	Fully Assessed	↑	Spring 2019
PE G240	5	2 out of 5	Partially Assessed	↔	Spring 2019
PE G244	4	1 out of 4	Partially Assessed	↔	Fall 2018
PE G246	5	0 out of 5	No Assessment	↓	Fall 2018
PE G250	4	0 out of 4	No Assessment	↓	Fall 2018
PE G252	3	2 out of 3	Partially Assessed	↔	Spring 2019
PE G256	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G258	5	5 out of 5	Fully Assessed	↑	Spring 2019
PE G260	5	5 out of 5	Fully Assessed	↑	Fall 2018
PE G272	3	1 out of 3	Partially Assessed	↔	Fall 2018
PE G273	5	5 out of 5	Fully Assessed	↑	Fall 2018
PE G274	5	1 out of 5	Partially Assessed	↔	Spring 2019
PE G275	3	3 out of 3	Fully Assessed	↑	Spring 2019
PE G278	5	1 out of 5	Partially Assessed	↔	Fall 2018
PE G279	6	1 out of 6	Partially Assessed	↔	Spring 2019
PE G285	4	0 out of 4	No Assessment	↓	Fall 2013
PE G286	3	0 out of 3	No Assessment	↓	Fall 2013

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
PE G103	cSLO 3	Explain how participating in a variety of physical activity classes can help him or her develop a healthy lifestyle.

Course Name	cSLO Name	cSLO to Assessed
PE G103	cSLO 5	Assess how making clear, well-informed, well-thought-out choices regarding sociological issues such as sexuality, the environment, and politics can affect his or her life.
PE G105	cSLO 2	Demonstrate proper form when lifting weights as well as using the assisted weight machines.
PE G105	cSLO 4	Demonstrate the use of various equipment that can be used to improve overall fitness.
PE G108	cSLO 1	Analyze the values of incorporating a low impact exercise.
PE G108	cSLO 2	Explain and demonstrate an understanding of water awareness skills and safety techniques.
PE G108	cSLO 3	Analyze which exercises can best benefit his or her individual ability, needs, and goals, and demonstrate the use of various equipment that can be used to meet these needs.
PE G108	cSLO 4	Demonstrate an understanding of safe and efficient entrance and exit skills into and out of the pool.
PE G110	cSLO 1	Assess cardiovascular efficiency by calculation of heart rate at rest and during exercise.
PE G114	cSLO 1	Explain the various meteorological effects on the ocean and surf.
PE G114	cSLO 4	Evaluate the strengths or weaknesses of his or her program, based on retesting and adjust accordingly.
PE G150	cSLO 1	Apply the necessary techniques needed to develop proficiency in the fundamental skills of badminton.
PE G150	cSLO 4	Interpret advanced offensive and defensive strategies and evaluate which strategies apply to individual situations where an opponent is counter-attacking with advanced strategies.
PE G150	cSLO 5	Synthesize the necessary skills for a group of individuals to train together to achieve a common goal.
PE G166	cSLO 2	Apply principles of health, nutrition, and exercise to personal goals he or she wants to achieve.
PE G167	cSLO 1	Identify and apply the correct techniques of exercises to accomplish the super circuit training program.
PE G167	cSLO 2	Assemble techniques to improve his or her cardiovascular fitness and muscle conditioning.
PE G167	cSLO 3	Measure and interpret his or her target heart rate ranges during exercising.
PE G173	cSLO 2	Devise and practice the proper techniques to perform each of these exercises correctly.
PE G186	cSLO 2	Combine an understanding of the values, terminology, and strategy of critical thinking in playing this activity.
PE G186	cSLO 4	Demonstrate, given a game situation, the skills and techniques in passing, shooting, dribbling, and basic defensive fundamentals.
PE G192	cSLO 3	Distinguish and judge the basic rules of the game, international.
PE G195	cSLO 2	Compare the advantages and disadvantages of the 4-2, 5-1, and 6-2 offensive systems.
PE G196	cSLO 2	Compare the advantages of two person, four person, and six person sand volleyball.
PE G196	cSLO 3	Evaluate his or her own personal skill levels to determine strengths and weaknesses.
PE G203	cSLO 1	Demonstrate improved athletic skills with a higher level of muscular power and endurance.
PE G203	cSLO 2	Demonstrate proper training exercises for developing flexibility, mobility and range of motion.
PE G203	cSLO 3	Exhibit increased physical strength, endurance, cardiovascular output, speed, and mobility.
PE G240	cSLO 3	Evaluate opponents' strengths, weaknesses, tendencies, and style of play.
PE G240	cSLO 4	Demonstrate proficiency level in baseball knowledge and physical skills to transfer to a four-year college program.
PE G240	cSLO 5	Explain and understand collegiate baseball rules.

Course Name	cSLO Name	cSLO to Assessed
PE G244	cSLO 1	Develop conditioning level to compete with the other colleges in the conference and the state.
PE G244	cSLO 3	Generate an appreciation for running as a leisure time activity when not competing.
PE G244	cSLO 4	Analyze the competition and the course in an effort to formulate a race plan.
PE G246	cSLO 1	Demonstrate advanced football skills.
PE G246	cSLO 2	Interpret situations and access appropriate action and/or reaction in competition.
PE G246	cSLO 3	Evaluate opponents strengths, weaknesses, tendencies, and style of play.
PE G246	cSLO 4	Formulate a game plan based on opponent.
PE G246	cSLO 5	Demonstrate proficiency level in knowledge and physical skills to transfer and compete in a four-year college program.
PE G250	cSLO 1	Demonstrate correct kinesiological principles relevant to efficient movement on the soccer field.
PE G250	cSLO 2	Analyze another students movements that are based on the kinesiological principles relating to specific skills taught.
PE G250	cSLO 3	Generate a self analysis of skills based on principles taught during class.
PE G250	cSLO 4	Appraise the physical, mental, and psychological benefits of participation.
PE G252	cSLO 2	Assemble individual skills and apply them in conjunction with those of their teammates in a constantly changing competitive situation.
PE G272	cSLO 1	Summarize basic training and rules as they relate to cardiovascular conditioning, strength, speed, and health habits.
PE G272	cSLO 3	Analyze the competition and the course in an effort to formulate a race plan.
PE G274	cSLO 2	Assemble individual skills and apply them in conjunction with those of their teammates in a constantly changing competitive situation.
PE G274	cSLO 3	Demonstrate an ability to apply an understanding of the rules of softball in a game environment.
PE G274	cSLO 4	Interpret advanced offensive and defensive strategies and evaluate which strategies apply to individual situations where an opponent is counter-attacking with advanced strategies.
PE G274	cSLO 5	Synthesize the necessary skills for a group of individuals to train together to achieve a common goal.
PE G278	cSLO 1	Apply the necessary techniques to develop proficiency in the fundamental skills of volleyball.
PE G278	cSLO 3	Demonstrate an ability to apply an understanding of the rules of volleyball in a game environment.
PE G278	cSLO 4	Interpret advanced offensive and defensive strategies and evaluate which strategies apply to individual situations where an opponent is counter-attacking with advanced strategies.
PE G278	cSLO 5	Synthesize the necessary skills for a group of individuals to train together to achieve a common goal.
PE G279	cSLO 1	Apply the necessary techniques to develop proficiency in the fundamental skills of sand volleyball.
PE G279	cSLO 2	Assemble individual skills and apply them in conjunction with those of her teammates in a constantly changing competitive situation.
PE G279	cSLO 3	Apply an understanding of the rules of volleyball in a game environment.
PE G279	cSLO 5	Interpret advanced offensive and defensive strategies and evaluate which strategies apply to individual situations where an opponent is counter-attacking with advanced strategies.
PE G279	cSLO 6	Synthesize the necessary skills for a group of individuals to train together to achieve a common goal.
PE G285	cSLO 1	Demonstrate the proper fundamentals and mechanics as they pertain to each offensive and defensive skill.

Course Name	cSLO Name	cSLO to Assessed
PE G285	cSLO 2	Demonstrate individual and team techniques through on-the-field instruction.
PE G285	cSLO 3	Apply softball theory to on-the-field techniques.
PE G285	cSLO 4	Demonstrate knowledge of softball rules.
PE G286	cSLO 1	Compile the necessary knowledge and skills in a particular event to compete in community college track and field.
PE G286	cSLO 2	Generate training schedules for each track and field event.
PE G286	cSLO 3	Measure athletic performance using film.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G103	cSLO 1	Spring 2017	Student success rate was 87%.I was pleased with this result since English is the second language for many of the students.I feel this result illustrates that the students grasped the content of the SLO.
PE G103	cSLO 2	Fall 2016	24/26 students achieved 86% or higher on the quiz.This represents a clear understanding of the text, lecture, and SLO.I feel confident that the methods of instruction I use contribute to successful student comprehension.Methods of instruction include: textbook readings, PowerPoint lecture presentation, films, and online learning resources.
PE G103	cSLO 4	Spring 2018	Each student was successful in evaluating this SLO.A successful score was 13 or more correct out of the 15 question quiz.I credit this success rate to a thorough understanding of the course material.
PE G105	cSLO 1	Spring 2016	100% (16) of the student successfully demonstrated an exercise within their ability that they would work on towards their individual goal.
PE G105	cSLO 1	Spring 2017	The students were evaluated according to their individual ability and goals set at the beginning on the semester. 11 students were evaluated and 11 of the students were satisfactory in completing their semester goal. There was 1 student not in attendance and therefore was not evaluated. This represents 91% success rate.
PE G105	cSLO 3	Fall 2016	The assessment included students. Of the 13 students, 11 of the students achieved clear competency (85%). The other 2 students achieved partial competency (15%). These results were gathered with the end of the semester demonstrations and evaluations of the students.
PE G110	cSLO 2	Spring 2018	This data means the students are learning at a tremendous level
PE G110	cSLO 3	Spring 2018	The success rate demonstrates students learning at the appropriate rate
PE G110	cSLO 4	Spring 2018	The data means the students are performing as expected
PE G110	cSLO 5	Spring 2017	Students were shown video footage presentations to demonstrate proper swimming stroke technique.
PE G111	cSLO 1	Fall 2015	Of the 35 students assessed.It was clear that 30 of the students were in understanding and at the level of competency and safety.
PE G111	cSLO 1	Fall 2016	Data was evaluated and an individual assessment was presented to each student of progress in regards to the results of swim tests evaluating cardiovascular fitness and stroke efficiency.
PE G111	cSLO 1	Spring 2017	All students were able to demonstrate and show improvement in the 4 competitive swim strokes. Efficiency of movement in the water improved and cardiovascular fitness improved
PE G111	cSLO 2	Spring 2016	Test 1, 27 students tested.Test 2,3 and 4, 27 students showed improvements. The students were able to swim a greater distance while their heart beats per minute stayed the same or dropped. Students showed improvement using the techniques taught to swim more efficiently. These numbers are at an

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			acceptable level. One of the factors that keep the percentages from being higher is the student's attendance. With the class only being one hour in duration two times a week, missing just one class has a negative impact. The student not only misses out on the instruction covering a particular skill to swim more efficiently, they also miss out on the cardiovascular endurance training for that day as well.
PE G111	cSLO 2	Fall 2016	Stroke efficiency improved as well as cardiovascular fitness
PE G111	cSLO 2	Fall 2017	Every student improved by at least one lap between test #1 and test #2 and between test #2 and test #3. As an instructor this shows that the students are meeting successful learning outcomes through improvements made on each swim test throughout the semester.
PE G111	cSLO 2	Spring 2018	I feel the overall progress and progression of our students was notable. There was a clear improvement individually and as a group.
PE G111	cSLO 3	Fall 2016	All had differing levels of ability but tremendous improvement was observed in all students.
PE G111	cSLO 3	Fall 2017	Students demonstrated the different strokes in the pool.
PE G114	cSLO 2	Fall 2015	The students showed a drastic improvement negotiating various surf conditions. Navigating water entry, shore break, punch through, turtle roll were observed and evaluated.
PE G114	cSLO 2	Spring 2016	The students showed a drastic improvement negotiating various surf conditions. Navigating water entry, shore break, punch through, turtle roll were observed and evaluated.
PE G114	cSLO 2	Fall 2016	The students demonstrated the skills required to navigate various surf conditions. Big improvements throughout the semester. Solid group of students.
PE G114	cSLO 2	Spring 2017	I am pleased with the results for the class. The pool sessions are valued concerning the controlled environment. Students learn board handling prior to paddling out through the unpredictable surf. The conditions were tough this semester but the students made tremendous improvements.
PE G114	cSLO 2	Fall 2017	The surf conditions vary. The student improved their water knowledge and board handling skills throughout the semester.
PE G114	cSLO 3	Spring 2018	I was pleased with the results. Paddling through the surf into open water is extremely difficult. All the students who stayed in the class made significant improvements.
PE G130	cSLO 1	Spring 2016	I found that this spring, I encouraged students to create a breath that was audible proving the students an opportunity to hear and feel the pattern of their breathing more clearly.
PE G130	cSLO 1	Spring 2017	Assessment for this SLO was done after we had returned from spring recess. I was curious to see how students would respond to the time off and what influences that would have in their practice. The rate of success was high (success with 30 out of the 33 students assessed) however there were a few students who were not as successful with their breathing techniques. Some of it was due to being out of practice and I believe some due to distraction. I feel that the numbers are a true sign of how important the fundamental skills are to any practice.
PE G130	cSLO 1	Spring 2017	A majority of students were able to demonstrate the ability to apply breathing techniques during yoga poses. They also reflected how they were able to incorporate their breath during different times of the day to either calm them or increase their ability to focus on the moment.
PE G130	cSLO 1	Spring 2017	The students who indicated a lack of understanding about the breathing techniques discussed their inability to feel comfortable with the process. Also, they said they felt as though they were holding their breath and felt overwhelmed. Once their discomfort was shared, I had them lay on their backs

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			at the beginning of class, rather than sit so they could follow their breath and clear their minds while laying down. Once the position of the body was changed, most of the students felt more comfortable and could practice with a higher level of understanding. Many students also wrote about using the breathing techniques during finals in order to reduce stress and feel more relaxed.
PE G130	cSLO 1	Fall 2017	At the beginning of the semester I worked diligently with my class on breathing techniques and how they could be used in and out of our yoga class. Once students became comfortable with their natural rhythm of breathing during class they were able to successfully perform poses (simple or more challenging) to the best of their ability. As the semester progressed and we moved into more challenging versions of poses I could see and hear the focus of the breath with my class.
PE G130	cSLO 2	Fall 2015	Of the 28 students that were assessed all 28 satisfactorily completed the assessment. This fall students were introduced to a series of set poses that build on one another with a variety of modifications and advanced options as well.
PE G130	cSLO 2	Spring 2016	I was extremely impressed with the student outcomes during this 2016 spring semester. Student journals demonstrated an understanding of the poses practiced in class as well as the mechanics for each. Student self assessments indicated a noticeable improvement in both the physical practice as well as emotional improvements of feeling of well being. Stress reduction was also identified for a majority of the students.
PE G130	cSLO 2	Fall 2016	I was extremely impressed with the student outcomes during this 2016 Fall semester. Student journals demonstrated an understanding of the poses practiced in class as well as the mechanics for each. Student self assessments indicated a noticeable improvement in both the physical practice as well as emotional improvements of feeling of well being. Stress reduction was also identified for a majority of the students.
PE G130	cSLO 2	Fall 2017	50 out of 54 students demonstrated the ability to perform the basic poses introduced in this yoga class. Students also demonstrated an understanding of the importance of Yoga practice and its function in lifelong fitness in their journal writing. This is a higher than average amount of students able to demonstrate the ability to perform basic poses. I believe this may be due to my use of Canvas online. I used Canvas to help support student learning to a much higher degree this semester. Students were able to use resources I posted in order to supplement their at home practice, clarify any questions, and be able to explain the importance of yoga tools for lifelong fitness in their journals.
PE G130	cSLO 2	Spring 2018	The success of the class this spring was great and with 81% of the class demonstrating the skills needed to perform basic poses and provide an explanation the importance of lifelong fitness was wonderful. This spring I had a class of very motivated individuals. They were excited and passionate about growing through their yoga practice and taking the skills they've learned in the class and applying it to their actives outside the class.
PE G130	cSLO 3	Fall 2015	Through honest, safe, self reflection, students are more capable of identifying themselves as an integral part of their learning. Journal writing is a valuable tool to develop the English language. It also offers students the opportunity to reflect and take responsibility for their effort. Identification of strengths and weaknesses is essential for lifelong learning. Proof that students were applying the Yoga elements to their daily lives was evident in their journals.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G130	cSLO 3	Fall 2016	I think that setting the tone with the discussion was a a good start to the writing portion of the assessment. Students were willing to honestly converse with each other and that was also reflected in their writing.
PE G132	cSLO 1	Spring 2016	All students were evaluated and asked to do a self evaluation of their core strength and balance, each class in the second half of the semester. The class did a timed plank that increased by 10 seconds each class. Students were asked to start in their most challenging position and modify as they needed.
PE G132	cSLO 1	Fall 2016	Of the 31 students assessed, all 31 were successful in performing the poses safely and correctly. This semester the variety of ability of strength and skill was drastic. But the success with this assessment came from students being willing and able to modify the pose to best suit their needs.
PE G132	cSLO 2	Fall 2015	Of the 27 students that were assessed all 27 satisfactorily completed the assessment. The skills demonstration assessment was done during a class where students were given the opportunity to perform a variety of poses along with multiple progressive layers for all ability levels. Throughout the assessment students were asked to evaluate the muscles used as well as how they responded to modifications.
PE G132	cSLO 2	Spring 2017	22 of the 22 students were able to successfully execute the directed exercise with proper form and breathing. There were a number of students this spring with preexisting injuries so the first few weeks I really focused on using the breath to help them control their movements properly. Building from modified versions of the exercises also helped bring success to the class. I would like to see that as a department we provide additional opportunities for students to have another experience with Pilates. Creating another level might provide students with a chance to continue to grow and improve their strength and skills.
PE G132	cSLO 3	Fall 2017	Each of the 19 students enrolled were able to perform a choreographed series of poses appropriately, properly and safely. Given the individual needs and abilities of each student, modifications were provided and helped assist in the development of strength in each individual. This fall there were a number of students that where taking their first college class ever and some taking their first class in America. I found that moving through the class and getting to know students to the best of my ability in the beginning was extremely helpful. There were a few students with chronic injuries that worked with the modification options until they felt strong enough to progress to a different layer. We spent a good part of the beginning of the semester working on body mechanics and coordinating the breath to the movement. With the student's communication with me this fall it made it much easier for them to focus their attention to their own bodies instead of what classmates were doing. I found that there was growth and success as we progressed in the semester.
PE G132	cSLO 3	Spring 2018	The success rate was at 74% for students who were able to successfully demonstrate an understanding of proper form. The 26% that were not successful were not in attendance the day I evaluated my class.
PE G150	cSLO 2	Fall 2015	The student displayed individual skills and applied them in conjunction with those of their teammates in a constantly changing competitive situation during competitive play.
PE G150	cSLO 2	Spring 2016	The student displayed individual skills and applied them in conjunction with those of their teammates in a constantly changing competitive situation during competitive play.
PE G150	cSLO 2	Fall 2016	The student displayed individual skills and applied them in conjunction with those of their teammates in a constantly changing competitive situation during competitive play.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G150	cSLO 2	Fall 2017	The student were able to demonstrate the requirements of the SLO
PE G150	cSLO 3	Spring 2018	21 of the 22 students where mostly beginner.By the end of the semester the students proved competent in game management as well as a strong understanding of the rules of badminton.
PE G158	cSLO 1	Fall 2016	The analysis of the practical exam proved that the backhand swing is easier for the beginning student to learn.
PE G158	cSLO 1	Spring 2017	10 out of 10 students were able to receive passing scores on their assessment.Therefore, the students are able to demonstrate all of the skills of the SLO listed in step #1 at an acceptable level.This is an acceptable percentage because it shows that the student learning outcomes were all able to have been met over the entirety of this course.The largest factor that lead to positive assessment results was attendance.Students that had good attendance were able to learn all of the skills and shots taught throughout the semester.
PE G158	cSLO 2	Spring 2017	The analysis of the course included 14 students who were present in the class that day. This was representative of 70% of the entire class. However there was a 100% success rate for those students who were present.
PE G158	cSLO 3	Spring 2016	Serving is one of the toughest and most demanding skill sets required in Tennis.Personal skill level was determined and after learning the proper technique for serving, students became aware of their strengths and weaknesses.There was a variety of experienced and inexperienced players, which made evaluation a little difficult.
PE G166	cSLO 1	Spring 2016	When viewing the student's demonstrations it was very apparent that there were various levels of experience. The competent group (87.5%) all worked very hard at their individual activity level. Attendance affected the partial competency group by lack of consistency.
PE G166	cSLO 1	Fall 2016	Through teacher instruction and demonstration of the daily workouts, the students were able to master the proper form and technique with their individual workouts.Weekly individual review throughout the semester with the instructor helped to reinforce the proper form and technique of their workouts.
PE G166	cSLO 1	Fall 2016	Because of the different demographics in the class there were very diverse levels of experience and achievement. The successful group all had different levels of achievement due to there body types and experience in this type of workout. The group that was partially successful had problems mainly due to lack of attendance causing a lack of consistency in there workouts.
PE G166	cSLO 1	Fall 2016	Because of the different demographics in the class there were very diverse levels of experience and achievement. The successful group all had different levels of achievement due to there body types and experience in this type of workout. The group that was partially successful had problems mainly due to lack of attendance causing a lack of consistency in there workouts.
PE G166	cSLO 1	Spring 2017	The students all worked at different levels of experience as was demonstrated by their individual workouts. 90 % of the students performed at a competent level for the course while the other 10% were only partially competent. The partial competency was due to lack of attendance.
PE G166	cSLO 1	Spring 2017	The students were shown demonstrations on proper technique.I found that walking them around individually and showing them the proper form was most effective.Each progressed within our 4 week evaluation process.
PE G166	cSLO 1	Fall 2017	The students showed steady improvement throughout the semester and by the end of the semester they showed marked improvement in their programs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G166	cSLO 1	Spring 2018	At 77% success rate I believe that the model is successful but could use some modifications to increase student involvement. Some factors that do hinder the process are : -Language Barrier -Different skill levels -Attendance
PE G166	cSLO 1	Spring 2018	I felt that there was satisfactory improvement with all students. It was nice to see such progress and overall student success.
PE G166	cSLO 3	Fall 2015	With an 85% achievement rate I feel that this class model is very effective. Those students that had trouble with the heart rate measurement had language barriers hinder them.
PE G166	cSLO 3	Spring 2016	Approximately 80% of the students satisfactorily completed the assessment. This demonstrates that the vast majority of students understood how to determine their RHR as well as calculate the range for their working heart rate and measure it.
PE G173	cSLO 1	Fall 2015	Of the 28 students 23 demonstrated an acceptable level of understanding for a 82% success rate. I believe this is an acceptable level. The combination of lecture and lab enhances the ability to take what is learned from lecture directly into practical use in their workouts.
PE G173	cSLO 3	Fall 2016	The data shows that the students were able to grasp and comprehend how to build their own workout program. Through daily instruction and follow-through, the students were able to properly develop and implement a workout chart for them to follow. Inconsistency with attendance was a factor in not being able to fully develop and follow the workout program.
PE G176	cSLO 1	Spring 2016	All of those assessed successfully complete the assessment! It is evident that the students understood the concepts described in the class and took the journal entries seriously. Journal entries are an adequate method of capturing student learning and engagement.
PE G176	cSLO 1	Fall 2016	88% of student successfully completed the assessment. The unsuccessful students had incomplete journal entries. The results of the assessment indicate that students understand the importance of the SLO. I feel the students achieved the goal of the SLO at an acceptable level.
PE G176	cSLO 1	Fall 2016	90% of the students successfully answered the questions showing their understanding of the SLO being evaluated. The two students that didn't answer correctly had language issues so were not able to successfully explain their thoughts. I did communicate with these two students orally, following the exam and they both seem to have the basic understanding of the SLO. So, in conclusion, whether on paper or orally, all the students were able to explain the basic concepts of exercise training, testing and proper nutrition.
PE G176	cSLO 2	Fall 2015	Approximately 85% of the students satisfactorily completed the assessment. The students that did not turn in the journal entry failed the assessment. The students which completed the assessment wrote at least one paragraph describing and evaluating the exercise facilities used.
PE G176	cSLO 2	Spring 2017	100% success rate. Success was measured by completing and turning in the journal entry. This is an exceptional percentage and demonstrates that the students truly absorbed the information and experience.
PE G176	cSLO 3	Spring 2018	This was a successful assessment for those that were there on assessment days. We did a baseline fitness test during the first week of classes and again at the end of the semester.
PE G178	cSLO 1	Fall 2017	By spending time with every individual throughout the semester it was determined that they all exhibited proper stretching techniques by the end of the semester. They were individually quizzed on their form half way through the semester and at semesters end.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G178	cSLO 1	Spring 2018	With a 75% success rate I feel that I need to stress to the remaining students the importance of a good stretching routine before and after workouts to maximize the outcome of the program.
PE G178	cSLO 2	Fall 2015	Demonstrations, explanations to the group proved higher competency had to do with understanding the expectations. It was not due to lack of effort of trying to reach the expectations of the class, it had to do with physical strength and or language barriers.
PE G178	cSLO 2	Spring 2016	The assessment included 9 students. Six students showed competency. There results were gathered throughout the semester by different evaluations.
PE G178	cSLO 3	Fall 2015	With a success level of 75% I have determined that this was a successful class model. The 5 students that were not successful had language barriers that hindered them from success.
PE G178	cSLO 3	Spring 2016	Approximately 83% of the students satisfactorily completed the assessment.This demonstrates that the vast majority of students understood how to calculate the range for their exercise heart rate and measure it.
PE G178	cSLO 3	Spring 2016	With a success level of 91% I have determined that this was a successful class model. The 1 student that was not successful had a language barrier that hindered her from success.
PE G178	cSLO 3	Spring 2017	The assessment included 5 students. All 5 students showed competency.
PE G178	cSLO 4	Fall 2016	The data shows that the students were very competent at documenting correctly their workout card and weigh in sheet for their personal fitness plan.There were discussions with the students approximately every four weeks on their progress and adjustments so that they could meet their personal goals throughout the semester.Individual attention to each students program was given throughout the semester as their personal goals were all different.
PE G178	cSLO 4	Fall 2016	There was an 80% competency level for this SLO. This is a successful model to track each students progress throughout the semester. The two students that did not achieve competency was due to lack of attendance.
PE G178	cSLO 4	Spring 2017	When analyzing the students written records I determined that all of the students achieved competency. There was a language barrier with a few students but due to the written record it was easy to see each students progress throughout the semester.
PE G178	cSLO 4	Spring 2017	students were excellent and and proficient with their date entry.This allowed for me to observe and give feedback with their plans that they have.all showed great progress.
PE G178	cSLO 4	Spring 2018	results were positive.Students progressed nicely and there was competency..
PE G181	cSLO 1	Spring 2016	Approximately 87% of the students satisfactorily completed the assessment.This demonstrates that the vast majority of students were present and cognizant when I described and performed the exercises they were evaluated on.
PE G181	cSLO 1	Spring 2016	These results were gathered throughout the semester and with our mid year and end of semester demonstrations and evaluations of the students.
PE G181	cSLO 1	Fall 2016	When evaluating the data of the MW/TTH classes attendance was a little bit of an issue as they may not have reached their goals due to missing class.Group and individual instruction on technique and personal weight training goals were demonstrated and reviewed throughout the course.
PE G181	cSLO 1	Fall 2016	There was a 75% competency level which I think is acceptable, but could improve through more concentration on the following: language barriers, motivation, effort and consistency in attendance.
PE G181	cSLO 1	Fall 2017	The students that did not achieve success were due to lack of attendance and wanting to work on their own. The students that stayed with their programs were very successful at having proper form in this SLO.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G181	cSLO 2	Fall 2015	Several students had difficulty understanding at first, however after using demonstrations, explanations the group that proved higher competency had to do with understanding the expectations. It was not due to lack of effort of trying to reach the expectations of the class, it had to do with physical strength.
PE G181	cSLO 2	Spring 2017	By showing a 90% successful competency I see that this is an acceptable level for PE G181. There are some factors that weigh into achieving competency: - Language Barriers - Fitness Levels - Motivation - Effort - Consistency
PE G181	cSLO 2	Spring 2017	Students were evaluated every 4 weeks on their progress.I also monitored them weekly by checking in with them and giving feedback.The students were demonstrating skills and were acceptable within our time together.Only meeting twice a week, we saw a great amount of progress throughout.
PE G181	cSLO 2	Spring 2018	By having a 80% success rate I see this as an acceptable level for PE G181, but there is room for improvement. Some factors that weigh into these numbers are: - Language Barriers - Fitness Levels - Motivation - Effort - Attendance
PE G181	cSLO 3	Fall 2015	By showing a 90% satisfaction rate in effectiveness of the students exercise programs I see this as an effective model for this class. Factors that effect exercise programs: -Language Barriers -Motivation -Attendance -Consistency
PE G181	cSLO 3	Spring 2016	By showing a 85% satisfaction rate in effectiveness of the students exercise programs I see this as an effective model for this class. Factors that effect exercise programs: -Language Barriers -Motivation -Attendance -Consistency
PE G181	cSLO 3	Fall 2017	Success was monitored visually and by taking notes on their time cards. Course was successful. Students progressed nicely through the semester.
PE G186	cSLO 1	Fall 2015	The students continued to improved during the semester.As the students gained experience they became more proficient identifying when to use a particular skill.
PE G186	cSLO 1	Spring 2016	The students continued to improved during the semester.As the students gained experience they became more proficient identifying when to use a particular skill.
PE G186	cSLO 3	Spring 2017	The students are achieving and demonstrating the ability to play within the rules of basketball.17 of 17 passed the oral and practical demonstrations.
PE G186	cSLO 3	Fall 2017	The drills and instruction methods I use indicates improvement in all skills.
PE G192	cSLO 1	Spring 2016	There were 15 students that participated in the test, in which 12 showed their abilities and level of play in order to perform with the scrimmages and class situation.
PE G192	cSLO 2	Fall 2015	There were 20 students that participated in the test in which 18 showed an improvement within the scrimmages (90%)
PE G195	cSLO 1	Fall 2017	This class had a very low skill level at the beginning of the semester.I was please with the improvement of the students.The overall skills improved tremendously.
PE G195	cSLO 3	Fall 2015	Passing is the single most important skill to master to participate in the sport of volleyball. Personal skill level was determined and the students became aware of their strength and weaknesses.The mix of students, male, female, beginner, advanced, competitive player, social player, is difficult.
PE G195	cSLO 3	Spring 2016	Passing is the single most important skill to master to participate in the sport of volleyball. Personal skill level was determined and the students became aware of their strength and weaknesses.The mix of students, male, female, beginner, advanced, competitive player, social player, is difficult.
PE G195	cSLO 3	Fall 2016	Passing is the single most important skill to master to participate in the sport of volleyball. Personal skill level was determined and the students became aware of their strength and weaknesses.The mix of students, male, female, beginner, advanced, competitive player, social player, is difficult.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G196	cSLO 1	Fall 2015	Possessing the basic skills is critical to playing four person and two person teams.As the semester progressed the students improved passing, serving, shot making, serving, setting and defensive play necessary to participate at a satisfactory level.
PE G196	cSLO 1	Spring 2017	Students improved throughout the semester.Most improved their passing % from 20% to 80%.Hitting improved from 10% to 60%.
PE G210	cSLO 1	Fall 2015	With a 94% achievement rate for the team I believe that this model is very successful. The 3 students that did not achieve an increase were due to injury.
PE G210	cSLO 1	Spring 2016	During the first week of the semester I assessed the athlete to determine their level of fitness. A baseline, or a starting point serves as a reference to chart improvements and as a motivational tool as the student athlete has tangible evidence of physical gains. 8 week assessment demonstrates improvements concerning strength and endurance, CV output, speed and mobility.Additionally, the student-athlete can look at their baseline to see exactly how much they have gained in a certain physical component and focus on the component that needs additional improvement.The student-athlete is usually pleased by the results motivating them for the final 8 weeks of the semester. 16 week assessment shows evidence of improvement from the 8 week assessment. Student athletes who had a specific physical component deficiency showed gains.
PE G210	cSLO 1	Spring 2016	The students assessed overall did a nice job.Factors that weighed in on the few that did not reach higher competency had to do with lack of effort, fitness levels and other physical limitations.
PE G210	cSLO 1	Spring 2016	The majority was excellent.The few that did not reach the goal level were ones that needed more time to develop and learn in the pool.
PE G210	cSLO 1	Fall 2016	Each swimmer improved training pace during the 15 week training cycle.The semester was broken in 5 week micro cycles of training.
PE G210	cSLO 1	Fall 2016	15/15 students showed significant improvements in strength, muscular endurance, and cardiovascular output, and speed.Exercise used to determine performance included: 1-mile timed run, power cleans, squats, 30m acceleration test.These results demonstrate adequate training to meet the SLO. This results make me confident that the students have benefitted from the course and become more physically fit.
PE G210	cSLO 1	Spring 2017	Overall the students did a good job.They kept the atmosphere at a competitive level, constantly pushing each other to get better.
PE G210	cSLO 1	Spring 2017	The successful student dedicated themselves to physical fitness on a daily bases.Nutrition and lifelong habits were discussed as as well as the health benefits of physical fitness.
PE G210	cSLO 1	Spring 2017	The students improved at an acceptable level.
PE G210	cSLO 1	Spring 2018	Mastering technical proficiency of water polo skills improves each individuals ability to achieve peak performance.
PE G210	cSLO 2	Fall 2015	12 student athletes in the course were assessed on their participation in training, competition and practice.Of the 12 students assessed, 10 achieved competencies (83%).The other (17%), showed fewer competencies due to attendance and lack of effort.
PE G210	cSLO 2	Fall 2016	increased cardiovascular fitness and efficient stroke mastery
PE G210	cSLO 2	Fall 2016	With a competency level of 69% I feel that we were not successful this fall. Contributing factors: too many student/athletes, lower level players brought % down, lack of quality repetitions for higher level players and complacency.
PE G210	cSLO 2	Spring 2017	The students within this class we successful on a weekly basis.They were evaluated weekly with reviewing their skills and fundamentals need to improve in our sport.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G210	cSLO 2	Fall 2017	There was a 75% success rate among the student/athletes that were evaluated. The failures came from individuals with not enough skill set to compete at the intercollegiate level yet.
PE G210	cSLO 3	Fall 2015	Passing, setting, and hitting are 3 of the most important skill sets it takes to master in order to play volleyball. Individual and team video analysis was taken, analyzed, and feedback was given to each student concerning their technique and skill sets. Students are able to visually see their problem areas and correct the technique the next time they perform the skill.
PE G210	cSLO 3	Spring 2016	These student athletes all reached their level within the class setting
PE G210	cSLO 3	Fall 2016	As students implemented best practices in current stroke technique they improved racing times
PE G210	cSLO 3	Fall 2016	A few students at first, had a difficult time adjusting to college level training. However after using demonstrations, explanations and examples the group that proved to succeed in our goals. Some of the challenges included their overall experience and physical strength and knowledge.
PE G210	cSLO 3	Spring 2017	Students showed progression through out the semester with their first touch, passing ability, physical movement and goal scoring abilities through the use of weekly futsal scrimmages.
PE G210	cSLO 4	Fall 2015	The data shows that 100% of the students assessed were successful in the assessment. The data represents the students' knowledge of track and field rules enacted by various governing bodies. These results demonstrate the accuracy of the information and instruction provided to students.
PE G210	cSLO 4	Fall 2015	Our student-athletes took a test regarding softball rules; in relation to how they differ from high school to Community College to NCAA schools as well as International Softball. All of the students satisfactorily passed the test.
PE G210	cSLO 4	Spring 2016	The reason for only 2 completing the overall assessment had to do with attendance, attitude and overall effort within the class
PE G210	cSLO 4	Fall 2016	Students improved racing times and improved confidence with swimming and racing tactics
PE G210	cSLO 4	Spring 2018	This class was successful. All are aware of the expectations of governing bodies and aware of how collegiate level water polo is played.
PE G240	cSLO 1	Spring 2016	The team achieved acceptable competency at a level of 93%. This competency enabled the team to win the place second in the OEC and advance all the way to the state title game. There are factors that effect competency in game situations. - High Stress Situations - Playing on the Road - Field Conditions - Weather
PE G240	cSLO 1	Spring 2017	The team achieved acceptable competency at a level of 75%. This competency enabled the team to place 6th in the OEC and advance to the playoffs, where we lost our 1st game and were eliminated. There are factors that effect competency in game situations. - High Stress Situations - Playing on the Road - Field Conditions - Weather
PE G240	cSLO 2	Spring 2018	The percentage of students attaining acceptable levels is satisfactory. I feel that injuries hindered in the total success of the team. With key players getting hurt our squad was at a disadvantage for most of the year.
PE G244	cSLO 2	Fall 2015	The weekly logs that they submitted to me showed overall improvement in aerobic, anaerobic, strength, diet, and flexibility.
PE G252	cSLO 1	Spring 2016	Of the 29 swimmers, 24 did an excellent job. Students were evaluated in stressful situations and following the instructions by staff
PE G252	cSLO 1	Spring 2018	This was a experienced class of high level swimmers. They were all able to achieve the fundamentals and proficiency of swimming.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G252	cSLO 3	Spring 2017	students were told about the importance of training. The students were tested by visual demonstrations and also by a time clock.I found them to all make great progress throughout the semester.
PE G256	cSLO 1	Spring 2017	91% of the student-athletes successfully competed in a community college track and field competition.A successful student-athlete was observed preparing for their specific event, executing event strategy, and completing their event.This substantial success rate demonstrates that this course adequately prepared them for competing in their event specialty.
PE G256	cSLO 2	Spring 2016	All students assessed were required to perform at a minimum standard for the event they were competing in. Training schedules and programs were developed according to each individuals abilities.
PE G256	cSLO 3	Spring 2016	Approximately 83% of the students satisfactorily completed the assessment.This demonstrates that the vast majority of students understood how to track their progress and where to find rankings and results.
PE G256	cSLO 3	Spring 2018	Approximately 90% of the students satisfactorily completed the assessment.This demonstrates that the vast majority of students understood how to track their progress and where to find rankings and results
PE G258	cSLO 1	Spring 2017	Having the students serve each area of the court was a good way to asses their skill level and accuracy needed in order to compete at a high level.Some students still showed a struggle in achieving the targeted number that was set by the instructor for the class goal.
PE G258	cSLO 2	Spring 2017	By mixing up the teams each game, the students had to work hard to get the same or better result as the previous game.Since not all students possess the same skill level, interacting players with different skill levels makes for an inconsistent environment that the students had to adapt their playing ability to.
PE G258	cSLO 3	Spring 2017	The students were all explained and shown the rules of the game in the beginning of the semester.As the class progressed, each week the students were asked if they had any questions about the sport.When they asked, the instructor demonstrated both visually and on a white board the answer to their questions.Each student did a great job addressing the rules of the game.
PE G258	cSLO 4	Spring 2016	Blocking is one of the toughest and most demanding skill sets required in volleyball.Personal skill level was determined and after learning the proper technique for blocking, students became aware of their strengths and weaknesses.There was a variety of experienced and inexperienced players, which made evaluation little difficult.
PE G258	cSLO 4	Spring 2017	Seeing that only 16 students passed the assessment, allows me to have a stronger understanding of their needs for the following semester.Some students struggled under the pressure of the evaluation that resulted in a low score for the whole assessment.I can work on this process of playing under pressure by incorporating drills that reach this skill set.
PE G258	cSLO 4	Spring 2017	The students did a good job learning to break down film themselves.Although they didn't all accurately describe the tasks needed for our team to be successful, they all passed because of the effort they put forth learning the date and trying their hardest to gather the most accurate analogy of what they saw.
PE G258	cSLO 5	Spring 2017	I was very proud of the class for their participation in expressing personal and team goals.As the season went on, the group became more entitled to express their needs for the success of the group.They all listened well and talked with assertiveness and confidence.
PE G260	cSLO 1	Fall 2016	Students achieved all SLO, culminating to a 3rd place finish in the State Championship

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PE G260	cSLO 1	Fall 2016	Team achieved a 3rd place finish at State Championships.Tremendous improvement in all facets of the game of water polo
PE G260	cSLO 1	Fall 2017	The data demonstrates that students are learning at an expected rate
PE G260	cSLO 2	Fall 2016	Offensive and defensive efficiency improved tremendously as well as awareness and game knowledge
PE G260	cSLO 3	Fall 2015	There were 20 students that participated in the test in which 18 showed an improvement within the scrimmages (90%)
PE G260	cSLO 3	Fall 2016	Improvement was assessed via win and loss record and third place finish in state championship
PE G260	cSLO 3	Fall 2016	Statistical and video analysis demonstrated tremendous growth in water polo knowledge and tactics
PE G260	cSLO 4	Fall 2016	Video analysis and win loss percentage demonstrate proficiency in tactics
PE G260	cSLO 5	Fall 2016	Athlete experience was very positive in during end of season evaluations.Ability to handle stressful game management improved.
PE G272	cSLO 2	Fall 2015	The data shows that there was an 83% success rate.The majority of the students recorded running 3 days per week.This data is evidence that the majority of students gained an appreciation of running and it became a leisure time activity.
PE G272	cSLO 2	Fall 2016	100% of student-athletes successfully satisfied the SLO.This indicates that they understand the health benefits of staying active and running has become a leisure time activity.I feel that I have been successful as their coach because I have created a fun environment for running and staying fit.
PE G273	cSLO 1	Fall 2016	Analyzing the students and evaluating their progress was done.For the most part all had a clear understanding of the expectations and the importance of fundamentals and how they influence the game.
PE G273	cSLO 2	Fall 2015	90% of the students demonstrated a great deal of knowledge in applying the individual skill and applying them in conjunction with their teammates in a constantly changing competitive situation. 5% of students did grasp the concept but clearly have room for improvement.The other 5% were unable to understand what skill to apply during the assessment.
PE G273	cSLO 2	Fall 2016	There were 18 students that participated in the test in which 15 showed an improvement within the scrimmages via small sided and full field games.
PE G273	cSLO 3	Fall 2016	Of the 18 players that started the season, 15 demonstrated an acceptable competency for this assessment.Some factors that weighed on the results are importance of fundamentals and break down of team tactics.
PE G273	cSLO 3	Fall 2016	Game results and statistical analysis demonstrated growth in soccer knowledge and tactics.
PE G273	cSLO 4	Fall 2016	Those athletes who showed proficiently in this SLO were able to able efficiently execute various patterns of play based on the position of the defenders through scrimmages, short sided games and passing sequences to goal.
PE G273	cSLO 5	Fall 2016	Athletes struggled to maintain a clear common goal due to the lack of motivation and large gaps in skill level demonstrated at daily training sessions.
PE G274	cSLO 1	Spring 2017	The student athletes were tested physically and mentally on their understanding of the fundamentals of softball.Some of the assignments required were hitting to targets in left center and right center.This was done to teach the student-athletes how to properly get their bat barrel through the ball.Another test that was conducted was the throwing test.Each athlete had to throw to three different targets on their partner the head, the chest, and the waist.This taught the athletes how to throw with control when there is a force out versus a tag play.On both of these tests the athletes performed a 80% or better.The exam that was used to test their basic fielding fundamentals was EDDS or every day drills.The goal of this exam is to cleanly field 4 or better

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			out of 4 sets of 5 ground balls. We tested them on short hops, forehand, backhand, and on the run ground balls. Eight athletes received 5/5 and four athletes received 4/5.
PE G275	cSLO 1	Spring 2017	All students swam personal best times in our conference championship swim meet. This demonstrates all students are learning the most proficient swimming techniques and their cardiovascular fitness has improved.
PE G275	cSLO 1	Spring 2017	All students swam personal best times in our conference championship swim meet. This demonstrates all students are learning the most proficient swimming techniques and their cardiovascular fitness has improved.
PE G275	cSLO 1	Spring 2017	Every student swam personal records at our final swimming competition. Cardiovascular fitness and swimming technique improved.
PE G275	cSLO 1	Spring 2018	All students swam personal bests at our end of season conference championships swim meet.
PE G275	cSLO 2	Spring 2018	The students are achieving at an acceptable level and the enhanced communication resulted in a more dynamic class setting for learning.
PE G275	cSLO 3	Spring 2018	All students achieved mastery of swimming and were able to complete competitive races without disqualification.
PE G278	cSLO 2	Fall 2015	Video analysis is an excellent learning tool. Individual skills and team video is taken, analyzed and feedback concerning technique is provided to the students. Students observe correct and incorrect techniques and adjust accordingly. Statistical data is taken on the fundamental skills of volleyball, passing, serving, setting, blocking, hitting, and digs throughout the season. The data demonstrates steady improvement by the students in all of the fundamental volleyball skills.
PE G278	cSLO 2	Fall 2016	Video analysis is an excellent learning tool. Individual skills and team video is taken, analyzed and feedback concerning technique is provided to the students. Students observe correct and incorrect techniques and adjust accordingly. Statistical data is taken on the fundamental skills of volleyball, passing, serving, setting, blocking, hitting, and digs throughout the season. The data demonstrates steady improvement by the students in all of the fundamentals.
PE G278	cSLO 2	Fall 2017	The results of the data indicated we were a poor passing team. The single most important skill to a solid team.
PE G279	cSLO 4	Spring 2016	The players orally describe the opponents' offensive and defensive tactics. The players then describe their plan to counter attack the opponents' tactics.
PE G279	cSLO 4	Spring 2017	The data is clear that the techniques I teach and the offensive and defensive systems work to defeat the opponents. Additionally, the tactics I teach to analyze the opponent and develop a winning strategy is working. 2017 Conference champions and 2 of my teams made the state championship.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G103	cSLO 1	Spring 2017	My plan is to change this assessment method from an open-ended question to a multiple choice question. With so many of our students being ESL learners, I feel they are more comfortable and will have greater success with multiple choice questions. I plan to address this SLO in the future to see if this change creates more student success.
PE G103	cSLO 2	Fall 2016	Whenever a multiple-choice quiz is used, there is always the fear that students are relying on their memory and may not truly comprehend the information.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			Therefore, I plan to incorporate more discussion opportunities. Discussing the course topics among peers, will foster a deeper understanding. I plan to conduct the chapter reviews as open discussions. Each student will provide one question from the chapter and their classmates will have the opportunity to answer the question and include their perspective.
PE G103	cSLO 4	Spring 2018	I moved on to this SLO after having achieving successful assessments of others. I believe that the visual, auditory, and kinesthetic learning modalities used are producing excellent results.
PE G105	cSLO 1	Spring 2016	Since all class participants 100% successfully demonstrated this SLO, next semester another SLO will be used in assessment of the students.
PE G105	cSLO 1	Spring 2017	In future classes, more designated class time should be allocated to specific goal setting of individual strength and fitness goals within the first 1-2 weeks of the semester. Then adjustments and changes can be made to challenge the student as the class progresses.
PE G105	cSLO 3	Fall 2016	The assessment and analysis of this class will continue to progress with the adjusted needs of the students. Different types of equipment and variations in usage on the current equipment will continue to advance and become updated. Through positive instruction and proper equipment usage, this assessment will encourage the students to reach their personal fitness goals.
PE G110	cSLO 2	Spring 2018	Video analysis will be used in the future
PE G110	cSLO 3	Spring 2018	Video analysis of stroke technique will be used in the future.
PE G110	cSLO 4	Spring 2018	In the future I will ask the students to keep journals of our swim workouts to provide them with exercise materials for life long participation in aquatic exercise
PE G110	cSLO 5	Spring 2017	It is important to introduce students to all swim strokes to assess individual skill level and then create lessen plans to focus on the four individual strokes
PE G111	cSLO 1	Fall 2015	I think challenging these students further and pushing them to reach higher levels within the pool and their fitness levels will continue to b a challenge. Test sets are great measuring tool for us to continually adjust our teaching to their individual levels.
PE G111	cSLO 1	Fall 2016	For subsequent semesters I will use video analysis of each student to demonstrate their individual stroke efficiency juxtaposed instructional videos
PE G111	cSLO 1	Spring 2017	Video analysis of individual swimings will be utilized in the future to give students immediate feedback on swimming technique instruction.
PE G111	cSLO 2	Spring 2016	Continue to work on technique. Add additional yardage
PE G111	cSLO 2	Fall 2016	Swim test are paramount to student assessment
PE G111	cSLO 2	Fall 2017	Swim tests were able to successfully test for improvements to endurance, stamina, and demonstrated ability to advance to more demanding aquatic activities.
PE G111	cSLO 2	Spring 2018	If the future i will use current GWC student athletes to come demonstrate different techniques and strokes to the class.
PE G111	cSLO 3	Fall 2016	individual video analysis of students to critique their individual stroke progression will be utilized in the future
PE G111	cSLO 3	Fall 2017	Overall, students progressed nicely.
PE G114	cSLO 2	Fall 2015	The surf conditions were good this semester. I am please with the improvements the students attained.
PE G114	cSLO 2	Spring 2016	The surf conditions were good this semester. I am pleased with the improvements the students attained.
PE G114	cSLO 2	Fall 2016	The time spent in the pool working on the various techniques paid off. The students were better prepared for their first paddle out. I plan to continue to use the pool as a training ground.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G114	cSLO 2	Spring 2017	I plan to continue with the pool sessions. The controlled environment is an excellent teaching tool for the beginning surfer.
PE G114	cSLO 2	Fall 2017	Continue to work in the pool before paddling out in the ocean has been excellent. I plan to continue practicing in the pool prior to visiting the ocean.
PE G114	cSLO 3	Spring 2018	I will continue to work in the pool (controlled environment) for the first 2 weeks. The class then meets at the beach. We observe the waves, tides, wind, impact zone, shore break, rip currents, etc. in an environment that is always changing.
PE G130	cSLO 1	Spring 2016	In the fall I plan to spend extra time at the start of each class to reteach the process of applying breath to movement and having students journal about their stress and concentration pre and post class.
PE G130	cSLO 1	Spring 2017	Students have become increasingly more distracted making it challenging for them to be present. In the future semesters, I plan to use breathing exercises to help them navigate through those distractions as well as guide them as they move throughout all stages of their practice.
PE G130	cSLO 1	Spring 2017	I will use the results of this assessment to add a breathing segment at the beginning and middle of each yoga class. I believe by adding an energizing breathing technique at the beginning and a more relaxing technique at the end or middle of the class, more students will demonstrate an understanding of how the techniques differ and may be used to complement daily activities.
PE G130	cSLO 1	Spring 2017	As a result of this assessment, I will have student practice breathing techniques in 3 different positions. I will also vary the techniques to accommodate student attention to deep relaxation and the reduction of stress. I will also apply the third technique to help students with balance.
PE G130	cSLO 1	Fall 2017	Seeing the progress made with my class this fall on just breathing I found that I need to spend more time focusing on proper breath techniques as well as using the breath in a manner that feels most natural. This fall I had a number of students share how they were able to relax at work during their break or found a calm space before a test because they used the breathing techniques we worked on in class.
PE G130	cSLO 2	Fall 2015	The growth and change that this particular class made this fall was wonderful. The class was eager to challenge themselves but also very honest when they found a need to modify. We spent a good part of the beginning of the semester breaking down poses so that they were able to have the confidence to progress. I plan to have an assessment of specific pose progressions and the benefits of each throughout the spring semester. I feel it will help expand the understanding and purpose of each pose.
PE G130	cSLO 2	Spring 2016	This semester I changed my syllabus to include a well written example of a journal entry. Included with the example was highlighted, italicized and underlined text that indicated each of the SLOs being assessed throughout the semester. Also, I use Blackboard to offer students visual images and explanations for class practices and poses better facilitate understanding and help with journal entries.
PE G130	cSLO 2	Fall 2016	This semester I changed my syllabus to include a well written example of a journal entry. Included with the example was highlighted, italicized and underlined text that indicated each of the SLOs being assessed throughout the semester. Also, I use Blackboard to offer students visual images and explanations for class practices and poses better facilitate understanding and help with journal entries.
PE G130	cSLO 2	Fall 2017	There were many changes made to this course as we progressed through the semester. Using the responses I received from student online journals, I was able to give critical feedback to students throughout the semester. In the past,

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			I collected the journals at the end of the semester and was often disappointed in the outcome. Upon evaluation, I had students turn in their journal entries after each class. I was also able to respond to any questions, feedback, or suggestions given by students in a timely manner. I was also able to add more interesting topics that were more aligned with student interest. Because students were able to demonstrate the ability to perform basic poses, I believe in the future, it would benefit some of the students if I offered more information on a variety of modified poses or more advanced poses. This would help to empower all students at every level.
PE G130	cSLO 2	Spring 2018	At the start of the semester, the willingness to work on the foundation of each pose for both strength and stability was really influential on the student success this spring. I also had more students stay after to ask specific questions for how to modify a pose to best work for them. In the future, I would like to see if breaking students into small groups at the beginning of each class for the first week or two would help them advance their understanding of what works for them individually.
PE G130	cSLO 3	Fall 2015	With all the changes in education, I intend to add a group project at the end of each semester. I believe this will bring more creativity and engagement into the Yoga class. It will also raise the morale of the class and allow students to interact and build relationships. This will be used as a summative assessment. There will be time for collaboration, speaking and listening. I have also been using Blackboard to post pictures of Yoga poses and class notes for students to use in their journal writing. This seems very helpful.
PE G130	cSLO 3	Fall 2016	For future semesters, I would like to meet with the other instructor teaching yoga to come up with a common assessment and compare the results. I feel that we have great conversations about our assessments but seeing identical assessments side by side would be interesting to compare.
PE G132	cSLO 1	Spring 2016	I would like to use the plank assessment as a baseline test in the beginning of the semester and at the midway point in the class have them do a timed progressive increase once a week as a challenge at the end each class. Students continue to be surprised by their increased strength and endurance as we move through the class, creating new ways for them to gain confidence and see their improvement is powerful.
PE G132	cSLO 1	Fall 2016	This fall I had a number of students that were working on building strength from injuries they had suffered. I think that students would benefit from another opportunity to experience pilates for fitness. Creating curriculum to provide students a chance to create a foundation and then move on to work more focused on poses would be beneficial.
PE G132	cSLO 2	Fall 2015	At the beginning of the semester I created specific goals for each day, allowing students to focus on a specific movement while still rhythmically breathing. So often classes are holding the breath during an exercise then trying to catch back up once there is a break. It seemed that when it was a goal that I provided students were able to execute proper form while breathing properly. A directive focus was a positive way to create goals and direction early in the semester.
PE G132	cSLO 2	Spring 2017	Planning for the future with Pilates for Fitness includes creating another experience for students to have as well as helping guide students through breathing techniques. The physical challenges that students encounter throughout a class need to be redirected into focusing more on breathing and moving and less on the movement being "perfect".
PE G132	cSLO 3	Fall 2017	In upcoming semesters I would like to take time during class to work with students on an individual and or small group basis to work on poses they

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			would like more specific instruction with. With the number of students that I had that stayed after each class because they wanted addition clarification I realized that to take some time at the beginning of the semester to work in small groups could be beneficial too.
PE G132	cSLO 3	Spring 2018	So much of student success in the class is based on student attendance which can also be my biggest hurdle when trying to evaluate students on a specific day. Students are being assessed daily and provided with technique and form suggestions but if they are not present they are not being given the opportunity to learn. I would like to try to pick a specific goal for each week and have students work towards that goal and then build on that goal for the future weeks. I would also like to spend time each class to carve out 5-10 minutes to work on the mechanics of one pose and see if that doesn't help build their ability to use proper form.
PE G150	cSLO 2	Fall 2015	I will continue to work more with the beginner student to further develop the proper contact with the shuttlecock. I plan to discover techniques for students who are less mobile.
PE G150	cSLO 2	Spring 2016	I will continue to work more with the beginner student to further develop the proper contact with the shuttlecock. I plan to discover techniques for students who are less mobile.
PE G150	cSLO 2	Fall 2016	I will continue to work more with the beginner student to further develop the proper contact with the shuttlecock. I plan to discover techniques for students who are less mobile.
PE G150	cSLO 2	Fall 2017	I plan to continue with my instruction methods. I was please with the improvement of the class.
PE G150	cSLO 3	Spring 2018	I plan to continue the rules exam, student demonstration of the rules and etiquette required for the sport of badminton
PE G158	cSLO 1	Fall 2016	I would like to get the ball machines serviced. The beginner loves to hit with the ball machine. The machine provides a predictable ball flight. This is a great way to provide feedback and train the mechanics of the swing.
PE G158	cSLO 1	Spring 2017	Due to the positive results of this assessment for SLO1, I will look to use this assessment style of using a rubric in an applied setting to see if the results will stay positive in the next SLO.
PE G158	cSLO 2	Spring 2017	In future classes, include multiple days for which students are evaluated and to include a video recording of the evaluation to review with the students.
PE G158	cSLO 3	Spring 2016	Separating the advanced players from the less advanced players will allow me to have a more accurate evaluation of each player's skill level. This will allow each player to advance quicker and more opportunity for fewer distractions. I will also allow the advanced players an opportunity to teach the technique to the less advanced players. This will allow them to relearn the technique and break down the explanation of the skill, so that they too, understand the skill better.
PE G166	cSLO 1	Spring 2016	It is apparent that I need to bring in a more diverse set of exercise programs to satisfy the various levels of my students.
PE G166	cSLO 1	Fall 2016	Continue to instruct and demonstrate the proper form and techniques of the students workouts, not only in a group setting but an individual setting as well, on a daily basis.
PE G166	cSLO 1	Fall 2016	I plan on working more individually with each student so they can achieve what their individual goals are for the workouts.
PE G166	cSLO 1	Fall 2016	There will also be more training techniques added to help increase motivation in the students.
PE G166	cSLO 1	Spring 2017	I will continue to work individually with each student and try to diversify the exercises to create more interest in the subject matter.

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PE G166	cSLO 1	Spring 2017	It is to show proper demonstrations. in the future i think the addition of video demonstrations and pairing up students to learn more efficiently would be a possible improvement. Staying updated on current fitness programs is also important to effectively continue the process.
PE G166	cSLO 1	Fall 2017	I plan to continue with the same methods of evaluation. I also need to keep updated on the latest trends in workout programs to help improve attendance.
PE G166	cSLO 1	Spring 2018	I plan to increase the number of times each student is evaluated on their form to create more interest and determination to succeed.
PE G166	cSLO 1	Spring 2018	i think if we can update our current equipment it would benefit our students in a positive manner. Which would allow for more activities and exercises.
PE G166	cSLO 3	Fall 2015	I plan on continuing the same method of checking heart rates. I also am going to work harder with those students who have difficulty understanding the method for measuring heart rate.
PE G166	cSLO 3	Spring 2016	In order to improve student learning and increase the success rate of the assessment, students will now be asked to write a short statement describing why their RHR and working heart rate has improved or not improved.
PE G173	cSLO 1	Fall 2015	I plan to attend a level II strength and conditioning clinic this winter to acquire new teaching techniques to implement. I look forward to assessing those results.
PE G173	cSLO 3	Fall 2016	Students have achieved at an acceptable rate.
PE G176	cSLO 1	Spring 2016	In order to improve student learning, students will be asked to discuss their entries. This is an efficient way for the students to learn from other and gain a greater knowledge of the subject matter.
PE G176	cSLO 1	Fall 2016	I feel that the method of assessment used was successful. By completing a journal entry students are able to include a personal perspective. In order to have a higher rate of student success, I plan to give examples of the concepts I'm asking them to explain. This will limit the incomplete entries because I will address each concept and ensure they have an understanding of expectations.
PE G176	cSLO 1	Fall 2016	This course will continue to be taught using the same methods in the future since the results achieved were 100%. I will take into account better those students with language issues to be sure they fully understand these topics.
PE G176	cSLO 2	Fall 2015	In order to improve student learning and increase the success rate of the assessment, students will now write a journal entry after utilizing each facility. This will ensure that they are evaluating each facility. Therefore, when they are required to compare and contrast the various exercise facilities, they will already have a foundation for the topic.
PE G176	cSLO 2	Spring 2017	With such a perfect success rate, I do not have plans to change the instruction or evaluation of this SLO. I attribute some of the success to a stricter absence policy as well as implementing more creative workouts in various facilities.
PE G176	cSLO 3	Spring 2018	The class was able to see and experience the positive results that came from changing workouts every two weeks. Students found that the improvement they made from weeks 1, 8 and 16 were even more drastic than they thought.
PE G178	cSLO 1	Fall 2017	Individual work with each student will continue and i may implement a stretching program at the beginning of each class to improve on this SLO.
PE G178	cSLO 1	Spring 2018	I will make stretching a required part of the students personal program to ensure that each student maximizes their potential while working out.
PE G178	cSLO 2	Fall 2015	I will continue the process of properly teaching and monitoring students at different levels of fitness. I think changing and pairing up the students will others of same levels will and could benefit overall progress..
PE G178	cSLO 2	Spring 2016	I think I would using demonstrations and showing them different ways to reach their cardiovascular goals would be a good addition.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G178	cSLO 3	Fall 2015	I plan on continuing this method of measurement. I do have to get some type of interpreter in the class to reach the ESL students. They do work hard and attempt what is being asked but they still have trouble accomplishing what is being asked.
PE G178	cSLO 3	Spring 2016	In order to improve student learning and increase the success rate of the assessment, students will now be asked to write a short statement explaining the importance of measuring the exercise heart rate.
PE G178	cSLO 3	Spring 2016	I plan on continuing this method of measurement. I do have to get some type of interpreter in the class to reach the ESL students. They do work hard and attempt what is being asked but they still have trouble accomplishing what is being asked.
PE G178	cSLO 3	Spring 2017	skipped - Research Office Note
PE G178	cSLO 4	Fall 2016	The students have achieved at an acceptable rate.
PE G178	cSLO 4	Fall 2016	This method is a successful model for tracking the progress of each individual student. Some changes need to be made in the class listing to attract more students to this class.
PE G178	cSLO 4	Spring 2017	I will continue the same process and spend more individual time with the ESL students to insure that they get the maximum out of their fitness programs.
PE G178	cSLO 4	Spring 2017	its important to constantly change and update teaching methods. I think that students monitoring their progress weekly is a great way to see improvement throughout the semester. I will introduce video examples in the future.
PE G178	cSLO 4	Spring 2018	i think the upgrading current equipment and and marketing our courses will help with enrollment.
PE G181	cSLO 1	Spring 2016	In order to improve student learning and increase the success rate of the assessment, students will now be asked to describe the muscle groups being utilized by the exercise. This will create a more lasting impression of the use and proper technique of the exercise.
PE G181	cSLO 1	Spring 2016	Several students had difficulty understanding at first, however after using demonstrations, explanations the group that proved higher competency had to do with understanding the expectations.
PE G181	cSLO 1	Fall 2016	Students have achieved at an acceptable rate.
PE G181	cSLO 1	Fall 2016	I plan on using the same program development. There will be more one on one instruction and demonstrations will be added to help motivate the students in their individual programs.
PE G181	cSLO 1	Fall 2017	I plan to continue to work individually with each student and also plan on implementing more current workout techniques to peak interest in the class.
PE G181	cSLO 2	Fall 2015	I will continue this process with this class, and spend more time teaching them individually in order for them to reach their goals. While this assessment was positive I plan to create more individualized fitness plans to reach personal goals of each, while also continuing to emphasize the importance of lifting a comfortable amount of weight.
PE G181	cSLO 2	Spring 2017	I plan on continuing the same fitness program development. The use of journals and demonstrations are an effective way to model fitness program development. There will be more nutrition, health, and fitness articles distributed through out the semester also. The students enjoyed their experience in the class and I did as well.
PE G181	cSLO 2	Spring 2017	I will continue this process with this class, and spend more time teaching them individually in order for them to reach their goals.
PE G181	cSLO 2	Spring 2018	I plan on adding different methods of stretching and exercise to create more interest to those students that are in the beginning stages. I will do quarterly body fat testing also to help motivate each student to strive for better fitness levels.

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PE G181	cSLO 3	Fall 2015	I plan on continuing the methods that are being used in the future. I may also begin quarterly written reports on the students exercise programs also.
PE G181	cSLO 3	Spring 2016	I plan on continuing the methods that are being used in the future. I may also begin quarterly written reports on the students exercise programs also.
PE G181	cSLO 3	Fall 2017	Success was monitored visually and by taking notes on their time cards. Course was successful. Students progressed nicely through the semester.
PE G186	cSLO 1	Fall 2015	I plan to integrate the beginners with the advanced players more often. I feel the beginners learn faster when working with more experienced players.
PE G186	cSLO 1	Spring 2016	I plan to integrate the beginners with the advanced players more often. I feel the beginners learn faster when working with more experienced players.
PE G186	cSLO 3	Spring 2017	The students seem to respond well to tactile or kinesthetic learning. I feel the methods I used for this SLO worked well and would use it again.
PE G186	cSLO 3	Fall 2017	I will continue to learn new drills and teaching methods to help the less athletic/beginner students in the class. I would also like to include video to show the students the fundamentals of basketball.
PE G192	cSLO 1	Spring 2016	A change would be to provide each student with other students of their level to begin the class, with eventual migration to the entire class playing.
PE G192	cSLO 2	Fall 2015	One of the changes I will make in the future is vary the levels of scrimmages. An idea would be to create two courses for warm up and participation based off of their level of play
PE G195	cSLO 1	Fall 2017	Continue with multiple contact drills and feedback for the students. Using high level athletes to demonstrate skills has proven to be and excellent teaching tool.
PE G195	cSLO 3	Fall 2015	Separating the advanced players to do more advanced drills with players of their ability level will help to challenge them to improve. However, the lower skilled students may not improve as quickly
PE G195	cSLO 3	Spring 2016	Separating the advanced players to do more advanced drills with players of their ability level will help to challenge them to improve. However, the lower skilled students may not improve as quickly
PE G195	cSLO 3	Fall 2016	Separating the advanced players to do more advanced drills with players of their ability level will help to challenge them to improve. However, the lower skilled students may not improve as quickly
PE G196	cSLO 1	Fall 2015	Continue with assignment in the first or second week to observe a high level sand tournament to observe the skills and proper movement for 2 person sand volleyball.
PE G196	cSLO 1	Spring 2017	Continue with skill demonstration and peer demonstration. Continue with technical breakdown of the skills to live play.
PE G210	cSLO 1	Fall 2015	There is no need to change our conditioning program. We will continue to follow the L.A. Dodgers Off Season Workout Plan.
PE G210	cSLO 1	Spring 2016	A budget to get some better evaluation tools would help.
PE G210	cSLO 1	Spring 2016	Will continue to teach, mentor and challenge these student athletes. I would like to hold them more accountable to one another as this is a team setting.
PE G210	cSLO 1	Spring 2016	I would try to incorporate new ideas, concepts and plans to keep the student athletes engaged over their intercession class.
PE G210	cSLO 1	Fall 2016	The use of weight training should benefit swimmers in the future
PE G210	cSLO 1	Fall 2016	I feel that the assessment method and course content contributed to successfully achieving the SLO. To enhance the students experience I will now require the students to list performance goals in the beginning of the semester. This will allow me to take a more individual approach to the training programs I provide.
PE G210	cSLO 1	Spring 2017	skipped - Research Office Note

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G210	cSLO 1	Spring 2017	In the future I would like to have each athlete keep a journal and record how they feel physically and mentally as their physical fitness improves throughout the semester.
PE G210	cSLO 1	Spring 2017	I plan to continue with the workout methods. I feel they are proven but I will continue to educate myself on new techniques and equipment to improve my methods.
PE G210	cSLO 1	Spring 2018	We will use video analysis in the future to augment learning.
PE G210	cSLO 2	Fall 2015	We will continue to put these student athletes into competitive changing situations within our practice and competitions. Accountability and Responsibility will continue to be emphasized within the team environment. Competition and holding these students athletes to a high standard will allow us to be competing with the best.
PE G210	cSLO 2	Fall 2016	use video analysis to help educate best practices in swimming
PE G210	cSLO 2	Fall 2016	Keep the number of student/athletes down to increase the amount of repetitions for the high level players, thus increasing competency%.
PE G210	cSLO 2	Spring 2017	The changes would be to use video, while also incorporating scrimmage games with outside teams in the area. These results were helpful to assess our team progression.
PE G210	cSLO 2	Fall 2017	Our plan is continue with the same actions and continue to recruit the top level student/athletes that we can in the future.
PE G210	cSLO 3	Fall 2015	I am pleased with the outcome of the students based on the teaching methods we used this semester. This showed me that the teaching methods used, were effective and carried a higher value to the course. I plan to use the same video system (Hudl) and statistical recording programs in the future because the students were positive in their response to the information given to them.
PE G210	cSLO 3	Spring 2016	I would change very little, since these students did an outstanding job of following our goals and objectives for the semester.
PE G210	cSLO 3	Fall 2016	video analysis will be utilized to demonstrate best practices
PE G210	cSLO 3	Fall 2016	I will continue teaching them individually in order for them to reach their goals. While this assessment was positive I plan to create more individualized fitness plans to reach personal goals of each, the first 8 weeks of training. Once the group is more advanced we can proceed to further skills, tactics and fundamentals.
PE G210	cSLO 3	Spring 2017	Incorporate more drills that focus on the improvement of individual skills which will help with team strength.
PE G210	cSLO 4	Fall 2015	In order to improve student learning, future assessment of this SLO will ask students to identify and explain multiple rules. This will enhance the students' knowledge of track and field rules from various governing bodies. The amount of information provided to students regarding this topic will increase; however, the method of instruction will remain the same.
PE G210	cSLO 4	Fall 2015	There were a few questions that many didn't get correct. We will do a better job explaining those in particular so that more often the question is answered correctly.
PE G210	cSLO 4	Spring 2016	I would try to motivate the 4 students that did not reach the goal of becoming educated with the rules of the governing body of the sport
PE G210	cSLO 4	Fall 2016	video analysis will be implemented to augment teaching and retention of information
PE G210	cSLO 4	Spring 2018	i feel that recruiting more student athletes to this course would allow for further growth and development. The team was successful and they are transferring to 4 year universities.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G240	cSLO 1	Spring 2016	We will continue putting the student/athletes into situational environments that will prepare them to compete at a championship level. With emphasis being put on self-accountability during practice situations.
PE G240	cSLO 1	Spring 2017	We will continue putting the student/athletes into situational environments that will prepare them to compete at a championship level. With emphasis being put on self-accountability during practice situations.
PE G240	cSLO 2	Spring 2018	In order to improve upon our success rate I am making an effort to recruit more players at each individual position in case more injuries occur next year.
PE G244	cSLO 2	Fall 2015	I will continue to change their workouts based on my assessment of their fitness levels and racing performances.
PE G252	cSLO 1	Spring 2016	We talk to our kids about being responsible and accountable to one another. I feel that most understand this, however I will continue to find new ways to improve with team bonding.
PE G252	cSLO 1	Spring 2018	i think the planning to improve would be to always look for high level student athletes who represent the college well.
PE G252	cSLO 3	Spring 2017	I think that using video and also using examples of higher level athletes to our class would be helpful in the future. The use of pace clocks and stop watches is critical for us to monitor a students athletic progress.
PE G256	cSLO 1	Spring 2017	I will continue to focus on progressing from fundamentals to more advanced skills in order to have a 100% success rate. I believe that the assessment method is appropriate for this SLO. I plan to ensure student-athletes are successful in competing in their specific events by continuing to have effective training sessions.
PE G256	cSLO 2	Spring 2016	I am constantly developing new coaching strategies to bring about better results.
PE G256	cSLO 3	Spring 2016	In order to improve student learning and increase the success rate of the assessment, students will evaluate their performances by writing a brief description of their experience at each competition.
PE G256	cSLO 3	Spring 2018	In order to improve the success rate of this assessment, I will include a description of how to track their progress in the course syllabus and discuss in the first team meeting.
PE G258	cSLO 1	Spring 2017	I felt as if all the students should not have had the same goal. Some students showed strengths in one skill set, but not others. I will adjust the goal of the skill by the talent level of the player for next semester. I don't want the students to feel discouraged if they don't achieve a goal due to ability.
PE G258	cSLO 2	Spring 2017	I don't think I would change anything for this assessment. I believe that by having all the players play one game with each student, they are being challenged enough to demonstrate all the skills needed to perform volleyball at a good level.
PE G258	cSLO 3	Spring 2017	I'm going to make sure to address any question the students have, right away. It's important to stop training or the class to help the students all understand the rules of the game.
PE G258	cSLO 4	Spring 2016	Separating the advanced players from the less advanced players will allow me a more accurate evaluation of each player's skill sets. This will allow each player to advance at their own pace.
PE G258	cSLO 4	Spring 2017	I will incorporate more pressure situations for next semester. Allowing the students to play out more game like situations with only 1 point remaining will allow them more instances of pressure situations.
PE G258	cSLO 4	Spring 2017	The more experience the students have breaking down film, the better they will get at it. I will incorporate film breakdown even in the early stages of the season so they can learn early. As well as help the new students learn quicker than the previous semester of students.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G258	cSLO 5	Spring 2017	Goals and aspirations will always allow a group of students to grow closer to each other as well as build an understanding of the type of athlete each student is and would like to become. This was executed very well and at great moments. I could also add personal notes of success in this exercise.
PE G260	cSLO 1	Fall 2016	Video analysis will be a greater factor in teaching moving forward
PE G260	cSLO 1	Fall 2016	video analysis will be more thoroughly utilized for instruction
PE G260	cSLO 1	Fall 2017	In the future we will implement sport psychology to augment the learning and team building.
PE G260	cSLO 2	Fall 2016	Individual fitness and team tactics of water polo will be emphasized moving forward.
PE G260	cSLO 3	Fall 2015	We will continue to put these student athletes into competitive changing game like situations within our practice. Accountability, Responsibility and work Ethic will continue to be emphasized within the team environment. Competition and holding these students athletes to a high standard will allow us to be competing with the best.
PE G260	cSLO 3	Fall 2016	video analysis will be utilized in the future as a teaching tool
PE G260	cSLO 3	Fall 2016	Video analysis will become a greater portion of our preparation and teaching moving forward
PE G260	cSLO 4	Fall 2016	physical fitness needs to improve to optimize counter attack efficiency
PE G260	cSLO 5	Fall 2016	Daily practice need to emulate game situations of stress to become comfortable with the environment.
PE G272	cSLO 2	Fall 2015	In order to improve student learning the class will incorporate more informative discussions on the benefits of running. A deeper understanding of running will increase the likelihood that all the students will generate an appreciation for running as a leisure time activity.
PE G272	cSLO 2	Fall 2016	Now that this SLO has been successfully achieved I will focus on the next SLO. I look forward to having continued success for the department and student-athletes.
PE G273	cSLO 1	Fall 2016	I will continue to educate and implement new ideas, skill sets and techniques in order for our student to reach full potential.
PE G273	cSLO 2	Fall 2015	The assessment, clearly indicate that there was growth and success in the SLO's. What I can do to improve the SLO's is to focus on the developmental of team concept of the skill during small, sided games. Utilizing more the use of video to visually stop, explain and indicate the use of the individual skill in conjunction with those of their teammates in relation to the game, as it constantly changes during competition.
PE G273	cSLO 2	Fall 2016	One of the changes I will make in the future is vary the level of small sided and full field games to help keep the students engaged and competing at a high level.
PE G273	cSLO 3	Fall 2016	We will continue to evaluate and emphasize the importance, the understanding and simulation of game like situations in our practices. Competition and holding students athletes to a high standard will also allow us to be competing with the best.
PE G273	cSLO 3	Fall 2016	Plan to add video analysis into our preparation, teaching and assessment of students.
PE G273	cSLO 4	Fall 2016	Speed of play and physical fitness will help increase our ability to execute the counter-attack more successfully.
PE G273	cSLO 5	Fall 2016	In the future, I plan to provide a more clear understanding and expectations of team standards while providing an environment of hard work and accountability. In addition, incorporating team building activities sooner in the semester.
PE G274	cSLO 1	Spring 2017	Skipped - Research Office Note

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PE G275	cSLO 1	Spring 2017	In the future video analysis will be used to augment students learning.
PE G275	cSLO 1	Spring 2017	In the future we will use video analysis to help student learning.
PE G275	cSLO 1	Spring 2017	Video analysis in and out of the water will be utilized to demonstrate proper stroke technique. In addition advanced racing techniques will be applied.
PE G275	cSLO 1	Spring 2018	In the future video analysis will be used to augment teaching.
PE G275	cSLO 2	Spring 2018	In the future we will begin the team building exercises earlier in the year to enhance communication earlier in the competition season.
PE G275	cSLO 3	Spring 2018	In the future I will use video analysis to augment learning.
PE G278	cSLO 2	Fall 2015	I am very pleased with the student's improvement and success this season and feel this demonstrates the teaching methods used are effective. I plan to use the Hudl video system more and feel the students respond rapidly to this method of instruction. I plan to continue with the gathering of statistical data to provide tangible results based on contacts.
PE G278	cSLO 2	Fall 2016	I am very pleased with the student's improvement and success this season and feel this demonstrates the teaching methods used are effective. I plan to use the Hudl video system more and feel the students respond rapidly to this method of instruction. I plan to continue with the gathering of statistical data to provide tangible results based on contacts.
PE G278	cSLO 2	Fall 2017	The teaching methods and drills I use are proven to be solid. Although this season there was improvement but not at the rate I usually see.
PE G279	cSLO 4	Spring 2016	More video of the matches to provide more feedback.
PE G279	cSLO 4	Spring 2017	Continue with my system and tactics. Continue to educate myself concerning training methods and drills from elite coaches.