

Department/Program Annual Program Review Update Form - Spring 2010

I. General Information

Date: 6/4/10

Program/Department:

Physical Education

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Authors of Report:(liaison and department chairperson)

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

There have been a number of significant changes in the Physical Education Department since the last complete Program Review of 2008-2009. The following is a list of changes that have occurred within the Physical Education Department due to budget cuts and how these cuts have affected the department:

1) Cut of 1.0 full time classified position. This includes a .50 position in the Facilities and Equipment personnel in the men's locker room and a .50 position in the Fitness Center which must now be covered by fund 15.
Affect on Department: a) Classified Reduction means instructors will have to set up and take down equipment for activity classes. b) The Fitness Center will be required to raise funds for 50% of salaries and benefits or the center's hours will have to be drastically cut.

2) 5% reduction in course offerings. Affect on Department: Part Time instructors received less course offerings and the number of sections in some heavily impacted courses was reduced. We also lost the Personal Trainer Skills certificate and the night massage therapy program.

3) LLPE (non-credit) courses have been eliminated. Affect on Department: Physical Education/Wellness Coordinator position is now required to raise funds for 50% of their budget and community members have lost access to our facilities. This impact may not be felt until we have another bond or parcel tax on the ballot.

Additionally, the following changes have occurred within the Physical Education Department:

1) The Physical Education Department is hiring two full time faculty members in order to replace two full time faculty members who have retired. The Department is adding a Water Polo & Swim Coach/PE Instructor, as well as a Track & Field/Cross Country/PE Instructor. Affect on Department: This will further reduce offerings available to part time instructors, but will improve the success, retention, and transfer of the athletes in those sports (see athletics department program review).

2) The department has added the following new courses: Lacrosse, Outdoor Cycling and Spin & Swim. Affect on Department: This will allow us to keep current with what is happening at health clubs and with the population in general. Lacrosse is very popular in the high schools and may become the next sport at CCs.

II. SLO Information

	Total	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC*Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
Courses in Program	183	93	8	0	5	3
<i>Percent</i>		51%	4%	0%	3%	2%
	total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '10	'09- Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion	
Full-time Faculty in Program	13.25	13.25	0	0	12	
<i>Percent</i>		100%	0%	0%	0%	

Part-time Faculty in Program	32	32			2
Percent		100%	0%	0%	0%

***SLOAC means:** a complete SLO Assessment Cycle includes writing an SLO, assessing the SLO and the assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

There were three course-embedded assessment tools utilized. Assessment of short essays, multiple-choice and short answer final exams, pre and post-test midterm vs final exam tests and use of pre-post assessment of physical fitness relative to the SLO--Apply knowledge of basic fitness concepts as they apply to health and wellness. The instructors found that over 80% their students were successful in identifying and applying fitness concepts. A discussion about the wording of questions indicated that ESL students may have a problem with multiple choice questions that use the word "except". A discussion about essay requirements indicated that the group agreed that the emphasis should be on clarity and content not on the technical aspects of writing. Asking students to "use their own words" in their essays might yield less "cut and paste" from the internet. As a whole, short lectures (in activity classes) with a review of the reading assignments or quizzes appear to be the most successful teaching method for this SLO. Relative to physical performance in class, skills tests seemed to be the most popular choice of assessment. A pre and posttest of physical fitness in the areas of stretching yielded very significant improvements over the quarter. Measuring the inches lost also yielded marked improvements over the quarter in indoor cycling and aerobics courses. The implications of asking students to do "max" pre-test fitness testing at the beginning of the quarter was discussed. It was determined that this was not a good practice. Alternative tests were also discussed.

Enhancement:

The development of a statistical analysis of changes in fitness results across the curriculum might be considered. Working with the IR in the future would be key to this process. Making assessment tools such as the flexibility assessment being used by some instructors available to all instructors would help to determine if more of the students are gaining flexibility in their stretching classes. Incorporating more flex days to discuss the content of PE 70A and the assessment tools was a fruitful activity. Instructors and coaches are very busy, the college needs to set aside time for these activities to occur.

Suggestions for the SLOAC Discussion & Analysis:

- Detailed data supporting some or all of the statistics shown above.
- Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.
- What your goals were for any of the percentages above, and whether you achieved that goal.
- Evidence of value derived from the SLOAC process within your program.
- Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements to your program can be implemented within the division's existing structures and allocated resources, then consider this update form complete and submit to your division dean. If the changes identified require ADDITIONAL resources, then complete Step III (see next page).

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III. Resource Requests: (Use this section **ONLY** if you have a NEW resource request)

A. General Information

Date: 6/10/10

Program/Department: Physical Education

Authors of Report:

B. Resource Requests

Please submit your top three (or less) choices below in ranked order:

Item Name:	Cost estimate
New gym facility	??????

What SLO Assessment findings support and guide the resource request?

How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?

How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?

Other information that may be important to support your request?

If applicable, please describe why you do not have enough funding within your current budget allocation for this request.