

Basic Program Information

Department Name:

Physical Education

Division Name:

Kinesiology & Athletics

Program Mission(s): Believing that good health and fitness contribute to the overall quality of life, and are vital to healthful development and functioning across the life span and through the entire range of human circumstances, the mission of the Kinesiology and Athletics Division is to promote healthy living and healthy choices in our diverse student community. The PE-AA is the workforce development arm of this mission-the PE-AA combined with Certificate of Achievement is for those students who want to gain knowledge and experience to pursue careers in the Health and Fitness Industry, at the entry level.

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

Name	Department	Position
Don Mac Neil	Kinesiology and Athletics	Instructor

Total number of Full Time Faculty: 14	
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Total number of Part Time Faculty: 23	
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Please list all existing Classified positions:

Administrative Assistant, Facility & Equipment staff (2), Asst. Athletic Trainer

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Physical Education		AA	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
AA degree	7	9	7	0

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	6,297	6,283	6,009	-4.4%
Productivity (College Goal 2013-14: 535)	492	494	460	-7.08
Success	12,627	11,150	10,561	
Full-time FTEF	16.0	14.6	14.9	-2.0%
Part-time FTEF	11.7	11.7	11.6	-0.8%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
<input checked="" type="checkbox"/> (ADT is for Kinesiology, not PE)	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date. Currently, working on final

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The core classes of the PE-AA and their enrollment data are indicated below (table combines info where class names/numbers changed):

	2010-2011	2011-2012	2012-2013
PHED 1/KINS 1	89	158	154
PHED 2	269	224	220
PHED 3	92	78	52
DANC 10	159	226	285
PHED 4/KINS 4	356	463	458
PHED 8	140	145	154
PHED 67B/16B	55	57	65

Overall enrollment in the PE degree has increased sharply since 2010-11. Total enrollment in the core classes in 2010-11 was 1160, and in 2012-13 it increased 16% to 1380. The only notable decrease is in PHED 3, however this requirement is an “either/or” with DANC 10 and the increase in that class far outweigh the decrease in PHED 3. The overall department enrollment data hides this success, as the bulk of the department is activity classes that have been hard hit by changes in State legislation designed to decrease enrollment and provide less apportionment for PE and Dance students.

Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

There are a number of interesting differences in Kinesiology (KA) enrollments. KA enrollments showed that African Americans make up 7% of students, while they are only 5% of Foothill student body. However the reverse is true of Asian students (22% KA, 26% overall). All other groups saw differentiations of less than 2%. In terms of gender the distribution is the same as the college. In terms of age the KA students tend to be younger but 26% of the students are in the 40+ age demographic compared to 15% of Foothill students. Finally, KA students tend to be more educated than the general Foothill population with over 23% holding a degree of BA/BS+.

Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in your program, relative to the college goal and additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity is high and has increased in the core courses that comprise the AA. These are primarily online lecture courses. Outreach to CSU campuses with impacted Kinesiology programs has driven up enrollment in PHED/KINS 1 and 4.

Overall department enrollment and productivity have not fared as well. Changes in State law regarding repeatability of activity classes has sharply declined enrollment in the bulk of classes offered. Given this, productivity has not been the driving force in activity class enrollment over the course of the past few years, as we have been chasing enrollment to counter the effects

of the new laws. This is especially evident between 2011-12 and 2012-13. Although enrollment was strong in the PE-AA courses, we simply don't offer enough to counter the massive losses experienced in the activity.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course success is regularly over the College standard with more students withdrawing (typically) than failing. Activity class success is well above the targeted completion rate.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The degree completion rate has remained steady for the last three years (7-9) students. We are attempting to boost completion by focusing the PE-AA with workforce programs and providing clear paths to job placement as well as by stacking multiple certificates with the PE-AA. It is unclear at this time what the impact on completion will be with our new transfer degree in Kinesiology (which is currently awaiting State approval).

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

NA

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The AA-Physical Education degree is designed to meet the needs of students seeking a career in the fitness and wellness industry with some options for transferring to their choice of 4-year program institutions, however the new ADT in Kinesiology is

the program clearly designed to meet the needs of students who wish to prepare for transfer—and especially to the CSU system. We believe that there has been a number of students transfer every year; more hard data on this area might provide insight into why students with a degree in PE/KA. In addition, many of our students major in general studies, which enables them to sample the wide range of sciences before declaring a major.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:

<http://foothill.edu/president/basicskills.php>

If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes support Foothill's basic skills mission and students.

Students have opportunities to practice reading, writing, and critical thinking skills and online classes allow flexibility of scheduling so that students have more opportunities to get into the basic skill sections they need. Student-Athlete PE majors are strongly supported through coach involvement and study hall time to successfully complete basic skills classes.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

Students taking PE classes are typically seeking entry to 4-year programs in Kinesiology—many of which are highly impacted in the state. In the activity program, our assortment of 1-unit classes provides access to financial aid and other full time student benefits that many need to complete transfer curriculum in other Divisions.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

The AA-Physical Education degree is designed to meet the needs of students seeking a career in the fitness and wellness industry. New certificate programs are being created and stacked within this degree, and hands-on instruction is being worked into many classes connected with this program to better prepare students for the workforce.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact

Unit Assessment Report - Four Column

Foothill College

Program (KA-PHYS) Physical Education AA

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

the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

We have continued to move toward more structured yet analytical based assessments in all classes. There has been discussion about moving away

from objective (multiple choice) type exams and emphasis on assessments that allow for more creativity and analysis. Pedagogically, there has been shift to use primary documents and sources and their use in both assessments and in class.

How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

All Physical Education AA courses emphasis critical analysis and thinking as well composition and communication skills, which tie to PL-SLO-1 and PL- SLO-2. Because these skills are closely tied to all skills found in both workforce and basic skills, as well as to the greater good of all citizens, Physical education is an integral part of the college’s mission.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

With the ADT in Kinesiology being added to our degree offerings there is an emphasis to stack certificates in to the native Physical Education AA and turn it more fully and strongly into a workforce program. Additionally, faculty in various programs have been working together to determine a unified “PE Workforce Core” of classes that all students should take. This will comingle students in different programs, building a stronger cohort and providing a greater breadth of ideas and experiences to all.

If your program has other outcomes assessments at the program level, comment on the findings.

No other assessments at the program level.

What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program’s student learning outcomes?

Full time faculty in Kinesiology and Athletics (KA) meet on a regular basis to discuss both the course and program SLOs and to evaluate their efficacy in demonstrating what skills our students need to exit from our courses and program. Adjunct faculty are involved in the SLO process as well, contributing reflections and engaging in dialogue about the course and program SLOs.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. 1 Increase the number of students completing the AA	n	y	Working to tie in PE AA curriculum to new and existing

degree			certificate programs for flexibility and efficiency.
2. Work with Marketing on web page development	n	y	Continue to pursue

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Increase number of face to face classes offered	Short (2 years)	This will work toward improving retention by building a more cohesive cohort of students	Data provided by office of instruction
Introduction of new certificates and curriculum	Short term anticipated Fall 2014	Diversity of certificates and curriculum might attract more students from different demographics	Fully completed process and State approval
More degree completions	On-going	Reach degree goal and provide increased work force development	Data provided by office of instruction

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassigned time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Continue to work on the synergy between the upcoming Kinesiology Transfer degree and the PE degree to help as many students as possible. Look to the other programs and their certificates (dance, etc) as possible building blocks for students to earn the PE AA.	The Kinesiology (ADT) degree has continued to move forward. Personal Training Cert and Fitness Instructor Cert will be moving to PARC for approval. Continue to work on stacking Certificate of Achievements in to the PE AA to help as many students as possible.

After reviewing the data, what would you like to highlight about your program?

Faculty in PE AA program continue to participate extensively on committees and other assignments in and out of the division, department, and college including attending national conferences, serving on Senate, statewide organizations, involvement on college and district wide committees, and participation in the C-ID project to ensure transferability of our courses for our students. The collaborative effort by faculty has led to stronger SLOs at both the course and program level and to the strengthening of collaboration of faculty outside the program for the benefit of students across the college. The addition of new certificates of achievement and the pending approval of the Kinesiology ADT, has increased enthusiasm in the department which has helped counter the tension created by changes to State laws in repeatability and the reduction of activity offerings. The departure of some long time faculty has allowed for courses to be taught by other faculty who look forward to engaging students and helping them enjoy the discipline. The future for the department will be filled with new challenges but the is looking bright.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

Strengths and successes of the program as evidenced by the data and analysis:
The work done in the past year to revitalize the academic footprint of the Division and create a strong workforce program for students seeking entry into fitness jobs has been incredible. Data suggests Kinesiology fields are growing rapidly, and with the retirement and aging of Baby Boomers, as well as ongoing national concerns regarding preventable health issues like diabetes and obesity it seems likely fitness professions will continue to seek qualified employees. Responding to this need with stacked certificates and linked programs will increase enrollment, provide new teaching opportunities, and draw a more lecture-seeking student population than we've currently served.

Areas of concern, if any:

Currently, our academic programs are listed on a side bar of our Athletics page. No true Kinesiology parent page exists, and this can be confusing. Additionally, this year all lecture-based classes were changed from "PHED" to "KINS." Although we tried to get

the word out, many students believed we weren't offering classes any more. Coupled with repeatability changes that drastically reduced enrollment in activity classes, the PE program currently feels very sparse, even though it has dynamic potential and students in the program are being well served. Delays in completing the various certificates that will be linked to the PE-AA degree are concerning. Growth in the AA is dependent on those other programs (this is both a strength and a challenge).

Recommendations for improvement:

With the dramatic change in focus degree, recommend careful revisiting of the Program-Level SLOs.

Completing the web page redesign is critical and should be pursued strenuously until finished.

Continue meeting with other faculty and advisory groups as needed to get the certificate programs completed. Keep working with other faculty to unify the core and get it into the catalog for next year. The new certificate classes should be included as well. This program will do better if students know what's available all at once.

d. Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review—**The PE-AA is scheduled for comprehensive review next year. However, we changed all classes in this program from PHED to KINS this year. Data collection doesn't adequately depict enrollment trends and won't for 2 more years. Additionally, massive changes in the focus of the degree (transfer to workforce) and linkages to anticipated programs in 2014 are likely to greatly impact the program. Recommend continued Annual Review next year and Comprehensive Review the year after that (2015-16) to better capture the true nature of the new program.**

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.