BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Physical Education (PHED)

Division Name: Kinesiology and Athletics Division

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

Name	Department	Position
Rita O'Loughlin	Physical Education	Full-Time Faculty
Lauren Hickey	Physical Education	Part-Time Faculty
Don MacNeil	Physical Education	Fullt-Time Faculty
Bubba Gong	Physical Education	Full-Time Faculty

Number of Full Time Faculty: 5 Full Time Faculty 8 Full Time Faculty w/loads split between PHED and ATHL

Number of Part Time Faculty: 19

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

Elizabeth Hunter, Division Administrative Assistant; Mark Darrah, Facilities and Equipment Coordinator; Jorge Carrillo, Facilities and Equipment Assistant; Michelle Schukraft, Athletic Trainer

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

Physical Education	Certificate	X AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

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

Transcriptable Program	2013-2014	2014-2015	2015-2016

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

AA in Physical Education	7	6	4

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

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
n/a			

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

n/a

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	5975	5434	3510
Productivity	PHED 458 PHDA 496 DANC 506	PHED 445 PHDA 256 DANC 585	PHED 429 PHDA 363 DANC 485
Course Success	PHED 86% PHDA 94% DANC 85%	PHED 88% PHDA 95% DANC 88%	PHED 90% PHDA 96% DANC 88%
Full-Time Load (FTEF)	PHED 9.5 PHDA 1.0 DANC 2.3	PHED 9.8 PHDA .09 DANC 2.1	PHED 8.4 PHDA 1.0 DANC 2.4
Part-Time Load (FTEF)	PHED 3.6 PHDA 0.0 DANC 0.6	PHED 3.9 PHDA 0.0 DANC 0.6	PHED 3.0 PHDA 0.0 DANC 0.6

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years):   Increase   Steady/No Change X Decrease

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

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American		x		X		
Asian	x			X		
Filipino		x		X		
Latino/a	x			X		
Native American		x		X		

Pacific Islander	x	X
White	x	X
Decline to State	x	X

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

Male:	X Above Level	At Level	Below Level
Female:	X Above Level	At Level	Below Level
<25 Years Old:	X Above Level	At Level	Below Level
>25 Years Old:	X Above Level	At Level	Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

> The PHED Programs include PHED (Physical Education), PHDA (Adapted Physical Education) and DANC (Dance). All three programs represent students from all ethnic and cultural backgrounds. This includes students with disabilities and Veterans. The PHED Programs serve the largest diverse student population within the college. There is representation from all ethnicities listed within the data profiles. The PHED Programs not only meet the goals of the College's Student Equity Plan but it exceeds it.
>
> The PHED Program Course Success Rates have continued to rise over the past three years ending 2015-16 school year with a 90% success rate for PHED, a 96% success rate for PHDA and a 88% success rate for DANC. These are the highest number of course success rates among the entire College. Course Success Rates for Targeted Groups went up over the past three years, ending the 2015-16 school year with 87% for PHED, 94% for PHDA and 80% for DANC. Course Success Rates for Not Targeted Groups also went up over the past three years, ending 2015-16 school year with 91% for PHED, 96% for PHDA and 90% for DANC. This again exceeds the College's expectation.

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

> The Kinesiology Division sent out a survey to over 5000 students. the purpose of the survey was to find out why student enrollment is down in PHED classes. The results of the survey have been very helpful in the planning and scheduling of existing classes as well as new classes. As a result of the survey the days and times that classes are being scheduled has been taken into consideration and followed up with the implementation of late afternoon, early evening and Fridays classes. We will continue to improve our scheduling with new classes being offered as a result of the feedback received from the survey. New approved curriculum and reinstated curriculum will be scheduled starting fall quarter 2017. Additionally, proposed curriculum upon approval will be available for scheduling fall quarter 2018. We will continue exploring new course ideas as we continue to reach out to students and the community for their feedback.

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

Program Productivity Trend: Increase X Steady/No Change   Decrease
Program Productivity (Compared to College):   Above Goal   At Goal   X Below Goal

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

All PHED Programs suffered a decrease in productivity as a result of the changes in repeatability. However, we are now starting to see a more steady state in most PHED Programs. With the implementation of new classes and the changes in scheduling next year we are hopeful that we will see a steady increase in productivity.

As mentioned previously the results of the survey that was sent to over 5000 students provided us with valuable information and feedback which we have already started to implement. This includes; the addition of courses scheduled later in the afternoon and evening and Fridays. And, we will begin to offer Saturday courses and possibly Sunday courses and late start classes. The results we received from the survey has really given us some good insight into areas that we can improve in and areas we need to consider changing. We will continue to reach out to students and the community for feedback.

Also, with the closure of the Middlefield campus the PHED Programs lost a lot of classes and students. Although some classes were relocated to the main campus, not all were and the PHDA Program is an example. The PHDA classes at the Middlefield primarily served the Older Students with Disabilities. Many live in the surrounding communities. These students did not consider coming to the main campus. Therefore, a goal for the PHDA Program to help increase productivity is to explore off-campus opportunities at sites in the Middlefield area.

The DANC Program has also been showing a steady state of growth since the change in repeatability. They have worked hard across the bridge to reach out to a diverse student population and in the greater community of Dance.

Another goal of the PHED Programs is to develop a closer relationship with other College Programs, which includes; Student Services, the Counseling Division, Health and Psychological Services, the Disability Resource Center and the Veterans Resource Center. All in an effort to build better communication and collaboration.

However, in order to achieve our goal of increased student enrollment and productivity facility issues must be addressed. The Fitness Center, which facilitated our most productive classes in the past, is in need of being updated. The survey results pointed to the fact that many students do not use our Fitness Center because they are members of other gyms or community centers. On any given day you can walk into the Fitness Center and find an out-of-order on more than one piece of equipment. To stay competitive in this market there is an immediate need to update the Fitness Center with some equipment being replaced with new and the purchasing of new equipment that is not already in the Fitness Center. But, ultimately the Fitness Center needs to be enlarged or relocated. Right now there is no space for floor activity. The spinning classes take place right in the center of an already crowded cardio exercise area.

Consideration should be given to the possibility of relocating the Fitness Center. An ideal location could be the old baseball fields located down below. There is ample parking that would be easily accessible for the Disabled. The free weight room is already located down there. There are updated restroom facilities. The football field and track are located down there, the tennis courts are located down there and the soon to come sand volleyball courts will be located down there. In the big picture this could be Foothill College's premiere Fitness Center or referred to as Foothill Fitness Club for the community

members. We could follow the model that the College of San Mateo implemented with their state of the art Fitness Center serving both students with classes and community members with memberships.

Other classes that are in need of new equipment include our Table Tennis classes and Spinning Classes. The Table Tennis classes are some of our most popular and productive classes. We offer two sections in the fall and spring quarters and one section winter quarter. Last year we served a little over 90 students. Due to the popularity of these classes the equipment is heavily used and we are in need of some new tables along with the supplies that are needed to conduct these classes. These request are listed in the resource request.

Our Spinning classes are also popular and productive. We offer three to four sections each quarter. There are twenty bikes available and classes are generally full. However, in order to maintain productivity in these classes we are in need of new equipment due to the present equipment being obsolete. For example, we are asking for new Spin Bikes because the present bikes are old and have been breaking down on a regular basis. Some of the bikes we can no longer get parts for because of the age. Also, an incident happened where while an Instructor was conducting class the handlebars on the bike he was using broke off.. This could have been a very serious situation. This is a sign of metal fatigue and ultimately is a big safety issue.

Lastly, any decline in PHED Program productivity could be the result of what the college is facing as a whole and that is the increase and popularity of online classes. This is another reason why is so important to update our facilities making them more attractive so that students stay on campus a little longer during their day and enroll in PHED classes saving money by ending their gym membership.

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

As mentioned above we will be exploring new course offerings, changes and additions to scheduling including; late afternoon and early evening classes, Friday and Saturday classes, and late start classes. Also, new classes will be offered beginning fall 2017 and new proposed curriculum is in the works with the intent on offering additional new classes fall 2018. We received very helpful feedback from the survey that was sent out to over 5000 students. We will continue to reach out to students and College programs such as; Student Services, the Counseling Division, Health and Psychological Services, the Disability Resource Center and the Veterans Resource Center in an effort to build better relationships and develop better collaboration. We are also actively pursuing other marketing

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion:	X Above Standard	At Standard	Below Standard
Targeted Student Course Completion:	X Above Standard	At Standard	Below Standard
Online Student Course Completion:	Above Standard	At Standard	Below Standard
In-Person/Hybrid Course Completion:	Above Standard	At Standard	Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:	X Above Goal	At Goal	Below Goal

Targeted Student Course Completion: X Above Goal   At Goal   Below Goal
Online Student Course Completion: Above Goal   At Goal   Below Goal
In-Person/Hybrid Course Completion: Above Goal   At Goal   Below Goal

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

The records show that the PHED Programs Course Completion Success Rate not only meets the College's expectation but it exceeds it. However, with that being said, as a Division we are always striving to make sure that every student has the opportunity and experience to succeed. This is primarily accomplished through open communication with each student and communication and brainstorming among Faculty. PHED Faculty stay up-to-date in their fields always bringing new, innovative ideas to the classroom to ensure a positive and successful experience.

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

n/a

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

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

If yes, in what venues do these discussions take place? (Check all that apply)
                    X Department Meetings X Opening Day   Online Discussions X Other:

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

n/a

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

The assessment and reflection of course-level Student Learning Outcomes and course completion data shows that the PHED Programs is getting it right. The target for success is always met. Changes that may come as a result of the assessment and reflection of PHED SLO's generally include additional request for resources. These request generally state the need for new equipment and/or supplies to keep up with the Health and Fitness Field and the Dance community. All of which helps towards ensuring the continuation of student success.

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

n/a

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

n/a

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

n/a

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

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

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

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

n/a

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

n/a

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

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

Objective	Year			
Repackage scheduling	Year:	Completed	X Ongoing	No Longer a Goal
Team with Student Services to promote benefits of exercise for improved academics	Year:	Completed	X Ongoing	No Longer a Goal
Creation of AA-T in Kinesiology	Year:	X Completed	Ongoing	No Longer a Goal
Repackaging of the Personal Training Program	Year:	X Completed	Ongoing	No Longer a Goal
Updating of Equipment	Year:	Completed	X Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal

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

The past program objective of updating equipment is the one ongoing objectives that really needs to be expedited. As mentioned previously our facilities are in need of being updated. However, if in the meantime we are able to purchase, sooner than later, new updated equipment and supplies this will put us in a better position to recruit and retain students while promoting student success.

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

n/a

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

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Implementation of Pickleball Classes	Fall 2017	30
Reactivation of Karate Curriculum	Fall 2017	30
New course proposals in both PHED and PHDA	Propose Spring 2017 w/implementation of classes Fall 2018	30
Update Fitness Center and Equipment: Replace at least three of the treadmills with new, replace existing upright stationary bikes and recumbent bikes with new. Replace 3 of the old Ellipticals with new Ellipticals that have arm activity. Purchase the smaller equipment listed in the resource request e.g. medicine balls, bands, ropes, kettle bells, etc.	Ongoing	
Utilization of new Soccer Fields	Completion date 10/15/17	

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

X Create a culture of equity that promotes student success, particularly for underserved students.

X Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

X Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
36 Outdoor Pickleballs	$40.00	Promote Student Success		X		
36 Indoor Pickleballs	$40.00	Promote Student Success				X
10 Butterfly Club 25 Rollaway Table	$9,949	Promote Student Success		X		

Tennis Tables			
300 Stiga 3 Star Table Tennis Balls	$225.	Promote Student Success	X
10 Stiga Table Tennis Nets	$250.	Promote Student Success	X
Mini Bands Med. 10 pk qty 15 @ 14.00 per pk.	$210.	Promote Student Success	X
XL 10 pk qty 2 @ 24.00 per pk	48.00	Promote Student Success	X
Hvy 10 pk qty 10 @ 22.00 per pk	$220.	Promote Student Success	X
XL Hvy 10 pk qty 1 @ 27.00 per pk	$27.00	Promote Student Success	X
Ext Hvy 10 pack qty 1 @ 25.99 per pk	$25.	Promote Student Success	X
XL extra 10 pack qty 1 @29.00 per pk	$29.00	Promote Student Success	
Stability Balls: 10 55 cm @ $33.00 each	$330.	Promote Student Success	
10 65 cm @ 39.00 each	$390.		
5 45 cm @ $29.00 each	$145.		
Medicine Balls:			
4 lb x 10 @ 27.00 each	$270.	Promote Student Success	
6 1b x 10 @ $37.00 each	$370.		
8 lb x 5 @ $46.00 each	$230.		

10 lb x 5 @ $53.00 each	$265.	
12 ob x 5 @ $63.00 each	$315.	
15 lb x 5 @ $70.00 each	$350.	
Training Ropes:		
40'(1")12lb x4 @ $70.00 per rope	$280.	Promote Student Success
40'(1.5")22lbx2 @120.00 per rope	$240.	
Training rope anchor 8 @ $26.00 each	$208.	
Kettle Bells:		
8kgx16 @ $43.00 each	$688.	Promote Student Success
10kgx16 @ $47.00 each	$752.	
12kgx16 @ $53.00 each	$848.	
16kgx16 @ $67.00 each	$1072.	
Weighted Vest:		
10 lb speed vest weight vest @ $175.00 each	$175.	Promote Student Success
TRX Suspension 10 pro series @ $250.00 each	$250	Promote Student Success
Foam Rollers:		

3' long x 6" round PB elite molded foram rollers x 30 @ $20.00 each	$600	Promote Student Success
Wood Free standing roller rach x 5 @ $100.00 each rack	$500.	Promote Student Success
40 Lacross balls @ $5.00 each Spin Bikes:	$200.	Promote Student Success
Spinner shift x 10 @ 1500.00 each bike	15000	Promote Student Success
Schwinn Airdyne Bike x 2 @ $1050.00 each bike	$2100.	Promote Student Success
Life Fitness Equipment: 2 Club Series Upright Lifecycle Bikes @ $3000 each	$6000.	Promote Student Success
2 RS3 Recumbant Lifecycle Bikes @ $2500 each	$5000.	
3 Life Fitness 95T Discover S.D. Treadmills @ $4500 each	13500.	
3 Precor EFX 5761 VY Ellipticals		

w/reciprocal arm movement @ $2500.00 each	$7500.	
2 Tennis Ball Carts @ $130.00 each	$260.	Promote Student Success

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

n/a

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

The extent of the equipment we were able to purchase mainly included small equipment used in our TAG classes and Yoga, Stretching and Pilates classes. These items included foam rollers, medicine balls and dumbbells. These classes are very popular and the availability of this equipment is necessary to ensure student success. And, the student success in these classes is almost always 100%.

SECTION 4: PROGRAM SUMMARY

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

Concern/Recommendation	Comments
Recommendation to offer classes at times that meet student demand (8:00 am, 12:00 pm and 6:00 pm)	With the feedback received from the survey changes in scheduling has occurred with classes being offered at times that students indicated were more desirable.

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

The PHED Programs offer a variety of activity classes that attract students from all areas of the college and all ethnics groups. Are student success rate is the highest within the College. This success rate reflects the hard work of our faculty as well as the number and variety of classes we offer to such a diverse student populations within the PHED Programs.. The PHED Programs include PHED (regular PE), PHDA (Adapted Physical Education) and DANC (Dance). Within these three programs the number of diverse students served is highest in the College. We serve all ethnic groups as well as Students with Disabilities and Veterans. Last spring we sent out a survey to over 5000 students. This was one of our first outreach projects. Due to the survey results, this quarter we implemented additional late afternoon, early evening and a Friday

course.   We plan to continue to implement changes to scheduling, add new innovative classes and reactivate old curriculum as a result of the feedback from the students stating what type of classes they would like to see us offer. We also will be reaching out to other College Programs to include; Student Services, the Counseling Division, Health and Psychological Services, the Disability Resource Center and the Veterans Resource Center. This is all in an effort of collaboration. We also plan to explore off-campus opportunities reaching out to the members of the communities that were left behind as a result of the closer of the Middlefield campus.

The PHED Programs took a real hit with the changes in repeatability. However, with that being said we have been able to build to a steady state of productivity. We are very confident that with our new leadership and the utmost commitment from our faculty we will continue progressing towards a steady increase in productivity.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

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

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

The Physical Education department has had a torrid four years following the State decision on Repeatability. Having said that, the department is beginning to stabilize its enrollment and has used the recent survey of Foothill students to schedule classes to best serve our student population. The department is scheduling more early morning, afternoon, and evening classes and has written new curriculum that will be in the 2017/18 catalog. Winter 2017 has seen the first year-on-year increase in enrollment in over five years, so it is evident that the changes implemented thus far are having some positive effect. The goal is to also increase enrollment and productivity in spring 2017 to continue this improvement. It should be noted that the division lost 100 students +/- each quarter when the Middlefield campus closed, so this enrollment recovery is all the more noteworthy.

The student success rates in PHED and DANC courses are excellent, particularly for underrepresented student populations and the division should be commended for this. There is still work to be done to completely close this gap and the division faculty are clearly committed to helping the college achieve its Equity goals.

Finally, the move to the Sunnyvale Center did make it difficult for our PHDA (Adaptive Fitness) students to attend classes and we are looking at ways we can teach these classes back in the community. The instructor who taught these classes was very productive and the division needs to find a way to serve those adaptive fitness students again.

6B. Areas of concern, if any:

Despite the positive changes over the last year, there are still some pressing issues that will have to be dealt with if the PHED/DANC/PHDA programs are to become more productive. First and foremost, they need to keep developing new curriculum as many classes are fashionable for a time (SPIN, for instance) and then make way for a new fitness craze. We cannot keep abreast of all new developments, but the faculty has to be willing to retrain to teach new classes when necessary.

The division infrastructure is woefully outdated and is in need of complete renovation; the pool area, both gyms, the Fitness Center, and the two Dance/Yoga studios have not been significantly updated since 1961. It is hard to attract new students when the facilities are so threadbare. Upgrading the facilities will also bring in more rental income. The college must look closely at this area before the repair bill becomes more expensive.

It is worth noting that productivity for the division (which hovers between 270 and 370) can be improved and we hope to keep the level above 340/350 this year. However, the current staffing levels are consistent with those before Repeatability became an issue and there are currently fewer students on campus to take PE courses. As noted before, the full-time faculty will have to retrain to be able to teach the broader variety of courses currently taught by adjunct faculty.

6C. Recommendations for improvement:

The division faculty need to keep up to date with the latest fitness trends and make sure they are qualified to teach these new approaches. This will serve our students and provide a constant level of curriculum development necessary to keep up with student demand for new courses. The faculty should continue to work with the dean to look at ways to move adaptive fitness classes back into the community (at a satellite location in Palo Alto or Mountain View). Finally, the more responsive scheduling implemented in the fall should be further refined (based on the successes and failures of winter and spring 2017) to better serve the Foothill community with the courses people want when they want to take them.

6D. Recommended Next Steps:
> **X** Proceed as Planned on Program Review Schedule
> Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

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

I agree with the Dean – the department has made a great effort over the last year especially. The survey and working with other departments should yield benefits in the long term.

6F. Areas of concern, if any:

While the course level assessments were complete, some of the resource requests do not follow from the results.

Assessment Method:
Pre Assessment: 6 questions plus 5 goals in the 2nd week
Post Assessment: 6 questions plus 5 goals at the end of quarter
Assessment Method Type: Case Study/Analysis
Target for Success: 80 % of students will receive B or above grade
10/23/2016 - 95 % of students received A grade.
Result: Target Met
Year This Assessment Occurred: 2015-2016
GE/IL-SLO Reflection: Need Yoga bolsters and blankets.
GE/IL-SLO Reflection: Need Yoga bolsters and blankets.

Program Outcomes Assessments were not included for the Associates Degree?

6G. Recommendations for improvement:

Although PHED is mostly a service program, perhaps the department could explore data that looks at course taking patterns within the department as well as with other program.

The department might also consider sharing the survey results with other groups on campus such as Academic Senate, Deans, Student Equity Workgroup, Counseling, International Office, Sunnyvale Center etc as a way of building better understanding of the program campus-wide.

6H. Recommended Next Steps:
Proceed as Planned on Program Review Schedule
Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 10B - AQUATICS: LEVEL II, INTERMEDIATE SWIMMING - SLO 1 - Knowledge - Demonstrate intermediate level skill proficiency in treading water, breaststroke & butterfly. Apply basic knowledge of competitive starts and turns. Improve swimming endurance and overall level of physical fitness. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Instructor Observation **Assessment Method Type:** Presentation/Performance	10/26/2016 - 95% of students Demonstrated intermediate level skill proficiency in treading water, breaststroke & butterfly. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/26/2016 - 95% of students demonstrated intermediate level skill proficiency in treading water, breaststroke & butterfly. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		06/18/2014 - 80 percent of students were able to demonstrate an intermediate level skill proficiency in treading water, breaststroke, and butterfly. 100 percent of students improved swimming endurance and overall level of physical fitness. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Repeatability may be pushing students through the levels too quick as those students that were non-swimmers in 10A were then forced to take 10B. Most of the students are able to complete this SLO, however, it is apparent that there are two distinct groups of 10B swimmers. Those that took 10A having background in swimming and those that came as non-swimmers.	
	Assessment Method: Instructor observation	10/26/2016 - 95% of students show intermediate	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Discussion/Participation **Target for Success:** 85% of students show intermediate level skill proficiency.	level skill proficiency. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/26/2016 - 95% of students show intermediate level skill proficiency. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/26/2016 - 95% of students show intermediate level skill proficiency. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Physical Education (PHED) - PHED 10C - AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING - SLO 1 - Application of Knowledge - Develop improved cardiovascular conditioning through competitive swimming. (Created By Department - Physical Education (PHED))	**Assessment Method:** To show the ability to swim all four competitive swim strokes. **Assessment Method Type:** Observation/Critique **Target for Success:** 80% of students can swim all four competitive swim strokes.	06/18/2014 - 100% of students can swim all four competitive swim strokes. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 10C - AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING - SLO 2 - Application of Knowledge - Demonstrate and explain proper swimming techniques and demonstrate a knowledge of different types	**Assessment Method:** Show ability to write a week worth of swim workouts for a competitive swimmer. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students can write a week worth of	06/18/2014 - 100% of students wrote a week worth of swim workouts for a competitive swimmer. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of competitive workout planning (Created By Department - Physical Education (PHED))	swim workouts for a competitive swimmer.	2013-2014	
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 15A - BEGINNING PICKLEBALL - Application of Knowledge - Demonstrate and explain the basic strategies and rules of Pickle Ball (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/18/2017 **End Date:** 06/22/2018 **Course-Level SLO Status:** Active	**Assessment Method:** I will give a test on basic Pickle Ball rules and strategies. This test will cover everything in the course syllabus and description. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Our target for success is 80%. The reason being that we will cover these things in class everyday. If participation is good, the material should be learned.		
	Assessment Method: I will give a test on basic Pickle Ball rules and strategies. This test will cover everything in the course syllabus and description. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Our target for success is 80%. The reason being that we will cover these things in class everyday. If participation is good, the material should be learned.		
Department - Physical Education (PHED) - PHED 15B - INTERMEDIATE PICKLEBALL - SLO 1 - Application of Knowledge - Perform with increased proficiency the skill sets and techniques of intermediate Pickle Ball (Created By Department - Physical Education (PHED))	**Assessment Method:** I will give a test onIntermediate Pickle Ball rules and strategies. This test will cover everything in the course syllabus and description. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Our target for success is 80%. The reason		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 09/18/2017 **End Date:** 06/22/2018 **Course-Level SLO Status:** Active	being that we will cover these things in class everyday. If participation is good, the material should be learned.		
Department - Physical Education (PHED) - PHED 15B - INTERMEDIATE PICKLEBALL - SLO 2 - Application of knowledge - Demonstrate and explain the intermediate strategies at the Pickle Ball. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/18/2017 **End Date:** 06/22/2018 **Course-Level SLO Status:** Active	**Assessment Method:** I will give an intermediate skills test at the beginning of each quarter and again at the end. I grade on the improvement of these skills. **Assessment Method Type:** Pre/Post Test **Target for Success:** I expect an 80% success rate. We will be working on them daily and should see a high level of success.	12/08/2016 - I have not taught this class yet. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016	
Department - Physical Education (PHED) - PHED 19C - INTERMEDIATE KICKBOXING FOR FITNESS - SLO1 - Demonstrate proper alignment and advanced level of kicking/punching techniques. Be familiar with major muscles and bones related to anatomical Terminology in Kickboxing. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 01/04/2016 **End Date:** 03/21/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Pre_assessment: 6 questions plus 5 goals in the 2nd week Post_assessment: 6 questions plus 5 goals at the end of quarter **Assessment Method Type:** Case Study/Analysis **Target for Success:** 80 % of students will receive B or above grade	10/23/2016 - Over 90% of students received A grade **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 2 - SPORT IN SOCIETY - SLO -3 Application of Knowledge - The student will use their sport sociology lens to analyze a sport movie.The student will use knowledge obtained to critique and reflect on the movie. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/22/2013 **End Date:** 06/29/2015 **Course-Level SLO Status:** Active	**Assessment Method:** The student will take a sport movie and write a 3 -5 page paper using a sport sociology lens. The student will critique the film for social issues in sport then address the issues in the paper. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will complete the paper.	07/02/2014 - 81% completed the paper. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Physical Education (PHED) - PHED 21A - BEGINNING HATHA YOGA - SLO 1 - Application of Knowledge - Students can demonstrate/explain basic knowledge of anatomy, physiology and safety issues related to Yoga practice, including alignment, connection and transitioning safely between poses. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 01/04/2016 **End Date:** 03/21/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post Test to evaluate initial and final skill and technical level of proficiency in Yoga Technique. **Assessment Method Type:** Pre/Post Test **Target for Success:** 80% of students will pass the class.		
	Assessment Method: Students are observed and critiqued for basic knowledge of anatomy, physiology and safety issues (proper connection and alignment, especially in transitions between poses). **Assessment Method Type:** Observation/Critique **Target for Success:** Over 90 percent students successfully passed all requirements.	10/26/2016 - Over 90% of students were observed and critiqued in successfully demonstrating basic knowledge of anatomy, physiology and safety issues related to Yoga practice, including alignment, connection and transitioning safely between poses. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/26/2016 - 90% of students were observed and critiqued in successfully demonstrating basic knowledge of anatomy, physiology and safety issues related to Yoga practice, including alignment, connection and transitioning safely between poses. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2014-2015	
		10/26/2016 - 80% of students were observed and critiqued in successfully demonstrating basic knowledge of anatomy, physiology and safety issues related to Yoga practice, including alignment, connection and transitioning safely between poses. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Pre Assessment: 6 questions plus 5 goals in the 2nd week Post Assessment: 6 questions plus 5 goals at the end of quarter **Assessment Method Type:** Case Study/Analysis **Target for Success:** 80 % of students will receive B or above grade	10/23/2016 - 95 % of students received A grade. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** Need Yoga bolsters and blankets. **GE/IL-SLO Reflection:** Need Yoga bolsters and blankets.	
Department - Physical Education (PHED) - PHED 21B - INTERMEDIATE HATHA YOGA - SLO 1 - Application of Knowledge - Identify the principles and goals for Yoga practice. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 01/05/2016 **End Date:** 03/22/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Each student will be able to identify the principles of yoga practice and choose their goals and set an intention to meet those goals **Assessment Method Type:** Discussion/Participation **Target for Success:** 100% of students will be able to verbalize the principles and goals for their own practice		
	Assessment Method: pre_assessment in the 2nd week: 6 questions plus 5 goals post_assessment at the end of quarter: 6 questions plus 5 goals	10/23/2016 - Over 90% of students received A grade **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Case Study/Analysis **Target for Success:** 80% of students will receive a grade B or higher	2015-2016 **GE/IL-SLO Reflection:** It is important for students practicing yoga with basic knowledge of anatomy and kinesiology to prevent yoga related injuries.	
Department - Physical Education (PHED) - PHED 22A - INTERMEDIATE FULL-BODY FLEXIBILITY - SLO 1 - Knowledge - Identify the principles and goals for mobility and flexibility exercises. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/28/2015 **End Date:** 06/24/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Participation in identifying principles and goals. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will identify principles and goals for Pilates and flexibility exercises.	10/28/2016 - at least 80% of the students met the goal **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 12/15/2015 - 80 % of the students met this goal. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Physical Education (PHED) - PHED 22E - FUNCTIONAL TRAINING FOR THE ENDURANCE ATHLETE - SLO 1- Knowledge - Identify the different training modalities of functional training (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2014 **End Date:** 06/26/2015 **Course-Level SLO Status:** Active	**Assessment Method:** The students will be able to demonstrate specific functional exercises that increase strength and endurance . The student will also use proper terminology, proper technique, and design their own full body exercise program to do independently. **Assessment Method Type:** Observation/Critique **Target for Success:** 75% of the students will demonstrate the proper knowledge of the concept of functional fitness	10/27/2016 - 75 5 of the students met the goal. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 10/27/2016 - 75 % percent of the students demonstrated proper knowledge . **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** To make the experience better for the students a wide variety of equipment is needed to enhance the functional fitness course. 12/15/2015 - over 75 % of the students were able to demonstrate specific exercises used in in functional fitness. These students also should the	05/16/2016 - this class would be a better experience if the students were able to use such equipment as

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		ability to use this knowledge and design their own fitness program for them. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** One of the keys to be able to fully do a functional training program is having the proper equipment needed to that end this course needs equipment such as kettlebells and and a TRX training system which would enchanc the students experience.	Kettlebells, medicine balls, TRX bands and other types of equipment that is at the heart of functional training.
Department - Physical Education (PHED) - PHED 27 - WALK FOR HEALTH - SLO I Application of knowledge - Design and practice personal training programs for increased cardiovascular benefits (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 06/30/2014 **End Date:** 06/24/2016 **Course-Level SLO Status:** Active	**Assessment Method:** The student will be able to explain and demonstrate the principles needed in a successful walking program for improved cardiovascular health. **Assessment Method Type:** Discussion/Participation **Target for Success:** the target for success is that 70% of the students will be able to demonstrate the needed skills to design and complete a walking program.	10/27/2016 - 70% of Students met the target **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 10/27/2016 - 70% of Students met the target **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 12/30/2015 - most students were able to understand the importance of walking program and how it relates to improved health but they need to also begin to understand that this only one component in a well rounded fitness and health program. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Physical Education (PHED) - PHED 27 - WALK FOR HEALTH - SLO 2 - Application of knowledge - Demonstrate proper body mechanics for fitness walking	**Assessment Method:** Through observation and critique the student will demonstrate proper body mechanics needed for fitness walking .	10/27/2016 - 70% of Students met the target **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 06/27/2014 **End Date:** 06/26/2015 **Course-Level SLO Status:** Active	**Assessment Method Type:** Observation/Critique **Target for Success:** The target for success is the 80% of the students will be able to demonstrate the proper form for fitness walking.	2015-2016	
		10/27/2016 - 70 % **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/30/2015 - most students were able to understand the difference between fitness walking and walking. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Physical Education (PHED) - PHED 27A - RUN FOR FITNESS - SLO 1 - Application of Knowledge - • Practice progressively increasing running distances with improved time (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 06/28/2014 **End Date:** 06/27/2015 **Course-Level SLO Status:** Active	**Assessment Method:** The student will run a two mile pre/ post test and should show and improved time from pre to post test. **Assessment Method Type:** Pre/Post Test **Target for Success:** 75% of the students should show a improved time in there pre and post tests.	10/27/2016 - 75% of the students met the goal but the students who did not attend showed either no change or did worse. It is important that the importance of participant is the key to showing improved times which means improved cardiovascular health. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/27/2016 - 75% of the students met the goal but the students who did not attend showed either no change or did worse. It is important that the importance of participant is the key to showing improved times which means improved cardiovascular health. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		12/30/2015 - 75% of the students met the goal but the students who did not attend showed either no change or did worse. It is important that the importance of participant is the key to showing improved times which means improved	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		cardiovascular health. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This course relates to livelong learning by allowing the students to learn the have the skills needed to choose the proper fitness program throughout their lifetime.	
Department - Physical Education (PHED) - PHED 27A - RUN FOR FITNESS - SLO 2- Application of knowledge - Understand the fluids, nutrients and caloric requirements for training (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 06/28/2014 **End Date:** 06/27/2015 **Course-Level SLO Status:** Active	**Assessment Method:** The student will be able to explain the principles of proper hydration and diet need to needed for a healthy running program. **Assessment Method Type:** Discussion/Participation **Target for Success:** 70% of the student should be able to explain and demonstrate proper knowledge of fluid intake and diet need for a healthy running program.	10/27/2016 - 75% of the students met the goal but the students who did not attend showed either no change or did worse. It is important that the importance of participant is the key to showing improved times which means improved cardiovascular health. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/27/2016 - 75% of the students met the goal but the students who did not attend showed either no change or did worse. It is important that the importance of participant is the key to showing improved times which means improved cardiovascular health. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/30/2015 - over 70% of the students met the goal. The interesting part was the lack of knowledge the students had when they stared the course of the importance of diet to help complete a successful running program. This is why I believe that more time should be spent on this in the future. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015	
Department - Physical Education (PHED) - PHED 36A - BEGINNING ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/23/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Working within a group, explain and demonstrate the technique of proper shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration. **Assessment Method Type:** Presentation/Performance **Target for Success:** 95% of the students should have the basic skill set for archery	12/11/2014 - Peer instruction is an important part of the teaching/learning process. Giving ownership to a class through peer instruction helps the students and instructor. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Physical Education (PHED) - PHED 36A - BEGINNING ARCHERY - SLO 2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric - cognitive) (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/23/2014 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 36B - INTERMEDIATE ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED))	**Assessment Method:** Working with a group, explain and demonstrate intermediate level of proper shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration.	12/08/2016 - Peer instruction is an important part of the teaching/learning process. Giving ownership to a class through peer instruction helps the students and instructor. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/23/2014 **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation **Target for Success:** 95% should demonstrate intermediate level shooting techniques and basic teaching skills for archery	2015-2016	
Department - Physical Education (PHED) - PHED 36B - INTERMEDIATE ARCHERY - SLO 2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric - cognitive) (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/23/2014 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 36C - ADVANCED ARCHERY - SLO 1 - Application of Knowledge - Perform with increased proficiency the techniques for successful archery. (rubric - physical checklist) (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/23/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Working with a group, explain and demonstrate, critique teach basic shooting technique, safety and etiquette. Work in groups of three with each individual actively participating in the explanation and demonstration. **Assessment Method Type:** Discussion/Participation **Target for Success:** 95% of students should be capable of accomplishing the assessment goals.	12/08/2016 - Peer instruction is an important part of the teaching/learning process. Giving ownership to a class through peer instruction helps the students and instructor. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Physical Education (PHED) - PHED 36C - ADVANCED ARCHERY - SLO			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2 - Application of knowledge - Demonstrate and explain proper shooting technique and mental preparation. (rubric - cognitive) (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/23/2014 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 38C - BEGINNING BASKETBALL - Demonstration of Technique - Perform with an increasing degree of proficiency the offensive and defensive skills of basketball (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2013 **End Date:** 07/01/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Students will be put through a series of performance drills in which each will be graded on a 10 point scale. Drills will include Shooting,passing, and dribbling. **Assessment Method Type:** Presentation/Performance **Target for Success:** I expect all of my students to pass at with a B or higher.	12/08/2016 - 80% of my students passed with a B or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		12/08/2016 - 92% success rate. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/02/2014 - Out of my 30 students 27 scored and 8 out 10 or higher. The ones that did not show up the day of the test were the only ones who scored below 8. That is a 90% success rate. For a Beginning Basketball Class this looks to be right on target. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Physical Education (PHED) - PHED 38D - INTERMEDIATE BASKETBALL - Demonstration of Technique - A successful student will be able to demonstrate and perform the intermediate skills and			

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Physical Education (PHED) - PHED 38E - ADVANCED BASKETBALL - Application of Knowledge - A successful student should increase their knowledge of the advanced skills of game play with increasing knowledge of offensive and defensive strategies at advanced levels. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2013 **End Date:** 07/01/2014 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 40A - INTERMEDIATE VOLLEYBALL - SLO 1 - Application of knowledge - A successful student will be able to demonstrate and perform the intermediate skills and fundamentals of the game of volleyball. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 40A - INTERMEDIATE VOLLEYBALL - SLO 2 - Application of knowledge - A successful student should increase their knowledge of the intermediate skills of game play with increasing knowledge of offensive and defensive strategies. (Created By			

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
games skills. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 40C - VOLLEYBALL: GAME SKILLS - SLO 2 - Application of knowledge - A successful student will be able to demonstrate skills learned through class practice and playing the game of volleyball that promote volleyball as a lifetime activity. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active			
Department - Physical Education (PHED) - PHED 41B - INTERMEDIATE INDOOR CYCLING - SLO 1 - Application of knowledge - A successful student will be able to evaluate and measure personal fitness level and move towards improved cardiovascular endurance at an intermediate level. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Student will show improved fitness by working longer and at higher levels then when the class began. The student will demonstrate how to Use RPE to measure their personal fitness level **Assessment Method Type:** Observation/Critique **Target for Success:** 75% of the student will meet this goal.	10/28/2016 - 89% **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 06/12/2014 - greater than 75 % of students met the goal. The teaching of RPE would be made better if the students could see how heart rate is related to RPE **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** heart rate monitors 06/12/2014 - Although the target was met there	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		seems to need to show how heart rate and RPE relate to each other, a good way to teach this would be if students were able use heart rate monitors to see the relationship to RPE and heart rate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** heart rate monitors	
Department - Physical Education (PHED) - PHED 41B - INTERMEDIATE INDOOR CYCLING - SLO 2 - Application of knowledge - A successful student will be able to demonstrate an understanding of cadence control as it pertains to both hills and sprints - which relates to "terrain or geography of the intermediate level ride". (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Observation during class of student's cadence during hills and sprints **Assessment Method Type:** Observation/Critique **Target for Success:** 80%	10/28/2016 - 82% **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		12/17/2014 - 80% of students demonstrated cadence control during hills and sprints. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Physical Education (PHED) - PHED 41C - INTERMEDIATE CARDIO INTERVALS - HILLS & SPRINTS - SLO 1 - Application of knowledge - Demonstrate correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Observation of students demonstrate correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency. **Assessment Method Type:** Observation/Critique **Target for Success:** 80% of students will demonstrate correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency.	10/28/2016 - 90% **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/28/2016 - 84% **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/23/2013 **Course-Level SLO Status:** Active		The stationary bikes through normal wear and tear are reaching the point were they need to be replaced. Also newer stationary bike will help make for a better experience because of advancement in design	
		12/17/2014 - 80% of students demonstrated correct bio-mechanics on an indoor bicycle using the high performance bike fit which focuses on the saddle height for pedaling efficiency. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Physical Education (PHED) - PHED 41C - INTERMEDIATE CARDIO INTERVALS - HILLS & SPRINTS - SLO 2 - Application of knowledge - Demonstrate an increased and intermediate level understanding of cadence control as it pertains to both hills and sprints at an intermediate level. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Observation of students demonstrating an increased and intermediate level understanding of cadence control as it pertains to both hills and sprints at an intermediate level. **Assessment Method Type:** Observation/Critique **Target for Success:** 80% of students demonstrate an increased and intermediate level understanding of cadence control as it pertains to both hills and sprints at an intermediate level.	10/28/2016 - yes it was met **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** The stationary bikes are over ten years old and are breaking down which effects the students experience newer stationary bikes which are better design to enhance the students experience need to be purchased **Resource Request:** The stationary bikes are over ten years old and are breaking down which effects the students experience newer stationary bikes which are better design to enhance the students experience need to be purchased	
		10/28/2016 - Target met **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		12/17/2014 - 80% of students demonstrated an increased and intermediate level of understanding of cadence control as it pertains to both hills and	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		sprints at an intermediate level. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Physical Education (PHED) - PHED 45C - CIRCUIT TRAINING - SLO 1 - Application of Knowledge - Design and implement a strength training workout applying resistance principles to produce desired training effects (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Instructor observes student lifting at the beginning of the quarter and compares that with observations made at the end of the quarter. **Assessment Method Type:** Observation/Critique **Target for Success:** 90% of students are able to design and implement their own workout.	11/17/2016 - students were able to demonstrate increased strength throughout the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** New Treadmills, Elipticals, Stationary and Recumbant Bikes	
Department - Physical Education (PHED) - PHED 45C - CIRCUIT TRAINING - SLO 2 - Application of knowledge - Demonstrate safe and appropriate use of resistance training machines and free weights (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **End Date:** 06/27/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Instructors observe if students demonstrate using the weight training equipment safely and effectively. **Assessment Method Type:** Observation/Critique **Target for Success:** 90% of students demonstrate using the weight training equipment safely and effectively.	11/17/2016 - 100% of students were able to demonstrate using the weight training equipment safely and effectively. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** New Weight Machines and other Resistance Equipment	
Department - Physical Education (PHED) - PHED 47B - THIGHS, ABS & GLUTEUS (TAG) - SLO 3 - Demonstration of Technique - 85% of students upon completion of the class will be able to demonstrate the proper	**Assessment Method:** Students will be observed and critiqued throughout the course for proper form and technique in a variety of lower body and core workouts.	10/26/2016 - 95% of students upon completion of the class will be able to demonstrate the proper form and technique for lower body and core workouts. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
form and technique for lower body and core workouts. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/22/2014 **End Date:** 06/27/2015 **Course-Level SLO Status:** Active	**Assessment Method Type:** Observation/Critique **Target for Success:** 85%	Target Met **Year This Assessment Occurred:** 2013-2014	
		10/26/2016 - 100% of students upon completion of the class will be able to demonstrate the proper form and technique for lower body and core workouts. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		06/16/2015 - 85% of students were observed demonstrating the proper form and technique for lower body and core workouts. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Physical Education (PHED) - PHED 47C - HIGH INTENSITY INTERVAL TRAINING (HIIT) - SLO 3 Application of Knowledge - Demonstrate knowledge of High Intensity Interval Training and how it benefits the muscular and cardiovascular systems of the human body. (Created By Department - Physical Education (PHED)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** I will conduct a final quiz which encompasses all aspects of H.I.I.T. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** I expect an 80% success rate since we will use a building block method teaching every student should be able to learn and retain the knowledge in this course.	10/26/2016 - Target met, students met demonstrated knowledge of High Intensity Interval Training and how it benefits the muscular and cardiovascular systems of the human body. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/25/2016 - 20 20 20 18 18 20 20 16 18 The final was out of 20 points. As you can see it every student got an 80% or higher. This was due to the fact that I had motivated students who participated regularly.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016	
Department - Physical Education (PHED) - PHED 49A - SURVIVOR TRAINING - SLO 2 - Demonstration of Technique - Demonstrate safe and appropriate use of free weights and other strength training apparatus. (Created By Department - Physical Education (PHED))	**Assessment Method:** A successful student will perform a pre and post test to demonstrate safe and appropriate use of free weights and other strength training apparatus. **Assessment Method Type:** Pre/Post Test **Target for Success:** 80% of students will pass with a grade of B or better.	10/26/2016 - 95% of students demonstrated safe and appropriate use of free weights and other strength training apparatus. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Assessment Cycles: End of Academic Year **Start Date:** 09/22/2014 **End Date:** 06/26/2015 **Course-Level SLO Status:** Active		06/16/2015 - 90% of students demonstrated sage and appropriate use of free weights and other strength training apparatus. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		06/18/2014 - 80% of students successfully performed a pre and post test to demonstrate safe and appropriate use of free weights and other strength training apparatus. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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 **Year PL-SLO implemented:** End of Academic Year **Start Date:** 02/08/2017 **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.	02/08/2017 - The PHED Program Course Success Rates have continued to rise over the past three years ending the 2015-16 school year with a 90% success rate for PHED. Course Success Rates for Targeted Groups went up over the past three years, ending the 2015-16 school years with 87%. These percentages indicate that students have successfully learned the required objectives of the PHED program. This includes the learning and understanding all the components of a Physical Education Program. Students applied these components throughout their participation in various PHED courses. Each PHED course can uniquely apply the components of Physical Education. Therefore, students who engaged in numerous PHED classes would have a broader knowledge of the value and application of these components. However, all students who successfully passed a PHED course should be able to communicate these components to a their professional staff. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-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	**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.	02/08/2017 - A student who successfully completes the PHED AA degree is exposed to variety of areas that cover the Physical Education Field and Profession. This includes not only PHED, but PHDA (Adaptive PE), DANC (Dance) Athletics, etc. They are also exposed to different age groups and populations. Throughout the	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
athletic emphasis. **SLO Status:** Active		program students learn and discuss different learning styles and the application of activity for these different learning styles. This is in addition to the other required courses outside the Kinesiology Division. The successful student now has the knowledge tools and confidence they need to transfer and successfully move forward towards the achievement of their next goal. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** Life long learning.	