



Southwestern Program Review PE and Health Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
[Course Completion Report](#)
[Course Completion by Course Report](#)
[Course Completion by Degree Report](#)
[Course Enrollments Report](#)
[GL Unit Costs by Fund by Unit Report](#)
[Graduates by Major Report](#)
[OLMIS](#) – Employment Opportunities
Persistence Report – being developed
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

The PE Health Program provides educational opportunities for all students in the SWOCC community, particularly in fulfilling the Health, Wellness, and Fitness requirements for the AA/OT, OTM, ASOT-BUS, AS, and AGS degrees. The PE Health Program also meets the following Health, Wellness, and Fitness student learning outcomes:

- Demonstrate an ability to develop principles related to the development and maintenance of wellness behaviors and life-long behaviors.
- Demonstrate an ability to develop skills and to select practices and activities that contribute to lifetime health-enhancing behaviors.
- Demonstrate an ability to develop, implement, monitor, and evaluate a personal fitness and wellness program.

Administration

- **Faculty / Staffing:** Physical Education has 5 full-time faculty member. During the 2010-2011 school year the department had 6 full-time faculty, that number dropped to 5 in 2011-2012 and then to 4 in 2012-2013. The number returned to 5 in the winter term of 2015. There are currently 14 part-time instructors teaching a variety of 1 credit activity courses and 3 credit PE content courses.
- **Professional Development:** Faculty may apply for professional development financial support and have in the past.
- **Support Services used (or identified need):** The Tutoring Center on the Southwestern Oregon Community College Coos Bay Campus provides support services for students needing additional help with the Physical Education program. Coaledo 5 is a student study room appropriate for study groups, tutoring sessions, or mini seminars.
- **Advisory Committee (activities and membership):** N/A
- **Community Relationships / Partnerships:** N/A
- **Program Accreditation (if applicable):** N/A

Curriculum

- **Degrees/Certificates offered and changes since last review:** SWOCC currently offers the ASPE for students interested in becoming a health or physical education teacher.
- **Course list and changes since last review, including new and revised courses:** All Physical Education course outlines and student learning outcomes have been updated.
- **Career Pathway/Program of Study Efforts:** N/A
- **Delivery Methods/Instructional Methodology:** Traditional Instruction is supplemented with online resources and curriculum.
- **Articulation/Transferability:** In the past, SWOCC ASPE courses have had been reviewed to verify alignment with Oregon universities. The most recent alignment was with Eastern Oregon University, but is not current and needs to be reviewed. This review needs to occur regularly as well as the discussion to align with other universities and other health, physical education and recreation programs.
- **Dual Credit offerings:** Currently SWOCC offers 2 activity courses at one local high schools and one full-time faculty mentor. In the past we has offered Health and Wellness courses as well.
- **Course scheduling issues:** Physical Education course schedules are reviewed each term with course completion and enrollment numbers used to determine future course offerings.
- **Instructional Materials (textbook, software issues):** The full-time physical education instructors select the health, wellness and physical education textbooks. The textbooks are available in the College Bookstore and from online sources, and are generally easily and readily available for students.

Students

- **Special Populations:** The Physical Education program special populations would include any students interested in completing their 3 credit of Health/Wellness requirement for the AAOT or any student interested in maintaining their fitness through daily activity.
- **Recruitment:** The Physical Education program does not actively recruit.
- **Advising:** To facilitate accurate advising, Physical Education needs advising sheets to properly direct students interested in becoming a health/physical education teacher.
- **Student Satisfaction:** Evaluations for the full-time Physical Education instructor who teaches Physical Education has an average student rating of instruction at 4.05 out of 5.0. Students comment favorably about the instructor, and the average course completion rate for the last five years is an impressive 84%.
- **Student Assessment Methods:** Student learning outcomes for physical education courses are assessed through lab exercises, quizzes, homework assignments, lab reports, mid-term exams and final exams.

Facilities/Budget

- **Budget Changes over past 4 years:** The physical education budget has slowly decreased over the last five years. The actual costs for the General Ledger in 2010 was \$532,043.00. With the reduction of a full-time faculty member, the budget dropped to \$478,284.00 in 2011 and in 2014 was at \$426,476.00.
- **Instructional Materials (software, supplies, etc.):** The physical education instructional materials is sufficient and the student recreation center is a strong piece of the success of the courses offered.
- **Equipment lists and needs:** The physical education lab materials are sufficient at this time, each fall instructors will be allowed to request items to be purchased from the supplies budget to improve their course offerings.
- **Facilities lists and needs:** The physical education facilities are adequate at this time, but as the facilities master plan is developed, there are some areas that need to be addressed to maintain the facilities wear and tear in the hopes of preventing major damages.
- **Student fees:** PE 231, Wellness for Life requires blood tests for each student; the fee for this is currently \$35 and is covered in the student's general fees for all classes.

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures - Criteria

Outcome	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate an ability to develop principles related to the development and maintenance of wellness behaviors and life-long behaviors.	80% of students will score 80% or higher on their HE 250 notebook.	HE 250 Notebook	HE 250	Winter 2015
	80% of students will score 80% or higher on their HE 250 reflection paper.	HE 250 Reflection Paper	HE 250	Winter 2015

Results: For the HE 250 Notebook, 100% of the students scored 80% or higher, which exceeded the targeted goal. For the HE 250 Reflection Paper, 100% of the students scored 80% or higher, which exceeded the targeted goal.

Analysis: The HE 250 Notebook is a journal that students are required keep throughout the term to track their physical and mental progression on certain topics covered in the course. Some of these topics include but are not limited to maintaining a healthy weight through nutrition and being physically active, dealing with stress and changing negative behaviors.

The HE 250 Reflection paper is an essay that is assigned at the end of the term. Students are instructed to write about what they learned this term and especially what this class has changed about them as a person.

Achieving 80% on these two written assessments indicates the student's understanding of well-being as a life-long progression, thus demonstrating the efficacy of the measurement tool in attaining this outcome.

Plan: Continue to use the results of the Notebook and Reflection paper as tools to determine students understanding and learning progression.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate an ability to develop skills and to select practices and activities that contribute to lifetime health-enhancing behaviors.	80% of students will earn 80% or higher on the news article of the week. (J. Cooper)	News article assignment.	HE 250 PE 231	Winter 2015
	80% of students will be able to identify a healthy range of body fat % based off height and weight. (T. Hoppe)	Written and oral assessment.	HE 250 PE 231	Winter 2015
	80% of students will be able to identify college-related stress. (D. Neal)	Written assignment centered on college stress.	HE 250 PE 231	Winter 2015
	80% of students will list the 7 dimensions of wellness. (K. Leavitt)	Written assignment Test	HE 250 PE 231	Winter 2015
	80% of students will know the caloric value of all 3 nutrients that provide calories. (A. Whitlatch)	Written assignment Test	HE 250 PE 231	Winter 2015

Results: For the news article of the week, 90% of the students scored 80% or higher. For identification of a healthy body fat range, 100% of the students were successful. For the identification of college-related stress, 80% of the students had successful identification. For the seven dimensions of wellness, 92% of the students were successful. For the three nutrient caloric values, 84% of students had successful knowledge of the subject.

Analysis: The news article of the week (referred to as “What’s News”) is a re-occurring opportunity for the students to engage themselves in public media to retrieve health-related news articles that interest them. The students are then required to write a 1-page paper summarizing the article including how it relates to Health and Wellness. The act of doing this activity in itself, verifies that the student has the ability to identify or more importantly, research lifetime health enhancing behaviors in media related materials, resulting in an effective measurement tool for this outcome.

In order to effectively analyze an individual's health, body fat should be considered. Students need the knowledge of not only a healthy range but how to obtain this information. The skin fold test is a detailed step-by-step process (which requires a trained tester) ending in body fat percentages through the use of a formula based off of the individuals height, weight and measurements taken. Student may also get this information through the use of a high end weight scale. The student is deemed successful not only if they can show a demonstration of obtaining body fat though the various procedures taught. Demonstration of this verifies the significance of how this measurement tool is successful in determining the related outcome.

Stress alone is a huge factor in one's health and wellness outcome. However, it has been researched that College-related stress is one of the most detrimental stressors put on individuals. Students with the knowledge to identify the signs and symptoms of stress, specifically college-related stress is considered successful for this outcome.

Wellness is considered living life to the fullest. Individuals are not able to do this without the seven dimensions of wellness. The students' knowledge that the seven dimensions are consisted of Physical, Social, Emotional, Intellectual, Spiritual, Occupational and Environmental demonstrates the effectiveness of this measurement tool for the related outcome.

Knowledge of the three nutrients that provide calories is important for nutritional reasons. Knowledge of the caloric value of each of the three nutrients is required to obtain the skill of creating nutritional limitations and meals for individuals who desire a healthy well-being. Therefore, successful results from this measurement tool indicates validity of the related outcome.

Plan: There is a good amount of measureable criteria that is associated with this outcome, each of which can only be measured through the analysis of a student's written assignment or exam results. Continuation of the use of these written assignments/exams to determine the related outcome should be considered.

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate an ability to develop, to implement, to monitor, and to evaluate a personal fitness and wellness program.	80% of students will earn 80% or higher on a ten-station work out plan. (T. Hoppe)	10-Station Workout Plan	PE 231	Winter 2015
	80% of students will earn 80% or higher developing a work out for a specific individual (K. Leavitt)	Work Out Plan	PE 267	Winter 2015

Results: For the 10-station work out plan, 100% of the students scored 80% or higher. It should be noted that only eight out of the 12 students submitted the assignment. Students who did not turn in the assignment received a ZERO for a grade. Results are from completed assignments only. Results were not found for the development of a workout plan for specific individuals, as the course was not held winter 2015.

Analysis: Having the ability to create an effective workout plan for an individual indicates the knowledge of wellness, personal fitness and the realms of personal training. To have knowledge of personal fitness and wellness as well as the ability to apply it to a daily workout program for certain individuals the purpose of this outcome.

Plan: Continue to use the 10-station workout plan to analyze students understanding and learning progression.

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – 2320

Exhibit I.B: Number of Students in Major: **N/A**

Exhibit I.C: Student Demographics (optional)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The total enrollments have declined steadily over the last five years with the highest enrollment in 2010 at 3507 students and the lowest enrollment in 2014 at 2320 students. The decline in enrollments needs to be analyzed further to determine which specific courses have lost enrollment or have been cut from the catalog.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects*
 1. Continue to use enhanced tracking to determine student enrollment in physical education classes
 2. Continue to develop curriculum and offer elective courses based in health, physical education and recreation.

II. Financial Viability

Exhibit II.A: Student FTE

Exhibit II.B: Billing Credits

Exhibit II.C: Cost / FTE

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The majority of the physical education budget is from salary and benefits for 5 full-time faculty members who also have workload associated with the athletic department. Along with the full-time faculty there are 14 part-time faculty who teach various 1 credit activities courses. The supplies budget for the physical education department is only \$5,000 for the entire year.

The average physical education annual student FTE is 189.19. The year 2010 had the highest student enrollments at 3507 students, and the year 2010 had the highest student FTE at 215.58.

The annual average physical education annual billing credits is 3692. Again, 2010 is the year of the most billing credits: at 4478 billing credits. The year 2014 reflects the low levels of billing credits: 155.25 billing credits.

Plan: *Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects*

1. Course enrollments will be evaluated for future offerings.
2. A better understanding of the decline in enrollment needs to take place for growth.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments

Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Average class enrollments for all physical education classes are 11.49 students per class.

Average student FTE to faculty FTE ratio for all physical education classes is 18.20.

Average course capacity (fill rate) for all science classes is 31%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects*
 1. Class enrollments for activity courses needs to be compared to that of lecture and online courses.
 - 2.
-

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Average course retention-completion rate for all physical education courses is 82%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects*
 1. Students are completed at a high rate, faculty need to determine what strategies are in place to capitalize on those strategies.
 - 2.

V. Program Student Success

~~Exhibit V.A:~~ Program Persistence from Persistence Report (being developed)

~~Exhibit V.B:~~ Program Completers (Graduated) (unduplicated student count)

~~Exhibit V.C:~~ Program Awards (all certificates and degree, duplicated)

~~Exhibit V.D:~~ Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)

~~Exhibit V.E:~~ Transfer Figures from Transfer Report (being developed)

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
N/A
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects
N/A

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmis/OlmisZine>

Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
OLMIS is not applicable.
- **Plan:** Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects
 - 1.
 - 2.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

PART D: Systemic Program Review

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues:

Proposed Systemic Project(s): Research and investigate alternative strategies and make appropriate changes.

Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses -33.9%

PE and Health -33.09%

>10 Growing Strong (20 pt.)

5-10% Growing (17 pt.)

0-5% Maintaining (14 pt.)

5-0% Dropping (10 pt.)

<-5% ??? (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
PE and Health					
Development of course outcomes				x	4
Mapping course to program outcomes				x	4
Multiple Assessment measures documented and mapped to program outcomes			x		3
Course Assessment data collected and analyzed			x		3
Assessment Data used to improve course teaching / learning and is documented			x		3
Total					17

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year

PE and Health 189.19

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week

PE and Health 84%

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year

PE and Health \$7,537.58

< \$1000/FTE (20 pt.)

\$1-2000/FTE (17 pt.)

\$2-3000/FTE (14 pt.)

\$3-4000/FTE (10 pt.)

\$>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE:**

PE and Health 63

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2016 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

PE/Health Program Operational Data						
Grades: No Q, No X						
Discipline: HE, PE, PET						
Subjects: HE, PE, PET						
Other Criteria:						
PART C: Program Operational Data Review						
Base Criteria: Activity codes- LDC						
I Enrollments	Source*	2010	2011	2012	2013	2014
Exhibit I.A: Total Enrollments (all terms)	CER	3507	3101	2813	2665	2320
II. Financial Viability		2010	2011	2012	2013	2014
Exhibit II.A: FTE						
Exhibit II.A: FTE for program courses	CER	215.58	207.54	188.54	179.05	155.25
Exhibit II.B: Billing Credits						
Exhibit II.B: Billing Credits for program courses	CER	4478	3896	3555	3385	3146
Exhibit II.C: Cost / FTE						
<i>Actuals: Cost for GL Unit XXXX (including FT and PT Faculty)</i>	<i>Budget</i>	\$532,043.00	\$478,284.00	\$461,594.00	\$431,702.00	\$426,476.00
<i>Student FTE (from II.A above)</i>	<i>II.A</i>	63.54	62.21	54.02	57.32	56.58
<i>Calculated Cost per Student FTE</i>	<i>Calculated</i>	\$8,373.36	\$7,688.22	\$8,544.87	\$7,531.44	\$7,537.58
III. Efficiency of Delivery		2010	2011	2012	2013	2014
Exhibit III.A: Course Enrollments						
Average Class Enrollments	CER	11.1	11.61	10.99	11.95	11.49
Fill rate	CER	34%	34%	33%	34%	31%
Exhibit III.B: Student FTE to Faculty FTE Ratio						
<i>Student FTE for Program Courses (II.A above)</i>	<i>II.A</i>	215.58	207.54	188.54	179.05	155.25
<i>Faculty FTE (FT and PT Faculty)</i>	<i>Deans</i>	16.3	13.44	10.1	9.63	8.53
<i>Calculated: Student FTE / Faculty FTE</i>	<i>Calculated</i>	13.23	15.44	18.67	18.59	18.20
IV. Instructional Effectiveness		2010	2011	2012	2013	2014
Exhibit IV.A: Course Retention – completion rate	CCR	87%	85%	82%	84%	82%
*Source Legend						
CER = Course Enrollment Report		Average total enrollments		2881.2		
CCR = Course Completion Report		Average enrollment changes		-33.90%		
GBM = Graduates by Major Report		Average student FTE		189.19		
SER = Student Enrollment Report		Average billing credits		3692		
Calculated = Calculated by Excel		Average student/faculty FTE		16.82		
		Average class enrollment		11.42		
		Average fill rate		33.20%		
		Average retention-completion		84.00%		

PE/Health Program Operational Data

Exhibit I.A: Total Enrollments

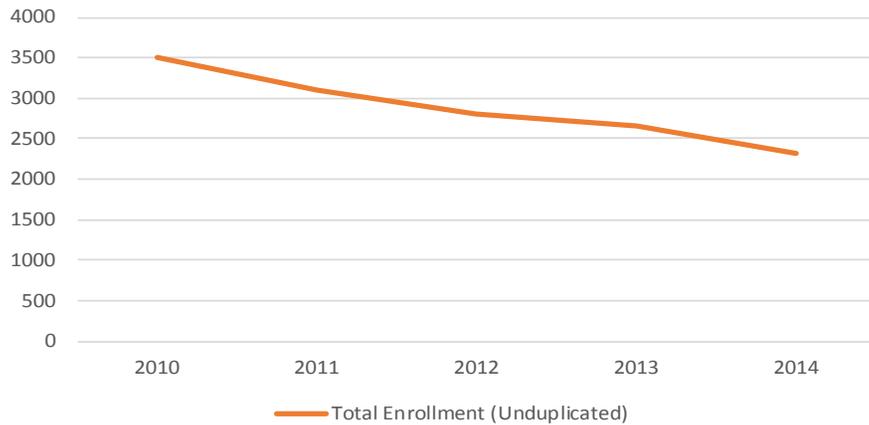


Exhibit II.A FTE

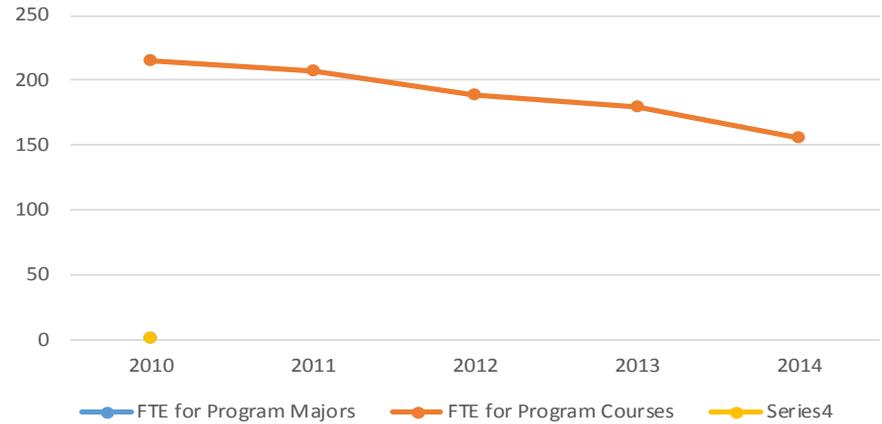


Exhibit II.B Billing Credits

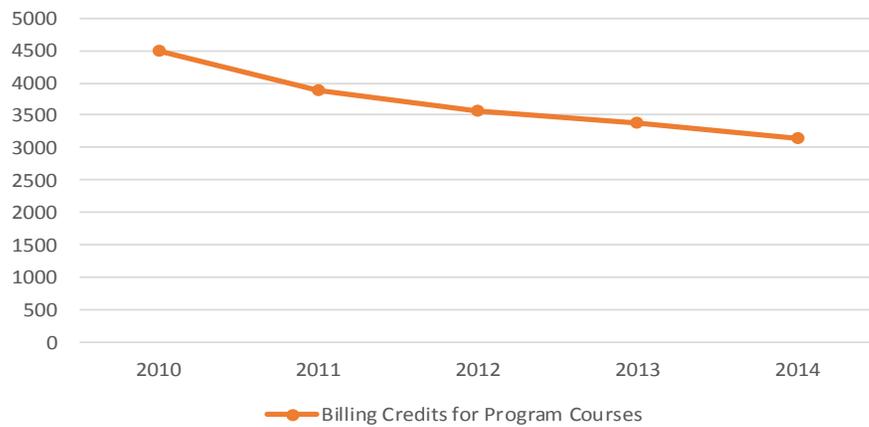


Exhibit II.C Cost / FTE



Exhibit III.A Average Program Class Enrollments

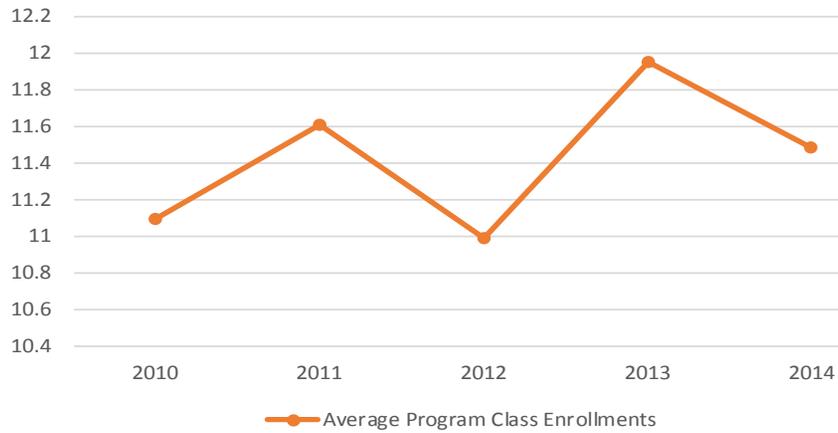


Exhibit III.A Average Class Fill Rate

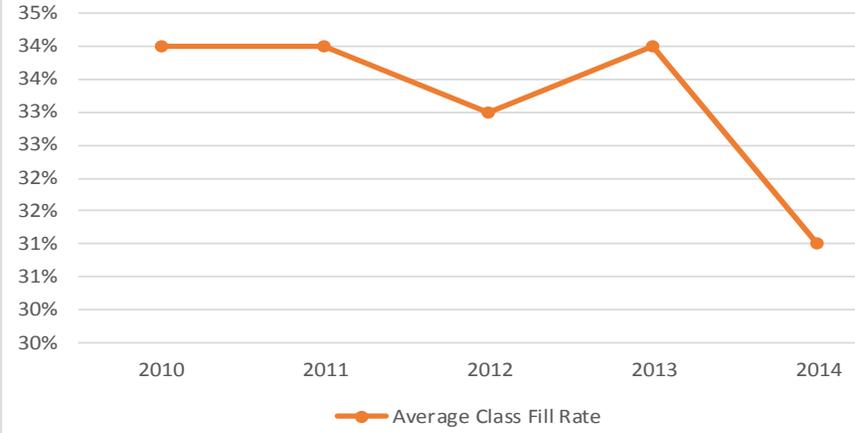


Exhibit III.B Student FTE / Faculty FTE

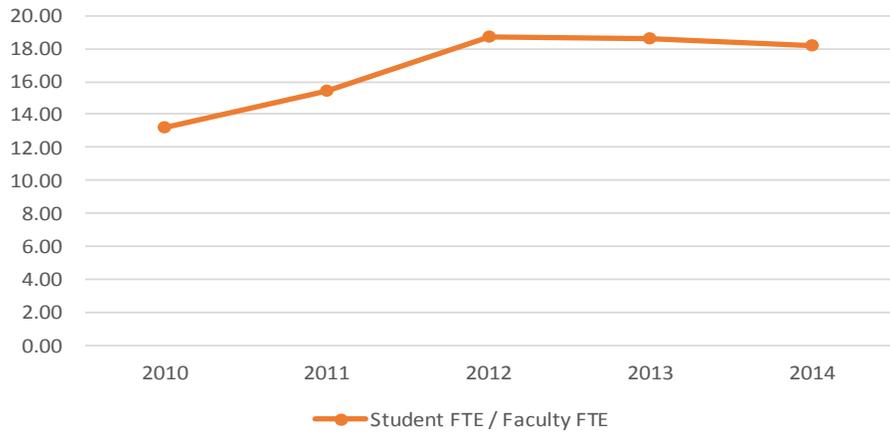


Exhibit IV.A Course Retention - Completion Rate

