Instructional Programs
2014-2015 Self-Study

Three-Year Program Review Template
Physical Education

Physical Education

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study
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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Alix Plum-Widner   Faculty   12/10/14

_____   _____   _____   _____
Printed name of Principal Author   Signature   Title   Date

_____   _____   _____   _____

Printed name of Department Coordinator	Signature	Title	Date
David Grossman, Ed.D.		Dean	12/10/14
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

Mission:

The stated mission of Fullerton College is to prepare students to be successful learners.

The Physical Education Department shares this commitment to student success by applying a full range of pedagogical approaches in our classrooms. In our lecture classes, students are challenged with quizzes, tests, field research, and written reports which provide experience with varied methods of learning. In our lab classes, we provide sequential learning curricula, which allow students to learn in a step-by-step manner, beginning with basic level projects and continuing toward intermediate and advanced level assignments. Through these efforts, we help to prepare students to be successful learners.

Vision:

Fullerton College pursues a vision of creating a community that promotes inquiry and intellectual curiosity, personal growth and a lifelong appreciation for the power of learning.

This vision is echoed in the Physical Education Department in a variety of ways. The department provides a wide variety of classes in the fitness/wellness field, all of which are taught by instructors who are experienced, knowledgeable and active in their perspective fields and model the ideals of intellectual curiosity and ongoing personal growth in their professional lives. By demonstrating their own lifelong appreciation for the power of learning, faculty and staff serve as models to fulfill the campus vision.

Core Values:

We respect and value the diversity of our entire community.

The Core Values of Fullerton College are embraced by the Physical Education Department in the following ways:

1. We demonstrate the respect and value we place on the diversity of our entire community by offering courses that appeal to all ages, abilities, ethnicities, and areas of interest encouraging a learning atmosphere that focuses on lifetime fitness.
2. We value tradition and innovation by teaching students the basic skills needed for successfully development and attainment of fitness goals. Our courses include training in traditional physical activities as well as innovative courses (Pilates, Spinning) and 20 intercollegiate athletic teams.
3. We incorporate teamwork and an inclusive attitude within the operational systems of our department. Following are some of the methods we use: a) we share various responsibilities of the department by organizing committees, which report back to the department and seek consensus for decision-making. b) We promote the well-being of our campus community by encouraging and supporting individual involvement in campus-wide organizations, such as faculty senate, PAC, Staff Development, and more.

College Goals:

We strongly support the college goals of increasing student success, reducing the achievement gap and increasing community outreach.

The Physical Education Department is working vigorously to adhere to guidelines pertaining to the establishment of student learning outcomes for all classes and meaningful assessments of the resulting data. Our analysis of the results of this process is guiding us toward needed changes in our program to increase student success and reduce the achievement gap. We continue to find ways to improve student advisement as it pertains to the processes of university transfer as well as professional advancement in athletics and physical education. Our desire to increase community outreach is exemplified by ongoing programs such as our certificate programs and athletic competition. The Physical Education Department provides outreach to local businesses, community based organizations, local high schools, and 4-year institutions.

In our intercollegiate athletic programs, we are on the frontline of recruiting the underrepresented groups especially African American students. Our faculty embraces working with a diverse student population not

only in the Physical Education classes, but within the entire curriculum and the matriculation through Fullerton College and on to the 4 year university.

2.0 Program Data & Trends Analysis
2.1 Key Performance Indicators (KPI)
For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	2009-2010:13,097 2013-2014:11,161 Decrease of 14.8%
Total FTES	2009-2010:1454 2013-2014:1197 Slight decrease of 18%
Sections	2009-2010:422 2013-2014:408 Slight decrease of 3.3%
FTEF	2009-2010:65.9 2013-2014:69.6 Slight increase of 5.3%
Fill Rate	2009-2010:108% 2013-2014:90% Decrease of 20%
WSCH/FTEF	2009-2010:662 2013-2014:516 Slight decrease of 22%
Retention	2009-2010:88% 2013-2014:87% Very slight decrease of .01%
Success	2009-2010:78% 2013-2014:76% Very slight decrease of 2.6%

Tracking the number of class sections offered in our Physical Education program over the past five years, we see the following: For the years 2009-12, it dropped from 422 down to 179. This decrease is directly attributable to severe budget cuts. Following 2012, the number climbed slightly, and then this past year rose dramatically, almost back up to where it was in 2009-2010. Weekly student contact hours (WSCH) has followed suit; In other words, we offered 3.3% fewer sections, and our FTES went down by 18%. This situation is also reflected in average section size. In 2009 – 10 the average number of students per section was 31. In 2013 -14 it went down to 27.4, a decrease of 11%. The cost of providing instruction, expressed as FTEF, shows a similar fluctuation: 2009–10 remained at close to 65.9, whereas in 2013 – 14 it increased to 69.6. As one might expect, we saw a drop in the number of Physical Education majors, from 385 in 2009 – 10 to 117 for 2011 – 12, and then an 84% increase in 2013-14 to a whopping 748. Interestingly, the number of new majors has risen from 121 in 2009-10 to 362 in 2013-2014. This may be in large part due to the Kinesiology Associate Degree for Transfer that was approved in fall 2012.

2.2 Peer Institution Comparison

Complete the table below.

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)). The retention and success rates for the Fullerton College Physical Education Department, compared to the same departments at Cypress, Bakersfield, Santa Ana and Mt. San Jacinto Colleges, sadly indicate that Fullerton College comes in second to last, with numbers only higher than Santa Ana's.

	Fall 2011 Credit Retention Rate	Fall 2011 Credit Success Rate	Fall 2012 Credit Retention Rate	Fall 2012 Credit Success Rate	Fall 2013 Credit Retention Rate	Fall 2013 Credit Success Rate
Bakersfield Total	90.74%	72.74%	87.74%	79.60%	89.46%	79.01%
Non Distance Education Methods	90.74%	72.74%	87.74%	79.60%	89.46%	79.01%
Cypress Total	92.72%	88.77%	89.81%	86.07%	85.65%	81.41%
Delayed Interaction (Internet Based)	86.96%	58.70%	81.82%	70.45%	82.98%	74.47%
Non Distance Education Methods	93.17%	91.13%	90.62%	87.64%	85.98%	82.28%
Mt. San Jacinto Total	89.81%	78.98%	94.58%	80.87%	87.84%	72.95%
Delayed Interaction (Internet Based)	75.00%	61.11%	95.52%	77.61%	88.00%	68.00%
Non Distance Education Methods	94.21%	84.30%	93.71%	83.92%	87.77%	75.11%
Santa Ana Total	80.76%	63.36%	82.63%	69.94%	82.85%	66.56%
Delayed Interaction (Internet Based)	74.93%	55.65%	63.64%	45.89%	80.67%	52.00%
Non Distance Education Methods	81.66%	64.54%	84.74%	72.62%	83.09%	68.16%

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	87%	76%
Females	86%	76%
Asian-American	88%	80%
African-American	85%	71%
Filipino	85%	77%
Hispanic	87%	76%
Native American	89%	81%
Other Non-White	94%	76%
Pacific Islander	83%	77%
White	88%	80%
Unknown	75%	40%
Range (Max-Min)	94%-75%	81%-40%

2.4 Program Effectiveness
Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Since the last program review, the effectiveness in our academic programs as well as our intercollegiate athletic programs has been affected in large by significant changes in State funding and the Title 5 regulations. The rising costs of operations in the PE Department have not been matched financially with the campus budget. A lack of funding for equipment and instructional assistants has required Full Time Faculty to spend valuable time planning and administering fundraisers, which takes away from instruction in the classroom and on the field. In addition, the lack of funding for instructional assistants means greater safety risks throughout the department. For example, the pool never has a lifeguard present. Instructors must plan, teach, and insure that there are no issues. The lack of replacement of Full Time Faculty has left a large number of classes taught by adjunct faculty. The intercollegiate athletic programs have been neglected by having part time walk on coaches' working with the programs and are not compensated appropriately. Lastly, the facilities, office space, and storage space are not adequate to not only meet the needs of the division, but more importantly does not meet students' needs to experience student's success.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

Title 5 changes to repeatability has impacted the division negatively by inhibiting students' to gradually progress with fundamental skills sets necessary to establish lifelong fitness and wellness.

Student Success initiative will have an impact on new student –athletes on this campus. Student-athletes do not commit to attending until later in the spring semester and up to the beginning of the fall semester. There are strict timelines in which students must complete the matriculation process which is making it difficult for student-athletes to get priority registration to insure that they are enrolled in the mandatory 12 units for eligibility.

Whereas there have not been internal policies/procedures that have had an impact on the effectiveness of the program, movement to a sixteen week calendar was expected to decrease success rates. With the movement from an 18 week calendar to the 16 week calendar, faculty of the Physical Education Department have had less time in their schedules to participate in activities that benefit student success and achievement. Specifically, the impact of the 16 week calendar has put an extra burden on the full-time faculty that also coach intercollegiate sports. They are required to work one or two extra months without compensation.

The Affordable Care Act has impacted the division negatively by limiting the number of contact hours that adjunct instructors can teach and substitute. In addition, adjunct faculty that serve as assistant coaches are restricted in the number of weekly hours worked with their programs therefore limiting student achievement and success.

The limited contact hours set by the CCCAA bylaws has negatively impacted the contact hour's faculty can have with our student athletes therefore less contact hours less student success.

The effectiveness of the Physical Education Department programs is clearly dependent on the financial health of the State and North Orange County Community College District. Additionally, the programs are dependent on the facilities and computing support provided by the College, and it is also dependent on the external compliance (California Community College Athletic Association regulations) which has the potential to effect student enrollment, achievement, and success.

The College continues to provide support for the maintenance and operation of the facilities. However, the lack of schedule maintenance plans affects the quality of the facilities. For example, the College allocated funds for the renovation of the soccer field and has not developed a specific scheduled maintenance plan, therefor the quality of the field is deteriorating. If Maintenance and Operations were capable of performing the necessary maintenance of the soccer field, student instruction and, possibly, student success, would be improved.

2.6 Provide any other data that is relevant to your self-study.

The number of audits has increased due to change in Title 5 regulations for repeatability, which doesn't benefit the institution with FTES.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)
Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

The strength of the Physical Education Department is the ability to adapt to the limited resources available. The staff goes above and beyond for the success of students on this campus. The collaboration amongst faculty, staff and students allows us to adjust and overcome our weaknesses and obstacles. Because of our staff's abilities, we are able to achieve student success.

The athletic programs at Fullerton College are very much a Student Success Program, with over 100 of the students transferring to 4-year institutions and 130 students earning degrees from Fullerton College in 2013-2014.

The football program that has the largest population of African American students has transferred, on average, 30 students a year for the last 5 years. The men's and women's basketball programs are primarily made up of African American students in which they help students matriculate which addresses the college goal of closing the achievement gap.

Diversity is recognized in the Physical Education Department by the wide variety of courses offered, and in athletics as evidenced by the makeup of the student population.

3.2. What are the weaknesses of your program?

The current facilities are not properly maintained (cleanliness, equipment, safety, security, maintenance).

The Physical Education Department does not currently have enough Full-Time Faculty to insure thriving student success.

There is no Full-Time athletic counselor to service the 400+ student athletes.
Administrative Assistants are overworked, and understaffed.

Facilities are inadequate to compete with other community colleges to provide a quality learning environment.

Financially, the Physical Education Department is grossly underfunded and is one of the few departments on campus that continually fundraises to provide basic equipment for classes and athletic programs.

Technology in lab is outdated for labs and workout classes.

Technology is outdated for athletic program needs.

3.3 What opportunities exist for your program?

The academic programs have an opportunity for grow considering that kinesiology is 7th most popular major amongst 250 majors in the community college system.

The athletic programs offer a unique opportunity in its visibility within the community. With the success of the sports programs and with all the various outlets of media, we can be considered a positive or negative in the community.

In general, most people are conscience of their fitness and wellness needs. Therefore, we have the opportunity to develop and implement a fitness/wellness lecture series in which the faculty can provide information and materials for the campus and the community teach in regards to lifelong learning.

3.4 What challenges exist for your program?

To continue to expect faculty to work with the intercollegiate athletic teams without proper compensation.

The faculty in the program have less time to prepare for the courses due to more administrative work required of them. Activities such as program review, SLO assessments, and fundraising consume an inordinate amount of time and prevent proper preparation for course instruction and the completion of contractual responsibilities.

Even with the addition of three full-time faculty for the fall 2015, there continues to be a lack of Full Time Faculty to accommodate growth, specifically within the Kinesiology Associate Degree for Transfer.

Incomplete and/or substandard facilities and support may be negatively impacting student success.

4.0 Student Learning Outcomes (SLO) Assessment

4.1.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Pilates Certificate the student will be able to identify Pilates and Movement Principles, major musculature and core muscles.	2012	2012	2013	1
2.	Upon successful completion of courses leading to the Pilates Certificate the student will be able to identify safe practices that relate to Pilates exercises.	2012	2012	2013	1
3.	Upon successful completion of courses leading to the Pilates Certificate students will be able to conduct interviews and make assessments with clients.	Now	TBD	TBD	0

4.2.1 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
Upon successful completion of courses leading to the Pilates Certificate the student will be able to identify Pilates and Movement Principles, major musculature and core muscles.	Written Exam	The majority of students passed the written exam.	Individual exam questions were evaluated to decide is majority of students missed the same question or not.
Upon successful completion of courses leading to the Pilates Certificate the student will be able to identify safe practices that relate to Pilates exercises.	Written Exam	The majority of students have passed the written exam.	Individual exam questions were evaluated to decide is majority of students missed the same question or not.
Upon successful completion of courses leading to the Pilates Certificate students will be able to conduct interviews and make assessments with clients.	Observation, Practicum, Written Exams	Currently undergoing assessment	Currently undergoing assessment

4.3.1 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

The CSLO's that are directly mapped to the PSLO's are assessed ongoing. The Pilates Certificate is relatively new, having only been made an official certificate in 2010. Thus, faculty has not had an opportunity to assess the entire program yet. If the assessments were deemed successful based on gaining employment teaching Pilates, the current students who are enrolled in the final course required for the certificate indicates that 50% of the total already have jobs as Pilates Instructors, not having completed the program yet! That is amazing!

4.4.1 How has assessment of program level SLOs led to improvements in student learning and achievement?

N/A

4.5.1 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

The Pilates Certificate is undergoing its' first PSLO assessment.

4.6.1 What challenges remain to make your program level SLOAs more effective?

A lack of funding, Full-Time Faculty, and appropriate quality space to accommodate further growth is the biggest challenge for the Pilates Certificate at this time.

4.1.2 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Athletic Coach Certificate, the student will be able to formulate a season plan of physical and psychological skill development to the level of the participants.	*Spring 2012*	Fall 2012	Spring 2013	1
2.	Upon successful completion of courses leading to the Athletic Coach Certificate, the student will be able to implement a personal coaching philosophy conducive to the development of participants.	*Spring 2012*	Fall2012	Spring 2013	1
3.					

4.2.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of courses leading to the Athletic Coach Certificate, the student will be able to formulate a season plan of physical and psychological skill development to the level of the participants.	Written Exam and/or skill testing	93% of successful students passed this PSLO	Major areas of study with lower success where reevaluated for possible change.
2. Upon successful completion of courses leading to the Athletic Coach Certificate, the student will be able to implement a personal coaching philosophy conducive to the development of participants.	Written Exam and/or skill testing	93% of successful students passed this PLSO	Major areas of study with lower success where reevaluated for possible change.

4.3.2 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All of our programs Level SLO's are in a cycle for reevaluation within the next year. We are about to go to a new system of reporting which could cause a slight delay in the next SLO reporting.

4.4.2 How has assessment of program level SLOs led to improvements in student learning and achievement?

PSLO's are being evaluated with course level SLO's to make sure that goals on both levels are closely matching and that they then match with our ISLO's. This process helps to target what areas need to be stressed or changed to help the successful students achieve their goals in each course.

4.5.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

All three SLO levels are being tightly watched to ensure that student success is properly monitored. This will allow for a smooth transition of educational information for the student and give them an improved transfer and/or certificate education and usefulness in the open job market.

4.6.2 What challenges remain to make your program level SLOAs more effective?
Some of the SLOA need to be updated or changed from time to time to continue to meet the needs in the open job market.

4.1.3 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to Physical Education Fitness Associate in Science Degree the student will be able to design their own exercise program.	Fall 2012	Spring 2013	Fall 2013	1
2.	Upon successful completion of courses leading to Physical Education Fitness Associate in Science Degree the student will be able to identify athletic injuries and demonstrate the physical remedy for each,	Fall 2012	Spring 2013	Fall 2013	1

4.2.3 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of courses leading to Physical Education Fitness Associate in Science Degree the student will be able to design their own exercise program.	Written Exam and/or skill testing	90% of successful students passed this PSLO	Major areas of study with lower success where reevaluated for possible change.
2.Upon successful completion of courses leading to Physical Education Fitness Associate in Science Degree the student will be able to identify athletic injuries and demonstrate the physical remedy for each,	Written Exam and/or skill testing	95% of successful students passed this PLSO	Major areas of study with lower success where reevaluated for possible change.

4.3.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All of our programs Level SLO's are in a cycle for reevaluation within the next year. We are about to go to a new system of reporting which could cause a slight delay in the next SLO reporting.

4.4.3 How has assessment of program level SLOs led to improvements in student learning and achievement?

PSLO's are being evaluated with course level SLO's to make sure that goals on both levels are closely matching and that they then match with our ISLO's. This process helps to target what areas need to be stressed or changed to help the successful students achieve their goals in each course.

4.5.3 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

All three SLO levels are being evaluated to ensure that student success is properly monitored. This will allow for a smooth transition of educational information for the student and give them an improved transfer and/or certificate education and usefulness in the open job market.

4.6.3 What challenges remain to make your program level SLOAs more effective?
Some of the SLOA need to be updated or changed from time to time to continue to meet the needs in the open job market.

4.1.4 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Associate in Arts Degree in Kinesiology for Transfer, the student will be able to demonstrate an understanding the relation of the kinesiology and physiology of the anatomy as it relates to movement.	N/A In progress of revising the ADT degree	N/A	N/A	N/A

4.2.4 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of courses leading to the Associate in Arts Degree in Kinesiology for Transfer, the student will be able to demonstrate an understanding the relation of the kinesiology and physiology of the anatomy as it relates to movement.	N/A	N/A	N/A

4.3.4 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress. N/A

4.4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?   N/A

4.5.4 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards? N/A

4.6.4 What challenges remain to make your program level SLOAs more effective?

N/A

4.1.5 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify concepts and theories of sport exercise psychology that can be applied, in coaching and teaching.	Fall 2012	Spring 2013	Fall 2013	1
2.	Upon successful completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify and apply four related fields of Physical Education: Fitness/Wellness, Teacher/Coaching, Sport Careers, Sport/Exercise.	Fall 2012	Spring 2013	Fall 2013	1

4.2.5 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1.Upon successful completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify concepts and theories of sport exercise psychology that can be applied, in coaching and teaching.	Written Exam and/or skill testing	94% of successful students passed this PSLO	Major areas of study with lower success where reevaluated for possible change.
2. Upon successful completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify and apply four related fields of Physical Education: Fitness/Wellness, Teacher/Coaching, Sport Careers, Sport/Exercise.	Written Exam and/or skill testing	94% of successful students passed this PLSO	Major areas of study with lower success where reevaluated for possible change.

4.3.6 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All of our programs Level SLO's are in a cycle for reevaluation within the next year. We are about to go to a new system of reporting which could cause a slight delay in the next SLO reporting.

4.4.6 How has assessment of program level SLOs led to improvements in student learning and achievement?

PSLO's are being evaluated with course level SLO's to make sure that goals on both levels are closely matching and that they then match with our ISLO's. This process helps to target what areas need to be stressed or changed to help the successful students achieve their goals in each course.

4.5.6 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

All three SLO levels are being tightly watched to ensure that student success is properly monitored. This will allow for a smooth transition of educational information for the student and give them an improved transfer and/or certificate education and usefulness in the open job market.

4.6.6 What challenges remain to make your program level SLOAs more effective?
Some of the SLOA need to be updated or changed from time to time to continue to meet the needs in the open job market.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of the Aquatic Specialist Certificate the student will be able to apply rules and principles to new situations.	Fall 2011	Spring 2012	Fall 2012	1
2.	Upon successful completion of the Aquatic specialist Certificate the student will be able to recognize whether or not a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.	Fall 2011	Fall 2012	Fall 2012	1

4.2.6 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of the Aquatic specialist Certificate the student will be able to apply rules and principles to new situations.	Written Exam and/or skill testing	88% of successful students passed this PSLO	Major areas of study with lower success where reevaluated for possible change.
2. Upon successful completion of the Aquatic Specialist Certificate the student will be able to recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.	Written Exam and/or skill testing	88% of successful students passed this PLSO	Major areas of study with lower success where reevaluated for possible change.

4.3.6 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All of our programs Level SLO's are in a cycle for reevaluation within the next year. We are about to go to a new system of reporting which could cause a slight delay in the next SLO reporting.

4.4.6 How has assessment of program level SLOs led to improvements in student learning and achievement?

PSLO's are being evaluated with course level SLO's to make sure that goals on both levels are closely matching and that they then match with our ISLO's. This process helps to target what areas need to be stressed or changed to help the successful students achieve their goals in each course.

4.5.6 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

All three SLO levels are being tightly watched to ensure that student success is properly monitored. This will allow for a smooth transition of educational information for the student and give them an improved transfer and/or certificate education and usefulness in the open job market.

4.6.6 What challenges remain to make your program level SLOAs more effective?
Some of the SLOA need to be updated or changed from time to time to continue to meet the needs in the open job market.

4.1.7 List your program level SLOs and complete the expandable table below

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Personal Trainer Certificate the student will be able to have the information, training and practical skills to qualify for work as a personal Trainer.	2011	2012	2013	1
2.	Upon successful completion of the courses leading to the Personal Trainer Certificate the student will be able to design appropriate exercise programming as measured by ability to follow guidelines and recommendation for scientific exercise programming during internship.	2011	2012	2013	1
3.					

4.2.7 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of courses leading to the Personal Trainer Certificate the student will be able to have the information, training and practical skills to qualify for work as a Personal Trainer.	Written Exam and skill testing	The majority of Students passed the Written exam and skill testing	Individual exam questions were evaluated to decide if majority of students missed the same question or not.
2. Upon Successful completion of the courses leading to the Personal Trainer Certificate the student will be able to design appropriate exercise programming as measured by ability to follow guidelines and recommendation for scientific exercise programming during internship.	Observation, Practicum, Written Exams and Final Interview	The majority of students passed the observation, Practicum, Written Exam and Final Interview.	Individual exam questions were evaluated to decide if majority of students missed the same question or not.

4.3.7 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

100%

4.4.7 How has assessment of program level SLOs led to improvements in student learning and achievement?

Creation of PSLOA's has provided clarification to enrolled students of institutional measurement of acquired knowledge and skills.

4.5.7 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

More certificates were awarded.

4.6.7 What challenges remain to make your program level SLOAs more effective?

Collection of data.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous strategic action plans"-- SAP's.)

5.1 List the goals from your last self-study/program review.

1.   Name Change to Kinesiology; part of a statewide move for uniformity
2.   Completion of SLO-A cycle
3.   Operating budgets for the individual sports are in critical need of augmentation in order to remain competitive with local community college programs
4.   The return of the massage program to the FC campus

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Goal #1 In progress (approved by curriculum)
Goal #2 Completed
Goal #3 Incomplete- budgets have changed very little since the most recent Program Review, for the Physical Education Department.
Goal #4 Completed The return the Massage program to the FC campus therefore the program has continued to grow and support our classes and athletic programs

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?
Goal #1 In progress
Goal #2 All of the SLOAs "closed the loop" faculty was able to evaluate assessment and objectives effectively.
Goal #3 Budgets in the PE Department has not increased to reflect rising costs of updating facilities and equipment.
Goal #4 Completed

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

By moving the massage program back to the Fullerton College campus, the program has been able to grow and support our classes and athletic programs. We also believe when the change to Kinesiology will help align our classes with the 4 year universities.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

No additional resources were allocated to allow Goal #3 to be completed, and improve the program.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

The continued success of the Physical Education and Athletic programs at FC is in large part due to the current dedicated Full and Part-Time Faculty, PE Dean, and Classified Staff, who all operate under less than adequate facilities and equipment, as well as being understaffed.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Field House Facility for the continued growth of our academic and athletic classes and outreach with the local community. (Refer to sections 3.2 and 3.4)
List College goal/objective the plan meets:	Goal #1 Fullerton College will promote student success Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates. Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students. Goal #2 Fullerton College will reduce the achievement gap Objective 1: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 2: Increase success rate of Hispanic and African-American students by at least 2%. Objective 3: Increase persistence rate of Hispanic and African-American students by at least 2% Goal #3 Fullerton College will strengthen connections within the community Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and in-dustry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

| Describe the SAP: (Include persons responsible and timeframe.) | Finish the field house and athletic field that was stated when the Measure X bond was approved. The 1700 building was not equipped with air conditioning in the locker and training room areas therefore leading to uncomfortable work environments for students and staff along with the chance of transmission of infectious diseases.

Currently, the football program rents facilities to play their home games. The seating and press box along with proper safety lighting and fencing is needed to secure and finish the facility. The track program also has rent offsite facilities to host home meets. There is a need for a permanent facility to throw the hammer, discus, and javelin. This is 2/3 of the throws program at the college that has been neglected.

This in the long run would save the college money and create revenue for the athletic department to fund classes and its athletic programs. The athletic program would be able to solicit corporate sponsorships, host alumni and community events.

The timeframe is immediate; it's work that should already been accomplished and overseen by the Division Dean and President. |
|---|---|
| What Measurable Outcome is anticipated for this SAP? | Increased number of students in these programs
Increased number of students in all classes that use these facilities including other disciplines.
Increase success and retention rates
Increase the number of student transfers |
| What specific aspects of this SAP can be accomplished without additional financial resources? | Nothing, these were issues that were to be addressed back in the 2002 bond that money is still set aside to finish. |

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	1,500,000	Bond money, District General Fund
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		

Other		
Total Requested Amount	$1,500,000	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire Professional Experts and Instructional Lab Assistants including (1-8 per program size) Certificate Programs- Pilates and Massage 20 Athletic Programs (Refer to section 3.2)
List College goal/objective the plan meets:	Goal #1 Fullerton College will promote student success Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students. Goal #2 Fullerton College will reduce the achievement gap Objective 1: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 2: Increase success rate of Hispanic and African-American students by at least 2%. Objective 3: Increase persistence rate of Hispanic and African-American students by at least 2% Goal #3 Fullerton College will strengthen connections within the community Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

Describe the SAP: (Include persons responsible and timeframe.)	This would allow current faculty to focus on instruction rather than fundraising. Most money raised goes to personnel support of the programs. The hires would start the fall of 2015. The Dean and Athletic Director would be responsible for overseeing the stipends.
What Measurable Outcome is anticipated for this SAP?	Increased number of students in these programs Increased number of students in all classes that use these facilities including other disciplines. Increase success and retention rates Increase the number of student transfers
What specific aspects of this SAP can be accomplished without additional financial resources?	Nothing

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$138,000	District/General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$138,000	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Create 11or 12 month contracts depending on sport for Faculty with coaching assignment. (Refer to section 3.4)
List College goal/objective the plan meets:	Goal #1 Fullerton College will promote student success Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificate Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students. Goal #2 Fullerton College will reduce the achievement gap Objective 1: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 2: Increase success rate of Hispanic and African-American students by at least 2%. Objective 3: Increase persistence rate of Hispanic and African-American students by at least 2% Goal #3 Fullerton College will strengthen connections within the community Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

Describe the SAP: (Include persons responsible and timeframe.)	Currently these positions are all 10 month positions. Intercollegiate Athletics are year around with the new 16 week calendar the faculty that do coach have added on an extra month to their assignment by going to the 16 week calendar. This should be done immediately this group of faculty has been working outside of contract since the school went to the 16 week calendar. District or president would be responsible for implementation possibly involving the United Faculty.
What Measurable Outcome is anticipated for this SAP?	Increased number of students in all programs Increased number of students in all classes that use these facilities including other disciplines. Increase success and retention rates Increase the number of student transfers
What specific aspects of this SAP can be accomplished without additional financial resources?	Nothing

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$140,000	District/General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$140,000	

STRATEGIC ACTION PLAN #4	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire Additional Full-Time Administrative Assistant.
List College goal/objective the plan meets:	Goal #1 Fullerton College will promote student success Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates. Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students. Goal #2 Fullerton College will reduce the achievement gap Objective 1: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 2: Increase success rate of Hispanic and African-American students by at least 2%. Objective 3: Increase persistence rate of Hispanic and African-American students by at least 2% Goal #3 Fullerton College will strengthen connections within the community Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

Describe the SAP: (Include persons responsible and timeframe.)	We use to have 3 Administrative assistants we are down to 2. This person would support the Athletic Director position. The essential duties are that of an Administrative Assistant II. The Athletic Director Position will be hired in summer so July 2014 would be the goal this person would be responsible.
What Measurable Outcome is anticipated for this SAP?	Increased number of students in these programs Increased number of students in all classes that use these facilities including other disciplines. Increase success and retention rates Increase the number of student transfers
What specific aspects of this SAP can be accomplished without additional financial resources?	Nothing

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$37,110 - 44,980	District/General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$37,110 - 44,980	

STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (formerly called short-term goal)	Update technology in classroom and athletic programs Add sand volleyball court (Refer to section 3.4) Add softball batting cages, storage, and press box (Refer to section 3.4) Create Pool locker and meeting room (Refer to section 3.4) Laser level Baseball field (Refer to section 3.4)
List College goal/objective the plan meets:	Goal #1 Fullerton College will promote student success Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students. Goal #2 Fullerton College will reduce the achievement gap Objective 1: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 2: Increase success rate of Hispanic and African-American students by at least 2%. Objective 3: Increase persistence rate of Hispanic and African-American students by at least 2% Goal #3 Fullerton College will strengthen connections within the community Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

Describe the SAP: (Include persons responsible and timeframe.)	Purchase and upgrade video and editing equipment for programs. Tablets and software needed to take stats and break down film. Upgrade all Full time faculty computers. Purchase current and quality technology for assessing body fat, VO2 max, Heart rate, biomechanics and other exercise physiology assessments to be used in labs. The technology needs to be done by fall 2015. The sand volleyball court is needed to hold competition at Fullerton College. The softball program needs updated cages to improve skill. The baseball field needs to be laser leveled and infield replaced for preventative injuries. The aquatics program has no locker rooms or team rooms out at the pool area. Create a construction plan by Fall of 2015 for implementation.
What Measurable Outcome is anticipated for this SAP?	Increased number of students in these programs Increased number of students in all classes that use these facilities including other disciplines. Increase success and retention rates Increase the number of student transfers
What specific aspects of this SAP can be accomplished without additional financial resources?	Nothing

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	$150,000	District/General Fund
Equipment		
Supplies		
Computer Hardware	$40,000	Technology Plan
Computer Software	$30,000	Technology Plan
Training		
Other		
Total Requested Amount	$220,000	

STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan: (formerly called short-term goal)	Hire Full-Time Faculty (Replacements & Retirees) 2 Full Time Instructors/Assistant Football Coach 1 Full Time Instructor/Men's Soccer 1 Full Time growth (Refer to section 3.4)
List College goal/objective the plan meets:	Goal #1 Fullerton College will promote student success Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates. Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students. Goal #2 Fullerton College will reduce the achievement gap Objective 1: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 2: Increase success rate of Hispanic and African-American students by at least 2%. Objective 3: Increase persistence rate of Hispanic and African-American students by at least 2% Goal #3 Fullerton College will strengthen connections within the community Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.
Describe the SAP: (Include persons responsible and timeframe.)	We have lost 2 fulltime positions in football and these positions are being filled by walk on coaches in which they are paid by fundraised money putting more strain on the current faculty in this area. The soccer position has been filled by a walk on coach since 2002 when the program had a fulltime head coach.

What Measurable Outcome is anticipated for this SAP?	Increased number of students in these programs Increased number of students in all classes that use these facilities including other disciplines. Increase success and retention rates Increase the number of student transfers
What specific aspects of this SAP can be accomplished without additional financial resources?	Nothing

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$56,764 – 79,916	District/General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$56,764 – 79,916	

7.0 Long Term Plans

In order to maintain a high functioning and respected Division on campus the Physical Education Division hopes to accomplish the following long term plans over the next two program review cycles.

- The biggest obstacle for the future of the Physical education Program is the continual need to upgrade facilities; this is the lifeline of the Physical Education and Athletic programs.
- The Physical Education Department plans on continue revision of the curriculum along with creating new curriculum that will meet the needs of the students.
- The Physical Education Department is always looking into certificate programs that meet need of community so that we can be a leader in preparing students for the workforce.
- The Physical Education Department will develop a regular assessment cycle for the course- and program-level student learning outcomes (CSLOs and PSLOs).
- The Physical Education Department will continue to be a leader in outreach to the community and local high schools.

8.0 Self-Study Summary

We have identified five areas of interest; Personnel, Facilities, Technology, Financial Resources and Community

Personnel

Replace full time faculty as they leave because of retirement or other job opportunities. Through the hiring process identify individuals that can teach effectively, fulfill assignments outside the classroom such as SLO's, program review, curriculum and coaching assignments.

Full Time and Part time assistant coaches need to be compensated for their work. The Athletic Department cannot continue to operate without assistant coaches stipends. Work with district and college administrators to develop a plan to provide coaching stipends for coaches.

Facilities

Maintaining and upgrading facilities is a must for college to be competitive on the athletic field and in the classroom. Short and long term maintenance plans need to be developed and implemented. The following facilities need to be constructed or renovated.

- Construct 3,000 seat stadium on campus with press box and lights.
- Baseball field laser leveled and hybrid Bermuda grass installed.
- Find location and build throws area for Track / Field.
- Locker rooms constructed next to pool deck.
- Replace old equipment in labs with current state of the art equipment.
- Construct sufficient storage area for equipment.
- More class rooms are needed for instruction and meeting rooms for athletic teams.

Technology

Increase the use of technology in the class room and with athletic teams.

- Purchase/upgrade video and editing equipment.
- Tablets /software needed to take stats and break down film.
- Upgrade all Full time faculty computers.
- Purchase current and quality technology for assessing body fat, VO2 max, Heart rate, biomechanics and other exercise physiology assessments to be used in labs.

Financial Resources

Develop plan to create ongoing revenue source to provide necessary funds to run athletic division.

- Work with student services and have athletic fee assessed when students register.
- Increase operating budget.
- Take advantage of resources on campus such as athletic facilities

Community

The Physical Education Department will continue to foster relationships with the community by:

- Outreach to local businesses and community based organizations.
- Collaborating with local high schools (facilities, recruiting).
- Working with 4-year institutions with transferring.
- Organize a plan to outreach to alumni and get people excited about the school.

Division Deans' or appropriate Immediate Management Supervisor (IMS) Response Page

☐ I concur with the findings contained in this Program Review.

☐ I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

_____

_____

_____

_____

_____

_____

_____

☐ I do not concur with the findings contained in this Program Review (include a narrative exception):

_____

_____

_____

_____

_____

_____