

Skyline College

(Physical Education)

Program Review

Executive Summary



Short Summary of Findings

The Physical Education Program serves a vital role on the Skyline College campus. The program is intent on spreading knowledge of the importance of physical activity and its relationship to critical thinking and life-long health.

The Physical Education Division at Skyline College has experienced tremendous success over the past few years. This is measured in growing class enrollment and retention, diversity of curriculum offered, successful achievement of student learning objectives, and a profound impact on the overall health and fitness of our student body.

Our load and WSCH have increased at a rate greater than the college since our previous review. This is a direct result of upgrading our facilities, providing functional equipment / supplies, offering new curriculum which appeals to our particular student body, and increasing the course offerings as budget and demand allow.

The Physical Education Evaluation Program continues to serve a vital role in evaluating our student's progress towards life-long health in the context of being a degree, transfer, work development and basic skills program. The program educates students about activity and its essential role in minimizing risk factors that may impact a person's health and well-being. As such, it is a critical component in the curricular tableau necessary to prepare students to achieve intellectual, cultural, social, economic and personal fulfillment.

Three Strengths of the Program

- A diverse curriculum (82 classes) geared to provide instruction to students of all ages, levels and abilities in a variety of formats.
- Critical thinking and activity components of our curriculum combine to educate students on life-long benefits of physical activity. This is not a "roll out the balls" program but one based on research and assessment.
- The program faculty are extremely passionate about their particular fields of expertise and students. They stay on the cutting edge of any new developments in Physical Education and strive to give students the best educational environment possible.

Three Suggestions for Improvement

- Expanded facilities and increased resources to meet student demand and grow our curriculum further in degree, transfer, workforce development and basic skills areas.
- Advocacy at the local, state and nation wide level on the vital role of physical education in combating the greatest health crisis facing us today (obesity).
- Additional full-time faculty members to meet the need of increasing enrollment and the growing curriculum offered in the program.

Full-Time Faculty Signatures

Chip Chandler

Kevin Corsiglia

Mike Fitzgerald

Jan Fosberg

Dino Nomicos

Justin Piergrossi

Submitted on: March 2011

SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

- 1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

The primary goal of the Physical Education program at Skyline College is to educate our students on the lifelong benefits of physical fitness. This is done through a wide variety of activity classes offered by the program. Over the last few years, the program has increased its focus on the national and local epidemic of obesity as described in the Surgeon General's Vision for a Healthy and Fit Nation, 2010. As a result, the program has catered our curriculum to tackle this epidemic and assist our students.

The Physical Education program also focuses on developing critical thinking skills in our students. Students must not only be able to demonstrate various activity skills and improve their fitness but also think critically about activity as a means to promote health and well being.

Skyline College states in its mission that it is "a comprehensive, open access community college that provides student centered education leading to transfer, career advancement, basic skills development and personal enrichment." This mission is consistent with the breadth of the Physical Education curriculum with all of our courses leading to transfer, career advancement, basic skills development, personal enrichment or a combination of the above. The San Mateo County Community College District states in its mission statement that it will "Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement." This goal is also a cornerstone of our program's mission.

- 2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

Each student is required to take two courses offered by the Physical Education program in order to receive their Associate's Degree. The ultimate goal is to spread the benefits of physical activity to every student on campus and positively impact their lives.

The Physical Education program has increased faculty and staff participation in fitness activities over the past few years. Numerous members of the faculty sit-in on or enroll in our activity classes. As a result, the program has increased wellness on campus. There have been numerous studies which have connected physical fitness with increased productivity, so the physical education program is helping to increase productivity among our staff on campus.

Other collaborations include a joint project between the Biology Department and Adaptive Physical Education (APE). Under the leadership of Chip Chandler and Sherri Bookstaff, APE is collaborating with the Biology Department in the use of Wii technology in the teaching of our students. This innovative approach has been very promising showing not only improvement in student function but engagement as well. In addition, program faculty are collaborating with Psychology program through

the offering of a Sports Psychology class. Dr. Tony Jackson is teaching the course and has Physical Education faculty members serve as guest lecturers and resources for students in his class.

3. Explain how this program meets the needs of our diverse community.

The program is intent on addressing the needs of our constantly changing and diverse student body. Our department makes it a priority to identify which programs of study would be attractive to our students. Currently we offer 82 different courses in our curriculum. These courses range from team to individual sports, combatives, fitness, adaptive physical education, career preparation and general physical education classes. Our courses meet the needs of all students, no matter what age, gender, ethnicity, shape or size. Courses are offered in day, evening, weekend, short term and on-line formats to attract a wide array of students. Our courses also serve the disabled community with course offerings geared towards those with special physical needs or differing abilities.

4. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

In the previous self-study the primary goal was to improve existing instructional facilities. We have completed that goal. All of our outdoor facilities have been completely renovated and upgraded. These dramatic improvements have enhanced our ability to deliver our curriculum to students and provide access to the community. Our indoor facilities were remodeled as well increasing our ability to offer additional classes to serve students. These facilities are functional and provide a stable learning environment. Unfortunately, we are still utilizing portable spaces for several areas of our curriculum and services. We have proposed a new facility through the state request process to build a 31,000 square foot facility called “The Center for Kinesiology and Human Performance”. This building will allow us to stop using the portable buildings and allow us to expand the program to fit the need of our students and the community.

The proposed facility will provide needed space for curricular programs which can be used for transfer (Kinesiology is the 7th most popular major in the CSU system), workforce development and provide basic skill instruction in human performance for a student population that reflects a society in which 60% of adults are classified as overweight or obese. New space in the Center for Kinesiology and Human Performance will support assessment and improvement of movement, performance and function. It will facilitate application of science-based principles to the analysis, preservation and enhancement of human movement and health in all settings and populations. Courses will prepare students for degree completion and transfer in addition to providing opportunities for the development of workforce training programs. Vocational training offered in this facility will prepare students for work in research, the fitness industry, clinical settings, and in industrial environments. The creation of these program spaces will significantly enhance the academic offerings at Skyline College and be a valuable resource for the students of the institution in the scientific and applied principles that make health, human performance and kinesiology essential for citizens of California.

PART B: Student Learning Programs and Services

Overview

1. If the program utilizes advisory boards and/or professional organizations, describe their roles.

One of the primary components of the Physical Education program is the Physical Education Evaluation Program (PEEP) used to assess each student actively enrolled in a physical education course. This test (pre and post) allows the department to track the progress of its students.

The Physical Education curriculum and course offerings are influenced by information and research collected from the American Association for Health, Physical Education/Recreation and Dance (AAHPERD), the American Heart Association, the California Association of Health, Physical Education/Recreation and Dance (CAHPERD), the Centers for Disease Control (CDC), the U.S. Department of Health and Human Services and the Cooper Institute of Fitness Research. The information gathered from the aforementioned organizations is used to recommend health standards to our students in order to maintain healthy lifestyles.

Skyline physical education faculty are members of numerous organizations in the health, fitness, and athletic disciplines. These organizations help keep the faculty up to date on all of the latest changes in fitness. Some of them include: AAHPERD, CAHPERD, California Association for Postsecondary Education and Disability (C.A.P.E.D.), State Community Organization of Physical Education (SCOPE), United States Professional Tennis Association (USPTA), United States Golf Teachers Federation (USGTF), National Soccer Coaches Association of America (NSCAA), National Association of Basketball Coaches (NABC), American Baseball Coaches Association (ABCA) and many others.

In addition, faculty members hold certifications in Spinning©, Golf, Pilates, Yoga, Kodokan Judo, and Personal Weight Training.

Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The courses offered in the program meet the needs of the discipline and students as a result of the wide variety, varying level of instruction, diverse content, variable times and days, locations, course structure and unit requirements. Courses are offered in a graded or pass / no pass mode to allow for student choice and need. There is a selection of day and evening courses, as well as weekends. Short and technology mediated courses have also been added to the curriculum to attract more students and educate them on engaging in a healthy lifestyle.

Consistent evaluation of courses and their relationship to recent information about exercise physiology, diet, health, and fitness is integral to our constantly changing field of study. Each member of the faculty takes an active role in their field of expertise and relates those findings to the program and to their students.

In keeping with the data that we have accumulated on the students in our measurements of their fitness levels (60% of our students are overweight and obese) and the recommendations of the Surgeon General and most preventive medical agencies, our emphasis has moved from an emphasis on team sports and activities to more individual lifestyle changing activities, such as Yoga, Pilates, Stretching and Flexibility, and Weight/ Body Conditioning / Training.

2. State how the program has remained current in the discipline(s).

One way the program has remained current is through the continual assessment of our students through the Physical Education Evaluation Program (PEEP). The evaluation program gives students and faculty information that assists in setting goals, program emphasis, and curriculum development. Course content incorporates results from the students' tests and faculty introduce information on risk factors and the importance of activity and their relationship to maintaining and improving overall health and wellness.

PEEP has been an integral aspect of the Physical Education program at Skyline College for over twenty seven years and provides faculty with scientifically verifiable data used to understand our students' needs. All students in the instructional program take a battery of tests to evaluate their fitness levels at the start of each semester and again at the end of the semester. The test includes: age, height, weight, body composition (measured with a pinch test), systolic and diastolic blood pressure, resting heart rate, crunches, flexibility, and an evaluation of body mass index (BMI). The first test results are compiled and a copy is given to each instructor and student to assist in goal development and fitness program planning. But most importantly, the test provides the faculty with an opportunity to teach the students about health and wellness. Within two weeks of the end of the semester, a second test is administered. The results are compared and students are evaluated on their pre- and post-test.

3. If the student population has changed, state how the program is addressing these changes.

The student population at Skyline is constantly changing; however, through assessment of our students we have determined a trend which is not changing. The prevalence of students who arrive at Skyline as either overweight or obese continues to increase in proportion to society.

First, we need a quick definition of terms. For an adult to be considered overweight, he or she must have a Body Mass Index (BMI) of between 25 – 29.9. To be considered obese, a person must have a BMI greater than 30. BMI, which is calculated as weight in kilograms divided by height in meters squared, is used to express weight adjusted for height. Although BMI has limitations as a measure (it's not effective in measuring lean body mass), it has been a useful indicator of overweight and obesity.

Recent data indicates that of the U.S. adult population 63.1 % of adults are either overweight (36.6%) or obese (26.5%). The data indicates that African-Americans were among the most likely to be obese, at 36.2%, compared to the national average of 26.5%. The obesity rate among Hispanics, at 28.3%, is also higher than the national average. Asians are far less likely to be obese, with only 9.6% falling into that category. 18.3% of young Americans are obese, compared to 27.6% between ages 30-44 and 30.6% among 45- to 64-year-olds. Of people 65 and over, 24.2% are obese. Men are more likely than women to be obese, 27.8% compared to 25.2%. Those classified as either overweight or

obese were more likely to have serious health conditions such as, but not limited to, high blood pressure, high cholesterol, type 2 diabetes and its complications, coronary heart disease, stroke, gallbladder disease, osteoarthritis, sleep apnea, and respiratory problems, as well as endometrial, breast, prostate, and colon cancers. It is clear that being overweight and obese is a major public health challenge and one that has a disproportionate impact based on a person's ethnicity, age, educational level and gender. Institutionally, this is a student equity issue.

Data from our own PEEP program validates that information above. During our last self-study (6 years ago), we calculated that over 50% of the students who participated in the PEEP program (remember these are only students who choose to take Physical Education) were either overweight or obese. Now, 6 years later that percentage has increased to slightly more than 60% of the students. As noted in the national data, we see the same disproportionate impact based on a person's ethnicity, age and gender as noted above. Thus, we would argue that having a PE requirement for graduation is not only important but **essential** in the education of the student. Failure to strongly encourage or mandate physical education is a student equity issue which will have a life-long impact on the student.

Now, will taking a Physical Education course change someone who is obese or overweight into a normal weight range? Most likely, that will not happen. But, after one semester of a Physical Education, students should understand what blood pressure, resting heart rate, and body composition are, how they are measured, and what results they should be looking for. They will also be able to think critically about what habits, behaviors and choices they should be making in relation to their fitness.

Due to the rise in overweight and obese students, the program has responded by offering more classes which address fitness and are offered in a variety of formats. Classes are offered during the day, on weekends and can be taken as little as one time a week for 2 hours or four times a week for 6 hours. Our facility is now impacted with no space available for additional programming. To meet the need of students, and given our impacted facility, we have offered on-line courses in Sports Management and Fitness as well.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

Not applicable

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

In order for our program to continue offering Spinning© courses, our faculty need to be certified. The program currently has five members who are Spinning© certified and who regularly attend courses to maintain their certification.

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs 	<ul style="list-style-type: none"> • Engaging in widespread dialogue 	<ul style="list-style-type: none"> • Facilitating discussions and

<ul style="list-style-type: none"> • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> generating new dialogue • Conducting workshops • Lending assistance
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Mark an X on the continuum and briefly comment.



We have SLO's completed for all of our courses. We have assessment plans in place for those courses that are offered on a semi-regular basis. We are assessing courses that are offered on a regular basis.

2. *Highlight any major findings and resulting course or program modifications.*

We have not engaged in any course modifications based on the assessment of courses.

3. *What additional resources are needed to implement the plan?*

We have 82 courses currently in our program which is more than any other program that goes through the SLOAC process. As such, workload is an issue in terms of TracDat and keeping courses, curriculum, SLO's, assessment plans and data up to date and relevant. Concentrating on just those courses that are offered regularly makes this manageable.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

Faculty have been recertified or certified in a number of areas related to instruction of yoga, pilates, fitness, spinning, golf, team sports along with strength and conditioning. Faculty have received training related to institutional data systems such as, but not limited to, TracDat and Curricunet. Finally, three faculty have engaged in the STOT training for the development and implementation of on-line curriculum.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

Any new staff is required to meet with the Division Dean to review assignments, familiarize them with the curriculum and go through a brief review of objectives and expectations. New staff members are encouraged to attend a new faculty orientation at Skyline College if offered. They are also encouraged to attend all opening day activities at the district and at Skyline College, including division meetings. The staff assistant is in the process of preparing a packet of information for new hires, which includes program policies and procedures. A division mentor will be provided if requested.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The program has aggressively pursued ethnic diversity among our faculty in conjunction with the Human Resources department. We have achieved greater diversity over the past few years through the hiring of diverse adjunct faculty members.

Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Facilities, equipment and materials are vital to the health of a Physical Education program. Because of the laboratory nature of instruction, functional, accessible and reliable facilities are a must. Upgrades in the past several years have been a huge help. But additional space, renovated facilities and updated equipment are needed.

With the renovation of the outdoor facilities, outdoor instructional classes are blessed with excellent teaching venues for the foreseeable future. The only concerns related to these classes are climatic conditions and deferred maintenance. Skyline outdoor activities operate in cool and damp conditions. As such, the current track and tennis court stations are showing degradation and are in need of maintenance and renovation. With the installation of the synthetic grass surfaces demands on maintenance time and supplies have been greatly reduced. The trade off in doing this is at some point down the line it will be important to renovate those fields at a higher cost than a natural surface. Therefore, it's important to realize that savings today need to be allocated at some future date so the quality, safety and durability of the synthetic fields is not impacted. Currently, the lower synthetic field is showing the impacts of excessive wear and tear and will need to be replaced in the foreseeable future.

The renovation of Building 3 provided four major indoor teaching stations for our classes. These stations are in constant use not only by Physical Education classes but also by the dance and athletic programs. The result is a facility that is used seven days a week and is beginning to show some wear and tear. In addition, we are using three portable buildings to house our Spinning classes, Sports Medicine program and as a general classroom. We will be receiving a new classroom in the newly constructed Building 4. However, temporary buildings are temporary solutions. We are in need of space. Without the space, programs may be impacted to where cuts have to be made.

2. *List projected needs.*

We have a continuing need for instructional equipment to replace machines, bikes and other pieces that are in constant use. Currently, we have asked for \$72,000 for critical needs in our fitness room and spinning classroom. Due to climatic conditions and wear and tear, the current track, lower synthetic field and tennis court stations are showing degradation and are in need of maintenance and renovation. Without functioning pieces of equipment and facilities, activities in those areas will need to be cut or eliminated.

We are in need of additional instructional space. We have proposed to the state a new facility called the Center for Kinesiology and Human Performance. The center would replace our current portables and fulfill the following purposes:

- Expand Instructional Space for Kinesiology and Human Performance Programs
- Meet the Needs of the Northern San Mateo Community for Preventative Health training, skills and resources
- Provide an Indoor Multi-Functional Training Space to counter wet climatic conditions
- To create synergy with Cosmetology and Multicultural Programs offered in nearby Building 4.

This new center will support curriculum based on the assessment and improvement of movement, performance and function. It will facilitate application of science-based principles to the analysis, preservation and enhancement of human movement and performance in all settings and populations.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

The Physical Education program is reliant on technology. The only constant in our field is change. New discoveries lead to improved training methods that require updated equipment, machines and technology. It's possible to teach some of our curriculum with outdated pieces. But, in order to allow students to fully engage in the curriculum and achieve efficacy, it's important to provide up-to-date and cutting edge technology. One example of this is in our Adaptive PE (APE) classes. Currently, APE is collaborating with the Biology Department in the use of Wii technology in the teaching of our students. This innovative approach has been very promising showing not only improvement in student function but engagement as well. Another example is the use of technology, available through Nike that allows an instructor to track student movement based on distance and time. The availability of such technology has allowed us to introduce an on-line activity course for the first time. These two examples with many others provide evidence of how technology can be used to enhance instruction.

In addition, in administering the PEEP test, a unique database program has been developed to store, track and analyze the student data collected. This allows faculty to provide immediate feedback to our students and compare results to previous testing results. Skyline College is the only post-secondary educational institution in the nation that offers this service to its physical education students. The results not only serve to provide objective feedback to students indicating the results of an active lifestyle, but have in certain situations served to identify potential "at risk" issues in our students which require immediate medical attention.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not applicable

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

The Physical Education program has identified Yoga and Pilates as the fastest growing course demands at Skyline. In order to meet that need, a general full-time faculty member with an emphasis in those fields will need to be hired.

We need a qualified aide to assist with instruction in our APE classes. It's important to have a qualified aide available to work with these classes for two reasons. One, because of the disabilities that the students have, it's difficult for a single certificated instructor to have line of sight supervision of all the students. When a student needs assistance in the class, he or she often requires the full attention of the instructor. Having a qualified aid available would help in those situations by providing a second set of eyes to assist and work with other students. And two, it's important to have a qualified aide to assist with the physical exercises required in the class. Students often must be stretched in order to gain range of motion. This requires a qualified aide (not another student) to perform this type of manipulation.

Physical Education facilities and equipment are in constant need of replacement, repair, and upgrading. In addition, with a larger number of students attending our classes and using our equipment, the rate of depreciation will be more rapid. Additional resources will be necessary for the proper and safe upkeep of the equipment.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

Our evaluation program is a tremendous resource to the college. As previously mentioned, Skyline is the only post-secondary school in the country which conducts such a test. The program could share our findings with our sister colleges. This may inspire other programs in the district to address the deteriorating health and fitness levels of our students.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Sandra Hatzistratis, the Division Assistant, is currently the Vice-President of the Classified Council.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Full-time certificated faculty and staff are fully engaged in the shared governance process. All six full-time members serve on at least one shared governance committee with a several serving on two. This is important in making sure program interests are represented and heard.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

In a sense, the response to this question is that it truly takes a village. The full-time faculty members in Physical Education are dedicated to mentoring part-time faculty in their teaching development. Staff discuss best practices, assignments, activities and explain the policies and procedures of the department, division, college and district. In addition full-time and part-time staff seeks out professional development either through short-term or long-term proposals or on their own initiative outside the Skyline process. As a group of colleagues, the program faculty is committed to serving their students and the college well through hard work, dedication and a student first philosophy.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*

We see three areas where improvement is necessary. First, we need to continue to advocate for expanded space to accommodate the need for our curriculum in the community for transfer, workforce development, and basic skills instruction. We have made a proposal to the state which has been accepted. With the passage of a third bond, this space can become a reality. Second, we need to continue to advocate through the established budget process on the campus and in the community for resources to repair, renovate and replace the instructional equipment that is the life blood of our program. Finally, we need to do a better job educating the campus community, the citizens of our service area and elected representatives in Sacramento and Washington about the necessity of Physical Education in the education of the total student. Our program is currently under attack in Sacramento and proposals have been made to limit course offerings, minimize the offering of PE as a graduation requirement and reduce funding for our classes. This would be a grave disservice to students. Our classes are geared to educate students about the greatest health epidemic facing our nation today (obesity). They are geared to help those students who are disproportionately impacted due to their age, ethnicity, gender and / or educational level. Finally, they are geared to prepare the student to leave this college with the skills, knowledge and ability to engage in habits and behaviors which promote a healthy, productive and long life. Our plan in seeking improvement is to adopt the following philosophy as espoused by Winston Churchill "We shall not fail or falter; we shall not weaken or tire ... Give us the tools and we will finish the job".

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2007	2008	2009
WSCH	6,181	6,770	7,660

Please comment on program enrollment and expected trends.

The Physical Education program saw an increase in WSCH of 19.3% between Fall 2007 and Fall 2009. In comparison, college wide WSCH, less Physical Education, increased 15.8% over the same period. Physical Education courses accounted for between 6.44%-6.71% of the WSCH generated at Skyline College for the three semesters reported on above.

The increase in WSCH for our program and as a college certainly can be attributed to economic and social factors beyond our control. That being said, the net percentage gain in Physical Education has been greater than the college-wide rate and can be attributed to two factors. One, starting in Fall 2007, we were able to fully utilize our remodeled facilities in Building 3. This allowed us to meet student demand. In meeting this demand, we accommodated more students per section and completely scheduled facilities so they are used morning and night on a 5-6 day a week basis. And two, we have grown our Physical Education curriculum. During our last program review, we had 58 curricular offerings. We now have 82 courses in our curriculum. This growth in curriculum is a reflection of trying to meet the growing demand and need of students who are interested in learning skills, improving fitness and thinking critically about the importance of activity related to health and prevention.

Over the next several years, we are looking at some factors which may reduce our upward trend in WSCH. First, hopefully, economic and social conditions will improve which may reduce some enrollment demand throughout the community college system. Second, due to local budget limitations or state-wide limitations placed on Physical Education, we may not be able to offer as many courses. In Fall 2010, we are offering 6.75% fewer courses in Physical Education. If you offer fewer courses, your WSCH will be reduced. Third, we are scheduled at full capacity and our ability to grow further is limited. This is especially true of our indoor facilities which are heavily impacted. Because climatic conditions at our campus limit what can be done outside, we will eventually need more indoor space to accommodate growth in our program. Finally, we have eliminated the HBA (Hours By Arrangement) requirement from a number of courses. We eliminated the requirement based on regulations prescribed by the state and

the demand those placed on our facilities and equipment. Without increased space or budget to replace and acquire equipment, it will be difficult for us to put HBA back into our curriculum until demand for our classes decreases.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2007	2008	2009
FTE	9.31	9.70	9.92
WSCH/FTE	664	698	772

Please comment on the comparison of this program to College trends.

Load in the Physical Education program has increased by 16.3% between Fall 2007 and 2009. Institutional load has increased 11.2% over the same period. Another way of looking at the same metric is to create a ratio of FTES / FTEF. Looking at that ratio, Physical Education generated 22.13 FTES per FTEF in Fall 2007, 23.26 FTES per FTEF in Fall 2008, and 25.74 FTES per FTEF in Fall 2009. Over the same period, Skyline College has ratios of 18.78 in Fall 2007, 19.67 in Fall 2008 and 21.05 in Fall 2009. Thus, Physical Education curriculum has not only kept pace but exceeded the standard institutional load for Skyline College over the past three years during unprecedented enrollment and productivity growth.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2007	2008	2009
Retention	87%	88%	89%
Success	78%	79%	80%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Physical Education courses enjoy a higher rate of retention and success than other parts of the curriculum. Institutionally, retention rates have been between 81%-83% from Fall 2007-Fall 2009. Over this same period, Physical Education courses have had retention rates between 87%-89%. Success rates institutionally between Fall 2007-Fall 2009 have been between 65%-67%. In Physical Education over that same period, success rates have been between 78%-80%.

This greater level of success and retention is consistent across most ethnic, gender, age and student status categories. The only areas where students in Physical Education are less likely to be retained and succeed are those students who take evening classes, are older than 40 years of age and / or are currently attending a K-12 institution. In all three of those categories retention and success rates are lower. As a trend this would require more study. But, based on anecdotal observation, age may cause this phenomenon. By population, the majority of our students are between 18-29 years of age. The groups described above (evening students, students older than 40, and concurrent enrollment students) do not fall within that category. Their reduced level of retention and success may be attributed to a lack of peers engaging in the curriculum with them. No matter, we will continue to adjust our curriculum so it can be accessed, engaged and learned by all students no matter their age.

The retention and success rates documented show the importance of our activity based curriculum on student motivation and success. Physical Education, while a graduation requirement, is a course that most students take out of interest rather than need. With self selection comes increased motivation and “buy-in” to participate. Using that “buy in”, our instructors use the curriculum to teach students skills, improve fitness and have them think critically about activity as a means to promote health and well being. It is this part of the “education” in Physical Education that is so important to our students. We take great pride in the fact that we are not a “roll out the balls” program. Students are engaged with every day in an activity that has meaning to them personally. Our greatest struggles, like those of our colleagues, are when a student feels “required” to take Physical Education. It is those students who say “Why do I have to do this, it’s only PE” or “I just want to exercise. Why do I have to listen to you and take tests?” that remind us how lucky we are to have students who want to learn.

Program Review Course Outline & Prerequisite Checklist

Discipline: Physical Education

Semester: Spring 2011

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementa-tion	Reviewed
			CSU	UC & CSU							
ADAP 348	Adaptive Physical Education	3/11		X	X	MD's recommendation or assignment by College Health Counselor or Division Dean	X	X			
ADAP 349	Functional Adapted Fitness Assessment	3/11		X	X	Concurrent enrollment in ADAP 348 and MD approval	X	X			
ADAP 356	Adapted Total Fitness	3/11		X	X	MD's recommendation or assignment by College Health Counselor or Division Dean	X	X			
ADAP 357	Physical Education for Individuals with Special Needs	3/11		X	X	MD's recommendation or assignment by College Health Counselor or Division Dean	X	X			
ADAP 358	Adapted Strength Development	3/11		X	X	MD's recommendation or assignment by College Health Counselor or Division Dean	X	X	X	X	X
ADAP 359	Balance and Functional Movement for the Physically Limited	3/11		X	X	MD's recommendation or assignment by College Health Counselor or Division Dean	X	X	X	X	X
COMB 301	Beginning Wrestling	3/11		X	X	None		X	X		
COMB 302	Intermediate Wrestling	3/11		X	X	Recommendation: Successful completion of COMB 301 or equivalent.	X	X	X		
COMB 401	Self Defense	3/11		X	X	None		X	X		
COMB 404	Beginning Shotokan Karate	3/11		X	X	None		X	X	X	X
COMB 405	Intermediate and Advanced Shotokan Karate	3/11		X	X	Recommendation: Successful completion of COMB 404 or equivalent.	X	X	X	X	X
FITN 106	Varsity Conditioning	3/11		X	X	None		X	X	X	X
FITN 110	Adult Conditioning	3/11		X	X	None		X	X	X	X
FITN 112	Cross Training	3/11		X	X	None		X	X	X	X
FITN 116	Body Conditioning	3/11		X	X	None		X	X	X	X
FITN 160	Women's Conditioning	3/11		X	X	None		X			

FITN 166	Golf Fitness	3/11		X	X	None		X			
FITN 182	Introduction to Tai Chi	3/11		X	X	None		X			
FITN 201	Beginning Weight Training	3/11		X	X	None		X	X	X	X

FITN 202	Intermediate Weight Training	3/11		X	X	Prerequisite: Successful completion of FITN 201 or equivalent.		X	X	X	X
FITN 205	Weight Conditioning	3/11		X	X	None		X	X	X	X
FITN 301	Spinning	3/11		X	X	None		X	X	X	X
FITN 303	Trail Hiking	3/11		X	X	None		X			
FITN 304	Walking Fitness	3/11		X	X	None		X			
FITN 305	Running for Fitness	3/11		X	X	None		X			
FITN 308	Hiking and Trekking for Fitness	3/11	X		X	None		X	X	X	X
FITN 314	Backpacking for Fitness	3/11		X	X	None		X			
FITN 332	Stretching and Flexibility	3/11		X	X	None		X	X	X	X
FITN 334	Yoga	3/11		X	X	None		X	X	X	X
FITN 335	Pilates	3/11		X	X	None		X	X	X	X
FITN 336	Yoga for Fitness and Wellness	3/11		X	X	Recommendation: Successful completion of FITN 334 or equivalent		X			
FITN 400	Fitness Academy	3/11		X	X	None		X	X	X	X
INDV 101	Beginning Archery	3/11		X	X	None		X	X	X	X
INDV 105	Intermediate Archery	3/11		X	X	Prerequisite: Successful completion of INDV 101 or equivalent	X	X	X	X	X
INDV 121	Beginning Badminton	3/11		X	X	None		X	X	X	X
INDV 125	Intermediate Badminton	3/11		X	X	Recommendation: Successful completion of INDV 121 or equivalent	X	X	X	X	X

INDV 126	Coed Club Badminton	3/11		X	X	Prerequisite: Successful completion of INDV 121 or equivalent	X	x			
INDV 141	Bowling	3/11	X		X	None		X	X		
INDV 160	Golf	3/11		X	X	None		X			
INDV 165	Golf: Short Game	3/11		X	X	None		X	X	X	X
INDV 167	Golf: Golf Course Strategies	3/11		X	X	Recommendation: Successful completion of INDV 160 or equivalent	X	X			
INDV 168	Tournament Golf	3/11		X	X	Recommendation: Successful completion of INDV 160, 165, 167 or equivalent	X	X			
INDV 169	Golf Swing Analysis	3/11		X	X	None		X			
INDV 171	Golf: On-Course Playing Lessons	3/11		X	X	Recommendation: Successful completion of INDV 160 or equivalent	X	X	X	X	X
INDV 172	Golf: Improving the Mental Game	3/11		X	X	Recommendation: Successful completion of INDV 160 or equivalent	X	X			
INDV 251	Beginning Tennis	3/11		X	X	None		X	X	X	X
INDV 253	Intermediate Tennis	3/11		X	X	Prerequisite: Successful completion of INDV 251 or equivalent	X	X	X	X	X
INDV 255	Advanced Tennis	3/11		X	X	Prerequisite: Successful completion of INDV 253 or equivalent	X	X	X	X	X
PE 105	Student-Athlete Experience	3/11		X	X	None		X	X		
PE 152	Theory of Sport and Fitness Management	3/11	X		X	Recommended: Eligibility for ENGL 836 or equivalent	X	X			
PE 203	Sports Medicine Clinical Internship	3/11	X			None		X			
PE 211	Prevention and Care of Athletic Injuries	3/11	X		X		X	X			
PE 212	Prevention and Care of Athletic Injuries Lab	3/11	X		X	Prerequisite: Successful completion of , or concurrent enrollment in, PE 211 or equivalent	X	X			
PE 213	Sports Medicine	3/11	X		X	Prerequisite: Successful completion of PE 211 and 212 or equivalent	X	X			

PE 214	Sports Medicine Lab	3/11	X		X	Prerequisite: Successful completion of PE 211 and 212 or equivalent and satisfactory completion of, or concurrent enrollment in, PE 213 or equivalent	X	X			
PE 270	Introduction to Human Performance	3/11	X		X	None		X			
PE 301	Introduction to Personal Training	3/11	X		X	Recommended: Eligibility for ENGL 836 and READ 836 or ENGL 846, or equivalent.	X	X	X		
TEAM 100	Men's Baseball	3/11		X	X	None		X	X		
TEAM 111	Beginning Basketball	3/11		X	X	None		X	X	X	X
TEAM 112	Basketball Advanced Competition Strategies	3/11		X	X	Prerequisite: Successful completion of TEAM 111 or competitive experience , or equivalent	X	X	X		
TEAM 115	Advanced Basketball	3/11		X	X	Prerequisite: Successful completion of TEAM 111 or competitive experience , or equivalent	X	X	X	X	X
TEAM 116	Basketball: Individual Skill Development	3/11		X	X	Prerequisite: Successful completion of TEAM 115 or equivalent	X	X	X		
TEAM 117	Basketball: Tournament Basketball	3/11		X	X	Recommendation: Successful completion of TEAM 111,112 or 115, or competitive experience , or equivalent	X	X	X	X	X
TEAM 125	Non-Traditional Outdoor Games	3/11		X	X	None		X			
TEAM 132	Flag Football	3/11		X	X	None		X	X	X	X
TEAM 141	Beginning Soccer	3/11		X	X	None		X	X	X	X
TEAM 145	Advanced Soccer	3/11		X	X	Recommendation: Successful completion of TEAM 141 or equivalent	X	X	X	X	X
TEAM 148	Indoor Soccer	3/11		X	X	None		X	X	X	X
TEAM 171	Beginning Volleyball	3/11		X	X	None		X	X		
TEAM 173	Intermediate Volleyball	3/11		X	X	Prerequisite: Successful completion of TEAM 171 or equivalent	X	X	X		

TEAM 175	Advanced Volleyball	3/11		X	X	Prerequisite: Successful completion of TEAM 173 or equivalent	X	X	X		
TEAM 179	Tournament Volleyball	3/11		X	X	Recommendation: Successful completion of TEAM 171 or equivalent	X	X	X		
TEAM 188	Volleyball Theory, Defense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 340	X	X	X		
TEAM 189	Volleyball Theory, Offense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 340	X	X	X		
TEAM 190	Baseball Theory; Defense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 100	X	X	X	X	X
TEAM 191	Baseball Theory; Offense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 100	X	X	X	X	X
TEAM 192	Men's Basketball Theory; Defense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 110	X	X	X	X	X
TEAM 193	Men's Basketball Theory; Offense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 110	X	X	X	X	X
TEAM 194	Women's Basketball Theory; Defense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 300	X	X	X		
TEAM 195	Women's Basketball Theory; Offense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 300	X	X	X		
TEAM 196	Men's Soccer Theory; Defense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 150	X	X	X		
TEAM 197	Men's Soccer Theory; Offense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 150	X	X	X		
TEAM 198	Women's Soccer Theory; Defense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 360	X	X	X		
TEAM 199	Women's Soccer Theory; Offense	3/11		X	X	Recommendation: Concurrent enrollment in VARS 360	X	X	X		
TEAM 201	Wrestling Theory	3/11		X	X	Recommendation: Concurrent enrollment in VARS 200	X	X	X		

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Chip Chandler

Kevin Corsiglia

Mike Fitzgerald

Jan Fosberg

Dino Nomicos

Justin Piergrossi

Date Submitted: March 2011

Division Dean: _____

(Additional faculty signature lines may be added to this form as needed.)



Please place a "C" in the space under the SLO if the SLO is central to the course.

Please place an "S" in the space if the SLO is supported by the course. Leave the space blank if the SLO does not apply to the course

Thank you. (Name of Faculty mapping the SLO's: Chandler, Corsiglia, Fitzgerald, Fosberg, Nomicos, Piergrossi Date Mapping Completed:

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
PEAD	ADAP348	S		C			S
PEAD	ADAP349	S		C			S
PEAD	ADAP 350	S		C			S
PEAD	ADAP356	S		C			S
PEAD	ADAP357	S		C			S
PEAD	ADAP358	S		C			S
PEAD	ADAP359	S		C			S
pead	COMB301	S		C			S
pead	COMB302	S		C			S
pead	COMB401	C		C			C
pead	COMB404	S		C			S
pead	COMB405	S		C			S
pead	FITN106	S		C			S
pead	FITN110	S		C			S
pead	FITN112	S		C			S
pead	FITN116	S		C			S
pead	FITN160	S		C			S
pead	FITN166	S		C			S
pead	FITN 182	S		C			S

Please place a "C" in the
 Please place an "S" in the
 Thank you. (Name of F: 10/20/08)

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
PEAD	ADAP348	C	S		S	S	S	
PEAD	ADAP349	C	S		S	S	S	
PEAD	ADAP 350	C	S		S	S	S	
PEAD	ADAP356	C	S		S	S	S	
PEAD	ADAP357	C	S		S	S	S	
PEAD	ADAP358	C	S		S	S	S	
PEAD	ADAP359	C	S		S	S	S	
pead	COMB301	C	S		S	S	S	
pead	COMB302	C	S		S	S	S	
pead	COMB401	C	S		S	S	S	
pead	COMB404	C	S		S	S	S	
pead	COMB405	C	S		S	S	S	
pead	FITN106	C	S		S	S	S	
pead	FITN110	C	S		S	S	S	
pead	FITN112	C	S		S	S	S	
pead	FITN116	C	S		S	S	S	
pead	FITN160	C	S		S	S	S	
pead	FITN166	C	S		S	S	S	
pead	FITN 182	C	S		S	S	S	

Please place a "C" in the

Please place an "S" in the

Thank you. (Name of F:

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
PEAD	ADAP348				C	S
PEAD	ADAP349				C	S
PEAD	ADAP 350				C	S
PEAD	ADAP356				C	S
PEAD	ADAP357				C	S
PEAD	ADAP358				C	S
PEAD	ADAP359				C	S
pead	COMB301				C	S
pead	COMB302				C	S
pead	COMB401				C	S
pead	COMB404				C	S
pead	COMB405				C	S
pead	FITN106				C	S
pead	FITN110				C	S
pead	FITN112				C	S
pead	FITN116				C	S
pead	FITN160				C	S
pead	FITN166				C	S
pead	FITN 182				C	S

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
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pead	FITN201	S		C			S
pead	FITN202	S		C			S
pead	FITN205	S		C			S
pead	FITN301	S		C			S
pead	FITN303	S		C			S
pead	FITN304	S		C			S
pead	FITN305	S		C			S
pead	FITN308	S		C			S
pead	FITN314	S		C			S
pead	FITN332	S		C			S
pead	FITN334	S		C			S
pead	FITN335	S		C			S
pead	FITN336	S		C			S
pead	FITN400	S		C			S
pead	INDV101	S		C			S
pead	INDV105	C		S			S
pead	INDV121	S		C			S
pead	INDV125	C		S			S
pead	INDV126	C		S			S
pead	INDV141	C		S			S
pead	INDV160	C		S			S
pead	INDV165	C		C			S

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
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pead	FITN201	C	S		S	S	S	
pead	FITN202	C	S		S	S	S	
pead	FITN205	C	S		S	S	S	
pead	FITN301	C	S		S	S	S	
pead	FITN303	C	S		S	S	S	
pead	FITN304	C	S		S	S	S	
pead	FITN305	C	S		S	S	S	
pead	FITN308	C	S		S	S	S	
pead	FITN314	C	S		S	S	S	
pead	FITN332	C	S		S	S	S	
pead	FITN334	C	S		S	S	S	
pead	FITN335	C	S		S	S	S	
pead	FITN336	C	S		S	S	S	
pead	FITN400	C	S		S	S	S	
pead	INDV101	S	S			C	S	S
pead	INDV105	S	S			C	S	S
pead	INDV121	S	S			S	S	S
pead	INDV125	S	S			S	S	S
pead	INDV126	C	S			C	S	C
pead	INDV141	S	S			S	S	S
pead	INDV160	S	S			S	S	C
pead	INDV165	C	C			C	C	C

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pead	FITN201				C	S
pead	FITN202				C	S
pead	FITN205				C	S
pead	FITN301				C	S
pead	FITN303				C	S
pead	FITN304				C	S
pead	FITN305				C	S
pead	FITN308				C	S
pead	FITN314				C	S
pead	FITN332				C	S
pead	FITN334				C	S
pead	FITN335				C	S
pead	FITN336				C	S
pead	FITN400				C	S
pead	INDV101				C	S
pead	INDV105				C	S
pead	INDV121				C	S
pead	INDV125				C	S
pead	INDV126				C	S
pead	INDV141				C	S
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pead	INDV165				C	S

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pead	INDV167	C		C			S
pead	INDV168	C		C			S
pead	INDV169	C		C			S
pead	INDV171	C		C			S
pead	INDV251	S		C			S
pead	INDV253	C		C			S
pead	INDV255	C		C			S
pead	P.E.105	C		C	S		
pead	P.E.152	C		C	S		
pead	P.E.203	C			S		
pead	P.E.211	C			S		
pead	P.E.212	C			S		
pead	P.E.213	C			S		
pead	P.E.214	C			S		
pead	P.E.270	C			S		
pead	P.E.301	C			S		
pead	TEAM100	C		C			S
pead	TEAM111	C		C			S
pead	TEAM112	C		C			S
pead	TEAM115	C		C			S
pead	TEAM116	C		C			S
pead	TEAM117	C		C			S

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
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pead	INDV167	C	C			C	C	C
pead	INDV168	C	C			C	C	C
pead	INDV169	C	C			C	C	C
pead	INDV171	C	C			C	C	C
pead	INDV251	S	S			S	S	S
pead	INDV253	C	S			S	C	S
pead	INDV255	C	S			S	C	S
pead	P.E.105	C	S			C	C	C
pead	P.E.152	C	S			C	C	C
pead	P.E.203	C	S			C	S	
pead	P.E.211	C	S			C	S	
pead	P.E.212	C	S			C	S	
pead	P.E.213	C	S			C	S	
pead	P.E.214	C	S			C	S	
pead	P.E.270	C	S			C	S	
pead	P.E.301	C	S			C	S	
pead	TEAM100	C	S			S	C	
pead	TEAM111	C	S			S	C	
pead	TEAM112	C	S			S	C	
pead	TEAM115	C	S			S	C	
pead	TEAM116	C	S			S	C	
pead	TEAM117	C	S			S	C	

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
pead	INDV167				C	S
pead	INDV168				C	S
pead	INDV169				C	S
pead	INDV171				C	S
pead	INDV251				C	S
pead	INDV253				C	S
pead	INDV255				C	S
pead	P.E.105	S				C
pead	P.E.152	S				C
pead	P.E.203		S			S
pead	P.E.211		S			S
pead	P.E.212		S			S
pead	P.E.213		S			S
pead	P.E.214		S			S
pead	P.E.270		S			S
pead	P.E.301		S			S
pead	TEAM100				C	
pead	TEAM111				C	
pead	TEAM112				C	
pead	TEAM115				C	
pead	TEAM116				C	
pead	TEAM117				C	

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
pead	TEAM125	C		C			S
pead	TEAM132	C		C			S
pead	TEAM141	C		C			S
pead	TEAM145	C		C			S
pead	TEAM148	C		C			S
pead	TEAM171	C		C			S
pead	TEAM173	C		C			S
pead	TEAM175	C		C			S
pead	TEAM179	C		C			S
pead	TEAM188	C		C			S
pead	TEAM189	C		C			S
pead	TEAM190	C		C			S
pead	TEAM191	C		C			S
pead	TEAM192	C		C			S
pead	TEAM193	C		C			S
pead	TEAM194	C		C			S
pead	TEAM195	C		C			S
pead	TEAM 196	C		C			S
pead	TEAM 197	C		C			S
pead	TEAM 198	C		C			S
pead	TEAM 199	C		C			S
pead	TEAM 201	C		C			S

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
pead	TEAM125	C	S			S	C	
pead	TEAM132	C	S			S	C	
pead	TEAM141	C	S			S	C	
pead	TEAM145	C	S			S	C	
pead	TEAM148	C	S			S	C	
pead	TEAM171	C	S			C	C	
pead	TEAM173	C	S			C	C	
pead	TEAM175	C	S			C	C	
pead	TEAM179	C	S			C	C	
pead	TEAM188	C	C			C	C	
pead	TEAM189	C	C			C	C	
pead	TEAM190	C	C			C	C	
pead	TEAM191	C	C			C	C	
pead	TEAM192	C	C			C	C	
pead	TEAM193	C	C			C	C	
pead	TEAM194	C	C			C	C	
pead	TEAM195	C	C			C	C	
pead	TEAM 196	C	C			C	C	
pead	TEAM 197	C	C			C	C	
pead	TEAM 198	C	C			C	C	
pead	TEAM 199	C	C			C	C	
pead	TEAM 201	C	C			C	C	

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
pead	TEAM125				C	
pead	TEAM132				C	
pead	TEAM141				C	
pead	TEAM145				C	
pead	TEAM148				C	
pead	TEAM171				C	
pead	TEAM173				C	
pead	TEAM175				C	
pead	TEAM179				C	
pead	TEAM188			S	C	
pead	TEAM189			S	C	
pead	TEAM190			S	C	
pead	TEAM191			S	C	
pead	TEAM192			S	C	
pead	TEAM193			S	C	
pead	TEAM194			S	C	
pead	TEAM195			S	C	
pead	TEAM 196			S	C	
pead	TEAM 197			S	C	
pead	TEAM 198			S	C	
pead	TEAM 199			S	C	
pead	TEAM 201			S	C	



Skyline College Physical Education Program

The Physical Education Program is part of the Physical Education, Athletics and Dance Division at Skyline College. The program offers over 80 courses in a diverse set of fields including, but not limited to, Adaptive Physical Education, Athletic Training, Combatives, Fitness, Individual Sports, Kinesiology, Personal Training, Sports Management and Team Sports. Physical Education is a critical component of the general requirements for a A.A. or A.S. degree. The following statement outlines the mission, goals and student learning outcomes related to the Physical Education Program.

Program Mission Statement

The Physical Education Program at Skyline College is based upon the acquisition of knowledge and skills that are the foundation of physical activity. However, the mere acquisition of knowledge and skills is not enough. The focus of the program is on critical thinking and physical development through activity. The mission of the Physical Education program at Skyline College is to provide and empower all students with the skills, knowledge and critical thinking components, through courses leading to degree, transfer, career advancement, basic skills development, personal enrichment or a combination of the above, to sustain regular, life-long physical activity as a foundation for a healthy, productive and fulfilling life.

Program Goals

- The primary goal of the Physical Education program at Skyline College is to educate our students on the lifelong benefits of physical fitness. This is done through a wide variety of activity classes offered by the program. Over the last few years, the program has increased its focus on the national and local epidemic of obesity as described in the Surgeon General's Vision for a Healthy and Fit Nation, 2010. As a result, the program has catered our curriculum to tackle this epidemic and assist our students.
- A second goal is to meet the needs of our constantly changing and diverse student body. Our program makes it a priority to identify which courses of study would be attractive to our students. It is clear that being overweight and obese is a major public health challenge and one that has a disproportionate impact based on a person's ethnicity, age, educational level and gender. Institutionally, this is a student equity issue. Therefore, our courses are geared to meet the needs of all students, no matter what age, gender, ethnicity, shape or size. The courses offered in the program meet the needs of the discipline and students as a result of the wide variety, varying level of instruction, diverse content, variable times and days, locations, course structure and unit requirements. Courses are offered in a graded or pass/no pass mode to allow for student choice and need. There is a selection of day and evening courses, as well as weekends. Short and on-line courses have also been added to the curriculum to attract more students and expose students to a healthy lifestyle. Our courses also serve the disabled community with course offerings geared towards those with special physical needs or differing abilities.
- And our third goal is to utilize data and assessment in the development of our program. Consistent evaluation of courses and their relationship to recent information about exercise physiology, diet, health, and fitness is integral to our constantly changing field of study. Each member of the faculty takes an active role in their field of expertise and relates those findings to the program and to their students. In keeping with the data that we have accumulated on the students in our measurements of their fitness levels (60% of our students are overweight and obese) through our Physical Education Evaluation Program (PEEP) and the recommendations of the Surgeon General and most preventive medical agencies, our emphasis has moved from team sports and activities to more individual lifestyle changing activities, such as Yoga, Pilates, Stretching and Flexibility, and Weight/ Body Conditioning / Training.



Program Student Learning Outcomes

Upon successful completion of this program, the student will be able to:

ADAP

- Demonstrate increased muscular strength and endurance, or in the presence of a degenerative disease process, demonstrate either maintained or slowed degradation of muscular strength and endurance in areas where given the “normal” course of the disease, decreased muscle strength and endurance would be expected.

COMB

- Demonstrate improvement in areas of fitness as measured by the division Physical Education Evaluation Program (PEEP).
- Demonstrate the fundamental skills, knowledge, etiquette and vocabulary used in the practice and performance of combative activities.
- Recognize the importance of, and practice, participating in regular moderate physical activity for at least 30 minutes a day.

FITN

- Demonstrate improvement in areas of fitness as measured by the division Physical Education Evaluation Program (PEEP).
- Recognize the importance of, and practice, participating in regular moderate physical activity for at least 30 minutes a day.
- Identify and assess their current fitness level; alter or modify specific wellness or fitness practices in order to improve body composition/flexibility/cardiovascular fitness/muscular endurance/muscular strength.

INDV

- Identify and assess their current fitness level; alter or modify specific wellness or fitness practices in order to improve body composition/flexibility/cardiovascular fitness/muscular endurance/muscular strength related to performance.
- Recognize the importance of, and practice, participating in regular moderate physical activity for at least 30 minutes a day.
- Demonstrate and apply the fundamental skills, knowledge, etiquette and vocabulary used in the practice and performance of individual activities.

PE / KINE

- Identify risk factors for heart disease and stroke, and apply general fitness/wellness principles to minimize risk.
- Critically analyze anatomical and physiological factors in the development of exercise prescription, prevention and rehabilitation programs designed to meet individual goals and circumstances.
- Identify career and / or educational options in physical education, and formulate an action plan to successfully pursue and attain those options.
- Demonstrate an understanding of the historical, social and psychological aspects of activity and sport in the context of society.

TEAM

- Demonstrate improvement in areas of fitness as measured by the division Physical Education Evaluation Program (PEEP).
- Demonstrate the fundamental skills, knowledge, etiquette and vocabulary used in the practice and performance of team activities.
- Develop individual and team offensive / defensive programs applicable to specific goals, evaluate various techniques for effectiveness, demonstrate skills at an advanced level and apply concepts into practice.

Program Review - Resource Needs Summary Table

Program: Physical Education

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. FT Certificated Teacher 2. APE Aide 3. 4. 	<ol style="list-style-type: none"> 1. Yoga and Pilates are areas of high demand and growth. A person specializing in those areas who can create career certificate programs would be of great benefit. 2. We need a qualified aide to assist with instruction in our APE classes. It's important to have a qualified aide available to work with these classes for two reasons. One, because of the disabilities that the students have, it's difficult for a single certificated instructor to have line of sight supervision of all the students. When a student needs assistance in the class, he or she often requires the full attention of the instructor. Having a qualified aid available would help in those situations by providing a second set of eyes to assist and work with other students. And two, it's important to have a qualified aide to assist with the physical exercises required in the class. Students often must be stretched in order to gain range of motion. This requires a qualified aide (not another student) to perform this type of manipulation.
Equipment	<ol style="list-style-type: none"> 1. Budget for Equipment Replacement / Repair 2. 3. 4. 	<ol style="list-style-type: none"> 1. Physical Education facilities and equipment are in constant need of replacement, repair, and upgrading. With a larger number of students attending our classes and using our equipment, the rate of depreciation will be more rapid. Additional resources will be necessary for the proper and safe upkeep of the equipment.

Program Review - Resource Needs Summary Table

Program: Physical Education

	Needs	Notes
Facilities	<ol style="list-style-type: none"> 1. Replace Portables with expanded facilities to meet student demand and program need. 2. 3. 4. 	<ol style="list-style-type: none"> 1. We are in need of additional instructional space. We have proposed to the state a new facility called the Center for Kinesiology and Human Performance. The center would replace our current portables and fulfill the following purposes: <ul style="list-style-type: none"> • Expand Instructional Space for Kinesiology and Human Performance Programs • Meet the Needs of the Northern San Mateo Community for Preventative Health training, skills and resources • Provide an Indoor Multi-Functional Training Space to counter wet climatic conditions • To create synergy with Cosmetology and Multicultural Programs offered in nearby Building 4. <p>This new center will support curriculum based on the assessment and improvement of movement, performance and function. It will facilitate application of science-based principles to the analysis, preservation and enhancement of human movement and performance in all settings and populations.</p>



Skyline College

Evaluation of the Program Review Process; Physical Education Spring 2011

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

100 hours+. Doing the forms is one part but all the updating, with the related changes, of SLO's, Assessment Plans and results in TracDat was time consuming. This is a necessary evil as doing such work never seems that important unless faced with a deadline!!!!

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes the time allowed was adequate. Our only suggestion would be that the notification of program review received the February before schedule (for example in February 2010 for a Spring 2011 review) should come from the Curriculum Committee via the chair as opposed to the Office of Instruction through the Dean. Curriculum is under faculty purview through the Academic Senate. Completion of the Program Review is demanded by the Curriculum Committee and not through the Office of Instruction. As such, direction should come from the committee chair.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument is clear and understandable. Having posted previous reviews is helpful.

3. Were the questions relevant? If not, please explain and offer suggestions.

The questions are relevant. Our only suggestion would be to offer more in the way of having the program look forward instead of backward. In other words, a review, and rightfully so, looks at what you have been doing. But, we believe that more emphasis should be placed on what you will be doing in the future that is important. A place where you note changes in goals and to list quantifiable objectives that you want to meet before the next review would be good.



4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Reviewing curriculum and data is always helpful. Sometimes you are too focused on the trees as opposed to looking at the entire forest. This process allows you to step back and make such an analysis.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, the data was clear and informative. If we needed additional data, we would make such a request through the Office of Institutional Research and Planning. Rob is very helpful!

6. Please offer any comments that could improve and/or streamline Program Review.

Have you thought about webcasting the presentation of the program reviews? Putting the report on line is good but other means might be useful for folks who can not make the meetings but would like to hear / watch what was covered.



**APPENDIX C
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Discipline: Physical Education

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

Signature

Separate boxes for each

College Vice Presidents

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer