

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Physical Education / Health
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Physical Education/Health (12010)
- *Authority Code:* 49-Dean, Kinesiology, Athletics and Newark Campus
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

The Division of Kinesiology and Athletics houses four departments (Physical Education, Athletics, Kinesiology and Health) and has five fulltime faculty and twenty-six part time faculty teaching a variety of traditional physical education courses as well as fitness and health-related classes.

Physical Education courses offer a wide variety of movement-based opportunities that allow Ohlone students to explore mind/ body, martial arts, recreational, individual and team sport experiences in a supportive, non-threatening environment that strives to connect exercise science theory with practicum. Physical education courses are included in both certificates and degrees and contribute to the completion of General Education Plan A Area V graduation requirements.

We currently have seven health courses that provide a variety of current themes within the health industry from entry level, contemporary health issues and women's health issues all the way to higher level concepts of mindfulness and stress management.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - Career Entry (CTE)
 - University Transfer
 - Personal Enrichment
- *State Your Program Mission/Purpose:*

The program serves Ohlone College students, faculty and community by providing courses as needed to meet requirements for degrees, transferable courses to institutions of higher learning and providing both lecture and activity classes. These classes are available for all skill levels. In addition, we have a large offering of lifetime fitness courses such as golf, swimming, yoga, tai chi and pilates to further meet community needs.

- *Briefly Describe Program Accomplishments:*

Over the past three years, we have added four health courses to our offerings in an effort to develop and grow the program. Specifically, these four courses (Qigong 1, Qigong 2, Mindfulness, and Stress Management) provide students with the necessary information to be successful in the formulation of a personal wellness plan that includes stress management and healthy lifestyle changes from a mind and body perspective.

- **Achievement and Resource Data Analysis:**

1. *Research Questions:*

1. Why has the enrollment dropped so significantly in Physical Education?

- **Resource Assessment Summary:**

1. *Academic Year:* 2014-2015
2. *Activity Center Fund 10 Budget Allocation:* \$878711.00
3. *FTEs:* Fall: 55 Spring: 49 Summer: 0
4. *WSCH/FTEF:* Fall: 413 Spring: 402 Summer: 0
5. *Course Sections Offered:* Fall: 40 Spring: 38 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 22 Spring: 21 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 27 Spring: 26 Summer: 0

- **Human Resources:**

1. *# of FT Faculty:* 1
2. *# of PT Faculty:* 9
3. *# of Classified Staff:* 1
4. *# of Administrators:* 1
5. *% Faculty release/reassigned time:* 50.00%
6. *Technology:*
7. *Physical Resources:*
 - General Classrooms
 - Specialized Labs

- **Program Analysis PSLOs - Student Learning:**

(Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2	PSLO-3
ATHL 101A2	P	M	
ATHL 110A2	P	M	
ATHL 110A3	P	M	
ATHL 120A2	P	M	
ATHL 120A3	P	M	
ATHL 220	P	M	
ATHL 222	P	M	
ATHL 223	P	M	
ATHL 224	P	M	
ATHL 225	P	M	
ATHL 226	P	M	
ATHL 227	P	M	
ATHL 228	P	M	
ATHL 229	P	M	
ATHL 230	P	M	
ATHL 231	P	M	
ATHL 232	P	M	
ATHL 233	P	M	
ATHL 262	P	M	
ATHL 264	P	M	
ATHL 265	P	M	
ATHL 266	P	M	
ATHL 267	P	M	
ATHL 268	P	M	
HLTH 101	I	I	P
HLTH 125			P
HLTH 150	I	I	P
HLTH 160			I
KIN 240			I
KIN 251			P
KIN 257			I
KIN 258			M
PE 250	P	I	I

PE 300A2	P	I	
PE 300C2	P	M	
PE 301A2	P	I	
PE 301B2	P	P	
PE 301C2	P	M	
PE 303A2	P	I	
PE 305C2	P	M	
PE 307C2	P	M	
PE 320A2	P	I	
PE 320A3	P	I	
PE 321	P	P	
PE 322A2	P	I	
PE 322A3	P	I	
PE 323	P	M	
PE 328	P	M	
PE 336A3	P	I	
PE 342A2	P	I	I
PE 342A3	P	I	I
PE 343A2	P	P	I
PE 343A3	P	P	I
PE 344A2	P	I	I
PE 344A3	P	I	I
PE 346A2	P	I	I
PE 346A3	P	I	I
PE 350A2	P	I	
PE 350A3	P	I	
PE 350D2	P	M	
PE 350D3	P	M	
PE 351A2	P	P	
PE 351A3	P	P	
PE 353B2	P	I	
PE 356A3	P	P	
PE 357A2	P	P	
PE 360A2	P	I	
PE 360A3	P	I	
PE 360B2	P	P	

PE 360B3	P	P	
PE 362A2	P	I	
PE 362A3	P	I	
PE 362B2	P	P	
PE 362B3	P	P	
PE 362C2	P	M	
PE 366A3	P	I	
PE 367A2	P	I	
PE 367A3	P	I	
PE 372A3	P	I	I
PE 372B2	P	I	I
PE 372B3	P	I	I
PE 374A2	P	I	
PE 374A3	P	I	
PE 375A2	P	I	P
PE 375A3	P	I	P
PE 375B3			P
PE 376A2	P	I	I
PE 376A3	P	I	I
PE 376B2	P	I	I
PE 376B3	P	I	I
PE 376C2	P	P	P
PE 376C3	P	P	P
PE 377A2	P	I	I
PE 377A3	P	I	I
PE 378A2	P	I	I
PE 378A3	P	I	I
PE 378B2	P	P	P
PE 378B3	P	I	P
PE 378C3	P	P	P
PE 379A2	P	I	I
PE 379A3	P	I	I

2. *Please Indicate the PSLO(s) which you are reporting on:*

- Value the importance of and maintain a regular regimen of physical activity and/or exercise.
- Demonstrate fundamental skills incorporating the rules and strategies of

- the activity.
 - Formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.
3. *Analyze and summarize your assessment findings. What in the data jumped out?*

Health Data: 78% of students in 2014SP and 2015SP made personal health behavior changes and successfully identified the short and long term benefits. 41% made more than one change. The most significant change was in the area of physical health, with 37% of students identifying changes in physical activity; 30% improvement of nutrition habits; and, 33% making positive changes in stress management.

Data from Physical Education - 87%-89% of students indicated improved mental health at the end of the semester as compared to the beginning. Students mentioned that the physical education class provided them with an ability to successfully manage stress. Additionally, several identified a better body image due to improved strength and weight loss as a contributing factor in their improved mental health. Physical health improved for over 80% of students. This was attributed to a variety of reasons: less fast food, less soda, increased physical activity, more water, managed stress, and more energy.

4. *Give examples of assessments used for your PSLO analysis:*
- Healthy Lifestyle Habits Pre and Post survey form given out in Physical Education classes (SP13, FA14 and SP15)
 - Final Essay at the end of the semester in Health classes to identify student awareness of lifestyle habits and their contribution to disease risk.(SP14)
 - Health Check 1-1 Pre and Post assessment in Health classes to identify behavior changes in the dimensions of health (SP15)
 - Final exam question asking PE students to self-evaluate change in 6 areas (FA13)

Both Physical Education and Health classes focused on and assessed SLO 3 directly, and SLOs 1 and 2 indirectly. When one understands the principles of healthful living and is able to identify unhealthy habits in their daily life in an effort to affect change, they have, in essence demonstrated an understanding of the fundamental skills and strategies of healthy living (SLO 2). To make behavioral changes in physical activity, in particular, one must value said activity enough to change current habits (SLO 1). Finally, since a personal wellness plan involves more than simply physical health, identifying areas of challenge in one's personal behavior as it pertains to all dimensions of health (physical, mental, social, intellectual, spiritual and environmental) is necessary for truly making lasting changes that reduce disease risk and potentially improve longevity (SLO

3)

Though the methods of assessment and evaluation were a bit different in the various classes, each attempted to determine the number of students who made a lifestyle behavior change (such as quitting smoking, increasing the number of fruit and vegetable servings per day, or increasing physical activity frequency, intensity or duration) over the course of the semester thus supporting a personal wellness plan that reduced risk of disease.

5. *Describe input from Program Advisory Committee (if applicable):*

N/A

6. *Comments:*

I would expect students to have more success and a better grasp of behaviors in areas such as nutrition, stress and physical activity. Identifying habits that put one at risk for disease is a critical component. Assignments, such as the nutrition assessment (physical health) and depression screening (mental/psychological health), provided students with information that highlighted issues in their personal behaviors, and provided suggestions for change using specific techniques. These techniques, such as tracking food intake to provide feedback of nutritional quality, were easy and realistic and provided students with the tools they need to make real change.

The variety of assessment methods made comparing the data between classes and semesters difficult. Additionally, the ability to gather quantifiable change data in the Health classes using the final essay proved extremely difficult since the focus of the question was more on the student's ability to recognize healthy habits and their contribution to risk of disease rather than identifying the student's behavior changes.

As a result, the same Healthy Lifestyle Habits Pre/Post Survey, or a similar survey, should be used in Health and PE classes in an effort to compare results across disciplines. The expectation would be that the Health classes may not experience as significant improvements in physical activity measures (frequency and duration) or stress management, but may do better in terms of nutrition habits, drug use (alcohol and tobacco). With improved data gathering methodologies, this will make for an interesting comparison – the influence of theory vs. practice on effecting behavior change.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Create and market innovative classes and certificates in Health and Physical Education to reach a larger local community, who may be unaware of the variety, affordability and excellence of Physical Education and Health offerings at Ohlone.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Courses such as Qigong and Tai Chi reach out to a diverse population yet few in the community are aware of the health benefits of these practices. Additional curriculum needs to be created to offset the enrollment deficit caused by changes in repeatability. Certificates and degrees must be created to provide opportunities in health and fitness careers (CTE) and pathways for transfer to 4 year institutions.

Program PIO will address the following:

- Career Technical Education (CTE) Related
- Awareness of, and sensitivity to, diverse cultures and perspectives.
- Increase Program Enrollments
- Increase Degrees/Certifications
- Access to high quality courses - community needs

How will you assess the effectiveness of your PIO:

Effectiveness of this PIO will be assessed by realizing an increase in the number of certificates and degrees created, an increase in the number of new and innovative curriculum, number of marketing materials created and a survey to determine the effectiveness of marketing, branding and new curriculum in increasing enrollment.

PIO Action Plan:

How will you accomplish this?

1. Create new PE and Health curriculum in areas such as adventure and obstacle training, coaching principles, healthy aging, and nutrition for athletes. 2. Develop Certificate of Accomplishment in Mind-Body Health, Certified High School Coach,

and Aging Across the Lifespan. 3. Develop a logo for Healthy Living and market via newspaper ads, poster, postcards, radio and TV spots, and local events that focus on healthy living.

What is your timeline?

1. Curriculum development may begin immediately. The only limiting factor is the lack of full time faculty in PE and Health. By Fall 2016, at least one new health course and two new Physical Education courses will be created and submitted to the Curriculum Committee to begin implementation by Fall 2017. 2. Develop at least one Certificate of Accomplishment in Health by the end of Spring 2017. 3. Create logo for Healthy Living by the end of Fall 2016. Create flyers and promotional emails by the end of Fall 2016 for Spring 2017.

Who is going to do this?

Robin Kurotori, in conjunction with willing adjunct faculty, will begin to solicit ideas and build innovative curriculum beginning Spring 2016.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

none at this time

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Provide an learning environment that includes audio/visual modalities for disseminating information in order to improve student retention and success.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Success Rates
- Increase Program Enrollments

How will you assess the effectiveness of your PIO:

Effectiveness of this PIO will be assessed across a number of parameters. When students are actively engaged in relevant and timely curriculum, in an environment that is equal to or better than that which they can find in the local fitness center, student enrollment, persistence, success rates and course completion will all increase. This may ultimately translate into increased enrollment in certificate and transfer degree programs.

PIO Action Plan:

How will you accomplish this?

Install appropriate audiovisual systems that can play CDs, stream videos and music from the internet, and employ state of the art wireless technology for microphones and online music sources. To accommodate the visual learner, a projector and screen will be installed in NC1408. This will allow for the projection of training videos, online documentaries, and support lecture material. To improve the quality and reliability of music and voice generation and amplification, a new sound system, separate from the existing computer-based system will be explored and ultimately installed in both NC1408 and NC1406.

What is your timeline?

By the end of spring semester 2015, site visits to various fitness centers and AV providers in the area will provide information relating to the best audiovisual options available. Ohlone IT personnel, PE faculty and AV providers will determine appropriateness and system compatibility. The appropriate system will be purchased and installed during summer semester 2015 for use in fall 2015.

Who is going to do this?

Robin Kurotori will lead the investigation looking into industry standards and communicating with AV staff on the Newark campus to find a system that will meet instructor and class demands, industry specs and compatibility.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

none at this time

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Possible funding source Newark Capital Campaign funding (Foundation account).

PIO Resources:

- Resource: People Time
Description: Lead faculty will need to research appropriate technology
- Resource: Instructional Equipment
Description: Audio/visual equipment
Est. Cost: \$10,000.00
- Resource: Facilities Improvement
Description: Preparing for installation of screen and projector

Attached Files:

- [Data - HLTH-2015.xls](#)
- [Data -PE-2015.xls](#)
- [Program Review Data 2013-2015.xlsx](#)
- [Survey Form Pre Post PE.pdf](#)

- [Health Check 1-1.pdf](#)
- [Why has enrollment dropped so significantly in Physical Education PROG REV 2015.docx](#)
- [Student Success in Physical Education PROG REV 2015.docx](#)
- [Enrollment Trends in Health PROG REV 2015.docx](#)
- [Student Success in Health PROG REV 2015.docx](#)
- [PIO Next Steps PROG REV 2015.docx](#)
- [Exercise Execution Rubric PE 346.pdf](#)
- [Rubric White Crane Spreads Its Wings 100812.pdf](#)
- [Rubric Cloud Hands 1008121.pdf](#)
- [Health 150 SLO 4 SP12.docx](#)
- [HLTH 101 Assessment Fall 2012.docx](#)
- [Pilates SLO Assessment Rubric.pdf](#)