

The Instructional Program Review Narrative Report

1. College: Merritt

Discipline, Department or Program: P.E./Health Ed.

Date: February 18, 2010

Members of the Instructional Program Review Team: Inga Marciulionis, Maurice Compton, Brock Drazen, Ken Hurst, Faculty; Stacy Thompson, Division 1

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

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The Merritt College Physical Education/Health Ed. department is committed to providing courses that meet major and graduation requirements, meet the need of communities served by the college, and enhance life-long fitness, health and recreation. The courses in physical education strive to develop skills and knowledge of the specific discipline and to improve individuals' psychological and physiological skills, their flexibility, strength, balance and cardio-respiratory vigor.

Physical Education/Health Ed. is more important than ever. The department strives to address the needs of an increasingly overweight, sedentary population and the accompanying poor nutrition and chronic disease by providing education, motivation and setting/achievement of fitness goals.

In addition, the Merritt College Physical Education program partners with Oakland Police and Fire Department to enhance the physical conditioning of potential Academy recruits.

Physical Education Department courses also include men and women's intercollegiate Basketball, Cross Country, Track and Field and men's Soccer. These programs attract a diverse population of full time students who might not otherwise enroll at Merritt (or perhaps any college) but for the 'hook' of PE/Athletics. In this sense, the Department opens doors to

many men and women in the community and offers these students a chance to build a future full of opportunity not just in physical education but in whatever academic endeavor they pursue.

Unfortunately tightened budgets threaten many programs offered by the department including fully funded intercollegiate athletic programs and many activity classes. The department is determined to maintain its high quality instruction and develop/maintain state of the art facilities in order to continue to attract a diverse and often underserved population of men and women. These full time students are the backbone of Merritt College and the Physical Education Department takes pride in its' efforts in the community to draw them to Merritt College.

It is the Physical Education Department's intention to seek several full time positions in the near future to support and maintain the success that has made the department a shining example of what Merritt College has to offer members of the community at large.

3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

The Curriculum is current and effective. All course outlines have been updated within the last three years.

- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

We have conducted a curriculum review of course outlines, making sure they are up to date and comprehensive.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

We have deactivated courses which we no longer offer and updated the College Catalogue accordingly. We do not offer courses requiring prerequisites or co-requisites.

The curriculum has been sharply streamlined due to budget constraints while the department is still maximizing efforts to achieve goals and objectives. Ideally in the future a wider variety of course offerings will be available for students to enhance their health and fitness.

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

Student Learning Outcomes are in place for most Physical Education classes and submitted through CurricUNET.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

Physical Education is not a program and will be using the ILOs as program outcomes as suggested by the SLOAC committee .

- Recommendations and priorities.

In the near future, the Physical Education Department is considering creating a map for a certificate in Physical Education or relevant components of the discipline. This would also help with the issue of Physical Education courses being perceived as merely recreational classes.

4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Generating attention, developing motivation, and helping students focus on what is to be learned is accomplished through effective and innovative strategies involving listening, reading, seeing and doing. Traditional lecture and text reading in the classroom setting is supported by group discussions of current health issues and preventative maintenance through exercise and nutrition. Using the internet to support class materials allows students the freedom to explore areas of their interest. Classroom AV is used to offer a visual assist in many areas of health science.

In the fitness center, students are offered a variety of training opportunities that include cardiovascular and anaerobic exercise. For aerobic conditioning treadmills, recumbent and upright bikes, step and elliptical machines are available for use. For anaerobic exercise, a

wide range of machines, pulley devices and free weights are available to address every area of the body. Instructors offer demonstrative examples of proper use and form in these cardiovascular and anaerobic exercises. Instructors also structure individual exercise and nutrition programs based on individual student needs and objectives so that students become engaged and interested in pursuing their own lifelong fitness and health. Students have the opportunity to monitor their own progress by recording their workouts using daily training logs that are maintained on site. Lastly, reading material on nutrition and various exercise modalities is easily accessible for student consumption.

Activity classes offer students the opportunity to learn sport specific skills with individualized attention from faculty. Students are given ample opportunity to participate in skills development and competition so that they learn the skills in an exciting and challenging environment. Faculty spends focused attention on individual progress so that students feel valued and therefore maintain motivation to learn.

Intercollegiate sport classes offer character development, competition and growth in sport skills. Faculty offers a full range of learning opportunities including the use of new technology. For example, YouTube video demonstrations or other internet sources provide new and interesting opportunities for students while at practice facilities to observe the body movement of professionals and attempt to reproduce such movements immediately with faculty feedback. The faculty also purchases and maintains safe and effective devices to assist students in learning particular skills. Students offer goal sheets, meet regularly with faculty and review videotape of their own performances in order to improve in their sport. Faculty offer one on one training attention to maintain student confidence and develop individualized plans so that each student has the opportunity to reach his/her ceiling of development.

- How does the department maintain the integrity and consistency of academic standards within the discipline?

The department maintains the integrity and consistency of academic standards within the discipline through careful department review and faculty application of syllabus requirements. The department also holds regular faculty meetings to discuss issues that may arise among individual faculty members so that the whole department is aware of and can address such issues. When the faculty communicates regularly and clearly with each other, department integrity and consistent application of academic standards naturally flow from it.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

Physical Education is not mandatory but highly recommended. The Physical Education Department averages 1000 students every semester while offering a variety of courses. The Fitness Center has one of the largest enrollment rates on campus. Student interest in the advantages of fitness and nutrition continue a positive trend for life-long fitness and health.

Physical education courses are acceptable for credit at CSU and UC.

Our enrollment is steady while productivity increased 15% in 2008/2009. We also adjusted enrollment procedures for Spring 2010 in several Physical Education classes which will improve the productivity.

The Health Ed. 1 course is a requirement for a Certificate for Substance Abuse Major and is transfer acceptable at CSU and UC.

Enrollment fluctuates considerably every year because the substance abuse certificate curriculum requires Health Ed 1 during the second year. Two courses are offered during the day and one course has been added in the evening. An additional section is added every second Spring Semester. The Health Ed. enrolment is up and productivity is increasing.

Are courses scheduled in a manner that meets student needs and demand? How do you know?

Our enrollment is steady and productivity is increasing which means that the days and times are meeting student needs and demand. The Fitness Center is open from 6am to 7pm every Monday through Thursday and 6am to 4pm on Fridays. Activity classes are offered in the morning and in the evening while Health Ed is offered in the morning and evening to meet the student needs.

- Recommendations and priorities.

Because of the difficult economy and tightened budgets, cuts to department offerings have been substantial including a cut to Fitness Center hours. Future goals include adding additional sections of existing offerings and adding a variety of activity classes so that students have many options when pursuing their health and fitness aspirations.

5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Physical Education retention rates at 93% for 2008 are 21% above the college average. This is a powerful indication of the effective course offerings and quality instruction of dedicated faculty. Continued course offering, increased variety of activities and maintenance or extension of Fitness Center hours are critical to continued retention success.

As for the Health Ed. retention rate, it is a reflection of the college rate. Student barriers to success in the classroom are lack of financial resources and family issues. Faculty works hard to help students succeed by giving individual attention and motivation to deal with their personal issues.

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 03-07	Fall 08
Asian	87%	93% (121)
African American	87%	85% (389)
Filipino	80%	75% (16)
Hispanic/Latino	82%	92% (94)
Native American	94%	96% (27)
Other	77%	69% (26)
White	88%	89% (136)
Unknown	89%	92% (171)
PE Average	74%	93%
College Average: 72%		

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Physical Education Baseline Fall 03-07	Physical Education Fall 08
Male	89%	92% (408)
Female	84%	85% (527)
Not Supplied	89%	88% (48)

Student Retention rate for Health Education

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 03-07	Fall 08
Asian	95%	67% (6)
African American	67%	69% (49)
Filipino	50%	100% (2)
Hispanic/Latino	77%	100% (10)
Native American	60%	67% (3)
Other	100%	100% (1)
White	83%	0% (1)

Unknown	57%	50% (2)
HLTED Average	74%	76%
College Average: 72%		

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Baseline Fall 03-07	Fall 08
Male	71%	69% (45)
Female	71%	79% (29)
Not Supplied	75%	0% (0)

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

The key needs of students that affect their learning are modern, well working equipment and educated, experienced instructors. For classroom courses, students need a quiet place to study and access to computers for assignments and research. The department encourages students to use the resources available in the school library and the learning center.

For instructional support, the department needs follow through on available measure A funds so that new equipment already funded and quoted, can be purchased. Also, continued appropriate first aid and CPR classes to keep faculty current on their certifications. Finally, regular office supplies for day to day operations.

- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

At the course level, efforts to assess student learning consist of testing, final projects, tracking progress on daily training logs and videotaped feedback. At the program level, efforts to assess student learning occur through analysis of enrollment and general feedback from students. The department uses student learning assessment results to reevaluate course content and instructional methods in order to make appropriate adjustments in these areas.

- Recommendations and priorities.

The department is determined to maintain its high retention rates, continue to provide quality instruction, and attract more students via website, word of mouth, school functions, health and

fitness fairs and through high school recruitment efforts of our faculty/intercollegiate coaching staff.

6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Currently we have two contract and ten adjunct instructors teaching Physical Education and two instructors teaching Health Ed.

- Describe your current utilization of facilities and equipment.

The department uses the basketball gym for intercollegiate basketball and activity classes like Yoga, Badminton, Aerobics and General Exercise. The soccer fields and track facility are used for intercollegiate soccer and Track and Field and Cross Country. The Fitness Center is a department centerpiece and is utilized by students to exercise and strength train. Tennis courts are available but are currently unused due to course reductions.

Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

Continued cutbacks in funding threaten courses in Physical Education. We operate successfully in the current environment by efficiently utilizing all of our human and physical resources. However, in the next three years, the department plans to request three full time instructors in P.E./Athletics.

Also the Department needs a complete feedback on the progress of the Measure A funds. These Measure A fund requests are critical to the Department in order to maintain modern and safe equipment in the best interests of our students.

Fitness Center:

Measure A funds have been requested in order to upgrade our workout equipment.

Maintaining safety and offering student's up to date training equipment is essential. We in need to replace worn carpeting and repaint the Fitness Center. The Department waiting for new exercise equipment; in need for a flat screen TV's and a new sound system for the Fitness Center and Basketball Gym. The Basketball gym has to be repainted inside also.

Athletics need new tables, washer and dryer in the Training room. Physical Education/Health Ed. Department needs 2 Copier machines, LCD projector for the Health Ed., 2 Computers. Basketball equipment, Soccer equipment, Track & Field equipment.

Yoga and Aerobic classes need a separate room that accommodates students for the activities.

- Recommendations and priorities.
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7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

In Physical Education all our classes are transferable to CSU and the UC system except PE 201. Health Ed. is a lecture class and is also transferable to CSU and UC. Faculty works with Merritt's articulation counselor to ensure success in this regard.

The Health Ed. lecture class absolutely prepares students for upper division course work. The lecture consists of reading and writing assignments reflecting critical thinking skills. The students are tested on quizzes and have hands on and research projects that prepare them for upper division course work.

The Department's athletic programs are very involved in student academic success. Faculty institute study halls, maintain regular contact with the athletic counselor, become familiar with general education and IGETC requirements and have contact with 4 year institutions locally as well as nationally. Student-athletes are required to be enrolled in a minimum of 12 units and have 2nd year unit and GPA requirements in order to participate in intercollegiate athletics. Faculty has daily contact with student-athletes and regularly emphasizes the importance of academics while closely monitoring student's progress

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

Because of the budget cuts, the Physical Education Department had to cut a wide variety of classes. The Department is optimistic and believes that in the early future we will be able to offer many more activity classes so that our student body can have access to Merritt's beautiful facilities: soccer field, Track and Field, tennis courts and Basketball courts. One of the Department's great strengths is the student diversity that our programs attract. Physical education is a 'hook' for women and men of all races, religions and nationalities and often creates opportunities in academics for students who wouldn't otherwise have a chance or the inclination to pursue an academic degree or certificate. For example, intercollegiate athletics (soccer, basketball, track and field and cross country) as well as activity classes like badminton attracts student-athletes who may never become professional athletes but who, through their academic experiences at Merritt, have life opportunities that they never would have attained otherwise. The Department takes very seriously this commitment to the constituencies it serves and believes that it is imperative that the school recognize the significance of physical education in attracting a wide variety of students who might otherwise never enroll in college.

- Recommendations and priorities.

Our faculty speaks in local schools all over the Eastbay and makes contact with local high school coaches, students and their families in order to describe the programs offered at Merritt. Faculty volunteers in local programs like the Police Athletic League and in assisting high school athletic events. The Department wants to continue offering this vital service to college enrollment at Merritt. So, the continued success of our programs and offerings is not only of benefit to the Physical Education Department but critical to full time enrollment at Merritt in general.

With this in mind, the Physical Education Department believes it is of highest importance that full time faculty positions are offered in the near future to maintain and develop successful programs.

Our priority as a Department is to keep enrollment along with productivity growing. Another priority is to develop and offer a certificate in different Physical Education Areas.

Checklist of Tasks

1. The Office of Instruction at each College will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The

schedule will include a timeline and deadlines for completion.

2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.
9. The Vice President of Instruction will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

FTES/FTEF: The ratio of full-time equivalent students to full-time equivalent instructors.

Persistence: The percent of students who attend one semester and then attend the subsequent semester (fall and spring semesters).

Retention: After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.

Appendices

Instructional Program Review Resource Needs Reporting Template

Division: Division 1		Department/Program: Physical Education/Health Ed.		Contact: Inga Marciulionis, Maurice Compton	
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum

Integrated Planning Template

Division: Division 1		Department/Program: Physical Education/Health Ed.			Contact: Inga Marciulionis, Maurice Compton	
Strategic Direction __:						
Institutional Goal ___:						
Objective:					Priority:	
Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments	College Planning Link(s) *	
1.						
2.						
3.						
4.						
5.						

*College Planning Links:
 Budget Committee
 Facilities Committee
 Technology Committee

Student Learning Outcomes Reporting Template (Course Level Outcomes)

Division: Division 1		Department/Program: Physical Education/Health Ed.		Course:		Contact: Inga Marciulionis
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Actual Level of Performance	Plan of Action
Health Ed. 1	<p>Outcome: Formulate a plan to alleviate stress, identify stressors and healthy lifestyle habits to achieve a high level of psychological and physical well being</p> <p>Outcome: Evaluate the impact of addiction and drug abuse on individuals and society</p> <p>Outcome: Incorporate sound consumer, environmental, and reproductive choices into an informed approach to life.</p>					
P.E.2 Aerobic	<p>Outcome: Manage time to include 40 – 60</p>					

	<p>minutes of exercise 3 times a week.</p> <p>Outcome: Develop an exercise (toning or aerobics) program for individual age, ability, and stamina level.</p> <p>Outcome: Assess intake of food and the time it takes for people to eat and develop a dietary plan that helps improve health and fitness.</p>					
P.E.5 Badminton	<p>Outcome: Discuss and demonstrate the four fundamental strokes and good form and proper technique</p> <p>Outcome: Describe in detail the game of badminton and all equipment needed to play the game</p> <p>Outcome: Show a working knowledge of all rules, safety procedures, dress, care of equipment, scoring</p>					

<p>P.E.9 Body Conditioning</p>	<p>Outcome: Evaluate physical changes related to the body conditioning course.</p> <p>Outcome: Appraise the results of physical conditioning and testing in general.</p> <p>Outcome: Evaluate effectiveness of fitness equipment and procedures.</p> <p>Outcome: Design a plan for lifelong fitness.</p>					
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<p>P. E.14 General Exercise</p>	<p>Outcome: Evaluate and perform selected exercises and series of exercises.</p> <p>Outcome: Design exercise series for specific objectives.</p> <p>Outcome: Explain all aspects of general exercise and their impact on improving flexibility, strength, coordination, balance, tone and endurance.</p> <p>Outcome: Explain the principles</p>					
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	<p>of body mechanics and kinesiology.</p> <p>Outcome: Design a plan to promote physical fitness.</p>					
P.E.15 Golf	<p>Outcome: Explain and apply rules, safety procedures and golf terminology</p> <p>Outcome: Appraise and demonstrate golf skills</p> <p>Outcome: Practice and evaluate golf skills</p> <p>Outcome: Develop a plan for improvement</p>					
P.E.30 Soccer	<p>Outcome: Comprehend and apply the technical aspects of soccer to a game situation.</p> <p>Outcome: Develop and apply offensive and defensive game strategies.</p> <p>Outcome: Demonstrate knowledge of the historical cultural evolution of soccer through lecture and discussion.</p> <p>Outcome:</p>					

	Demonstrate knowledge of and apply the rules of soccer through class lecture and discussion.					
P.E.35 Tennis	<p>Outcome: Select appropriate equipment to play tennis.</p> <p>Outcome: Explain the components of conditioning.</p> <p>Outcome: Develop and demonstrate sufficient skills efficiently play the game of tennis.</p> <p>Outcome: Explain tennis terminology and rules of the game.</p>					
P.E.36 Track & Field	<p>Outcome: Describe short, mid and long term performance goals.</p> <p>Outcome: Demonstrate 10 dynamic stretching drills, 10 static stretches and 10 other warm-up related movements in preparation for main training session.</p> <p>Outcome: Design a track event specific 12 month</p>					

	<p>resistance training regimen.</p> <p>Outcome: Explain and demonstrate proper running form.</p> <p>Outcome: Demonstrate technical proficiency in one or more track and field events.</p>					
P.E.39 Weight Training	<p>Outcome: Demonstrate the proper use of weight-training equipment and proper exercise of the various muscles.</p> <p>Outcome: Improve muscular fitness and identify and chart workout activities in a plan</p>					
P.E.40 Yoga	<p>Outcome: Demonstrate various yoga postures, with correct positioning and sequencing when applicable</p> <p>Outcome: Express in writing the benefits of yoga practice for one's personal life</p> <p>Outcome: Develop appreciation of yoga with peers in a supportive atmosphere</p> <p>Outcome:</p>					

	Practice yoga to the best of one's ability and develop an awareness of breathing					
P.E.42 Stretch Aerobics	<p>Outcome: Design a personal plan using stretch aerobics to increase physical fitness</p> <p>Outcome: Identify and appraise levels of cardiovascular and overall physical fitness</p> <p>Outcome: Examine and demonstrate a variety of stretch aerobic activities</p> <p>Outcome: Evaluate, compare and record all class activities for future use</p>					
P.E.51 Adaptive P.E. Weight Training and Conditioning	<p>Outcome: Explain and apply rules, safety procedures and gold terminology.</p> <p>Outcome: Appraise and demonstrate golf skills.</p> <p>Outcome: Practice and evaluate golf skills.</p> <p>Outcome: Develop a plan for</p>					

	improvement.					
P.E.52 Aerobics of Jogging	<p>Outcome: Define cardiovascular fitness and design a plan to improve aerobic capacity</p> <p>Outcome: Identify the fundamentals of diet</p> <p>Outcome: Explain and demonstrate a personal jogging workout plan</p> <p>Outcome: Design a personal plan for attaining and maintaining overall fitness</p>					
P.E.57 Basketball Officiating	<p>Outcome: Demonstrate basketball officiating skills.</p> <p>Outcome: Describe the mechanics of basketball events and equipment.</p> <p>Outcome: Explain basketball NCAA rules pertaining to participants and officials.</p> <p>Outcome: Officiate at intramural basketball meets and at home basketball meets.</p>					
P.E.58 Basketball Theory	<p>Outcome: Define basketball terminology and</p>					

	<p>explain various defensive and offensive theories and strategies used in basketball</p> <p>Outcome: Describe the use of equipment and supplies needed to coach or direct a basketball team</p> <p>Outcome: Evaluate other students' and coaches' skills in practice and games</p>					
P.E.73 Track & Field Officiating	<p>Outcome: Describe the specific rules of each Track and Field event.</p> <p>Outcome: Demonstrate officiating skills in each Track and Field event.</p> <p>Outcome: Apply relevant rules to the applicable track and field event.</p> <p>Outcome: Identify and enumerate officiating equipment</p>					

<p>P.E.91 Basketball-Men (Intercollegiate)</p>	<p>Outcome: Develop advanced basketball skills that allow successful competition at an intercollegiate level.</p> <p>Outcome: Improve general physical conditioning to meet the strenuous demands of basketball game</p> <p>Outcome: Develop a philosophy of defensive and offensive strategy and apply it to the game.</p> <p>Outcome: Prepare for the mental and psychological aspects of the game</p> <p>Outcome: Evaluate performance after each game or practice session for overall improvement.</p> <p>Outcome: Develop a wholesome attitude toward competition.</p>					
<p>P.E.92 Basketball-Women (Intercollegiate)</p>	<p>Outcome: Develop advanced basketball skills that allow successful competition at an intercollegiate level.</p> <p>Outcome: Improve general</p>					

	<p>physical conditioning to meet the strenuous demands of basketball game.</p> <p>Outcome: Develop a philosophy of defensive and offensive strategy and apply it to the game.</p> <p>Outcome: Prepare for the mental and psychological aspects of the game.</p> <p>Outcome: Evaluate performance after each game or practice session for overall improvement.</p> <p>Outcome: Develop a wholesome attitude toward competition.</p>					
P.E.93 Cross Country	<p>Outcome: Describe short, mid and long term performance goals.</p> <p>Outcome: Demonstrate 10 dynamic stretching drills, 10 static stretches and 10 other warm-up related movements in preparation for main training session or intercollegiate competition.</p> <p>Outcome:</p>					

	<p>Design a 12 month resistance training regimen for a distance runner.</p> <p>Outcome: Explain and demonstrate proper running form.</p>					
P.E.96 Soccer-Men's (Intercollegiate)	<p>Outcome: Develop advanced soccer skills that allow successful competition at an intercollegiate level</p> <p>Outcome: Improve general physical conditioning to meet the strenuous demands of soccer</p> <p>Outcome: Develop philosophies of defensive and offensive strategies and apply them to the game</p> <p>Outcome: Develop a wholesome attitude about the mental and psychological aspects of competition</p> <p>Outcome: Evaluate performance after each game or practice session for overall improvement</p>					

<p>P.E.100 Track & Field (Intercollegiate)</p>	<p>Outcome: Describe short, mid and long term performance goals.</p> <p>Outcome: Demonstrate 10 dynamic stretching drills, 10 static stretches and 10 other warm-up related movements in preparation for main training session or intercollegiate competition.</p> <p>Outcome: Design a track event specific 12 month resistance training regimen.</p> <p>Outcome: Explain and demonstrate proper running form.</p> <p>Outcome: Demonstrate technical proficiency in one or more track and field events.</p>					
<p>P.E. 110 Physical Fitness & safety Services</p>	<p>Outcome: Evaluate and perform a variety of exercise techniques and combinations</p> <p>Outcome: Explain the principles of body mechanics and</p>					

	<p>kinesiology and impact on all aspects of general exercise</p> <p>Outcome: Improve muscle tone, strength, endurance, flexibility, joint mobility, aerobic capacity and overall cardiovascular fitness</p> <p>Outcome: Evaluate and compare body measurements at beginning and at the end of the term</p> <p>Outcome: Design a variety of personal workout plans</p>					
P.E.201 Health & Maintenance	<p>Outcome: Develop muscle tone, strength and endurance.</p> <p>Outcome: Develop flexibility, joint mobility and cardiovascular fitness</p> <p>Outcome: Apply physical fitness techniques to develop a wholesome attitude towards fitness</p>					

Student Learning Outcomes Reporting Template (Program Level Outcomes)

Division:		Department/Program:			Contact:		
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Actual Level of Performance	Plan of Action	

