

IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES

PROGRAM/DEPARTMENT Exercise Science, Wellness Sport

ACADEMIC YR. 2011-2012

Comprehensive Program Review Annual Assessment Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

<u>David A. Denny</u> Signature of Program Chair/Director	<u>March 30, 2012</u> Date	<u>[Signature]</u> Signature of Area Dean	<u>4/4/12</u> Date
<u>[Signature]</u> Signature of Area Vice President	<u>March 30, 2012</u> Date		

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

Part 2 – Comprehensive Program Review

Fall 2011

Program Name: Exercise Science, Wellness, & Sports

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review.

- a. Identify Student Learning Outcomes and Assessments for 100% of our courses.
- b. Increase successful course completion in transfer level general education courses.
- c. To update, revise, and revitalize our Physical Education Major.
- d. To successfully implement and integrate Women's Intercollegiate Cross Country into the Athletics Department.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well as additional program specific metrics, if any.

- a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

Program Review – Wellness Program															
Enrollment Count at Census															
Course	Fall			Total	Spr.			Total	Sum.			Win.			Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010	Total	2009	2010	Total	
HE100	13	8	11	32	11	14	9	34	4	4	8	4		4	78
HE102	589	587	546	1722	546	537	567	1650	147	189	336	182	179	361	4069
HE104					19	26	24	69				15		15	84
Total	602	595	557	1754	576	577	600	1753	151	193	344	201	179	380	4231

Number of Sections															
Course	Fall			Total	Spr.			Total	Sum.			Total	Win.		Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010	2009		2010	2009	
HE100	1	1	1	3	1	1	1	3	1	1	2	1		1	9
HE102	17	17	15	49	17	16	16	49	5	7	12	7	6	13	123
HE104					1	1	1	3				1		1	4
Total	18	18	16	52	19	18	18	55	6	8	14	9	6	15	136

Student Success Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
HE100	84.6%	100.0%	100.0%	94.9%	90.9%	100.0%	100.0%	97.0%	100.0%	100.0%	100.0%	100.0%		100.0%	97.3%
HE102	73.1%	74.3%	72.8%	73.4%	67.3%	67.5%	78.0%	70.9%	72.8%	82.5%	77.7%	83.5%	72.1%	77.8%	74.4%
HE104					94.7%	88.5%	87.5%	90.2%				80.0%		80.0%	87.7%
>>>>	78.9%	87.1%	86.4%	84.1%	84.3%	85.3%	88.5%	86.0%	86.4%	91.3%	88.8%	87.8%	72.1%	83.9%	85.7%

Student Retention Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
HE100	84.6%	100.0%	100.0%	94.9%	90.9%	100.0%	100.0%	97.0%	100.0%	100.0%	100.0%	100.0%		100.0%	97.3%
HE102	85.9%	85.9%	90.9%	87.5%	81.0%	82.5%	90.3%	84.6%	83.7%	87.8%	85.8%	89.0%	81.6%	85.3%	85.8%
HE104					100.0%	88.5%	91.7%	93.4%				93.3%		93.3%	93.4%
>>>>	85.2%	92.9%	95.4%	91.2%	90.6%	90.3%	94.0%	91.7%	91.8%	93.9%	92.9%	94.1%	81.6%	91.0%	91.6%

Grade Distribution

Course	Year	FWSS	A	B	C	D	F	CR	P	I	Other	W	Total	Success Rate	Retention Rate
HE100	2008	Fall						11			0	2	13	84.6%	84.6%
HE100	2009	Win.						4			0		4	100.0%	100.0%
HE100	2009	Spr.						10			0	1	11	90.9%	90.9%
HE100	2009	Sum.						4			0		4	100.0%	100.0%
HE100	2009	Fall							8		0		8	100.0%	100.0%
HE100	2010	Spr.							14		0		14	100.0%	100.0%
HE100	2010	Sum.							4		0		4	100.0%	100.0%
HE100	2010	Fall							11		0		11	100.0%	100.0%
HE100	2011	Spr.							9		0		9	100.0%	100.0%
HE102	2008	Fall	107	184	139	50	25				0	83	588	73.1%	85.9%
HE102	2009	Win.	51	74	27	5	5				0	20	182	83.5%	89.0%
HE102	2009	Spr.	79	185	104	39	36				0	104	547	67.3%	81.0%
HE102	2009	Sum.	42	53	12	9	7				0	24	147	72.8%	83.7%
HE102	2009	Fall	93	191	152	35	33				0	83	587	74.3%	85.9%
HE102	2010	Win.	42	59	28	12	5				0	33	179	72.1%	81.6%
HE102	2010	Spr.	71	168	124	44	36				1	94	538	67.5%	82.5%
HE102	2010	Sum.	64	71	21	3	7				0	23	189	82.5%	87.8%
HE102	2010	Fall	85	193	120	40	58				1	50	547	72.8%	90.9%
HE102	2011	Spr.	100	219	123	32	37			1	0	55	567	78.0%	90.3%
HE104	2009	Win.	7	3	2	2					0	1	15	80.0%	93.3%
HE104	2009	Spr.	14	4			1				0		19	94.7%	100.0%
HE104	2010	Spr.	12	10	1						0	3	26	88.5%	88.5%
HE104	2011	Spr.	14	7			1				0	2	24	87.5%	91.7%

Full Time Equivalent Student (FTEs)

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
HE 100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
HE 102	61.0	60.8	57.3	179.1	58.1	55.8	59.4	173.3	15.2	20.2	35.4	19.1	15.8	35.0	422.8
HE 104					2.1	2.7	2.5	7.3				1.6		1.6	8.8
>>>>	61.0	60.8	57.3	179.1	60.2	58.5	61.9	180.6	15.2	20.2	35.4	20.7	15.8	36.5	431.7

Full Time Equivalent Faculty (FTEf)															
Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
HE 100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
HE 102	3.4	3.4	3.0	9.8	3.4	3.2	3.2	9.8	1.0	1.4	2.4	1.4	1.2	2.6	24.6
HE 104					0.2	0.2	0.2	0.6				0.2		0.2	0.8
>>>>	3.4	3.4	3.0	9.8	3.6	3.4	3.4	10.4	1.0	1.4	2.4	1.6	1.2	2.8	25.4

FTEs per FTEf															
Course	Fall			Fall Avg	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Avg.
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
HE 100															
HE 102	17.9	17.9	19.1	18.3	17.1	17.4	18.6	17.7	15.2	14.4	14.8	13.7	13.2	13.4	17.2
HE 104					10.4	13.5	12.4	12.1				7.9		7.9	11.0
>>>>	17.9	17.9	19.1	18.3	16.7	17.2	18.2	17.4	15.2	14.4	14.8	12.9	13.2	13.0	17.0

Program Review – Physical Education Program Enrollment Count at Census															
Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE100	559	591	585	1735	432	424	477	1333	213	247	460	236	188	424	3952
PE101					38	80	59	177				38		38	215
PE102	62	69	63	194	61	56	59	176	164	77	241				611
PE103	85	67	59	211	38	77	52	167							378
PE104	38	46	51	135	76	83	86	245							380
PE106	33		21	54					30	26	56				110
PE107		25		25											25
PE110	11	10	19	40	15	16	7	38	3	4	7	6		6	91
PE111	65	76	71	212	69	70	39	178							390
PE112	56	65	96	217	70	88	33	191	53	28	81	26		26	515
PE114					36			36							36

PE120	31	31	34	96											96
PE121	24	22	24	70	26	22	21	69	73	60	133				272
PE122			6	6	9	6		15							21
PE123					10	16	19	45							45
PE126	251	313	327	891	35	112	144	291	38	42	80	23		23	1285
PE127	31			31								18	19	37	68
PE128	161	164	223	548	190	262	268	720	40	80	120	43		43	1431
PE130		7	11	18		0	16	16							34
PE131	7			7	8	11		19							26
PE140	28	37	35	100									21	21	121
PE142	25	18	24	67	20	25	23	68							135
PE143	19	21	16	56											56
PE144	10	12	16	38											38
PE170					15			15	28		28	12		12	55
PE171					9			9							9
PE200	29	37	31	97											97
PE201	18	45	38	101					34	33	67				168
PE202												18	17	35	35
PE203					12	23	42	77							77
PE210					18	28	25	71							71
PE211	54	59	55	168	54	53	50	157							325
Total	1597	1715	1805	5117	1241	1452	1420	4113	676	597	1273	420	245	665	11168

Number of Sections																
Course	Fall			Total	Spr.			Total	Sum.			Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010	2011		2009	2010		
PE100	13	13	13	39	11	10	10	31	6	7	13	6	5	11	94	
PE101					1	2	1	4				1		1	5	
PE102	2	2	2	6	2	2	2	6	6	3	9				21	
PE103	3	2	2	7	1	2	2	5							12	

PE104	1	1	1	3	2	2	2	6							9
PE106	1		1	2					1	1	2				4
PE107		1		1											1
PE110	1	1	1	3	1	1	1	3	1	1	2	1		1	9
PE111	2	2	2	6	2	2	1	5							11
PE112	3	2	3	8	3	3	1	7	2	1	3	1		1	19
PE114					1			1							1
PE120	1	1	1	3											3
PE121	1	1	1	3	1	1	1	3	2	2	4				10
PE122			1	1	1	1		2							3
PE123					1	1	1	3							3
PE126	10	10	11	31	1	4	4	9	2	2	4	1		1	45
PE127	2			2								1	1	2	4
PE128	4	4	5	13	5	6	6	17	1	2	3	1		1	34
PE130		1	1	2		1	1	2							4
PE131	1			1	1	1		2							3
PE140	1	1	1	3									1	1	4
PE142	1	1	1	3	1	1	1	3							6
PE143	1	1	1	3											3
PE144	1	1	1	3											3
PE170					1			1	1		1	1		1	3
PE171					1			1							1
PE200	1	1	1	3											3
PE201	1	2	2	5					2	2	4				9
PE202												1	1	2	2
PE203					1	1	1	3							3
PE210					1	1	1	3							3
PE211	2	2	2	6	2	2	2	6							12
Total	53	50	54	157	41	44	38	123	24	21	45	14	8	22	347

Student Success Rate

Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE100	75.3%	82.6%	79.3%	79.1%	77.3%	82.8%	84.9%	81.7%	90.6%	90.3%	90.4%	90.3%	91.5%	90.9%	84.5%
PE101					71.1%	82.5%	88.1%	80.6%				97.4%		97.4%	84.8%
PE102	79.0%	72.5%	88.9%	80.1%	78.7%	91.1%	79.7%	83.1%	84.8%	90.9%	87.8%				83.2%
PE103	71.8%	82.1%	91.5%	81.8%	71.1%	80.5%	80.8%	77.4%							79.6%
PE104	86.8%	82.6%	84.3%	84.6%	82.9%	92.8%	90.7%	88.8%							86.7%
PE106	72.7%		66.7%	69.7%					100.0%	80.8%	90.4%				80.0%
PE107		56.0%		56.0%											56.0%
PE110	100.0%	90.0%	100.0%	96.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%	98.9%
PE111	61.5%	73.7%	67.6%	67.6%	66.7%	77.5%	71.8%	72.0%							69.8%
PE112	80.4%	76.9%	87.5%	81.6%	84.3%	89.8%	93.9%	89.3%	86.8%	92.9%	89.8%	92.3%		92.3%	87.2%
PE114					66.7%			66.7%							66.7%
PE120	93.5%	76.7%	67.6%	79.3%											79.3%
PE121	84.0%	90.9%	95.8%	90.2%	61.5%	81.8%	81.0%	74.8%	89.0%	81.7%	85.4%				83.2%
PE122			66.7%	66.7%	88.9%	83.3%		86.1%							79.6%
PE123					80.0%	50.0%	57.9%	62.6%							62.6%
PE126	86.5%	83.1%	84.4%	84.6%	82.9%	93.8%	97.2%	91.3%	100.0%	97.6%	98.8%	95.7%		95.7%	91.2%
PE127	96.8%			96.8%								94.4%	100.0%	97.2%	97.1%
PE128	82.5%	82.9%	89.7%	85.0%	90.5%	85.5%	90.3%	88.8%	97.5%	92.5%	95.0%	97.7%		97.7%	89.9%
PE130		100.0%	72.7%	86.4%			62.5%	62.5%							78.4%
PE131	85.7%			85.7%	62.5%	63.6%		63.1%							70.6%
PE140	92.9%	86.5%	94.3%	91.2%									90.5%	90.5%	91.0%
PE142	80.0%	94.4%	66.7%	80.4%	75.0%	68.0%	73.9%	72.3%							76.3%
PE143	94.7%	100.0%	93.8%	96.2%											96.2%
PE144	90.0%	88.2%	100.0%	92.7%											92.7%
PE170					93.3%			93.3%	71.4%		71.4%	91.7%		91.7%	85.5%
PE171					100.0%			100.0%							100.0%
PE200	86.2%	83.8%	93.5%	87.8%											87.8%
PE201	72.2%	73.3%	71.1%	72.2%					97.1%	90.9%	94.0%				80.9%
PE202												100.0%	88.2%	94.1%	94.1%
PE203					83.3%	95.7%	61.9%	80.3%							80.3%

PE210					33.3%	50.0%	44.0%	42.4%							42.4%
PE211	81.5%	79.7%	72.7%	78.0%	75.9%	79.2%	64.0%	73.1%							75.5%
>>>>	83.5%	82.8%	82.6%	83.0%	77.4%	80.4%	77.8%	78.5%	91.7%	90.8%	91.3%	95.5%	92.6%	94.6%	83.4%

Student Retention Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE100	84.6%	89.5%	91.5%	88.5%	85.4%	92.0%	91.0%	89.5%	92.5%	91.1%	91.8%	94.1%	93.1%	93.6%	90.5%
PE101					73.7%	92.5%	93.2%	86.5%				97.4%		97.4%	89.2%
PE102	80.6%	82.6%	90.5%	84.6%	83.6%	94.6%	84.7%	87.7%	89.6%	97.4%	93.5%				88.0%
PE103	82.4%	83.6%	93.2%	86.4%	92.1%	90.9%	86.5%	89.9%							88.1%
PE104	94.7%	82.6%	90.2%	89.2%	82.9%	94.0%	91.9%	89.6%							89.4%
PE106	72.7%		71.4%	72.1%					100.0%	80.8%	90.4%				81.2%
PE107		64.0%		64.0%											64.0%
PE110	100.0%	90.0%	100.0%	96.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%	98.9%
PE111	67.7%	77.6%	78.9%	74.7%	81.2%	88.7%	79.5%	83.1%							78.9%
PE112	85.7%	89.2%	89.6%	88.2%	84.3%	89.8%	97.0%	90.3%	90.6%	92.9%	91.7%	100.0%		100.0%	91.0%
PE114					66.7%			66.7%							66.7%
PE120	100.0%	86.7%	88.2%	91.6%											91.6%
PE121	88.0%	95.5%	100.0%	94.5%	76.9%	90.9%	85.7%	84.5%	89.0%	81.7%	85.4%				88.5%
PE122			66.7%	66.7%	100.0%	83.3%		91.7%							83.3%
PE123					80.0%	50.0%	68.4%	66.1%							66.1%
PE126	87.6%	85.3%	87.8%	86.9%	82.9%	95.5%	97.9%	92.1%	100.0%	97.6%	98.8%	95.7%		95.7%	92.3%
PE127	96.8%			96.8%								94.4%	100.0%	97.2%	97.1%
PE128	85.6%	87.2%	92.8%	88.5%	94.7%	93.1%	94.0%	94.0%	100.0%	95.0%	97.5%	97.7%		97.7%	93.4%
PE130		100.0%	90.9%	95.5%			87.5%	87.5%							92.8%
PE131	85.7%			85.7%	62.5%	72.7%		67.6%							73.6%
PE140	100.0%	91.9%	94.3%	95.4%									90.5%	90.5%	94.2%
PE142	80.0%	94.4%	66.7%	80.4%	80.0%	76.0%	78.3%	78.1%							79.2%
PE143	94.7%	100.0%	93.8%	96.2%											96.2%
PE144	90.0%	88.2%	100.0%	92.7%											92.7%
PE170					100.0%			100.0%	78.6%		78.6%	91.7%		91.7%	90.1%

PE171					100.0%				100.0%							100.0%
PE200	93.1%	89.2%	93.5%	91.9%												91.9%
PE201	77.8%	80.0%	100.0%	85.9%						97.1%	93.9%	95.5%				89.8%
PE202													100.0%	94.1%	97.1%	97.1%
PE203					91.7%	100.0%	90.5%	94.0%								94.0%
PE210					50.0%	78.6%	68.0%	65.5%								65.5%
PE211	85.2%	83.1%	78.2%	82.1%	75.9%	81.1%	70.0%	75.7%								78.9%
>>>>	87.3%	87.0%	88.5%	87.6%	83.1%	86.9%	86.1%	85.2%	93.7%	92.3%	93.0%	96.8%	94.4%	96.0%		88.1%

Grade Distribution															
Course	Year	FWSS	A	B	C	D	F	CR	P	I	Other	W	Total	Success Rate	Retention Rate
PE100	2008	Fall	233	133	55	17	34				1	86	559	75.3%	84.6%
PE100	2009	Win.	126	61	26	6	3				0	14	236	90.3%	94.1%
PE100	2009	Spr.	168	121	45	11	24				0	63	432	77.3%	85.4%
PE100	2009	Sum.	128	52	13	2	2				0	16	213	90.6%	92.5%
PE100	2009	Fall	298	139	51	22	19				0	62	591	82.6%	89.5%
PE100	2010	Win.	111	52	9	2	1				0	13	188	91.5%	93.1%
PE100	2010	Spr.	185	105	61	8	31				0	34	424	82.8%	92.0%
PE100	2010	Sum.	163	50	10	1	1				0	22	247	90.3%	91.1%
PE100	2010	Fall	275	128	61	18	53				0	50	585	79.3%	91.5%
PE100	2011	Spr.	240	131	34	4	25				0	43	477	84.9%	91.0%
PE101	2009	Win.	31	5				1			0	1	38	97.4%	97.4%
PE101	2009	Spr.	23	2	2		1				0	10	38	71.1%	73.7%
PE101	2010	Spr.	48	15	3	2	6				0	6	80	82.5%	92.5%
PE101	2011	Spr.	46	3	3	2	1				0	4	59	88.1%	93.2%
PE102	2008	Fall	34	11	4		1				0	12	62	79.0%	80.6%
PE102	2009	Spr.	35	10	3	1	2				0	10	61	78.7%	83.6%
PE102	2009	Sum.	123	10	6	3	5				0	17	164	84.8%	89.6%
PE102	2009	Fall	33	15	2	3	4				0	12	69	72.5%	82.6%
PE102	2010	Spr.	25	12	14		2				0	3	56	91.1%	94.6%
PE102	2010	Sum.	66	3	1	2	3				0	2	77	90.9%	97.4%

PE102	2010	Fall	44	10	2		1			0	6	63	88.9%	90.5%
PE102	2011	Spr.	28	11	8	2			1	0	9	59	79.7%	84.7%
PE103	2008	Fall	51	9	1	1	8			0	15	85	71.8%	82.4%
PE103	2009	Spr.	22	5		2	6			0	3	38	71.1%	92.1%
PE103	2009	Fall	50	2	3		1			0	11	67	82.1%	83.6%
PE103	2010	Spr.	49	6	7	3	5			0	7	77	80.5%	90.9%
PE103	2010	Fall	48	2	4	1				0	4	59	91.5%	93.2%
PE103	2011	Spr.	40	2			3			0	7	52	80.8%	86.5%
PE104	2008	Fall	26	5	2		3			0	2	38	86.8%	94.7%
PE104	2009	Spr.	43	17	3					0	13	76	82.9%	82.9%
PE104	2009	Fall	33	4	1					0	8	46	82.6%	82.6%
PE104	2010	Spr.	57	15	5	1				0	5	83	92.8%	94.0%
PE104	2010	Fall	30	13		3				0	5	51	84.3%	90.2%
PE104	2011	Spr.	61	11	6		1			0	7	86	90.7%	91.9%
PE106	2008	Fall	22	2						0	9	33	72.7%	72.7%
PE106	2009	Sum.	28	1			1			0		30	100.0%	100.0%
PE106	2010	Sum.	21							0	5	26	80.8%	80.8%
PE106	2010	Fall	8	4	2	1				0	6	21	66.7%	71.4%
PE107	2009	Fall	9	4	1	1	1			0	9	25	56.0%	64.0%
PE110	2008	Fall						11		0		11	100.0%	100.0%
PE110	2009	Win.						6		0		6	100.0%	100.0%
PE110	2009	Spr.						15		0		15	100.0%	100.0%
PE110	2009	Sum.						3		0		3	100.0%	100.0%
PE110	2009	Fall							9	0	1	10	90.0%	90.0%
PE110	2010	Spr.							16	0		16	100.0%	100.0%
PE110	2010	Sum.							4	0		4	100.0%	100.0%
PE110	2010	Fall							19	0		19	100.0%	100.0%
PE110	2011	Spr.							7	0		7	100.0%	100.0%
PE111	2008	Fall	14	19	7		4			0	21	65	61.5%	67.7%
PE111	2009	Spr.	23	17	6	2	8			0	13	69	66.7%	81.2%
PE111	2009	Fall	28	25	3	1	2			0	17	76	73.7%	77.6%
PE111	2010	Spr.	26	19	10	2	6			0	8	71	77.5%	88.7%
PE111	2010	Fall	23	13	12		8			0	15	71	67.6%	78.9%

Fall 2011 Comprehensive Program Review

PE111	2011	Spr.	15	9	4	1	2				0	8	39	71.8%	79.5%
PE112	2008	Fall	37	5	3	1	2				0	8	56	80.4%	85.7%
PE112	2009	Win.	22	1	1		2				0		26	92.3%	100.0%
PE112	2009	Spr.	48	5	6						0	11	70	84.3%	84.3%
PE112	2009	Sum.	44	2			2				0	5	53	86.8%	90.6%
PE112	2009	Fall	36	8	6	5	3				0	7	65	76.9%	89.2%
PE112	2010	Spr.	66	7	6						0	9	88	89.8%	89.8%
PE112	2010	Sum.	26								0	2	28	92.9%	92.9%
PE112	2010	Fall	64	15	5	1	1				0	10	96	87.5%	89.6%
PE112	2011	Spr.	21	5	5		1				0	1	33	93.9%	97.0%
PE114	2009	Spr.	20	2	2						0	12	36	66.7%	66.7%
PE120	2008	Fall	29				2				0		31	93.5%	100.0%
PE120	2009	Fall	18		5		3				0	4	30	76.7%	86.7%
PE120	2010	Fall	21	1	1	5	2				0	4	34	67.6%	88.2%
PE121	2008	Fall	12	5	4	1					0	3	25	84.0%	88.0%
PE121	2009	Spr.	9	4	3	2	2				0	6	26	61.5%	76.9%
PE121	2009	Sum.	65								0	8	73	89.0%	89.0%
PE121	2009	Fall	12	4	4	1					0	1	22	90.9%	95.5%
PE121	2010	Spr.	11	4	3	2					0	2	22	81.8%	90.9%
PE121	2010	Sum.	49								0	11	60	81.7%	81.7%
PE121	2010	Fall	15	7	1	1					0		24	95.8%	100.0%
PE121	2011	Spr.	7	7	3	1					0	3	21	81.0%	85.7%
PE122	2009	Spr.	3	4	1		1				0		9	88.9%	100.0%
PE122	2010	Spr.	2	2	1						0	1	6	83.3%	83.3%
PE122	2010	Fall	2	1	1						0	2	6	66.7%	66.7%
PE123	2009	Spr.	2	6							0	2	10	80.0%	80.0%
PE123	2010	Spr.	5	2	1						0	8	16	50.0%	50.0%
PE123	2011	Spr.	5	4	2	2					0	6	19	57.9%	68.4%
PE126	2008	Fall	165	38	14	3					0	31	251	86.5%	87.6%
PE126	2009	Win.	21	1							0	1	23	95.7%	95.7%
PE126	2009	Spr.	20	9							0	6	35	82.9%	82.9%
PE126	2009	Sum.	34	4							0		38	100.0%	100.0%
PE126	2009	Fall	190	62	8	3	4				0	46	313	83.1%	85.3%

Fall 2011 Comprehensive Program Review

PE126	2010	Spr.	56	34	15	2					0	5	112	93.8%	95.5%
PE126	2010	Sum.	34	7							0	1	42	97.6%	97.6%
PE126	2010	Fall	202	59	15	3	8				0	40	327	84.4%	87.8%
PE126	2011	Spr.	103	30	7		1				0	3	144	97.2%	97.9%
PE127	2008	Fall	23	7							0	1	31	96.8%	96.8%
PE127	2009	Win.	16	1							0	1	18	94.4%	94.4%
PE127	2010	Win.	18		1						0		19	100.0%	100.0%
PE128	2008	Fall	98	25	9	1	4				0	23	160	82.5%	85.6%
PE128	2009	Win.	37	5							0	1	43	97.7%	97.7%
PE128	2009	Spr.	153	13	6	2	6				0	10	190	90.5%	94.7%
PE128	2009	Sum.	39			1					0		40	97.5%	100.0%
PE128	2009	Fall	112	15	9	4	3				0	21	164	82.9%	87.2%
PE128	2010	Spr.	203	14	7	1	19				0	18	262	85.5%	93.1%
PE128	2010	Sum.	70	4			2				0	4	80	92.5%	95.0%
PE128	2010	Fall	175	19	6	1	6				0	16	223	89.7%	92.8%
PE128	2011	Spr.	218	14	10	7	3				0	16	268	90.3%	94.0%
PE130	2009	Fall	5	2							0		7	100.0%	100.0%
PE130	2010	Fall	3	2	3	1	1				0	1	11	72.7%	90.9%
PE130	2011	Spr.	4	5	1	4					0	2	16	62.5%	87.5%
PE131	2008	Fall	4		2						0	1	7	85.7%	85.7%
PE131	2009	Spr.	4	1							0	3	8	62.5%	62.5%
PE131	2010	Spr.	5	1	1	1					0	3	11	63.6%	72.7%
PE140	2008	Fall	25		1		2				0		28	92.9%	100.0%
PE140	2009	Fall	32				2				0	3	37	86.5%	91.9%
PE140	2010	Win.	19								0	2	21	90.5%	90.5%
PE140	2010	Fall	33								0	2	35	94.3%	94.3%
PE142	2008	Fall	9	7	4						0	5	25	80.0%	80.0%
PE142	2009	Spr.	8	5	2		1				0	4	20	75.0%	80.0%
PE142	2009	Fall	11	6							0	1	18	94.4%	94.4%
PE142	2010	Spr.	11	3	3	1	1				0	6	25	68.0%	76.0%
PE142	2010	Fall	14	2							0	8	24	66.7%	66.7%
PE142	2011	Spr.	11	4	2		1				0	5	23	73.9%	78.3%
PE143	2008	Fall	17	1							0	1	19	94.7%	94.7%

PE143	2009	Fall	21							0		21	100.0%	100.0%
PE143	2010	Fall	15							0	1	16	93.8%	93.8%
PE144	2008	Fall	6	3						0	1	10	90.0%	90.0%
PE144	2009	Fall	15							0	2	17	88.2%	88.2%
PE144	2010	Fall	16							0		16	100.0%	100.0%
PE170	2009	Win.	11							0	1	12	91.7%	91.7%
PE170	2009	Spr.	14			1				0		15	93.3%	100.0%
PE170	2009	Sum.	19		1	1	1			0	6	28	71.4%	78.6%
PE171	2009	Spr.	8	1						0		9	100.0%	100.0%
PE200	2008	Fall	24	1		1	1			0	2	29	86.2%	93.1%
PE200	2009	Fall	31				2			0	4	37	83.8%	89.2%
PE200	2010	Fall	28		1					0	2	31	93.5%	93.5%
PE201	2008	Fall	11	1	1		1			0	4	18	72.2%	77.8%
PE201	2009	Sum.	31	2						0	1	34	97.1%	97.1%
PE201	2009	Fall	15	12	6		3			0	9	45	73.3%	80.0%
PE201	2010	Sum.	30			1				0	2	33	90.9%	93.9%
PE201	2010	Fall	14	10	3		11			0		38	71.1%	100.0%
PE202	2009	Win.	17		1					0		18	100.0%	100.0%
PE202	2010	Win.	15				1			0	1	17	88.2%	94.1%
PE203	2009	Spr.	7	2	1		1			0	1	12	83.3%	91.7%
PE203	2010	Spr.	16	5	1	1				0		23	95.7%	100.0%
PE203	2011	Spr.	20	5	1	4	8			0	4	42	61.9%	90.5%
PE210	2009	Spr.	3	1	2		3			0	9	18	33.3%	50.0%
PE210	2010	Spr.	2	10	2		8			0	6	28	50.0%	78.6%
PE210	2011	Spr.	1	7	3	3	3			0	8	25	44.0%	68.0%
PE211	2008	Fall	18	15	11		2			0	8	54	81.5%	85.2%
PE211	2009	Spr.	16	16	9					0	13	54	75.9%	75.9%
PE211	2009	Fall	14	24	9	2				0	10	59	79.7%	83.1%
PE211	2010	Spr.	14	14	14	1				0	10	53	79.2%	81.1%
PE211	2010	Fall	9	19	12	2	1			0	12	55	72.7%	78.2%
PE211	2011	Spr.	12	13	7	1	2			0	15	50	64.0%	70.0%

Full Time Equivalent Student (FTEs)															
Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE 100	54.8	56.1	55.9	166.8	42.4	41.4	44.5	128.3	21.7	24.5	46.3	23.1	20.9	44.0	385.4
PE 101					2.3	4.9	3.7	10.8				2.5		2.5	13.3
PE 102	3.1	3.4	3.5	10.0	2.8	2.8	3.0	8.6	10.6	5.1	15.6				34.2
PE 103	5.2	4.1	3.8	13.1	2.3	4.7	3.2	10.2							23.2
PE 104	2.3	2.8	3.4	8.5	4.7	5.2	5.2	15.1							23.7
PE 106	2.2		1.4	3.6					2.0	1.7	3.7				7.3
PE 107		1.6		1.6											1.6
PE 110	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
PE 111	4.8	5.6	5.2	15.5	5.0	5.1	2.4	12.5							28.1
PE 112	3.9	4.0	6.3	14.2	4.4	5.4	2.1	11.8	3.5	1.8	5.3	1.7		1.7	33.0
PE 114					4.9			4.9							4.9
PE 120	1.9	1.9	2.3	6.0											6.0
PE 121	1.6	1.4	1.5	4.5	2.1	2.1	1.5	5.7	4.8	3.9	8.7				19.0
PE 122			0.6	0.6	1.0	0.7		1.7							2.3
PE 123					1.1	2.0	1.9	4.9							4.9
PE 126	15.7	20.3	22.3	58.2	2.1	6.8	8.9	17.9	2.5	2.8	5.3	1.5		1.5	82.9
PE 127	2.2			2.2								1.2	1.1	2.3	4.4
PE 128	10.3	10.5	14.8	35.6	11.8	16.1	16.6	44.4	2.6	5.3	7.9	2.8		2.8	90.8
PE 130		0.4	0.7	1.1			1.0	1.0							2.1
PE 131	0.4			0.4	0.5	0.7		1.2							1.6
PE 140	1.9	2.1	2.4	6.4									1.4	1.4	7.8
PE 142	1.6	1.2	1.5	4.3	1.5	2.4	1.6	5.6							9.9
PE 143	1.5	1.7	1.5	4.6											4.6
PE 144	0.8	1.3	1.4	3.5											3.5
PE 170					0.9			0.9	1.9		1.9	0.8		0.8	3.6
PE 171					0.6			0.6							0.6
PE 200	1.9	2.1	2.1	6.1											6.1
PE 201	1.1	2.7	2.5	6.3					2.2	2.2	4.4				10.7
PE 202												1.9	1.8	3.7	3.7
PE 203					1.0	2.6	3.5	7.1							7.1
PE 210					1.2	1.9	1.9	5.1							5.1
PE 211	5.6	6.2	5.9	17.7	5.6	5.4	5.2	16.2							33.9
>>>>	122.6	129.5	139.0	391.1	98.2	110.3	106.1	314.6	51.9	47.3	99.2	35.5	25.2	60.6	865.4

Full Time Equivalent Faculty (FTEf)															
Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE 100	2.6	2.6	2.6	7.8	2.2	2.0	2.0	6.2	1.2	1.4	2.6	1.2	1.0	2.2	18.8
PE 101					0.1	0.3	0.1	0.5				0.1		0.1	0.7
PE 102	0.3	0.3	0.3	0.8	0.3	0.3	0.3	0.8	0.8	0.4	1.2				2.8
PE 103	0.4	0.3	0.3	0.9	0.1	0.3	0.3	0.7							1.6
PE 104	0.1	0.1	0.1	0.4	0.3	0.3	0.3	0.8							1.2
PE 106	0.1		0.1	0.3					0.1	0.1	0.3				0.5
PE 107		0.1		0.1											0.1
PE 110	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
PE 111	0.3	0.3	0.3	0.8	0.3	0.3	0.1	0.7							1.5
PE 112	0.4	0.3	0.4	1.1	0.4	0.4	0.1	0.9	0.3	0.1	0.4	0.1		0.1	2.5
PE 114					0.3			0.3							0.3
PE 120	0.1	0.1	0.1	0.4											0.4
PE 121	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4	0.3	0.3	0.5				1.3
PE 122			0.2	0.2	0.2	0.2		0.4							0.6
PE 123					0.2	0.2	0.2	0.6							0.6
PE 126	1.3	1.3	1.5	4.1	0.1	0.5	0.5	1.2	0.3	0.3	0.5	0.1		0.1	6.0
PE 127	0.3			0.3								0.1	0.1	0.3	0.5
PE 128	0.5	0.5	0.7	1.7	0.7	0.8	0.8	2.3	0.1	0.3	0.4	0.1		0.1	4.5
PE 130		0.1	0.1	0.3			0.1	0.1							0.4
PE 131	0.1			0.1	0.1	0.1		0.3							0.4
PE 140	0.1	0.1	0.1	0.4									0.1	0.1	0.5
PE 142	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4							0.8
PE 143	0.1	0.1	0.1	0.4											0.4
PE 144	0.1	0.1	0.1	0.4											0.4
PE 156		0.7	0.7	1.3											1.3
PE 170					0.1			0.1	0.1		0.1	0.1		0.1	0.4
PE 171					0.1			0.1							0.1
PE 210					0.1	0.1	0.1	0.4							0.4
PE 211	0.4	0.4	0.4	1.2	0.4	0.4	0.4	1.2							2.4
>>>>	7.7	7.8	8.4	23.9	6.3	6.4	5.7	18.4	3.2	2.9	6.1	2.0	1.3	3.3	51.6

FTEs per FTEf

Course	Fall			Fall Avg	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Avg.
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE 100	21.1	21.6	21.5	21.4	19.3	20.7	22.2	20.7	18.1	17.5	17.8	19.3	20.9	20.0	20.5
PE 101					17.4	18.3	27.4	20.3				18.7		18.7	20.0
PE 102	11.6	12.8	13.2	12.5	10.4	10.5	11.3	10.8	13.2	12.7	13.0				12.2
PE 103	13.0	15.3	14.2	14.0	17.4	17.6	11.9	15.3							14.5
PE 104	17.4	21.0	25.6	21.3	17.6	19.4	19.7	18.9							19.7
PE 106	16.5		10.5	13.5					15.3	12.8	14.0				13.8
PE 107		12.0		12.0											12.0
PE 110															
PE 111	17.8	20.8	19.5	19.4	18.9	19.2	17.8	18.8							19.1
PE 112	9.7	14.9	15.8	13.3	11.0	13.4	15.5	12.7	13.1	13.8	13.3	12.8		12.8	13.0
PE 114					18.5			18.5							18.5
PE 120	14.2	14.2	16.9	15.1											15.1
PE 121	12.0	10.6	11.5	11.4	15.5	16.1	11.0	14.2	18.0	14.8	16.4				14.2
PE 122			3.0	3.0	5.1	3.7		4.4							3.9
PE 123					5.3	9.8	9.3	8.1							8.1
PE 126	11.8	15.2	15.2	14.1	16.0	12.8	16.7	14.9	9.4	10.4	9.9	11.3		11.3	13.8
PE 127	8.1			8.1								8.9	8.1	8.5	8.3
PE 128	19.3	19.8	22.2	20.6	17.6	20.1	20.7	19.6	19.7	19.7	19.7	21.2		21.2	20.0
PE 130		3.2	5.0	4.1			7.8	7.8							5.3
PE 131	3.2			3.2	3.7	5.0		4.3							4.0
PE 140	14.4	15.9	18.0	16.1									10.4	10.4	14.7
PE 142	12.0	9.1	11.0	10.7	11.4	18.3	12.1	13.9							12.3
PE 143	10.9	12.5	11.4	11.6											11.6
PE 144	5.8	10.1	10.4	8.8											8.8
PE 156		5.8	9.5	7.6											7.6
PE 170					6.9			6.9	14.3		14.3	5.7		5.7	8.9
PE 171					4.6			4.6							4.6
PE 210					9.3	14.4	14.4	12.7							12.7
PE 211	14.0	15.5	14.8	14.7	14.0	13.5	13.0	13.5							14.1
>>>>	15.6	16.5	16.8	16.3	15.4	16.8	18.1	16.7	15.5	15.7	15.6	16.8	18.4	17.4	16.4

**Program Review – Sports Program
Enrollment Count at Census**

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE150					18	23	22	63							63
PE151	25	37	33	95	22	20	30	72							167
PE152	45	49	43	137											137
PE153					12	13	9	34							34
PE154					25	29	41	95							95
PE155	9	9	14	32											32
PE156		11	18	29											29
PE161	73	73	55	201	72	68	91	231							432
PE162	14	23	44	81	23	26	30	79							160
PE163	21	14	13	48								12		12	60
PE221	22	34	26	82											82
PE222	32	43	38	113	38	34	45	117							230
Total	241	293	284	818	210	213	268	691				12		12	1521

Number of Sections

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE150					1	1	1	3							3
PE151	2	2	2	6	2	2	2	6							12
PE152	2	2	2	6											6
PE153					1	1	1	3							3
PE154					2	2	2	6							6
PE155	1	1	1	3											3
PE156		1	1	2											2
PE161	3	2	2	7	3	3	3	9							16
PE162	1	1	2	4	1	1	1	3							7
PE163	1	1	1	3								1		1	4
PE221	1	1	1	3											3
PE222	1	1	1	3	1	1	1	3							6
Total	12	12	13	37	11	11	11	33				1		1	71

Student Success Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE150					94.4%	95.7%	90.9%	93.7%							93.7%
PE151	96.0%	83.8%	97.0%	92.3%	81.8%	90.0%	93.3%	88.4%							90.3%
PE152	82.2%	89.8%	95.3%	89.1%											89.1%
PE153					91.7%	100.0%	88.9%	93.5%							93.5%
PE154					92.0%	93.1%	87.8%	91.0%							91.0%
PE155	100.0%	100.0%	100.0%	100.0%											100.0%
PE156		90.9%	88.9%	89.9%											89.9%
PE161	86.3%	82.2%	87.3%	85.3%	86.1%	88.2%	87.9%	87.4%							86.3%
PE162	78.6%	87.0%	93.2%	86.2%	95.7%	88.5%	76.7%	86.9%							86.6%
PE163	90.5%	100.0%	84.6%	91.7%								83.3%		83.3%	89.6%
PE221	77.3%	67.6%	61.5%	68.8%											68.8%
PE222	75.0%	60.5%	73.7%	69.7%	73.7%	73.5%	55.6%	67.6%							68.7%
>>>>	85.7%	84.6%	86.8%	85.7%	87.9%	89.9%	83.0%	86.9%				83.3%		83.3%	86.2%

Student Retention Rate															
Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Average
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE150					94.4%	95.7%	90.9%	93.7%							93.7%
PE151	96.0%	83.8%	97.0%	92.3%	81.8%	90.0%	100.0%	90.6%							91.4%
PE152	82.2%	89.8%	95.3%	89.1%											89.1%
PE153					91.7%	100.0%	88.9%	93.5%							93.5%
PE154					92.0%	93.1%	87.8%	91.0%							91.0%
PE155	100.0%	100.0%	100.0%	100.0%											100.0%
PE156		100.0%	100.0%	100.0%											100.0%
PE161	89.0%	87.7%	92.7%	89.8%	88.9%	91.2%	89.0%	89.7%							89.8%
PE162	85.7%	95.7%	93.2%	91.5%	95.7%	88.5%	80.0%	88.0%							89.8%
PE163	95.2%	100.0%	100.0%	98.4%								100.0%		100.0%	98.8%
PE221	90.9%	73.5%	96.2%	86.9%											86.9%
PE222	96.9%	76.7%	100.0%	91.2%	84.2%	88.2%	95.6%	89.3%							90.3%
>>>>	92.0%	89.7%	97.2%	93.0%	89.8%	92.4%	90.3%	90.8%				100.0%		100.0%	92.2%

Grade Distribution

Course	Year	FWSS	A	B	C	D	F	CR	P	I	Other	W	Total	Success Rate	Retention Rate
PE150	2009	Spr.	17								0	1	18	94.4%	94.4%
PE150	2010	Spr.	22								0	1	23	95.7%	95.7%
PE150	2011	Spr.	20								0	2	22	90.9%	90.9%
PE151	2008	Fall	20	2	2						0	1	25	96.0%	96.0%
PE151	2009	Spr.	16	1	1						0	4	22	81.8%	81.8%
PE151	2009	Fall	30	1							0	6	37	83.8%	83.8%
PE151	2010	Spr.	18								0	2	20	90.0%	90.0%
PE151	2010	Fall	27		5						0	1	33	97.0%	97.0%
PE151	2011	Spr.	25		3				2		0		30	93.3%	100.0%
PE152	2008	Fall	29	6	2						0	8	45	82.2%	82.2%
PE152	2009	Fall	33	11							0	5	49	89.8%	89.8%
PE152	2010	Fall	27	13	1						0	2	43	95.3%	95.3%
PE153	2009	Spr.	11								0	1	12	91.7%	91.7%
PE153	2010	Spr.	13								0		13	100.0%	100.0%
PE153	2011	Spr.	8								0	1	9	88.9%	88.9%
PE154	2009	Spr.	22	1							0	2	25	92.0%	92.0%
PE154	2010	Spr.	27								0	2	29	93.1%	93.1%
PE154	2011	Spr.	31	5							0	5	41	87.8%	87.8%
PE155	2008	Fall	8	1							0		9	100.0%	100.0%
PE155	2009	Fall	9								0		9	100.0%	100.0%
PE155	2010	Fall	14								0		14	100.0%	100.0%
PE156	2009	Fall	8	1	1	1					0		11	90.9%	100.0%
PE156	2010	Fall	10	2	4	2					0		18	88.9%	100.0%
PE161	2008	Fall	60	1	2		2				0	8	73	86.3%	89.0%
PE161	2009	Spr.	40	18	4	2					0	8	72	86.1%	88.9%
PE161	2009	Fall	58	1	1		4				0	9	73	82.2%	87.7%
PE161	2010	Spr.	31	20	9	1	1				0	6	68	88.2%	91.2%
PE161	2010	Fall	45		3		3				0	4	55	87.3%	92.7%
PE161	2011	Spr.	63	17		1					0	10	91	87.9%	89.0%
PE162	2008	Fall	10	1			1				0	2	14	78.6%	85.7%
PE162	2009	Spr.	22								0	1	23	95.7%	95.7%
PE162	2009	Fall	17	3			2				0	1	23	87.0%	95.7%
PE162	2010	Spr.	23								0	3	26	88.5%	88.5%
PE162	2010	Fall	36	5							0	3	44	93.2%	93.2%

PE162	2011	Spr.	23				1				0	6	30	76.7%	80.0%
PE163	2008	Fall	19				1				0	1	21	90.5%	95.2%
PE163	2009	Win.	10			2					0		12	83.3%	100.0%
PE163	2009	Fall	14								0		14	100.0%	100.0%
PE163	2010	Fall	8	3		1	1				0		13	84.6%	100.0%
PE221	2008	Fall	5	9	3	3					0	2	22	77.3%	90.9%
PE221	2009	Fall	7	10	6	2					0	9	34	67.6%	73.5%
PE221	2010	Fall	6	9	1	1	8				0	1	26	61.5%	96.2%
PE222	2008	Fall	8	3	13	7					0	1	32	75.0%	96.9%
PE222	2009	Spr.	11	8	9	4					0	6	38	73.7%	84.2%
PE222	2009	Fall	9	9	8	3	4				0	10	43	60.5%	76.7%
PE222	2010	Spr.	4	12	9	5					0	4	34	73.5%	88.2%
PE222	2010	Fall	4	10	14	1	9				0		38	73.7%	100.0%
PE222	2011	Spr.	7	10	8	14	4				0	2	45	55.6%	95.6%

Full Time Equivalent Student (FTEs)

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE 150					5.5	7.0	8.1	20.6							20.6
PE 151	5.3	7.1	5.7	18.1	5.5	6.1	5.9	17.5							35.6
PE 152	13.7	14.9	14.9	43.6											43.6
PE 153					3.7	4.0	3.2	10.8							10.8
PE 154					7.6	9.1	14.4	31.0							31.0
PE 155	2.7	2.7	4.3	9.8											9.8
PE 156		3.9	6.3	10.2											10.2
PE 161	7.7	7.7	5.8	21.3	7.5	7.1	9.9	24.6							45.8
PE 162	1.5	2.3	4.8	8.5	2.5	2.7	3.1	8.3							16.8
PE 163	2.6	2.2	1.8	6.6								1.6		1.6	8.2
PE 221	1.4	2.1	1.9	5.4											5.4
PE 222	5.0	7.1	2.6	14.7	6.3	5.6	7.6	19.4							34.1
>>>>	39.9	50.0	48.2	138.1	38.5	41.6	52.1	132.1				1.6		1.6	271.8

Full Time Equivalent Faculty (FTEf)

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
PE 150					0.7	0.7	0.7	2.0							2.0
PE 151	1.3	1.3	1.3	4.0	1.3	1.3	1.3	4.0							8.0

PE 152	1.3	1.3	1.3	4.0												4.0
PE 153					0.7	0.7	0.7	2.0								2.0
PE 154					1.3	1.3	1.3	4.0								4.0
PE 155	0.7	0.7	0.7	2.0												2.0
PE 161	0.6	0.4	0.4	1.4	0.6	0.6	0.6	1.8								3.2
PE 162	0.2	0.2	0.4	0.8	0.2	0.2	0.2	0.6								1.4
PE 163	0.3	0.3	0.3	0.8								0.3		0.3		1.1
PE 200	0.1	0.1	0.1	0.4												0.4
PE 201	0.1	0.3	0.3	0.7					0.3	0.3	0.5					1.2
PE 202												0.1	0.1	0.3		0.3
PE 203					0.1	0.1	0.1	0.4								0.4
PE 221	0.1	0.1	0.1	0.4												0.4
PE 222	0.3	0.3	0.3	1.0	0.3	0.7	0.3	1.3								2.3
>>>>	5.1	5.1	5.3	15.5	5.3	5.6	5.3	16.1	0.3	0.3	0.5	0.4	0.1	0.5		32.7

FTEs per FTEf																
Course	Fall			Fall Avg	Spr.			Spr. Avg.	Sum.		Sum. Avg.	Win.		Win. Avg.	Avg.	
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010			
PE 150					8.2	10.5	12.1	10.3								10.3
PE 151	3.9	5.4	4.3	4.5	4.2	4.6	4.4	4.4								4.5
PE 152	10.3	11.2	11.2	10.9												10.9
PE 153					5.5	5.9	4.7	5.4								5.4
PE 154					5.7	6.8	10.8	7.8								7.8
PE 155	4.1	4.1	6.4	4.9												4.9
PE 161	12.8	19.3	14.6	15.2	12.4	11.9	16.6	13.6								14.3
PE 162	7.3	11.6	12.0	10.7	12.4	13.5	15.5	13.8								12.0
PE 163	9.6	8.2	6.9	8.2								5.9		5.9		7.7
PE 200	14.1	15.9	15.9	15.3												15.3
PE 201	8.2	10.3	9.4	9.5					8.4	8.1	8.3					9.0
PE 202												14.2	13.4	13.8		13.8
PE 203					7.1	19.7	26.1	17.7								17.7
PE 221	10.5	15.5	14.6	13.5												13.5
PE 222	15.1	21.2	7.8	14.7	18.8	8.4	22.7	14.6								14.6
>>>>	8.3	10.1	8.8	9.1	7.5	7.9	10.5	8.6	8.4	8.1	8.3	8.7	13.4	9.9		8.9

Fill Rate for Wellness, Physical Education, and Sports

Course	Fall			Total	Spr.			Total	Sum.		Total	Win.		Total	Grand Total
	2008	2009	2010		2009	2010	2011		2009	2010		2009	2010		
Wellness	115.5%	115.1%	121.3%	117.1%	105.8%	111.7%	117.2%	111.5%	98%	90%	93.3%	84.2%	99.4%	90.8%	109.7%
PE	99.7%	111.4%	108.3%	106.4%	93.1%	103.9%	115.7%	103.9%	91.8%	85.8%	88.9%	85.3%	88.1%	86.4%	101.8%
Sports	83.1%	99.3%	88.7%	90.4%	76.3%	63.8%	79.3%	72.9%	na	na	na	60.0%	na	60.0%	81.3%
Total	101%	110.7%	108.1%	106.6%	94.1%	99.7%	110.1%	101.2%	92.9%	86.7%	89.8%	84.3%	92.6%	87.5%	101.3%

- Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

The following chart shows all of the Exercise Science, Wellness, & Sports Department's active courses and their respective student learning outcomes:

Course Number	Outcomes
HE 100 Health Education - Military	This course is not appropriate for SLO development. It was developed as an administrative tool to grant official credit to those with military service who qualify for credit in health education.
HE 102 Health Education	<ol style="list-style-type: none"> Identify correct cardiovascular principles and design a cardiovascular program. (ILO2) Engage in a personal cardiovascular program. (ILO3) Identify basic health terms. (ILO2)
HE 104 First Aid	<ol style="list-style-type: none"> Explain how the EMS system works and the citizen responder's role. (ILO1, ILO2, ILO3, ILO4) Demonstrate the care given for choking and other breathing emergencies. (ILO1, ILO2, ILO3, ILO4) Recognize the signals of a possible heart attack and describe the care for someone who is experiencing chest pain. (ILO1, ILO2, ILO3, ILO4, ILO5) Explain and identify types of wounds, control bleeding and bandage appropriately. (ILO1, ILO2, ILO3, ILO4)
PE 100 Lifetime Exercise Science	<ol style="list-style-type: none"> Identify correct strength training principles and design a personal strength training program. (ILO2) Identify correct cardiovascular principles and design a personal cardiovascular program. (ILO2)

PE 102 Physical Fitness	<ol style="list-style-type: none"> 1. Demonstrate strength and endurance components. (ILO1, ILO2, ILO3, ILO4) 2. Demonstrate improved cardiovascular fitness. (ILO1, ILO2, ILO3, ILO4)
PE 103 Physical Fitness - Women	<ol style="list-style-type: none"> 1. Increase confidence in one's ability to exercise, and recognize benefits of exercise. (ILO3)
PE 104 Weight Training	<ol style="list-style-type: none"> 1. Create and implement a comprehensive personal strength training program. (ILO1, ILO2, ILO3) 2. Demonstrate knowledge of strength development and appropriate weight training principles. (ILO1, ILO2, ILO3, ILO4)
PE 105 Public Safety Fitness	<ol style="list-style-type: none"> 1. Demonstrate strength and endurance components. (ILO1, ILO2, ILO3, ILO4) 2. Demonstrate improved cardiovascular fitness. (ILO1, ILO2, ILO3, ILO4)
PE 106 Walking/Jogging Fitness	<ol style="list-style-type: none"> 1. Demonstrate improved aerobic fitness. (ILO3) 2. Design, implement and critique a walking/jogging route of a designated distance around his/her neighborhood using a satellite system. (ILO1, 2, 3, 4, 5)
PE 107 Aquatic Exercise	<ol style="list-style-type: none"> 1. Design, implement and critique a 60 minute comprehensive aquatic workout. (ILO1, 2, 3, 4) 2. Increase cardiovascular fitness. (ILO3)
PE 110 Physical Education Activity - Military Service	This course is not appropriate for SLO development. The course was designed as an administrative tool to grant official credit to those with military service who qualify for credit in physical education.
PE 111 Aerobics - Step	<ol style="list-style-type: none"> 1. Understand basic step aerobics steps and moves. (ILO1) 2. Be able to do step aerobics for at least 30 continuous minutes. (ILO3)
PE 112 Basketball - Men	<ol style="list-style-type: none"> 1. Perform with an increasing degree of proficiency in the skills, techniques and strategies of basketball. (ILO1, ILO2, ILO3)
PE 113 Basketball - Women	<ol style="list-style-type: none"> 1. Demonstrate basic skills (dribbling, shooting, passing). (ILO3) 2. Explain basic strategies of offense and defense. (ILO1, ILO2, ILO4, ILO5)
PE 120 Softball	<ol style="list-style-type: none"> 1. Perform the offensive and defensive "hit and run" skill with an increasing degree of proficiency. (ILO1, ILO2, ILO3)
PE 121 Beginning to Intermediate Swimming	<ol style="list-style-type: none"> 1. Exhibit improved swimming skills by moving up one level on the Am Red Cross Learn-to-Swim Program(ILO3) 2. Create, implement, and critique one 45 minute swim workout (ILO 1, 2, 3)
PE 122 Lifeguard Training	<ol style="list-style-type: none"> 1. Demonstrate knowledge of water safety skills and American Red Cross rescue techniques (ILO 1, 2, 3) 2. Recognize an aquatic emergency and respond by demonstrating appropriate entry, approach, and rescue of victim according to American Red Cross standards (ILO 1, 2, 3, 4)
PE 123 Water Safety Instructor Training	<ol style="list-style-type: none"> 1. Demonstrate knowledge of swimming skills (ILO1, 2, 4) 2. Implement a lesson plan that effectively teaches one aquatic skill using appropriate organization, strategies, cues, and constructive feedback (ILO 1, 2, 3, 4)
PE 126 Tennis	<ol style="list-style-type: none"> 1. Exhibit improved fundamental tennis strokes and foot work. (ILO1, ILO2, ILO3, ILO4) 2. Model tennis game strategy and procedures. (ILO1, ILO2) 3. Demonstrate knowledge of tennis fundamentals and court etiquette. (ILO1, ILO2, ILO4)

PE 127 Tennis - Advanced	<ol style="list-style-type: none"> 1. Perform the skills, footwork, and strategies of tennis with an increased degree of proficiency. (ILO1, ILO2, ILO3, ILO4) 2. Demonstrate comprehensive knowledge of tennis concepts. (ILO1, ILO2, ILO4)
PE 128 Volleyball	<ol style="list-style-type: none"> 1. Demonstrate basic skills (passing, setting, spiking & serving). (ILO1, ILO3) 2. Explain basic strategies of offensive and defensive transitions. (ILO1, ILO2, ILO4, ILO5) 3. Display a general understanding of rules relating to the game of volleyball both nationally and internationally. (ILO1, ILO5)
PE 129 Volleyball - Advanced	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of the history of indoor and beach volleyball games. (ILO2, ILO3, ILO4) 2. Understand the basic language used in volleyball. (ILO1, ILO2, ILO4)
PE 130 Adapted Physical Exercise	<ol style="list-style-type: none"> 1. Exhibit improved fitness in one of the fitness principles (ILO3) 2. Design a comprehensive workout plan following sound fitness principles. (ILO1, ILO2, ILO4)
PE 131 Adapted Sports	<ol style="list-style-type: none"> 1. Demonstrate improved skills in one sport. (ILO3) 2. Design, implement, and critique a workout plan incorporating training activities involved in one sport (ILO1, 2, 4)
PE 140 Baseball - Advanced	<ol style="list-style-type: none"> 1. Identify appropriate offensive baseball principles. (ILO2, ILO3, ILO4) 2. Identify appropriate defensive baseball principles. (ILO2, ILO3, ILO4)
PE 141 Softball - Women	<ol style="list-style-type: none"> 1. Identify appropriate offensive softball principles. (ILO2, ILO3, ILO4) 2. Identify appropriate defensive softball principles. (ILO2, ILO3, ILO4)
PE 142 Advanced Swimming	<ol style="list-style-type: none"> 1. Exhibit improved swimming endurance (ILO3) 2. Create, implement, and critique one 60 minute comprehensive aquatic workout (ILO 1, 2, 3, 4)
PE 143 Advanced Basketball - Men	<ol style="list-style-type: none"> 1. Perform, with an increasing degree of proficiency in the advanced skills, techniques and strategies of basketball. (ILO1, ILO2, ILO3)
PE 144 Advanced Basketball - Women	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of the advanced skills necessary to participate in a basketball game. (ILO1, ILO2, ILO3, ILO4) 2. Demonstrate and apply the rules associated with the game of basketball. (ILO1, ILO2, ILO4) 3. Experience comprehensive offensive and defensive systems utilized and apply the strategy of when to use them. (ILO1, ILO2, ILO3, ILO4, ILO5)
PE 161 Pre-Season Conditioning for Athletes	<ol style="list-style-type: none"> 1. Improve cardiovascular and muscular fitness. (ILO1, ILO3)
PE 162 In Season Conditioning for Athletes	<ol style="list-style-type: none"> 1. Improve cardiovascular and muscular fitness. (ILO1, ILO3)
PE 163 Song and Cheer	Class Inactive
PE 170 Beginning Bowling	<ol style="list-style-type: none"> 1. Demonstrate fundamental skills and techniques. (ILO1, ILO2, ILO3, ILO4) 2. Apply the procedures used in scoring. (ILO1, ILO2, ILO3, ILO4) 3. Identify the rules of bowling etiquette. (ILO1, ILO3)

PE 171 Intermediate Bowling	<ol style="list-style-type: none"> 1. Understand the forces that affect the path of the ball. (ILO1, ILO2, ILO3) 2. Identify and correct improper stance and release techniques to assist in a higher percentage of hit pins. (ILO1, ILO2, ILO3) 3. Able to skillfully deliver the ball to the proper points of aim for strikes and spares. (ILO1, ILO2, ILO3)
PE 172 Advanced Bowling	<ol style="list-style-type: none"> 1. Demonstrate competency in advanced skills and techniques with relation to delivery principles, strike principles and spare principles. (ILO2, ILO3, ILO4) 2. Demonstrate the 3-6-9 and 2-4-6- adjustment systems. (ILO3, ILO4) 3. Demonstrate competitive play in a tournament setting. (ILO3)
PE 200 Theory of Baseball	<ol style="list-style-type: none"> 1. Demonstrate appropriate offensive baseball strategy. (ILO2, ILO3, ILO4) 2. Demonstrate appropriate defensive baseball strategy. (ILO2, ILO3, ILO4)
PE 201 Theory of Basketball	<ol style="list-style-type: none"> 1. Identify offensive and defensive concepts of team basketball with an increasing degree of proficiency. (ILO1, ILO2, ILO4) 2. Perform with an increasing degree of proficiency in the fundamental skills, techniques, and strategies of basketball. (ILO1, ILO2, ILO3)
PE 202 Theory of Softball	<ol style="list-style-type: none"> 1. Demonstrate appropriate offensive softball strategies. (ILO2, ILO3, ILO4) 2. Demonstrate appropriate defensive softball strategies. (ILO2, ILO3, ILO4)
PE 203 Theory of Volleyball	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of the history of indoor and beach volleyball games. (ILO2, ILO3, ILO4) 2. Describe some of the basic workouts that prepare a player for success in the game. (ILO1, ILO2, ILO4) 3. Compose a nutritional regime that meets criteria necessary for quality performance. (ILO1, ILO2, ILO3, ILO4, ILO5) 4. Experience basic offensive and defensive systems utilized and know the strategy of when to use them. (ILO1, ILO2, ILO3, ILO4, ILO5)
PE 209 Introduction to Physical Education	<ol style="list-style-type: none"> 1. Identify cultural influences and trends influencing physical education. (ISLO2, ISLO4, ISLO5) 2. Identify career related fields in Physical Education and Exercise Science. (ISLO1, ISLO2, ISLO5) 3. Assess future issues in Physical Education and Exercise Science. (ISLO2, ISLO4, ISLO5)
PE 211 Physical Education in the Elementary School	<ol style="list-style-type: none"> 1. Create and perform appropriate elementary PE lessons. (ILO1, ILO2, ILO3) 2. Determine and evaluate appropriate and inappropriate elementary PE practices and lesson components. (ILO1, ILO2, ILO3, ILO4) 3. Critique lesson highlights and needed improvements. (ILO1, ILO2, ILO3)
PE 219 Introduction to Athletic Training	<ol style="list-style-type: none"> 1. Discuss the duties of an Athletic Trainer and the requirements for certification. (ILO1, ILO3, ILO4) 2. Identify and care for common athletic injuries. (ILO1, ILO2, ILO3) 3. Recognize and provide emergency first aid for serious athletic injuries. (ILO1, ILO2, ILO3, ILO4)
PE 221 Psychology of Coaching	<ol style="list-style-type: none"> 1. Analyze the role that competition plays in our continuing development as individuals. (ILO1, ILO2, ILO3, ILO4, ILO5) 2. Explain psychological principles used by successful coaches in various sports. (ILO1, ILO2, ILO3, ILO4, ILO5) 3. Identify the problems in sports as they relate to mental vs. physical performance. (ILO1, ILO2, ILO3)

PE 222 Sports Officiating	<ol style="list-style-type: none"> 1. Observe, identify and utilize the basic techniques of officiating. (ILO1, ILO2, ILO3, ILO4, ILO5) 2. Understand and implement the rules for each sport. (ILO1, ILO2, ILO3, ILO4) 3. Understand and implement the appropriate hand gestures with the specific call/rule. (ILO1, ILO2, ILO3, ILO4)
ATHL 150 Intercollegiate Baseball & PE	<ol style="list-style-type: none"> 1. Perform with an increasing degree of proficiency, the offensive skills and techniques of competitive baseball. (ILO1, ILO2, ILO3) 2. Perform with an increasing degree of proficiency, the defensive skills and techniques of competitive baseball. (ILO1, ILO2, ILO3)
ATHL 151 Intercollegiate Basketball & PE	<ol style="list-style-type: none"> 1. Perform, with an increasing degree of proficiency, the skills, techniques, and strategies of competitive intercollegiate basketball. (ILO1, ILO3) 2. Improve cardiovascular and muscular fitness. (ILO1, ILO3)
ATHL 152 Intercollegiate Soccer & PE	<ol style="list-style-type: none"> 1. Perform with an increasing degree of proficiency, the skills and techniques of competitive soccer. (ILO1, ILO2, ILO3) 2. Increase and improve their physical conditioning for competitive soccer.(ILO1, ILO2, ILO3)
ATHL 153 Intercollegiate Softball & PE	<ol style="list-style-type: none"> 1. Perform with an increasing degree of proficiency, the offensive skills and techniques of competitive softball. (ILO1, ILO2, ILO3) 2. Perform with an increasing degree of proficiency, the defensive skills and techniques of competitive softball. (ILO1, ILO2, ILO3)
ATHL 154 Intercollegiate Tennis & PE	<ol style="list-style-type: none"> 1. Perform with an increasing degree of proficiency the skills, footwork, and strategies of singles and doubles competition. (ILO1, ILO2, ILO3, ILO4) 2. Increase and improve their physical conditioning for competitive tennis.(ILO1, ILO2, ILO3)
ATHL 155 Intercollegiate Volleyball & PE	<ol style="list-style-type: none"> 1. Mastering the skills needed to compete at the collegiate level. (ILO3) 2. Cooperation with students, coaches and officials. (ILO1) 3. Understand the process of selecting a team based on position and function. (ILO1, ILO2, ILO3)
ATHL 156 Intercollegiate Cross Country & PE	<ol style="list-style-type: none"> 1. Perform with a high degree of proficiency the techniques and skills of competitive cross country. (ISLO2, ISLO3) 2. Increase the physical conditioning for finishing the race/the kick. (ISLO2, ISLO3)

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes.

Program level outcomes for the Physical Education Degree

Outcome #1: List various occupations in the field of physical education and exercise science, and then summarize the educational requirements for employment in each field.

Est. Completion Date: June 2012
Physical Education.

Way(s) to assess: Use of rubric for term paper in PE 209 Introduction to

Outcome #2: Identify common injuries in the field of athletics and physical education, and then discuss short-term and long-term treatment plans.

Est. Completion Date: June 2013

Way(s) to assess: Use of practical tests in PE 219 Introduction to Athletic Training and written exams in a sport-specific course.

Outcome #3: Demonstrate skills needed to meet the minimal certification standards when performing first aid and CPR as required by either the American Red Cross (ARC) or American Heart Association (AHA).

Est. Completion Date: December 2012

Way(s) to assess: Submission of appropriate ARC or AHA cards or completion of practical exams in HE 104 First Aid and/or PE 122 Lifeguard Training.

Outcome #4: Demonstrate safe and effective exercise techniques, as well as improved fitness in the four areas of exercise principles (Cardio-respiratory Endurance, Muscular Strength and Endurance, Flexibility, and Body Composition).

Est. Completion Date: June 2012

Way(s) to assess: Use of written test in PE 102, PE 103, PE 104 and practical tests in PE 100, PE 161 & PE 162.

Program Outcomes and Course Alignment Grid for Imperial Valley College

Program: Degree in PE Completed on: 03/02/12

Prepared by: Mecate, Tucker, Aye, Pfister

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness
HE 104 (req)	4	4	3	3	2
PE 219 (req)	3	4	3	3	3
PE 209 (req)	4	4	4	4	3
BIOL 100 (req)	1	3	1	1	1
4 units from:					
PE 102	1	2	4	4	4
PE 103	1	3	4	2	2
PE 104	1	2	4	4	4
PE 106	4	3	2	4	4
PE 111	3	3	4	3	3
PE 112	3	3	4	2	1
PE 113	3	3	4	2	1
PE 120	2	4	1	1	0
PE 121	3	3	2	2	0
PE 122	4	4	4	3	1
PE 123	4	4	4	4	1
PE 126	3	4	4	1	1
PE 127	3	4	4	1	1
PE 128	1	4	2	4	0
PE 129	1	4	3	3	1
PE 131 / PE 130	3	3	2	3	0
PE 140	2	4	1	1	0
PE 142	4	4	4	4	1
PE 143	4	4	4	3	1
PE 144	4	4	4	3	1
PE 150	2	2	4	2	0
PE 151	4	4	4	4	4
PE 152	2	2	4	2	0
PE 153	2	2	4	2	0
PE 154	3	4	4	1	1
PE 155	4	4	4	4	4
PE 161	3	4	4	3	2
PE 162	3	4	4	3	2
PE 163	2	4	2	1	0

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness
PE 170	2	4	4	1	1
PE 171	2	4	4	1	1
PE 172	2	4	4	1	1
PE 200	1	4	2	2	0
PE 201	3	3	3	4	3
PE 202	1	4	2	2	0
PE 203	3	3	3	3	3
PE 210	4	4	4	4	3
PE 211	4	4	4	4	3
PE 221	3	4	4	2	3
PE 222	3	4	4	2	3

FIVE POINT KEY: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.

4= This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

3= This is a focus of the course that will be assessed

2= This is a focus of the course, but is NOT assessed.

1= This is briefly introduced in the course, but not assessed.

0= This is not an area touched on in the course

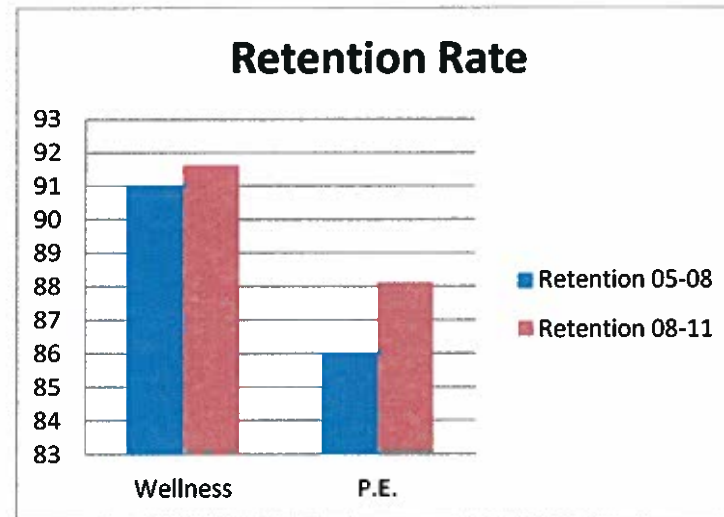
Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Since our program level outcomes were recently developed, we do not have any data to summarize at this time. Two of our outcomes will be assessed for the first time during the spring 2012 semester. We will meet on the 22nd of June 2012 to analyze this data.

- Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

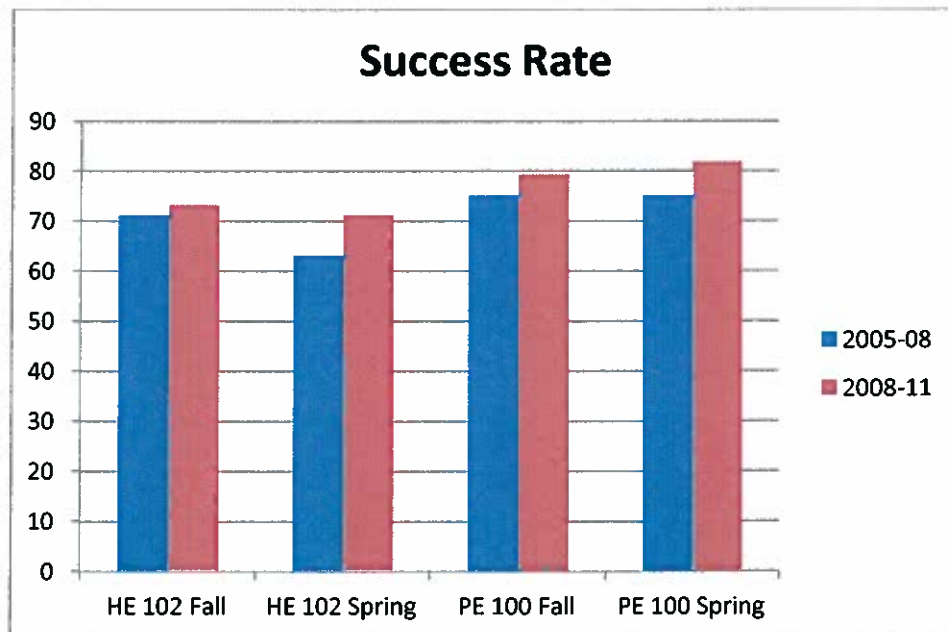
While the institutions enrollment is down about 15% overall from our high of 7,200 students, the Exercise Science, Wellness, & Sports Department has experienced an 8.4% decrease in our Wellness program enrollment and less than a 1% decline in our Physical Education program enrollment. As a Department this amounts to a total enrollment dropping off of 2.4% or 370 students from our 2005-2008 enrollment numbers. This decrease in enrollment is the result of cuts to the number of sections offered in our department. However, the shrinkage in sections and enrollment has been mitigated by a 10% increase in Fill Rates, thus helping us to serve more students in fewer sections.

Another trend which points to the program's continued improvement is the increase in both our success rate and retention rate. The charts below show this improvement. Our success rate is 13.7 percentage points above the IVC average, with the retention rate at 4.6 percentage points above the IVC average. We believe that this represents a quality incremental improvement.



Objective one was successfully completed in the spring of 2011. All of our courses have student learning outcomes identified as well as methods of assessment. This process took longer than anticipated as we increased the number of student learning outcomes for each course. The Exercise Science, Wellness, & Sports Department was the first on campus to have student learning outcomes, textbook updates, and course assignments posted on curricUNET.

Objective number two: To increase the successful course completion in transfer level general education courses. The two courses targeted in this objective, Health Education 102 and PE 100 saw substantial improvement. The data for 2008-2011 when compared to 2005-2008 reveals significant jumps in improvement during both the fall and spring semesters. See chart below. The Health Education course saw an increase of 2 points in the fall and 8 points in the spring while the Lifetime Exercise Science course realized a 4.1 increase in the fall and a 6.7 increase in the spring. We believe that these improvements are the result of changes made to the teaching methodologies and the standard assessment tools implemented for these two courses through the student learning outcome identification process.



Objective number three: To update, revise, and revitalize our Physical Education Major. Recently, our department completed this objective. In the process of developing student learning outcomes, it became evident that a revision was necessary. Our old major did not align well with current transfer requirements and standards or with respect to job market opportunities for our graduating students. Developing student learning outcomes helped us to see our majors deficiencies. Another deficiency was reflected in the low number (5) of students graduating from IVC with Physical Education Majors. At about the same time we commenced work on our Major, the state began to work on the Transfer Model Degrees. With the completion of the Kinesiology Transfer Model Degree and our revised Physical Education Major, we now have two viable pathways of completion for Imperial Valley College students. One for the student who is looking to transfer and one for students who might enter the health, fitness, or coaching workforce after graduating from Imperial Valley College.

Objective number four: To successfully implement and integrate Women's Intercollegiate Cross Country into the Sports Program. This objective was accomplished in the fall of 2009. The addition of Women's Cross Country was necessary to be in compliance with Title IX. This new team has been competitive from its beginning, with its best year thus far occurring this past fall. As noted in our previous report, the budget crisis has been a concern. The athletic department is again working on budget cuts for the 2012-2013 academic year. It is hoped that their reductions as a group will prevent the need to eliminate any team.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

The Exercise Science, Wellness, & Sports Department is currently composed of 7 full-time instructors, 13 part-time instructors, and 1 full-time secretary shared with the Athletic Department. More than half of our instructors also serve in the Athletic Department coaching one of our 10 intercollegiate teams.

Over the three year period of this report, our department has served 16,920 students. This is the 5th highest total on campus. However, our student enrollment is down 2.5% when compared to 2005-2008. This decrease is surprisingly small given the workload reduction which has occurred statewide in California. And in addition to the course reductions that have been implemented across campus, The Exercise Science, Wellness, & Sports Department's course offerings have been further reduced to be less than 6% of the college's overall schedule. Given this set of circumstances our small decrease in

student enrollment is quite phenomenal. It is due in large part to a 10% increase in fill rates. Our overall fill rate is 101.3%, with our Wellness offerings at a high of 109.7%.

With regard to student learning outcome implementation, all active courses in the Exercise Science, Wellness, & Sports Department have student learning outcomes identified and assessment methods implemented. All student learning outcomes, assessments, textbook updates, and course assignments are completed and on curriculum. However, we have much work to do to fully implement student learning outcomes into our program. The majority of this work is coordinating when each course will be assessed and improving collaboration and dialogue within the department in completing the cycle assessments. This subject is addressed in part C of this study.

Other data of note are our retention and success rates. Our 88.4% retention rate is 4.6% above the IVC average. The department's success rate of 80.8% is second only to the Nursing Department's 82.1% and is 13.7 points above the IVC average. One other number which bears mention is the 2.0 increase of both wellness and physical education in FTEs per FTEf when compared to 2005-2008.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

There are no significant outside factors that are currently affecting the program. The job market, while it is still difficult with high unemployment numbers, has not changed appreciably. There have been some additions in the field technology which have increased the number of health and exercise sites and tools available to the masses. Several apps are now being used by many to access nutrition and exercise plans and programs. Being cognizant of these tools and using them in the classroom would be beneficial to our students.

3. List any significant issues or problems that the program is immediately facing.

One of the issues that we have struggled with over the years is the security of the gym. Students have often used the gym as a place to eat, meet with friends, or even study. Often times these activities have resulted in dangerous and/or disruptive conditions for the classes held in the gym. In the fall of 2011 a plan was implemented which placed school security in and around the gym. For the most part, this plan was successful in assuring a safe and effective learning environment. However, due to budget cuts this plan was abandoned. A few weeks after the change was made we have begun to experience anew, dangerous and/or disruptive conditions. We are hopeful that a more permanent solution (such as replacement of the facilities entrance/exit doors) can be found.

Another concern is our aging Fitness Center equipment. We have been relatively lucky that we have not had to replace any of our equipment. This is due in large part to a maintenance agreement which has extended the life of vital cardio and strength equipment. Without capital outlay monies to replace equipment as it comes to the end of its service life it will become increasingly difficult to serve our students.

A problem that has persisted for years is the poor condition of the locker rooms which serve our Physical Education Classes and our Athletic Teams. Several issues in this area need to be addressed. We have a high number of lockers that do not operate properly and need repair or replacement. The showers do not always turn on and/or off. There has been a considerable number of plumbing issues as of late that need attention. A redesign of all of our locker rooms should be considered as we move forward.

An area of major concern is the deterioration of our tennis courts. The loss of these courts would be devastating to both our Physical Education Program and our Athletic Program. Our courts have been resurfaced many times but our base is falling apart making further resurfacing fruitless. To date there is no plan to replace this important facility which serves our students. Its loss would be a severe blow to both our campus and our community.

The last issue of importance is room 709. Our Health Education course is one of the most impacted classes on campus each semester. Room 709 is one of the smallest classrooms and one of the poorest in design for instruction. In this difficult budget cycle, it might be wise to look at enlarging this room to increase the cap from 30 to 40 students. This change would allow the Exercise Science, Wellness, & sports department to service the same number of students with fewer sections, thus resulting in a possible significant cost reduction.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective number one: To develop a certificate program in the fields of coaching, fitness, and water safety. Completion date is Spring Semester of 2013. This objective is to be measured by having certificates approved through the curriculum committee and ready for the 2013-2014 academic year. We will evaluate the wisdom of including these certificates in June 2015.

Objective number two: To rewrite, update, and integrate dance classes back into our physical education program. Estimated completion date is Spring Semester of 2014. This objective will be measured by having these courses approved through the curriculum committee and ready for the 2014-2015 academic year.

Objective number three: To evaluate the effectiveness of our revised Physical Education Major. The scheduled completion date is June 2015. The data to be reviewed will include, the number of students graduating with Physical Education Majors from 2013-2015, and the number of students enrolled who have declared as a Physical Education Major.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

As mentioned in part B of this study, the Exercise Science, Wellness, & Sports Department's work on student learning outcomes is with setting a time frame for assessing each SLO. Additionally, greater collaboration is needed in closing the assessment cycles. We will be working to build a schedule which will allow us to accomplish both parts of this objective as well as increase dialogue in our department regarding the success of our courses and program. A sample of the chart we will use to accomplish this goal is included (see SLO Assessment Checklist). All cycle assessment forms will now be funneled through the department secretary so that we can better monitor our progress and ensure completion.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Objective two might present obstacles toward accomplishment. These may be finding a qualified instructor for this area and having the resources to add sections to our schedule offerings. If we are still in a budget crisis, then justifying the addition of these dance classes would be difficult. And since we have already severely reduced our part-time faculty offerings, substituting a dance class for some other course could destroy our delicate scheduling balance.

A resource that could help our department accomplish each of the above objectives in addition to making real strides in fully implementing student learning outcomes is the implementation of a campus hour. Since many of our department's faculty members are also serving as coaches in the Athletic Department it is often a challenge to find time to meet together. Having a designated time each week to meet without classes or practices to worry about would be a big help in moving our program forward.

4. Identify any outside factors that might influence your program during the next three years.

There is no foreseeable outside factor that might influence our program other than the current budget crisis. Our department is healthy. We have achieved some sustainable quality improvements and look to continue this success.

