

ACADEMIC PROGRAM REVIEW

GENERAL EDUCATION

AS 891 (Physical Education)

AS 835 (Athletic Training)

FISCAL YEAR 2014

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a General Education or CTE program. The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	Program reviews and all other required forms are due. Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College's Program Review Committee will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. The Vice-President of Academics and the College President determine final acceptance of all program reviews.
March	Equipment requests, personnel change requests, renovation requests and major project requests from <i>approved</i> program reviews will be placed on the area's Operational Plan for the upcoming fiscal year.
April	Instructional areas will submit next year's operational plans, including action items identified in the program review.

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Instructions

- The area will form a program review team comprised of 5 to 10 individuals recommended from the following groups:
 - Area/department faculty or staff
 - Other employees that are outside the department
 - 1 or 2 students
 - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
 - Past Operational Plans for your area (last five years)
 - Last Program Review for your area
 - Access to the College catalog (online)
 - Access to the Assessment Database
 - Graduate follow-up survey results (CTE only)
- **The required ICCB form (found at the end of this template) MUST be completed for each degree or certificate being reviewed.** Make copies of the form as needed and insert into this template.
- Type the names of the program review team on the SIGNATURES AND APPROVAL page and have the team members sign it. All members of the review team must sign the signature page. Submit the completed form to the Dean of IR.
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
 - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
 - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
 - Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
 - The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed.
 - Reviews must be approved by the committee, the Vice-President of Academics and the President by March in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an **appendix** and attached as a separate file. Please access this file in order to answer the questions found within this template. If you feel as if there is an error in the data tables or wish to see additional data, please contact the Dean of IR.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision *Tells where we want to go as an institution*

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

Sauk Valley Community College and its Physical Education Department have the responsibility to encourage and reinforce lifelong activity learning, and teach lifestyle behavioral change through health and fitness concepts to the Sauk Valley area.

The Sauk Valley Community College athletic training program is designed to help students reach their goal of transferring into a program at a four year university through obtaining an associate degree in that direction.

Each program is evaluated on need, cost effectiveness, and quality. Answer the questions below with as much detail as necessary to fully substantiate the answers. Some questions refer to data tables (highlighted in red font); data tables are attached as a separate file.

→To incorporate new plans or goals into the Operational Plan use the Operational Planning matrix found near the end of this template.

Contact to the Dean of Institutional Research if you have any questions.

PROGRAM NEED

The viability component focuses on quantitative analysis for the need for the program(s)

Enrollment (Strategic Objective 5.6)

1. For each program (if more than one), describe the five-year enrollment trends as compared to the overall college enrollment (use **Table 1A, rows a, d**).

The enrollment for the Physical Education Department has had a similar decline in the last five years as the overall college enrollment. According to the data given the college enrollment has dropped 24% since 2009. The PED enrollment within that same time period has gone down 27%. This decline in enrollment has held true other than the fiscal year of 2010 where the PED enrollment was increased from 1,168 in 2009 to 1,231 in 2010.

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2. Using data **Tables 6A & 6B**, compare the enrollment numbers for the program for each ethnic group (**6B, row a**) to the college average for each ethnic group/gender (**6A, rows a**). Do any obvious anomalies exist?

Since the fiscal year of 2009 60% of the overall enrollment of the college has been male and 40% female. The overall physical education enrollment has shown that 45% of students are male and 55% are female. Other than this gap within the male and female population there has been no significant or obvious anomalies that exist within any ethnic groups. Both the overall college enrollment and the PED enrollment are within 1 or 2 percent of each ethnic group each year.

The athletic training program has identical percentages and numbers as does the physical education program.

3. *Describe* what the program's faculty/staff already did to promote each program in the previous five years to increase program enrollment and the number of declared majors.

There has been no efforts to increase enrollment of any Physical Education courses outside of the fitness center. This is due to the fact that there is no full-time faculty member that is in charge of the PED program. The physical education courses have been split and given to separate part time instructors, administration and professional tech. This has made it difficult for the physical education department as a whole to improve its marketing strategies or gather data of student needs. However, there has been efforts of the fitness center to continue to serve and meet student needs. Fitness center surveys have been given to approach the needs of students within the fitness center and to get a better understanding of why students may or may not be enrolled within the fitness center. These surveys are given every two years and the results of the last survey are included in question number 66 of this program review. The fitness center has a link on the college home page where students and community members are able to receive information on the procedures within the fitness center as well as see photos and be introduced to our staff. Also, the fitness center staff has participated in the college open house and contracted events that have been held in order to reach out to students. Finally, the fitness center has been a part of the high school visits and allows future students to receive a quick overview of the equipment that the fitness center offers.

It has been very difficult to promote the athletic training program due to the fact that there has not been an athletic trainer or an athletic training facility in place.

4. *Describe* how the program's faculty/staff will promote and market each program to increase program enrollment and number of declared majors within the next five years. Could the program better market to any particular group (ethnic group, males, females, etc.) in order to increase enrollment or the number of declared majors within each program?

(Examples include updating of the departmental website, high school visits by faculty/staff, community presentations, etc. Contact the marketing coordinator and VP of Academics for additional suggestions.)

As mentioned above there is no full-time instructor in charge of our physical education program at this time. The ability to market the physical education program as a whole is difficult due to the fact that the physical education classes being taught have been split up between part-time instructors, administration, and professional tech. However, the fitness center classes PED150-153 will continue to be promoted. It is a priority for our fitness center staff to continue to make efforts to improve our enrollment through marketing and promotions. There are several ways in which we plan on moving forward to improve this area. First, we plan to update our website and adding fitness ideas and health tips to our community and students through the site. We believe that this will be another way to have students continue participation with our program. Next, we are offering one or two sessions a semester outside of the fitness center that gives our students, staff, and community a chance to participate in an activity that is different than their everyday routines. These sessions will consist of workouts relating to core, speed, agility, cardio, and strength training. These sessions will be held in our gymnasium or possibly outside in the Spring Semesters. Our

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focus here is for students and community outside the fitness center to observe and want to participate in these sessions. The fitness center also will continue to be a part of the high school visits and welcome the schools in for an orientation of our facility. This should help us to both increase our enrollment of our dual credit students as well as market to our future students. The fitness center also is in the process of updating our signage both in the fitness center and within the college in order to promote our offerings and classes.

As mentioned above the Athletic Training Program does not have a facility, athletic trainer, or anyone in particular to promote the program. This program is set up for students that are interested in athletic training to complete their general education classes along with a few physical education classes in order to have the ability to transfer into an athletic training program within a four year institution.

→**Include the marketing plan within the Operational Plan matrix found near the end of this Program Review document.**

5. For each program, if any specific classes (**multiple Tables, 1B, row d**) have a different enrollment trend than the program as a whole (**Table 1A, row d**), explain the enrollment trend in the class and if a problem exists.

PED 106, 117, 125, 155, 211, and 260 have been offered either on or off campus but have never been taught due to low numbers. There has been no existing enrollment in any of these classes for the last five years. PED 134 (Beginning Golf) enrollment dropped significantly in 2011, 2012, and 2013. This is due to the class no longer being taught and only being used as a golf team credit. PED 120, 129, and 123 were not taught in 2012 and 2013. This is possibly due to the fact that there is no longer a fulltime physical education faculty member in place.

6. For each program being reviewed, what is the average class enrollment (**Table 1A, row e**)? Is the average class enrollment equal to or greater than 10 students? If the average enrollment is below 10 students, please *justify* the small average class size for the program as a whole or indicate possible solutions to the small average class sizes (e.g., consolidation of classes, etc.).

During the last five year the average class enrollment for the physical education program has been greater than 10 students. The averages for the last five years are: 2009 = 18, 2010 = 19.5, 2011 = 18.1, 2012 = 15.7 and 2013 = 16.4.

The athletic training program only has two physical education classes within the program which have been included in the data within the physical education programs averages above.

→**If applicable, include a potential solution to the small program class size within the Operational Plan matrix.**

7. For each class in each program, list any classes that have an average class enrollment (**multiple tables, 1B, row e**) less than 10 students. If the average enrollment is below 10 students, please *justify* the small class size or indicate a possible solution to the small average class sizes.

The physical education program has many classes that have had an average class size that has been below 10 students. These classes are as follows: PED 102, 103, 106, 115, 117, 120, 121, 123, 125, 126, 127, 129, 134, 155, 210, 211, 213, 214, 220, 234, and 260. PED 106, 117, 125, 155, 211 and 260, have not been taught within the last five years and could be looked at to be dropped from the catalog. The low enrollment in the other courses is partially due to the fact that we do not have a full-time physical education position at this time, as well as a lack of interest in the courses mentioned. We believe that if there was a fulltime physical education position hired that the

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enrollment in many of these classes would increase. It is very difficult to promote and market courses to our students without a passionate full-time physical education instructor in place.

The athletic training program includes PED 115 as well as PED 213. As mentioned above these two courses have an average class size less than 10 students and would benefit from a fulltime physical education instructor. The other classes included in this program all have an average enrollment greater than 10 students.

→If applicable, include a potential solution to small class sizes within the Operational Plan matrix.

Declared Majors & Completions (Strategic Objective 6.1)

8. For each program, *describe* the five-year trends pertaining to the number of declared majors (Table 2, row c). Use the total college and program enrollment (Table 2, row a & b) as a comparison reference. If possible, explain the trend in declared majors.

Over the last five years the number of declared majors pertaining to the physical education program has declined 66%. This decline is also very noticeable within the total college enrollment (-24%) as well as the total Program enrollment (-50%). We believe that the decline in the physical education program is due to the lack of a full-time instructor to have control over marketing and teaching many of the courses that have not had enough interest to run. The decline in the declared majors also has been effected by the decline in the overall college enrollment. The external demand for physical education is still relevant and the demand is going to continue to be there. As of January 22, 2014 the Chicago Public Schools are planning on hiring 84 additional physical education teachers and are now going to require students to have daily physical education. (http://www.cps.edu/News/Press_releases/Pages/PR1_01_21_2014.aspx)

Over the last five years the number of declared majors for the Athletic training program has dropped 50%. Although this appears to be a large drop the numbers of declared majors went from 8 in 2009 to 4 in 2013. The decline in declared majors does exceed the 24% decrease in the college enrollment as well as the 40% drop in the athletic training program enrollment. As mentioned above this program is in place in order to allow students to transfer into an athletic training program at a 4 year institution. There is no athletic training facility or athletic trainer on campus.

9. For each program, *describe* the five-year trends pertaining to the number of degrees awarded (Table 2, rows d & e). If possible, explain the trend.

In the last five years there have been 13 total degrees awarded from our physical education department. There were 4 in 2009, 5 in 2010, 2 in 20011, 2 in 2012, and 0 in 2013. The decline in degrees may be due to the issue of not having a fulltime faculty instructor in place, as well as a lack of marketing for the department as a whole. Many of the P.E.D. courses including the courses pertaining to the degree program have not been offered due to lack of interest and it is vital to have an individual in place in order to help market the program.

There has been 4 degrees within the athletic training program in the last five years. Two of these degrees were in 2009 and 2 were in 2012. There were no degrees earned in 2010, 2011, or 2013. Like we have mentioned above we do not have an athletic trainer or an athletic training facility on campus which would help gain the interest of students and increase in the number of degrees.

10. Use data Table 2 to verify that students are not taking more than 6 fall/spring semesters to complete a degree (row f). *Explain* any discrepancies.

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The average semesters taken by students from 2009-2012 within the physical education department in order to complete a degree is 5.75. Each of the last five years averaged out to be 6 semesters with the exception of 2010 which was 5 years and 2013 which no degrees have been given. There are no students taking more than 6 fall/spring semesters to complete this degree.

The number of semesters taken by students in order to obtain a degree in the athletic training program was 5 in 2009 and 4 in 2012. There was no degrees obtained in 2010, 2011, or 2013. There are no students that have taken over 6 fall/spring semesters in order to obtain the degree.

11. Using data **Tables 6A & 6B**, compare the number of declared majors, the number degrees for each ethnic group/gender (**6B, rows b-d**) to the college average (**6A, rows b-d**). Do any obvious anomalies exist?

The 5 year mean of declared majors within the physical education department is 31. 84% of these students were Caucasian, 10% were Hispanic, 6% African American and 0 % Asian. When looking at the sex of the individuals 74% of them were male and 26% female. These percentages are rather similar to the overall college averages when it comes to the ethnic groups but not when it pertains to the sex of the overall numbers. The Sauk Valley Community College's mean of overall declared majors within the last five years has been 84% Caucasian, 10% Hispanic, 3% African American, and 2% Asian. When it comes to the sex of the students the overall college numbers differ by 13% with 61% being male and 39% being female. When pertaining to the number of degrees for each ethnic group within the physical education department the 5 year mean is only at 2, with all of these students being Caucasian and male. This means 100% of the students who earned a degree within the program were both male and Caucasian. The mean of degrees within the overall college the last five years does differ from the percentages of ethnicity of the physical education department but mainly due to the lack of degrees that have been achieved with in the physical education department. The college's numbers are 88% Caucasian, 9% Hispanic, 2% African American, and 16% Asian. Of the college 5 year mean of 272 college degrees 35% of the students were male and 65% of them female. This is a very different percentage than the 100% male population of the physical education department but also rather deceivingly so due to the low population of degrees earned.

The 5 year mean of declared majors within the athletic training program is 12. 92% of these students were Caucasian and 75% of them were female. These percentages do differ from our overall declared majors of the college which are only 84% Caucasian and 61% being male. When looking at degrees earned in the last five years it is tough to compare to the overall college numbers due to the fact that the 5 year mean of degrees earned for the athletic training program is only 1. Of this mean of 1, all were earned by Caucasian males, which would mean that 100% of the population to earn a degree in athletic training over the last five years was both male and Caucasian. This obviously differs from the college averages of 88% Caucasian, 9% Hispanic, 2% African American, and 16% Asian. The college's overall averages of degrees also differs with only 35% being male and 65% being female.

12. *Describe* what was already done by the area to increase the number of program completions of degrees since the last program review. Indicate how frequently each effort was conducted during the past five years.

Since the last five year review we have lost our physical education full-time instructor. Due to this position still being open and not having a faculty member in place there has not been a position responsible to make an effort to increase the number of program completions within the last five years. There has been efforts

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shown in order to increase enrollment of the fitness center but nothing in place to increase physical education program completions.

The Athletic Training Program has no athletic trainer or an athletic training facility in place in order to market this program. Like mentioned before this program is in place in order to give students with the interest in athletic training an opportunity to complete an associate degree along with their general education classes which will allow them to move on to a four year university that does have a true athletic training program in place for them to pursue.

13. Describe what will be done to increase the number of program completions of degrees during the next five years. Contact the VP of Academics for additional ideas.

We will continue to express the importance of physical education teachers and the importance of having instructors and individuals in the position to reach out to our community and society. We will help our students understand the need in our society today for health leaders to promote a healthy lifestyle. Having students understand the need and importance within this area can help to move them in completing a degree in physical education. We believe that this can be done with the addition of a full-time physical education instructor. It is vital to show our students that our institution believes in our physical education department enough to have someone in place in order to help lead and guide them in the direction of physical education.

The athletic training program does not have an instructor or trainer in charge to run an actual program. Although we could see this program as a vital part of our college, there isn't going to be anything recommended at this time.

→**Include the completion plan within the Operational Planning matrix.**

14. Does an opportunity exist to create a degree similar to or within these? Consult with the Academic Vice-President and then list the degree and/or potential certificates or indicate "none." Explain.

Suggested Name	Degree or Certificate?	Brief explanation of opportunity (a more thorough study will be scheduled later)
NONE	NONE	NONE
NONE	NONE	NONE
NONE	NONE	NONE

→**If applicable, include the plan to add certificates or degrees to the Operational Planning matrix.**

15. For each program with Gen Ed Common Core (GECC) requirements, describe the five-year trends pertaining to the number of GECC completions ([Table 2, row g](#)). If possible, explain the trend.

The physical education department has had a total of 16 GECC completions in the last 5 years. There were 7 GECC completions in 2009 and 3 each year from 2010 to 2012. There has not been any GECC completions in 2013. This decline could be due to the fact that we lost our fulltime physical education department instructor as well as the decline in our overall all program and college enrollment. Our full-time P.E. instructor departed from the program in 2009 which the data clearly shows began the decrease in GECC completions.

The athletic training program has had a total of 6 GECC completions within the last 5 years. There were 6 in 2009, 2 in 2011, and 1 in 2012. There were no completions in 2010 and have not been any in 2013.

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16. Using data **Tables 6A & 6B**, compare the GECC completions for each ethnic group/gender (**6B, row e**) to the college average (**6A, row e**). Do any obvious anomalies exist?

It is difficult to get a true comparison of the data when comparing these numbers due to the small sample size of GECC completions of the physical education students. There have only been 3 GECC completions within the physical education department in the last 5 years compared to the 154 GECC completions of the college. Of the 3 GECC completions 100% of them were both male and Caucasian. The break down for the overall 154 GECC completions of the college is 88.3% Caucasian, 9% Hispanic, 1% African American, and .6% Asian. Of these 154 overall college GECC completions 42.8% are male and 57.2% female.

The athletic training program has had only 1 GECC completion within the last five years. As stated above this is not a large enough sample size to have a true comparison with the 154 overall GECC completions of the college. The one GECC completed within the athletic training program was a Caucasian male.

Transferability (Strategic Objective 6.2)

***Transfer programs only, skip if program is an A.A.S. or certificate**

17. For each program, *describe* the five-year trends pertaining to the number of transfer students (**Table 2, row h**). If possible, explain the trend.

In 2009 there were 8 transfer students for the physical education department. This number has been on a decline ever since dropping to 6 students in 2010, 3 students in 2011, and 2 students in both 2012 and 2013. This drop could be due to the drop in overall college enrollment as well as the lack of a fulltime physical education instructor.

The athletic training program has also declined in the number of transfer students in the last 5 years. There were 4 in 2009, 0 in 2010, 2 in 2011, 2 in 2012, and 0 in 2013. This could also be due to the overall college enrollment going down as well as the program not having anyone in charge to promote or help the program to grow. As mentioned before there is no athletic trainer or facility on campus.

18. Using data tables 6A & 6B, compare the number of transfer students (**6B, row f**) in the program to the college average for each ethnic group/gender (**6A, row f**). Do any obvious anomalies exist?

The 5 year mean of transfer students within the physical education program is 12. Of this mean of 12, 83.3 % are Caucasian, 8.3% Hispanic, 8.3% African American, and 0 % Asian. This mean also consist of an 83.3% male population and a 16.7% female population. The 5 year mean of the college number of transfer students is 289. Of this 5 year mean of 289, 86.2% are Caucasian, 7.6% Hispanic, 3.4 % African American, and 1% Asian. This mean of 289 also consist of 44.3% male and 55.7% female. These numbers are difficult to compare due to the small sample size of the physical education department. With that being said the percentages for the ethnic grips are rather similar, as the gender percentages are much different with the physical education department being 83.3% male and the overall College number of transfer students being at 44.3% male.

The 5 year mean of transfer students within the athletic training program is 2. This is not a large enough sample size to compare the ethnic groups with the overall college mean of 289.

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19. Describe what was already done by the area to increase the number of transfer students from the program?

Within the last five years there has not been a full-time physical education department faculty member. Many of the physical education classes that have been taught have been instructed by part time instructors, full time administration or professional tech. This has made it tough for the physical education department to push for and increase the number of transfer students. We believe it is vital to take a look at hiring a full-time physical education instructor. There really has not been anything done in the last five years in order to increase this number within the area.

As mentioned above the athletic training program has no athletic trainer or facility on campus in order to make this a very marketable program. Due to this issue there has not been anybody in the position to push for an increased number of transfer students.

20. Describe what will be done by the area to increase the number of transfer students from the program. Contact the Academic VP for additional ideas.

There is not anything in place at this time in order to help these numbers for either program. The physical education department and athletic training department must have someone that is in charge of the specific program in order to promote and strive to raise the number transfer students. It is vital to these programs that the number of students increase and it is important to have a full-time instructor in place to help this take place.

→**Include the transferability plan within the Operational Planning matrix.**

21. For each program (if applicable), *describe* the five-year trends pertaining to the number of bachelor degree completions (**Table 2, row i, row h may be used as a reference**). If possible, explain the trend.

The physical education department had 6 bachelor completions in 2009 and 1 bachelor completion in 2010. There was not any in 2011 and there is no information shown for 2012 and 2013. There has been a definite decline since 2009 and this could be due to overall college enrollment falling as well as the lack of a full-time physical education instructor.

The athletic training program has not had a bachelor completion since 2009 in which there was 2 completed. This once again could be due to the overall college enrollment decreasing as well as not having an athletic training facility or trainer on campus.

22. ICCB expects the college to maintain current articulation agreements for all 1.1 transfer courses. Use the following link to create a master table that shows the current articulation agreements for the program's courses. <http://www.svcc.edu/students/equival.pdf>

This table will also become part of the required ICCB form found at the end of this document.

SVCC course	List the universities the class articulates with
PED 102	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 103	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 106	EIU, ISU, NIU, SIUC, WIU.
PED 115	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 117	EIU, ISU, NIU, SIUC, WIU.
PED 120	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 121	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 123	EIU, ISU, NIU, SIUC, UIUC, WIU.

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PED 125	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 126	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 127	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 129	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 130	EIU, ISU, SIUC, UIUC, WIU.
PED 131	EIU, ISU, SIUC, UIUC, WIU.
PED 132	EIU, ISU, SIUC, UIUC, WIU.
PED 133	EIU, ISU, SIUC, UIUC, WIU.
PED 134	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 135	EIU, ISU, SIUC, UIUC, WIU.
PED 137	EIU, ISU, SIUC, UIUC, WIU.
PED 138	EIU, ISU, SIUC, UIUC, WIU.
PED 139	EIU, ISU, SIUC, UIUC, WIU.
PED 140	EIU, ISU, SIUC, UIUC, WIU.
PED 141	EIU, ISU, SIUC, UIUC, WIU.
PED 143	EIU, ISU, SIUC, UIUC, WIU.
PED 144	EIU, ISU, SIUC, UIUC, WIU.
PED 145	EIU, ISU, SIUC, UIUC, WIU.
PED 146	EIU, ISU, SIUC, UIUC, WIU.
PED147	EIU, ISU, SIUC, UIUC, WIU.
PED 148	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 150	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 151	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 152	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 153	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 155	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 160	EIU, ISU, SIUC, UIUC, WIU
PED 163	EIU, ISU, SIUC, UIUC, WIU
PED 165	EIU, ISU, SIUC, UIUC, WIU
PED 170	EIU, ISU, SIUC, UIUC, WIU
PED 171	EIU, ISU, SIUC, UIUC, WIU
PED 208	EIU, ISU, SIUC, UIUC, WIU
PED 209	EIU, ISU, SIUC, WIU.
PED 210	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 211	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 212	EIU, ISU, SIUC, UIUC, WIU.
PED 213	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 214	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 216	EIU, ISU, SIUC, UIUC, WIU
PED 217	EIU, ISU, SIUC, UIUC, WIU
PED 220	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 234	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 250	EIU, ISU, SIUC, UIUC, WIU
PED 252	EIU, ISU, SIUC, UIUC, WIU
PED 254	EIU, ISU, SIUC, UIUC, WIU
PED 256	EIU, ISU, SIUC, UIUC, WIU
PED 258	EIU, ISU, SIUC, UIUC, WIU

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PED 260	EIU, ISU, NIU, SIUC, UIUC, WIU.
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23. List any courses below that **do not** transfer to at least four universities. For any such course, contact the SVCC’s transfer coordinator to determine if a transfer agreement can be agreed upon to “fix” the deficiency. Indicate “none” if there are no transfer problems.

None.

→**If applicable, include the transferability plan within the Operational Planning matrix.**

24. Describe other *recurring* problems related to IAI approved courses transferring to universities and what needs to be corrected in order to obtain resolution, **OR** if there were not any *recurring* problems, indicate “None.”

None.

→**If applicable, add the plan to the Operational Planning matrix.**

25. *Explain* any possible changes in transfer requirements or content that may be **imposed** on each program during the next five years, **OR** indicate “None.” Include a solution to the problem.

None.

→**If applicable, add the plan to the Operational Plan matrix.**

Catalog/Brochures
Systematic efforts by the program aimed at attracting students to the program and increasing the numbers of declared majors.

26. Access the college catalog at <http://catalog.svcc.edu/>. Is the information about each degree being reviewed within the SVCC catalog up-to-date (be sure to review course descriptions too)? Describe all discrepancies or indicate “up-to-date.”

Up to date.

→**If applicable, add the catalog update plan to the Operational Planning matrix.**

27. SVCC recruiters may use brochures as a way to market your program. Does the program or individual degrees/certificates have a brochure? If a brochure already exists, it is up-to-date? (Contact the marketing department if you are unsure.)

There are no brochures that market either the physical education department or the athletic training department at this time.

→**If applicable, add the plan to update or create program brochures to the Operational Planning matrix.**

PROGRAM FINANCES & COST EFFECTIVENESS
(Strategic Objective 3.1, 3.2, & 3.3)

28. Using data **Table 3A (rows a-r)**, has the program(s) stayed within the allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

According to the data over the last five years the total physical education budget numbers have shown a total of \$19,500 budgeted and \$21,048 expended. The physical education program did stay within the allocated budget in 2009, 2010, and 2013. It was over the allocated budget in the years 2011 and 2012. This appears to be due to the fact that the instructional service contracts were not properly budgeted for. In 2011 there were no funds budgeted for the instructional service

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contracts while there were \$4,504 expended. This area is the main area that has caused the numbers to be over the allocated budget given. The allocated budget does not budget any funds for new equipment in our area. It is vital that we are able to purchase new items to improve our facility in order to maintain interest as well as improve interest of our students and community. Our equipment is aging and it is important that we make this a priority in the very near future. Our overall budget needs to be adjusted upward slightly to account for expenditures.

As mentioned before our athletic training program does not have an athletic trainer or an athletic training facility. There is no active budget for this program at this time.

→**If the program's budget needs to be adjusted, add the plan to adjust the budget to the Operational Planning matrix.**

29. Using data **Table 3A & Table 3B (all rows)**, *describe* the overall five-year income and expense trends for each program.

According to the data given there has been a net income of over \$37,000 each of the last five years with the largest year being \$52,847 in 2011. The total net income over the last five years is \$222,114 within the physical education department. There was a large increase from 2010 to 2011 that jumped from a net income of \$45,709 to \$52,847. In 2012 the net income dropped to \$37,131 and then back up to 39,758 in 2013.

There is no data showing any income or expense for the athletic training program at this time.

30. *Describe* what your area did during the previous five years to improve the program's financial viability.

The physical education program over the last 5 years has had a net income of \$222, 114. This shows the overall interest that our students have invested into our program. Although our program has taken a hit due to the fact that we have lost a full-time physical education instructor, we have still maintained our numbers within several physical education courses. The fitness center has continued to be a vital part of our institution each and every year. It is a large part of what our institution has to offer and benefits our student body on a daily basis. We have provided students with an understanding of the importance of physical education in our society today and the difference that it can make in the lives of our students and community members. We continue to market our fitness center through additional clinics to do our best to grasp the interest of a variety of different individuals. We have served our student body well over the last five years, and look forward to continue to do so. It is exciting to know that we have served over 3,500 students in the fitness center alone over the last 5 years and hope to increase this number as we move forward.

There is no one person in charge of the athletic training program and as mentioned before there is no athletic trainer or athletic training facility in place. There has not been anything done within the last five years to promote or improve this program. This is a program that helps to prepare students academically to enter an athletic training program at a four year institution.

31. Describe what your area will do over the next five years to improve the financial viability of the program.

We will continue to strive to increase our enrollment through adding extra clinics and events for our student body to participate in. We are in the process of updating our signage both within the fitness center and around the college in order to attract additional students. We will be giving surveys to our students and community members in order to understand their needs and put forth an effort to meet them. Our program will focus on retaining students within our program and classes while attending Sauk Valley Community College. We are making an effort to upgrade our equipment in order to compete with other fitness facilities in our area. It will also be important that we work together with our marketing department at the college in order to market our additional events and classes that will be offered throughout the next five years. This

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will give us the opportunity to put our flyers, brochures, emails, and other marketing strategies to draw in potential students. Possible grants could be pursued regarding equipment upgrades.

→Add the financial viability plan to the Operational Planning matrix.

PROGRAM QUALITY

Faculty
(Strategic Objectives 1.1)

32. Using **Table 1A & 1B (rows b-q)** describe the proportion of full-time, part-time, and dual credit instructors for each program and each class within the program (if different than the program averages). Identify which classes, if any, that are primarily taught by part-time faculty (exclude dual credit instructors from this analysis).

The physical education department has had only one full-time faculty member over the last 5 years. Of these five years the full-time faculty member was only present in 2009 and 2010. We have not had a full-time faculty member since 2010. Our department had 11 part-time instructors in 2009 and 2010. This number increased to 12 part-time instructors from 2011-2013 when there was another part-time instructor added to help replace the absence of the full-time instructor. We have not had any dual credit instructors within the physical education department within the last five years. At this time all of the physical education courses that are running are being taught by part-time instructors, professional tech and an administrator. A full-time athletic trainer/PED instructor could be advantageous to SVCC.

33. Discuss any other staffing concerns not already mentioned above or indicate “none.”

None.

34. In a previous section, the need of the program was evaluated by examining the average class size. In this section, evaluate class size in the context of quality. Using **Tables 1 A & 1B**, examine the average class size for the program (**1A, row e**) and the average class size (for each class within the program) for all faculty (**1B, row e**), full-time faculty (**1B, row i**), part-time faculty (**1B, row m**), and dual credit instructors (**1B, row p**). Do any concerns exist?

There is no concern about the class size being too large at this time.

35. If staffing changes are needed for this area within the next five years, please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits (\$) (contact the Director of HR for estimate)
2015	Full-Time Physical Education	This position is vital to the physical education program in order for the program as a whole to continue to increase enrollment within all the	\$45,000 to \$50,000 With Benefits

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	Faculty Member/ Athletic Trainer	<p>physical education courses outside the fitness center. This position would increase quality communication between all part-time faculty and provide much needed structure to the program. As is, each class is separately divided out between part-time instructors, an administrator, and professional tech. We have no overall goal as a program. It is important for this department to have a plan in place for this program moving forward and this position is vital in order to have the leadership necessary to do so.</p> <p>An athletic Trainer could help the athletic department with its training needs and may also be in a position to teach many of the PED courses. It may be a position that could be combined with the full-time Physical Education position in order to save on cost. The Athletic Trainer could be paid for out of Tort funds to reduce expense of another Full Time instructor.</p>	

→If applicable, add the proposed staffing changes to the Operational Planning matrix.

36. Describe the types and quality of communication between full-time faculty, adjunct faculty, and dual credit faculty in each area.

We do not have a full-time faculty member in place within the physical education department. This has decreased the quality of communication between all staff members in our program area. There is no full-time faculty member to put together meetings and discuss issues that need to be addressed. For the most part there is very little communication in this area and it is vital to the program that there is a full-time faculty member put in place in order to improve this issue. The fitness center does have a staff that communicates very well and meets regularly in order to discuss topics within the facility. The staff here does have a quality communication level and benefits from this. This is an area that the overall physical education program is going to struggle with until there is an individual in place to direct it.

37. Describe how the communication between full-time faculty, adjunct faculty, and dual credit faculty can be improved?

Like mentioned above there needs to be a full-time faculty member put in place in order to head this department as a whole. Outside the fitness center and its staff there is no communication at all between these part-time and adjunct faculty members. This is an issue that may need to be addressed in the near future in order for our physical education department to take the necessary steps to improve our communication as a whole.

→Add the faculty communication plan to the Operational Planning matrix.

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Professional Development
(Strategic Objectives 1.1, 1.2)

38. List all full-time faculty and the professional development they have attended within the last five years (don't include in-service, faculty workshop days or Wednesday meetings, but other on-campus activities could be included). If a full-time faculty member has not participated in professional development within the last five years, still list the faculty name and place "none" in the description area.

Full-time faculty Name	Description of Professional Development Activities (list all activities for each faculty in one row)	Fiscal Year of Activity
None (We have no full-time faculty in the physical education department)		
None		
None		
None		
None		
None		
None		
None		
None		

39. List any professional development that part-time faculty have attended within the last five years (include all forms of PD including workshops and in-service) or indicate "none". (Include ONLY those that have participated in professional development).

Part-time faculty Name	Description of Professional Development Activity	Fiscal Year of Activity
Joan Moran	Illinois Health, Physical Education, Recreation and Dance Convention.	2009
Joan Moran	Illinois Health, Physical Education, Recreation and Dance Convention.	2010
Joan Moran	Illinois Health, Physical Education, Recreation and Dance Convention.	2011
Joan Moran	Illinois Health, Physical Education, Recreation and Dance Convention.	2012
Joan Moran	Illinois Health, Physical Education, Recreation and Dance Convention.	2013
Joan Moran	CPR and AED Training	2009
Joan	CPR and AED Training	2011
Joan	CPR and AED Training	2013
Dave Williams	CPR and AED Training	2009
Dave Williams	CPR and AED Training	2011
Carl Pomazal	CPR and AED Training	2009
Carl Pomazal	CPR and AED Training	2011
Carl Pomazal	CPR and AED Training	2013

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40. Will any area faculty/staff (including part-time employees) need any *required* professional development within the next 5 years? If yes, then summarize the specialized professional development, the fiscal year of anticipated need, and what employee will need to participate within the professional development.

Employee Name	Description of Anticipated Professional Development Activity and the reason it will be required.	Fiscal Year of Activity
Jedidiah Johnson	CPR and AED Training	2015,2017
Joan Moran	CPR and AED Training	2015,2017
Nathon Jacobs	CPR and AED Training	2014,2016, 2018
Dave Williams	CPR and AED Training	2014

→Add the required professional development, for each employee, to the Operational Planning matrix for the appropriate FY.

41. For each full-time faculty/staff, describe the anticipated professional development that he/she will participate in within the next 5 years (not already listed above)?

Employee Name	Description of Anticipated Professional Development Activity	Fiscal Year of Activity
Jedidiah Johnson	Masters in Sport Management	2014
Jedidiah Johnson	CPR and AED Training	2015
Jedidiah Johnson	CPR and AED Training	2017

→Add the professional development plan to the Operational Planning matrix.

Program Persistence
(Strategic Objectives 2.1)

42. Using data **Table 4A (row d)**, *describe* the persistence rate for the program and course persistence trends by instructor type.

Within the physical education program over last five years the persistence rate for all instructors combined was 83.2% while the persistence rate for full-time instructors was 87.3%. The persistence rate for the part-time instructor was 82.9% and there has not been any dual credit instructors used to collect data from.

43. Using data **Table 4A (row d)** and **Table 4B (row d)**, compare individual class persistence to the program persistence. If possible, explain any anomalies.

The overall physical education program persistence the last five years for all instructors combined is 83.2%. The persistence rate for full-time instructors the last five years is 87.3% while the persistence rate for part-time instructors is 82.9%. As mentioned above there is no data collected

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for any dual credit instructors. When comparing individual classes with the program persistence the numbers from the individual classes range from 58.3% to 100%. The full-time instructor's persistence data ranges from 83.9% to 100% and the part-time instructor's persistence data collection ranges from 58.3% to 100%. Like the program persistence numbers there is no dual credit data to gather. The class with the lowest persistence rate for part-time instructors at 58.3% is PED 103, while the class with the highest persistence rate for part time instructors at 100% is PED 234. The lowest persistence rate for full-time instructors for an individual class is PED 213 at 83.9%. . The highest rate for full-time instructors in an individual class is PED 123 at 100%. There is a wide range of persistence ratings for the individual classes which can be due to the small enrollment of some of the PED courses. This description above does not include the classes that had an enrollment of 0 in the data collected. Those classes include PED 260, 125, 117, and 106.

44. Using data **Tables 6A & 6B**, compare the persistence rate of each ethnic group (**6B, row g**) to the college average (**6A, row g**). Do any obvious anomalies exist?

The physical education program persistence rate of each ethnic group are very similar to the college average. The five year mean for the physical education program is 83.2% and the college 5 year mean is at 83%. The Caucasian persistence rate for the physical education program is at 83.3% with the colleges is very close at 83.7%. The Hispanic persistence rate for the physical education program is at 84.4 % whereas the colleges is at 80.7%. When looking at the persistence rate of African Americans the physical education percentage is at 79.2% while the college is at 71.3%. The Asian population has a persistence rate of 92% for the physical education program and 85.1 % for the college average. The persistence rate for male and females are also similar with the physical education persistence rate for males at 83% and 83.4 % for females. The college's percentages are within a few percentage points with 84.6% for males and 80.8 % for females. Although these percentages do differ some, overall they are similar within each group.

The data given for the athletic training program matches the percentages of all the ethnic and gender group percentages of the physical education department and therefore will compare to the college averages in the same manner.

45. *Describe* what the area has done to improve persistence trends since the last program review. *Indicate* how frequently each effort was conducted during the past five years.

There has not been anything done in regards to improving the persistence trends within the physical education program as a whole. The program is in need of a full-time faculty member in order to look at the data collection and results of these issues. There needs to be a faculty member in place in order to direct and work on improving the percentages in these areas. Outside of the fitness center courses PED 150-153, there is not any organized plan or goals being set for the overall physical education program. The athletic training program as mentioned before does not have an athletic trainer or instructor available in order to evaluate any persistence issues or make the efforts in order to improve them.

46. In the table below, list all courses within the program that have prerequisites. Determine class persistence on the data tables found in **Table 4B (row d)**—if the course prerequisite course is outside the program, just list the course and ignore the rate. Add the persistence rates to the table from the last fiscal year. If classes do not have prerequisites, indicate “none” in the table.

Prerequisite Course	Persistence Rate	Course with Prerequisite	Persistence Rate
PED 102	83.6%	PED 103	58.3%
PED 134	98.5%	PED 234	100%

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Are the persistence rates in the courses with prerequisites appropriate? If the persistence rates need to be addressed, what plan should be implemented to either investigate or make changes to the program or classes?

There is a 41.7% withdraw rate in PED 103. This area needs to be assessed to determine what could be done and the reasons for students withdrawing from this course.

47. Describe what the area will do to improve persistence trends in the entire program during the next five years.

Within the Fitness center (PED150-153) we strive to show the individual results that have been reached and lead them to consider maintaining or improving their physical goals that have been set. It is important to show the transition from one class to the next and allow the students to see what continued use of our facility can do. We have pre-evaluation with our students at the beginning as well as post evaluations at the end of the course. This allows the students to evaluate and assess their goals as well as set new goals for the following semester. We believe that allowing them to set future goals for the following semester will help keep them involved and increase the percentage of them finishing successfully. Outside of the fitness center there has not been much done to help and improve the persistence trends of the program as a whole. As mentioned several times there is a need for a full-time faculty member within the physical education department who can focus on the issues within the program.

The athletic training program does not have anyone in place to address these issues in order to help and improve the program in the future. This program is set up at this time in order to help students complete general education courses along with a few physical education courses in order to maintain an associate degree and have the opportunity to transfer into an athletic training program at a four year university. This program does not have an athletic trainer or facility on campus, it is set up for students wanting to enter this field upon transferring from Sauk Valley Community College.

→Add the persistence plan (including any plan to address prerequisite classes) to the Operational Planning matrix.

Program Grade Distributions
(Strategic Objectives 1.1, 2.1 & 2.2)

48. Using **Table 4A (rows e-k)**, describe the overall grade distributions for each program as a whole. In the area’s opinion, are the grade distributions appropriate? If you choose, you can compare grade distributions of this program with other programs at the college by clicking on “persistence” at <http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html>

Within the physical education program the overall grade distribution as a whole is as follows: A= 63.4%, B = 7.9%, C = 6.7 %, D = 1%, F= 1.3%, W = 15.5 %, P = 4.1 %. According to this data over 75% of students are receiving a letter grade of a C or higher which seems appropriate.

49. Using **Tables 4A & 4B (e-k)**, do any class grade distributions differ considerably from the program grade distributions? If yes, explain the difference.

There is definitely some class grade distributions that differ considerably from the program distribution due to the fact of the sample size used. The overall program grade distribution has a sample size of 5,163 whereas 9 of the physical education courses listed in the data do not have a sample size over 100. This is going to cause some of the distributions to differ when it comes to the percentages of grades earned within particular classes. The classes that are comparable to the

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program grade distributions are the fitness center courses PED 150-153. These three classes alone provided the enrollment of 3,453 students within the last 5 years. The PED 150 course grade distributions were fairly similar to the programs numbers with the exception of the withdraw percentage of 25.5%. This number is a little high compared to the 15.5% withdraw rate of the physical education as a whole. This is simply due to the fact that there are not usually any letter grades of an F given in this course due to most students being withdrawn if they do not meet the grade requirements of a D or higher.

50. Using **Table 4A (rows e-k)**, compare the program grade distributions between full-time, part-time, and dual credit faculty. Are any concerns identified? What does the committee recommend to address the concerns?

The only concern that we see here is the withdraw rate for the full-time instructor is at 5.8% and the withdraw rate for the part-time instructor is at 16.3%. It is obvious here that a full-time instructor has an impact within the program and would make a large difference with this issue. We believe that it is vital to hire a full-time instructor to place in this position.

51. Using **Table 5**, compare the grade distributions between instructors for the same classes. Without using the names of instructors, are any significant differences identified? If concerns are identified, what does the committee recommend to address the concern?

There are no concerns identified within this table other than the withdraw rate being higher for the part-time instructors than it is for the full-time physical education instructor. Like mentioned above we believe that it is vital to have this position filled and have an instructor in place in order to monitor and improve the program.

52. Using data **Tables 6A & 6B**, compare the grade distributions of each ethnic group (**6B, rows h-n**) to the college average (**6A, rows h-n**). Do any obvious anomalies exist? Does the committee have any suggestions to address these anomalies?

When comparing the grade distributions of each ethnic group within the physical education department with the college averages, there were some definite obvious anomalies that exist. With the A grade distribution for the physical education department each ethnic group and gender groups were all from 60 to 63%. This differs heavily from the college average for each of these groups. The college average of the grade of an A for all ethnic and gender groups the last five years ranged from 26% to 47%. This shows as a whole the physical education department has a much higher percentage of A grades than the college average regardless of the ethnic group or gender of the students. With this being said the college average has much more B and C grades than does the physical education department in all ethnic groups and genders. The other issue that stands out is that the physical education department has more withdraws than does the college average for each ethnic group and gender except African Americans and Asians. This could be due to the fact that the sample size for the physical education department for these two ethnic groups are much smaller than the college average. As addressed in question 49, when it comes to why there are more withdraws within the physical education department than the overall college averages the main reason is due to our fitness center courses not giving the letter grade of a F but instead given the students a withdraw when they do not receive a D or higher.

The athletic training program has the identical numbers as the same ethnic and gender grade distributions as the physical education department above.

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53. Summarize any concerns about program/class grade distributions and devise a plan to address the concerns or indicate “none.”

The only issue we see with grade distribution is the percentage of withdraws within our physical education program. We will be discussing this issue within the near future.

→Add the plan to address grade distributions to the Operational Planning matrix.

Program Retention

(strategic objective 2.2)

54. Using data **Tables 7 A & B**, compare the fall to spring retention rates (**row a**) and fall to fall retention rates (**row b**) of the program to the college averages. If you choose, you can compare retention rates of this program with other programs at the college by clicking on “retention” at <http://www.svcc.edu/departments/irp/reporting/strategic-planning-dashboard.html>

According to the data given the retention rates of the physical education department and the retention rates of the college over the last five years are identical. There is no difference between the two rates within the last five years from fall to spring retention or fall to fall retention.

The athletic training program retention rates from fall to spring from the years 2008 to 2012 have been higher than the college averages. The only year from fall to spring that did not follow this trend was 2012-2013 where the college retention was higher than the athletic training program. In 2008-2009 the retention rate for the athletic training program was at 80% and the college’s rate was at 79.7%. From 2009 to 2010 there was a much larger gap with the athletic training program’s retention rate jumping to 100% and the college’s average staying steady at 80.1%. From 2010 to 2011 the retention rate from fall to spring for the athletic training program dropped to 87.5% as again the college’s average stayed steady at 79.8%. From the years of 2011-2012 the retention rate from fall to spring for the athletic training program again went to 100% while the college average dropped to 73.6%. In 2012-2013 the retention rate from fall to spring dropped considerably to 66.7% while the college average was at 77.7%.

The fall to fall retention numbers for the athletic training program the last five years were again higher than the college averages for the most part. From 2007-2008 the athletic training program retention rate from fall to fall was at 76.9% while the college’s rate during this same time period was at 62.8%. Within the years 2008-2009 these percentages went up to 100% for the athletic training program and 63.8% for the college rate. The following years of 2009-2010 the retention rate for the athletic training program dropped significantly to 50% and slightly for the college rate falling to 62.6%. In 2010-2011 the retention rates again decreased for both the athletic training program and the college. The athletic training program plummeted to 25% while the college rate fell to 58.7%. From 2011-2012 the retention rate from fall to fall for the athletic training program increased to 60% while the retention rate for the college again dropped to 54.9%.

55. *Describe* what the area already did to improve retention trends since the last program review. Indicate how frequently each effort was conducted during the past five years.

Our program as a whole was effected negatively when we lost our full-time physical education instructor. There is a lack of communication within the program as well as nobody to help and promote physical education as a program and degree opportunity. The only classes that have dealt with the retention issues within the physical education department are the fitness center courses PED 150,151,152, and 153. The fitness center strives to promote our facility and set goals with our students in order to maintain their progress throughout their time at Sauk Valley Community College. Our staff does a wonderful job of reaching out to our students to make sure that they understand the importance sticking with the program in order to continue the fitness success that they have experienced. We have also given surveys to our students

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in order to try and meet their needs and keep their interest within our program. We have offered additional clinics outside the fitness center in order to grasp the interest of a variety of different students. It is vital to us that we reach out to students and offer things that they are interested in to help and maintain their enrollment within our courses.

The athletic training program as mentioned before does not have an athletic trainer or facility in place in order to promote or improve retention rates.

56. Describe what the area will do to improve retention trends during the next five years.

In order to improve the retention trends of the physical education department as a whole there is a great need for a full-time physical education faculty member. We will be pushing to get a qualified full-time instructor in order to evaluate and approach the retention issues within this program. In the meantime we will continue to do our best to promote the courses that we are responsible for and hope to see the program come together as a department with the new full-time physical education faculty member in the near future. Within the fitness center we do have plans set in order to improve our retention numbers and keep the interest of our students. First, we plan to update our website and adding fitness ideas and health tips to our community and students through the site. We believe that this will be another way to have students continue participation with our program. Next, we are offering one or two sessions a semester outside of the fitness center that gives our students, staff, and community a chance to participate in an activity that is different than their everyday routines. These sessions will consist of workouts relating to core, speed, agility, cardio, and strength training. These sessions we be held in our gymnasium or possibly outside in the Spring Semesters. Our focus here is for students and community outside the fitness center to observe and want to participate in these sessions. The fitness center also will continue to be a part of the high school visits and welcome the schools in for an orientation of our facility. This should help us to both increase our enrollment of our Dual Credit Program as well as market to our future students. The fitness center also is in the process of updating our signage both in the fitness center and within the college in order to promote our offerings and classes. We believe that this is going to help to improve the interest of both traditional, non-traditional and dual credit students amongst our community and increase the retention rates of our program.

The athletic training program is in need of an athletic trainer and facility in order to keep the retention rate up with a significant enrollment. These two things are needed in order to promote and attract the interest of students that may be interested in athletic training. It is difficult for a student that is serious about athletic training as a career to begin in their field without a qualified trainer or a facility in place to receive the experience needed. It would be much more attractive to the student if there was actually a professional environment on campus pertaining to the athletic training program. This is something that we believe that our college would benefit from in the future and that should be considered.

→ **Add the plan to address program retention to the Operational Planning matrix.**

Curriculum: Academic Assessment
(Strategic Objective 1.1)

Refer to the assessment data base or program operational plans.

57. List all of the Gen-Ed and area competencies that have been assessed in the previous five years and describe any curricular changes that occurred due to the assessment.

Fiscal Year	Gen-Ed Competencies	Describe the curricular changes that occurred due to this assessment practice or indicate "none"
	There has not been any that have been assessed in the last year due to the fact that there is no full time	

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	P.E. instructor. I think that at least a few of them do apply and can be assessed. However, this will only occur under the direction of a full-time faculty member.	

Fiscal Year	Area Level Competencies	Describe the curricular changes that occurred due to this assessment practice or indicate "none"
		There has not been any curricular changes made in the last five years due to the fact that there has not been a full-time instructor available to do so.

58. *List* all of the Gen-Ed and area competencies that have NOT been assessed in the previous five years and indicate whether these will be assessed in the future, will not be assessed, will be eliminated (area level only), or replaced (area level) **OR** indicate "All have been assessed."

Fiscal Year	Gen-Ed Competencies	Why has it not be assessed? Will the competency be assessed within the next five years? If so, when?
DOES NOT	APPLY	

Fiscal Year	Area Level Competencies	Why has it not be assessed? Will it be assessed in the future, eliminated, or replaced?

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→Add the plan to update area level assessment competencies to the Operational Planning matrix.

59. For the five years previous to this program review, what fraction of full-time faculty contributed data to at least one Gen-Ed competency? To at least one area objective? Record data as a fraction (for example 4/5 full-time faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies Full-time compliance (indicate using a fraction)	Area Competencies Full-time compliance (indicate using a fraction)
NO FULLTIME FACULTY		

→Please include (if it is not already) a permanent assessment goal of 100% participation by full-time faculty for both Gen-Ed and Area objectives within the Operational Planning matrix.

60. For the five years previous to this program review, what fraction of adjunct faculty (not dual credit) contributed data to at least one Gen-Ed competency? At least one area objective? Supply the fraction of adjuncts that are contributing to academic assessment data (for example 4/5 adjunct faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies (Fraction)	Area Objectives (Fraction)
DOES NOT APPLY		

→Add a communication process to the Operational Plan matrix to increase adjunct participation in the academic assessment process.

61. For the five years previous to this program review, what fraction of dual credit faculty (not adjunct) contributed data to at least one Gen-Ed competency? At least one area objective? Supply the fraction of dual credit faculty that are contributing to academic assessment data (for example 4/5 dual credit faculty contributed to Gen-Ed competencies.)

Fiscal Year	Gen-Ed Competencies (Fraction)	Area Objectives (Fraction)
NO DUAL CREDIT FACULTY		

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→Add a communication method to the Operational Plan matrix to increase dual credit participation in the academic assessment process.

62. *Explain* any major curricular changes (outside of assessment) made during the past five years and *why* the changes were made (i.e., the evidence that change was needed). Describe the positive and/or negative results of those changes. If no curricular changes were made (outside of assessment) indicate “None.”

NONE

63. List any courses, certificates, or degrees that have been significantly altered, deleted, or added to the program within the last five years.

Course/Certificate/Degree	Significantly altered, deleted, or added	Check with the VP of Academics to verify if ICCB has a record of the change. Add “Yes” if ICCB has record or “No” if ICCB does not.
NONE		

64. *Describe* anticipated curricular changes that the program will propose during the next five years and the accompanying needs that will be required or indicate “None.”

Curricular change (Description)	None
Equipment and/or supply needs (Description and Expense)	
Facility needs (Description and Expense)	
Personnel and/or training needs (Description and Expense)	
Total estimated expense	

Copy and paste a new table if needed

→Add the anticipated curricular changes and the plan to address them to the Operational Planning matrix.

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Curriculum: Course Outlines
(Strategic Objective 6.2)

65. ICCB requires that we maintain current course outlines. Therefore to help with this process, all course outlines for this area must be updated to the current Fiscal Year and a curriculum committee action form submitted for each course. Complete the appropriate Curriculum Committee Action Forms for each course and send electronically to the VP of Academics. Action forms are found on FAST. **Catalog concerns should have been addressed in a previous section of this program review. Be sure to incorporate those catalog findings into your new outlines so that the catalog will be appropriately adjusted.*

Course Number	Has the outline been updated to reflect current academic practices & current FY? Yes or No.	Has the Curriculum Committee Action Form been completed and sent electronically to the VP of Academics? Yes or No.	Has an accompanying master syllabus been completed (using the syllabus template) for each class and sent electronically to the VP of Academics?
xxx			

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*If more space is needed, you can add more rows to this table by “right clicking” and “inserting rows.”

STUDENT INPUT
 Efforts aimed at obtaining student opinions and suggestions for improving the program.
 (Strategic Objective 4.2)

Contact the Dean of IR for the Graduate follow-up study results.

66. Describe the efforts during the previous five years to obtain student input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable.”

Source of Input	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.																																																																
Student Interviews																																																																	
Student Surveys	<p>We have conducted student surveys twice within the last five years within the physical education program. These two surveys were done strictly within the fitness center setting and did not pertain to any other physical education courses. The data gathered does show the want and need for new and updated equipment that has been stated within this review. There has been no changes made to equipment at this time due to a lack of funds. Here is the 2010 data gathered,</p> <p style="text-align: center;">MASTER ANALYSIS N=55</p> <p>1. I live _____ miles from SVCC.</p> <table border="1" style="margin-left: 40px;"> <tr><td>Survey says...</td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td></tr> <tr><td></td><td>10</td><td>20</td><td>30</td><td>40</td><td>50+</td></tr> <tr><td>Collected...</td><td>35</td><td>14</td><td>2</td><td>3</td><td>1</td></tr> <tr><td>Percentage...</td><td>63.6%</td><td>25.5%</td><td>3.6%</td><td>5.5%</td><td>1.8%</td></tr> </table> <p>2. My goal while attending SVCC is to _____.</p> <table border="1" style="margin-left: 40px;"> <tr><td rowspan="2">Survey says...</td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td></tr> <tr><td>College credit</td><td>Transfer</td><td>Graduate</td><td>Grad. then transfer</td><td>Other</td></tr> <tr><td>Collected...</td><td>2</td><td>17</td><td>2</td><td>22</td><td>12</td></tr> <tr><td>Percentage...</td><td>3.6%</td><td>30.9%</td><td>3.6%</td><td>40%</td><td>21.8%</td></tr> </table> <p>3. How Active/Physically Fit are you?</p> <table border="1" style="margin-left: 40px;"> <tr><td rowspan="2">Survey says...</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>A- Not P.F.- Not</td><td>A- Fairly P.F.- Fairly</td><td>A- Average P.F.- Average</td><td>A- Above average P.F.- Above Average</td><td>A- Very P.F.- Very</td></tr> <tr><td>Collected...</td><td>A- 0 P.F.- 1</td><td>A- 2 P.F.- 9</td><td>A- 16 P.F.- 24</td><td>A- 24 P.F.- 13</td><td>A- 13 P.F.- 8</td></tr> </table>	Survey says...	A	B	C	D	E		10	20	30	40	50+	Collected...	35	14	2	3	1	Percentage...	63.6%	25.5%	3.6%	5.5%	1.8%	Survey says...	A	B	C	D	E	College credit	Transfer	Graduate	Grad. then transfer	Other	Collected...	2	17	2	22	12	Percentage...	3.6%	30.9%	3.6%	40%	21.8%	Survey says...	1	2	3	4	5	A- Not P.F.- Not	A- Fairly P.F.- Fairly	A- Average P.F.- Average	A- Above average P.F.- Above Average	A- Very P.F.- Very	Collected...	A- 0 P.F.- 1	A- 2 P.F.- 9	A- 16 P.F.- 24	A- 24 P.F.- 13	A- 13 P.F.- 8
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Percentage...	A- 0% P.F.- 1.8%	A- 3.6% P.F.- 16.4%	A- 29.1% P.F.- 43.6%	A- 43.6% P.F.- 23.6%	A- 23.6% P.F.- 14.5%
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4. List the physical activities you are currently involved in.

Basketball	Golf	Jogging	Fitness Center	Tennis
Walking	Weights	Treadmill	Badminton	Raking
Bicycling	Yoga	Water aerobics	Physical labor	

5. Why are you pursuing these activities at your current location?

NOTE: Multiple responses per one survey were reported (87)

Survey says...	A Location	B Cost	C Equipment	D Haven't explored options	E Other
Collected...	31	23	12	6	15
Percentage...	35.6%	26.4%	13.8%	6.9%	17.2%

6. On average how many times per week did you work out?

Survey says...	A 0-1	B 1-2	C 2-3	D 3-4	E 4-5	
Collected...	2	5	14	11	23	
Percentage...	3.6%	9.1%	25.5%	20%	41.8%	

7. What was the average length of each session?

Survey says...	A 15-20	B 20-30	C 30-40	D 40-50	E 50-60	F 60+
Collected...	0	1	6	8	21	19
Percentage...	0%	1.8%	10.9%	14.5%	38.2%	34.6%

8. Why have you taken a Physical Education course?

NOTE: Multiple responses per one survey were reported (92)

Survey says...	A Dual Credit	B Personal enrichment	C Increase/Maintain fitness level	D Socialization	E Health reasons	F Other
Collected...	5	29	32	3	19	4
Percentage...	5.4%	31.5%	34.8%	3.3%	20.7%	4.3%

9. Are there additional PE course offerings you would like to see available?

Survey says...	YES *	NO
Collected...	24	31
Percentage...	43.6%	56.4%

* Responses-

Kickboxing	Rollerblading path on campus	Dancing
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Women specific resistance training	Measured (gravel) outdoor walking path	Swimming
Indoor Soccer	Different times available for PED129	

10. At what time would you be more likely to use the Fitness Center or take a PE class?

NOTE: Multiple responses per one survey were reported (90)

Survey says...	A	B	C	D	E	F	G
	6-8 am	8-10 am	10-12 pm	12-2 pm	2-4 pm	4-6 pm	6-8 pm
Collected...	10	10	12	19	15	17	7
Percentage...	11.1%	11.1%	13.3%	21.1%	16.7%	18.9%	7.8%

11. Was your syllabus clear on how to attain desired grade? If not how can we improve?

Survey says...	YES	NO*	NA
Collected...	50	1	4
Percentage...	90.9%	1.8%	7.3%

* Responses- Handout more specific

12. Was the grading system fair?

Survey says...	YES	NO	NA
Collected...	50	1	4
Percentage...	90.9%	1.8%	7.3%

13. How would you rate the Aerobic Super Circuit concept?

Survey says...	A	B	C	D	E	NR
	Excellent	Good	Average	Fair	Poor	No Response
Collected...	19	22	9	2	0	3
Percentage...	34.5%	40%	16.4%	3.6%	0%	5.5%

14. Was there sufficient equipment to meet your fitness needs? If no. what would you recommend?

Survey says...	YES	NO*
Collected...	48	7
Percentage...	87.3%	12.7%

* Responses-

More treadmills	Medicine Balls	Tubing	Kettle ball
Newer technology	Assisted pullup machine	Jump Ropes	Exercise ball
Rear delt machine	Back machines	Bigger dumbbells	Decline bench

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15. I would be interested in using the following equipment... General

NOTE: Multiple responses per one survey were reported (##)

Type	Regularly	%	Occasionally	%	Rarely	%	TOTAL
Cardio	41	87.2	6	12.8	0	0	47
Weight Machines	29	64.4	14	31.1	2	4.4	45
Free Weights	28	62.2	8	17.8	9	20	45
TOTAL	98	71.5	28	20.4	11	8.1	137

16. I would be interested in using the following equipment... Cardio Specifics

NOTE: Multiple responses per one survey were reported (##)

Cardio	Every Visit	%	Every Other Visit	%	Never	%	TOTAL
Treadmill	21	43.8	23	47.9	4	8.3	48
Elliptical	9	20.5	28	63.6	7	15.9	44
Upright Bike	14	29.8	21	44.7	12	25.5	47
Recumbent Bike	8	19	19	45.2	15	35.7	42
Stairstepper	8	19.5	16	39	17	41.5	41
Rower	4	10.3	12	30.8	23	58.9	39
TOTAL	64	24.5	119	45.6	78	29.9	261

*= Value reported is an average of data collected

17. I would be interested in using the following equipment... Weight Machine Specifics

NOTE: Multiple responses per one survey were reported (##)

Wt. Machines	Every Visit	%	Every Other Visit	%	Never	%	TOTAL
Incline Press	19	45.2	21	50	2	4.8	42
Leg Press	23	52.3	18	49.9	3	6.8	44
Chest Press	21	48.8	19	44.2	3	7	43
Abdominal	28	65.1	15	34.9	0	0	43
Thigh Ab/Ad	26	59.1	14	31.8	4	9.1	44
Lat Pulldown	25	59.5	14	33.3	3	7.1	42
Tricep Pushdown	25	56.8	15	34.1	4	9.1	44
Ab Board	19	43.2	17	38.6	6	13.6	44
Leg Extension	22	53.7	15	36.6	4	9.8	41
Fly	19	43.2	17	38.6	6	13.6	44
Upright Row	21	48.8	16	37.2	6	14	43

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Leg Curl	21	48.8	17	39.5	5	11.6	43
Arm Curl	20	45.5	18	40.9	6	13.6	44
Back Extension	22	50	15	34.1	7	15.9	44
TOTAL	311	51.4	231	38.2	59	9.8	605

*= Value reported is an average of data collected

18. I would be interested in using the following equipment... Free Weights Specifics

Free Weights	Every Visit	%	Every Other Visit	%	Never	%	TOTAL
Dumbbells	21	43.8	15	31.3	12	25	48
Bench Press	9	20.9	17	39.5	17	39.5	43
Cable Machine	13	29.5	15	34.1	16	36.4	44
Leg Press	14	29.8	19	40.4	14	29.8	47
Arm Curl	13	29.5	15	34.1	16	36.4	44
TOTAL	70	31	81	35.8	75	33.2	226

*= Value reported is an average of data collected

19. If made available I would be interested in having the following equipment to supplement my workout. (Circle all applicable)

Type		Total	%
Medicine Balls	Handled	22	19.3
	Non-handled	26	22.8
Jump Rope	Weighted	25	21.9
	Non-weighted	18	15.8
Yoga/Floor Mats		23	20.2
TOTAL		114	100

Type	Equip.	Times/Wk.*	+/- Avg.
Cardio	Treadmill	2.5	+0.6
	Elliptical	1.6	-0.3
	Upright Bike	2	+0.1
	Recumbent Bike	1.8	-0.1
	Stairstepper	1.5	-0.4
	Rower	1.8	-0.1
	Average	1.9	0
Weight Machines	Incline Press	2.2	-0.1
	Leg Press	2.1	-0.2
	Chest Press	2.2	-0.1
	Abdominal	2.5	+0.2
	Thigh Ab/Ad	2.3	0
	Lat Pulldown	2.2	-0.1
	Tricep Pushdown	2.5	+0.2

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		Ab Board	2.3	0
		Leg Extension	2.2	-0.1
		Fly	2.1	-0.2
		Upright Row	2.6	+0.2
		Leg Curl	2.3	0
		Arm Curl	2.5	+0.2
		Back Extension	2.1	-0.2
		Average	2.3	0
	Free Weights	Dumbbells	2.8	+0.6
		Bench Press	2	-0.2
		Cable Machine	2.3	+0.1
		Leg Press	1.8	-0.4
		Arm Curl	2	-0.2
		Average	2.2	0
Student Focus Groups				
Other				
Other				

67. Describe the efforts to obtain student input that will be attempted during the next five years and the years they will be attempted. (**Reminder!** All student surveys or focus group questions need to be submitted to SVCC's IRB for approval. When appropriate, contact the Dean of Institutional Research for the appropriate form.)

Source of Input	Description of planned activities and the planned frequency of each effort.	Fiscal year of proposed activity
Student Interviews		
Student Surveys	We will attempt other student surveys in 2014 and again in 2016.	
Student Focus Groups		
Other		
Other		

→If applicable, add the plan to the Operational Planning matrix.

NON-STUDENT INPUT
 Definition: Formal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).
 (Strategic Objective 4.1)

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68. Describe the efforts that were used within the last five years to obtain input, the frequency of each effort, what was learned, and changes that were made during the previous five years **OR** indicate “Not applicable. Your past operational plans may be of help here.

Method	Description of activity, the frequency of each effort, what was learned, and changes that were made to the program.
Conference attendance	Staff met with exhibitors on new equipment and fitness ideas.
IAI updates	
Networking with colleagues	Meeting with colleagues over fitness center ideas and equipment replacement.
Professional association membership	Joan Moran- IAHPERD (Illinois association of P.E. Recreation and Dance), AAHPERD (American Alliance of P.E. Recreation and dance, IEA-NEA (Illinois Education association- National Education Association, and IRTA (Illinois Retired Teachers Association). Nathon Jacobs- Certified Personal Trainer
Other	Jedidiah Johnson- Master Degree (Sports Management)
Other	

69. Describe the formal efforts to obtain non-student input that will be attempted during the next five years and the planned year of implementation.

Description of activity	FY
The fitness center does plan on surveying the non-student population in 2014-2015 in order to find data on the thoughts and opinions of what is needed with in our program.	

→If applicable, add the plan to the Operational Planning matrix for the appropriate FY.

Learning Support Services
 Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, computer lab resources, etc.)
 (Strategic Objectives 1.4 & 1.5)

70. Describe the current learning support services that are *specific to this program* that are available to students (study materials, videos, etc.), **OR** indicate “None.”

None

71. Describe any additional learning support service that is needed of each program and the FY needed, **OR** indicate “None.”

Learning Support Service Recommendation (Be sure to include the recommendation under “equipment and supplies” found below).	FY
None	

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Course Scheduling (Strategic Objective 1.3)

72. Use the Master Schedule to help complete this table. Provide the program schedule by listing each class by course number and use an “X” to indicate each semester it was offered and whether the class was taught during the day (before 4pm), taught at night (4pm or later), was taught as a hybrid class or was strictly taught as an online class.

COURSE NUMBER	DAY (BEFORE 4 PM)	PREVIOUS FY: FALL SEMESTER	PREVIOUS FY: SPRING SEMESTER	CURRENT FY: FALL SEMESTER	CURRENT FY: SPRING SEMESTER
	NIGHT (4 PM OR LATER)				
PED 102	Day			X	
	Night				
	Hybrid				
	Online				
PED 103	Day			X	
	Night				
	Hybrid				
	Online				
PED 115	Day	X	X	X	X
	Night				
	Hybrid				
	Online				
PED 121	Day		X		X
	Night				
	Hybrid				
	Online				
PED126	Day		X		X
	Night				
	Hybrid				
	Online				

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PED 127	Day		X		X
	Night				
	Hybrid				
	Online				
PED 134	Day		X		X
	Night				
	Hybrid				
	Online				
PED148	Day		X		X
	Night				
	Hybrid				
	Online				
PED 150	Day	X	X	X	X
	Night				
	Hybrid				
	Online				
PED 151	Day	X	X	X	X
	Night				
	Hybrid				
	Online				
PED 152	Day	X	X	X	X
	Night				
	Hybrid				
	Online				
PED 153	Day	X	X	X	X
	Night				
	Hybrid				
	Online				
PED 210	Day	X		X	

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	Night				
	Hybrid				
	Online				
PED 213	Day	X	X	X	X
	Night				
	Hybrid				
	Online				
214	Day		X		X
	Night				
	Hybrid				
	Online				
PED 220	Day	X		X	
	Night				
	Hybrid				
	Online				

*Use the table above to answer the following three questions.

73. Using the table above and the college catalog, answer the following question. For each degree and certificate under review, have courses been offered that are properly sequenced to allow a student to complete every degree and/or certificate in the maximum number of semesters specified?

<p>Yes, courses are properly sequenced within the catalog.</p> <p>If no, please specify what degrees or certificates are problematic and the solution to the scheduling problem.</p>
--

74. Has each class been offered at night at least once during every academic year (fall or spring semesters)?

<p>No, the only physical education classes that are offered at night are PED 115 (Nutrition and Diet) and PED 150-153 (Fitness Center).</p> <p>Many of the physical education classes that are not offered at night do not have a facility to host the course in. The gym is occupied throughout the year at night due to athletic events. This leaves many physical education classes no place to be held in the evenings. Also there is no full-time instructor in place in order to have the flexibility to teach night classes.</p> <p>If no, please specify what class has not been offered at <u>night</u> and justify if the class should or should not be offered at night.</p>

75. Has each class been offered online or as a hybrid class at least once during every academic year?

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The only class that is offered online through the physical education department is PED 115(nutrition and Diet). It is not reasonable to offer any of the physical education department courses online unless it is a lecture style class setting. Many of the physical education courses are graded on participation within a sport or game. This needs to be done in a gym setting where there is actually physical activity being performed. It is not possible to perform these activities online at this time.

If no, please specify what class has not been offered online or as a hybrid class and justify if the class should or should not be offered online or as a hybrid class.

76. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses within your own area?

Yes, there have been no issues with scheduling conflicts.

If no, what scheduling change can occur to reduce/avoid conflicts?

77. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses outside of this area?

Yes, all scheduling conflicts have been avoided.

If no, what scheduling changes can occur to reduce/avoid conflicts?

78. Summarize the scheduling changes that need to occur using information from the previous five questions.

There are no scheduling changes that need to occur at this time.

→**If scheduling changes are necessary include the recommended changes in the Operational Planning matrix.**

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EQUIPMENT & SUPPLIES

(Strategic Objective 1.6)

79. Identify current or anticipated equipment, software, and/or supply deficiencies by the program and the FY needed. Also supply cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Cost of Equipment (\$)	Additional Annual Cost (if applicable) (\$)
2013-2014	Treadmill	Our fitness center is down to one treadmill which is a large inconvenience to our students. It is vital that we provide at least three treadmills to our students in order to adequately meet their needs. Our student survey shows the importance of having treadmills within our facility. The equipment replacement will impact PED 150,151, 152, 153, and 129. These machines are 15 years	2	5,000	10,000	
2013-2014	Super Circuit Equipment	All of our weight machines are outdated at this time. It is important to us that we are able to purchase new equipment in order to meet the needs of our student population and stay current in order to compete with our competitors in the surrounding area.	13	3,000	39,000	

→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES

(Strategic Objective 1.6)

80. Identify current or anticipated facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense (\$) (contact the Director of B&G)
	None. This may change if the area that our current fitness center is located is replaced with the One Stop Shop project.		

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		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

→If facility upgrades are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

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Additional Information

81. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put “none”.

There was no replacement of any equipment within the fitness center over the last five years. This is an important need for the fitness center due to the fact that most of our equipment is outdated and needs replaced. It is vital that we stay competitive with our surrounding competitors and offer updated current equipment. This was not carried out due to the fact that the funds have not been offered in order to do so. It is important that our equipment is up to date and safe for usage for all of our students and community users. We also need to look at a possible cycle of replacing our equipment every 5 years or so in order to keep up with our competitors.

82. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively or positively affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements or accreditation expectations OR indicate “none.”

Describe the “imposed change”	Fiscal Year change will take affect
Our space may be renovated and used for the One Stop Shop project beginning in the summer of 2014. This would lead to our fitness facility being relocated to another area. It is unknown at this time whether or not this will take place and too early to speculate the impact it will have on our program.	Summer of 2014

83. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
None	

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.

84. Use the space below to tell the PR committee about any program issue or concern not addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

None

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix.

85. Use the space below to tell the PR committee about any program accomplishments that were not addressed within this program review or indicate “none.”

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None

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Program Review. Items from the program review will be entered here. *After this program review is complete and approved by the PR Committee, transfer (paste and copy) the items below to your FY 2015 Operational Plan.*

* Origination Code: For the program review OP matrix, the origination code refers to the question number (e.g., Q 4) found on the program review. After transferring to the operational plan, use the origination code PR.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
D	12/20/2013	Jed Johnson	Update the PED website and adding health tips and fitness ideas	Update the site by summer 2014 and add 12 monthly health tips.	06/30/2015		
D	12/20/2013	Jed Johnson	Increase visibility of the fitness center by creating banners.	Create two banners to hang outside of the fitness center and another selected location on campus.	12/20/2014		
D	12/20/2013	Jed Johnson	Create brochures representing the PED programs and offerings to increase their marketing presence.	Create 200 brochures to provide within stands in the hallways, counseling, and fitness center.	01/01/2015		
D	12/20/2013		Pursue upgrading fitness equipment, such as treadmills and super circuit equipment. Discuss plans to replace equipment every five to 6 years as needed.	Research 1-2 grant opportunities to pursue equipment purchases.	12/31/2014		
D	12/20/2013	Jed Johnson	Administer survey to students regarding needs and interests.	Administer survey to 100% of students in PED courses and 100 non-PED students.	12/20/2014		
D	12/20/2013	Jed Johnson	Attend CPD and AED Training, as well as complete the Master's in Sport Management.	Attend and complete the 2015 training and Master's degree.	06/30/2015		

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

D	04/16/2014	New Full-time P.E. instructor	PED 106, 117, 125, 155, 211 and 260, have not been taught within the last five years and should be reviewed to be dropped from the catalog.	Decide whether or not classes are going ever be taught or not. Are they worth having within the catalog.	06/30/2015		
D	04/16/2014		The overall budget of the physical education department needs to be adjusted upward slightly to account for expenditures.	To consistently stay within the budget. Need to account for employee raises, equipment repair etc.	06/30/2015		
D	04/16/2014		The account numbers need to be changed to reflect which budgets are being used.	It needs to be clear exactly which individual part of the physical education department is using funds.	06/30/2015		
Comments:							

***Use the question number (e.g., Q 4) for the origination code on the Program Review template. After the information is transferred to the actual OP, please use "PR" as the origination code.**

FY 2014 Gen Ed. Academic Program Review: *Physical Education*
ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Physical Education (AS 891)
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved? We do not have a full-time physical education faculty member in place to comment on the overall sequences of courses within the physical education department. We can however comment on the fitness center and the development throughout the courses PED 150-153. Here we develop a beginning base with our students within our first course offered and make sure that have a true understanding of the proper technique, proper amount repetition, proper amount of sets, and proper amount of weight that should be used when beginning our program. We evaluate our students to make sure that they are healthy enough for exercise and go through any issues that they may have and even consult with a physician if necessary. Here we take blood pressure, height, weight, resting heart rate, as well as perform flexibility and cardiovascular testing. This first course is offered in order to promote students to get in an exercise routine throughout the semester and maintain their exercise weekly. The following courses allow students to set goals and move on to more advance forms of exercise once they have gained a good base of proper technique and solid routine. It is important to us to make sure our students not only maintain but improve their mental, physical, and emotional health while completing our sequence of courses.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs? The courses offered at Sauk Valley Community College do meet the needs of the students as well as support academic programs. Each degree program has different qualifications on how many physical education courses are required or accepted as part of the program. Listed below in this summary is the list of all the different physical education courses at Sauk Valley Community College and the universities that they articulate with. The issue that we have is how many of these courses that we actually offer each year. The courses offered have declined in the last five years due to the fact that we have not had a full-time faculty member in position to promote and instruct more physical education courses.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? Our program does a wonderful job of making the best of what we have. We have kept our purchasing numbers down. We always make our own scratch paper instead of purchasing paper that we do not need. Our staff does a wonderful job keeping all of our lights and machines off throughout the year when they are not being occupied. We share equipment amongst the fitness center and other physical education courses in order to save on purchasing items for different courses. Although we are in need of new equipment, we have not purchased any new equipment within the last five years and have done an excellent job maintaining the equipment we have.

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

As mentioned many times before within this review we are in need of a full-time faculty member to overlook the physical education department.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

SVCC course	List the universities the class articulates with
PED 102	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 103	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 106	EIU, ISU, NIU, SIUC, WIU.
PED 115	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 117	EIU, ISU, NIU, SIUC, WIU.
PED 120	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 121	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 123	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 125	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 126	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 127	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 129	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 130	EIU, ISU, SIUC, UIUC, WIU.
PED 131	EIU, ISU, SIUC, UIUC, WIU.
PED 132	EIU, ISU, SIUC, UIUC, WIU.
PED 133	EIU, ISU, SIUC, UIUC, WIU.
PED 134	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 135	EIU, ISU, SIUC, UIUC, WIU.
PED 137	EIU, ISU, SIUC, UIUC, WIU.
PED 138	EIU, ISU, SIUC, UIUC, WIU.
PED 139	EIU, ISU, SIUC, UIUC, WIU.
PED 140	EIU, ISU, SIUC, UIUC, WIU.
PED 141	EIU, ISU, SIUC, UIUC, WIU.
PED 143	EIU, ISU, SIUC, UIUC, WIU.
PED 144	EIU, ISU, SIUC, UIUC, WIU.
PED 145	EIU, ISU, SIUC, UIUC, WIU.
PED 146	EIU, ISU, SIUC, UIUC, WIU.
PED147	EIU, ISU, SIUC, UIUC, WIU.
PED 148	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 150	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 151	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 152	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 153	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 155	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 160	EIU, ISU, SIUC, UIUC, WIU
PED 163	EIU, ISU, SIUC, UIUC, WIU
PED 165	EIU, ISU, SIUC, UIUC, WIU

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

PED 170	EIU, ISU, SIUC, UIUC, WIU
PED 171	EIU, ISU, SIUC, UIUC, WIU
PED 208	EIU, ISU, SIUC, UIUC, WIU
PED 209	EIU, ISU, SIUC, WIU.
PED 210	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 211	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 212	EIU, ISU, SIUC, UIUC, WIU.
PED 213	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 214	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 216	EIU, ISU, SIUC, UIUC, WIU
PED 217	EIU, ISU, SIUC, UIUC, WIU
PED 220	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 234	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 250	EIU, ISU, SIUC, UIUC, WIU
PED 252	EIU, ISU, SIUC, UIUC, WIU
PED 254	EIU, ISU, SIUC, UIUC, WIU
PED 256	EIU, ISU, SIUC, UIUC, WIU
PED 258	EIU, ISU, SIUC, UIUC, WIU
PED 260	EIU, ISU, NIU, SIUC, UIUC, WIU.

All proper actions have been taken to obtain current articulation agreements.

FY 2014 Gen Ed. Academic Program Review: *Physical Education*
ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Athletic Training (AS 835)
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Summary

***Objectives:** What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?*

The objective of the courses within this program is to provide students with an associate degree and provide them with an opportunity to move on to an athletic training program within a four year university.

***Need:** It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs? The courses within this program are appropriate to meet the needs of students that are wanting to achieve the acceptance into a university that offers hands on training for the athletic training seeking student. These courses have the ability to transfer out and be accepted into four year universities.*

***Cost-effectiveness:** What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? Many of the courses could be offered online in order to be more cost effective. The program does not have the expense of an athletic trainer or athletic training facility at this time.*

***Quality:** Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.*

The athletic training program is in need of an athletic trainer and an athletic training facility in order to improve enrollment and interest within the program. Students need to have the hands on experience and internship quality involvement that an onsite facility, and trainer would provide.

***Transfer Courses:** Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.*

SVCC course	List the universities the class articulates with
PED 102	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 103	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 106	EIU, ISU, NIU, SIUC, WIU.
PED 115	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 117	EIU, ISU, NIU, SIUC, WIU.
PED 120	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 121	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 123	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 125	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 126	EIU, ISU, NIU, SIUC, UIUC, WIU.

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PED 127	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 129	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 130	EIU, ISU, SIUC, UIUC, WIU.
PED 131	EIU, ISU, SIUC, UIUC, WIU.
PED 132	EIU, ISU, SIUC, UIUC, WIU.
PED 133	EIU, ISU, SIUC, UIUC, WIU.
PED 134	EIU, ISU, NIU, SIUC, UIUC, WIU.
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PED 137	EIU, ISU, SIUC, UIUC, WIU.
PED 138	EIU, ISU, SIUC, UIUC, WIU.
PED 139	EIU, ISU, SIUC, UIUC, WIU.
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PED 146	EIU, ISU, SIUC, UIUC, WIU.
PED147	EIU, ISU, SIUC, UIUC, WIU.
PED 148	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 150	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 151	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 152	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 153	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 155	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 160	EIU, ISU, SIUC, UIUC, WIU
PED 163	EIU, ISU, SIUC, UIUC, WIU
PED 165	EIU, ISU, SIUC, UIUC, WIU
PED 170	EIU, ISU, SIUC, UIUC, WIU
PED 171	EIU, ISU, SIUC, UIUC, WIU
PED 208	EIU, ISU, SIUC, UIUC, WIU
PED 209	EIU, ISU, SIUC, WIU.
PED 210	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 211	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 212	EIU, ISU, SIUC, UIUC, WIU.
PED 213	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 214	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 216	EIU, ISU, SIUC, UIUC, WIU
PED 217	EIU, ISU, SIUC, UIUC, WIU
PED 220	EIU, ISU, NIU, SIUC, UIUC, WIU.
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PED 252	EIU, ISU, SIUC, UIUC, WIU
PED 254	EIU, ISU, SIUC, UIUC, WIU
PED 256	EIU, ISU, SIUC, UIUC, WIU
PED 258	EIU, ISU, SIUC, UIUC, WIU
PED 260	EIU, ISU, NIU, SIUC, UIUC, WIU.

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

All proper actions have been taken to obtain current articulation agreements.

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

Program Review Team Signatures

By signing this page, the members of the review team concur with the findings of this program review.

NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE

Program Review Team Meeting Date(s)

These are the meeting dates for area's program review team.

Operational Planning Meeting Date(s)

Operational Planning meetings are required meetings for the employees of your area/program and not necessarily for the area's program review team.

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FY 2014 Gen Ed. Academic Program Review: *Physical Education*

PROGRAM REVIEW COMMITTEE RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete but the Program Review Committee does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Program Review Committee Co-Chair (signature and date)	
Program Review Committee Co-Chair (signature and date)	

VICE-PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Academic Vice-President (signature and date)	

PRESIDENT'S RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete and acceptable, but the President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
President (signature and date)	

FY 2014 Gen Ed. Academic Program Review: *Physical Education*

**Program Review Committee
and
Administrative Comments (optional)**

Name	
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Comments

Name	
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Comments

Name	
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Comments