

# LDC Program Review – Annual Discipline Update for 2021-2022

## PART A

### SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **Physical Education**

Disciplines included in this SAC: Physical Education

SAC Chair(s): **Rebekah Spencer-Sims**

Faculty Department Chair(s): **Rebekah Spencer-Sims** , Michael Boggs, **Marc Spaziani** ,  
**Dee McQueen** , **Rachelle Katter**

Program Dean/ SAC Administrative Liaison: Janeen Hull

Pathway Dean: Janeen Hull

Please highlight where your classes are offered.

Classes/Services offered at: **CA** / **RC** / **SE** / **SY** / **NB** / HC / WCC / Metro / CLIMB  
Other:

## SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

\*\*\*Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year enrollment review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

**SEE Student FTE Tab**

Total SFTE College Wide

2017-2018 = 613.6

2018-2019 = 589.7

2019-2020 = 499.1

2020-2021 = 295.1

2020-2021

SFTE

Remote = 221.3

Online = 72.3

Enrollment

Remote = 3065      Success Rate = 84.2%

Online = 1093      Success Rate = 79.3%

2A1. Does this data suggest any questions that the SAC would like to pursue?

1. With students now accustomed to remote and online learning, how will onsite enrollment be impacted in Spring 2022 when we return to campus?
2. What caused PE 121A Modern Dance to half the success rate in 2020-2021 compared to previous two years?
3. PE 181A Weight Training decreased in SFTE from ~48 in 2018-19, ~42 in 2019-2020, to 7.7 in 2020-2021. As a long time strong and consistent course in PE with multiple

instructors and offered on all campuses, will SFTE return to levels consistent with previous years once we are onsite again?

4. Yoga courses had varying shifts in 2020-2021 compared to 2019-2020
  - a. PE 182I Power Yoga was not offered
  - b. PE 182J Gentle Yoga increased from 8.4 to 11.2
  - c. PE 182K Yoga I decreased from 52.0 to 36.0
  - d. PE 182L Yoga II decreased from 12.3 to 8.6
  - e. As one of the most consistent and strong PE course series offered, how can we continue to grow this course series back to pre-covid STFE?
  
5. PE 295 Health & Fitness For Life Lab had only a slight decrease in SFTE from 49.7 to 44.5  
As a course that is required to graduate for certain degrees, was that the sole protection for the course? If so, how can we build this stability in other courses?
  
6. PE 182C Walking For Fitness more than doubled in enrollment from 98 to 259. Nearly all growth was offering the course as remote in modality. PE 182H Individual Fitness also grew in a less extreme but similar pattern. Can we keep that growth?
  
7. PE 184M Meditation I has stayed consistent with enrollment when comparing pre Covid-19 and current enrollment numbers. Is there a way to pattern other courses to build consistent success like this course?

Link to PCC PE Courses List:

<https://www.pcc.edu/catalog/course-information/pe/>

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

Yes.

Remote offerings for our courses have become more of an accepted mode for PE courses in the covid-19 era. This likely will need to become a regular option for students moving forward to increase flexibility, equity, and inclusion in our offerings.

Experimenting with more online course offerings (courses and/or sections) may be an important option.

Many courses were simply not offered over the 2020-2021 academic year due to covid-19 restrictions. Bringing them back cautiously to gauge demand and while decreasing risk of cancelled classes may be a delicate balance to feel out.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?

Seeing the data that will be collected from the Spring 2022 term and beyond will be crucial in understanding trends in PE after our first term back on campus. It will help to decide how to continue to shift our course offerings to maximize options and support student needs.

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

Covid-19

Pool closure

PT Faculty FTE loss due to Covid-19/FT Faculty priority course assignment

PE 295 decoupled from HE 295

## 2B. Course Success Rates

*Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:*

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

*PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.*

*Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.*

### **% Success By Course and Modality**

#### **SEE Modality Tab**

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

PE 182W/184N, Physical Activity for Weight Control I/II is consistently in the 70% range. This is offered as an online class only. The curriculum is currently being updated by Susan Milln, who received a grant. We will compare data in the years to come.

PE 184M/Q, Meditation: Mind-Body Fitness I/II is consistently in the 80% range in person and remotely, 70% range online.

We would be interested in speaking with the instructors of these classes to look into the reasons why these have a lower pass rate (how are they being graded, student feedback etc).

There was a drop in Dance and Martial Arts classes during the Remote learning period. These are not classes that work well remotely.

The majority of our classes stay consistent in the mid to high 80% pass rate.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

The most notable change was PE 182E, Running for Fitness. When offered online and remotely during the closure (2020/21), the enrollment went up drastically and pass rates went up significantly (16% from 2017/2018).

There were notable changes in PE 182D Walking for Fitness as well during this timeframe.

We attribute this to students feeling safe exercising outside, the activity being financially feasible (no equipment needed) and conducive to any schedule.

## 2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

We plan on offering a mixture of modalities going forward. We have seen success with all of the Yoga classes being offered remotely as well as the spike in Running and Walking for Fitness. It's also very clear what does NOT work remotely and we're looking forward to engaging with our students on campus for Dance, Martial Arts, Weight Training and Sports classes and expect higher success rates in this modality.

We have already begun to make changes in our curriculum, course materials and pedagogy that will make our classes more inclusive. We've talked about using verbiage and images that reflect our student body completely and are exploring options to our fitness assessments that are more inclusive and positive. Our goal is to have less gender based assessments and to steer away from generic scales that rate a student's performance using archaic European/White data. Our plan is to have the instructors who teach particular classes regularly, work together to re-write curriculum. We're starting with PA for Wt. Control, PE 295, and Yoga and plan to complete a number of courses each year.

## Enrollment and % Passing By Course and Student Demographics

### SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Gender: Overall success rate for Male, Female and Non-Binary was 80% or higher. Non-binary success rate increased from the 2018/19 year. We attribute this to greater inclusive practices in our pedagogy.

As usual, we see higher pass rates for Males in Brazilian Jiu Jitsu and Mixed Martial Arts, traditionally stereotypically male sports.  
Less males are enrolled in Group Fitness, Pilates, UJam and Dance classes other than Hip Hop.

Goals regarding Gender: advertise, present and use inclusive verbiage in our Course Details Pages so that all genders feel comfortable and welcome.

Race: While total success rate was in the 80s, Black students' success rate was in the high 70s.

Success rates in specific classes varied broadly from year to year, class to class and race to race with no consistencies.

Goals regarding Race: Use images of all races in course materials and advertising to encourage inclusivity. Promote PCC PE in Portland Metro high schools. Both of these are being done currently.

Pell: No consistent or significant data for Pell eligible students in PE.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

We would like to see which students are high school completion and other high school programs.

We would like to see data from other community colleges.

We would like a poll done to see if race plays a part in what classes are chosen. Does a particular race feel that a particular class "isn't for" their race? What stereotypes can we break?

We could use the Course Evaluations to add in specific questions regarding class choices.

## SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

### 3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?

*(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).*

Integrative Learning, using the Gen Ed rubric. We will focus on dimensions #2 and #4: self-assessment and connections to experience.

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

Yoga (all sections).

They are the consistently filled classes and have more students to provide responses and insight.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

Creating a Signature Assignment, used as a final assignment for each section of yoga.

Use the option in D2L allowing anonymous marking (to hide students name in assessment), or have instructors remove names from work before submitting to the sample collection folder.

### 3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

**Commendations:** It is clear that the SAC was very pleased with the results of this assessment. It is good to know how yoga made a difference to the lives of the students, particularly in this challenging year

**Suggestions:** The main concern of the reviewers is the use of student self-assessment in this context. Student self-assessment is very important but for a direct assessment, there needs to be an instructor to determine if students' perceptions of their own achievements are appropriate for their particular level. In other words, students often mis-report their own attainment of outcomes (often they believe they've done *worse* than they actually have done) and faculty expertise comes into play with verifying students' self-reported achievement levels and noting discrepancies. Given the challenges of the last year, the reviewers completely understand that the SAC simply might not have had time to carry out a direct assessment, but we highly recommend doing so in the future if at all possible.

As PE does not have Gen Ed courses and thus does not need to use signature assignments, we suggest using the questions you have already developed to assess aspects of the course outcomes. Focusing on one or more course-specific outcomes might be more useful to the SAC than Integrative Learning.

**Question:** what outcome will the SAC focus on in the coming year, and what methods and insights from this project can be applied to next year's project?

SAC Response:

The LAC saw our assessment as a survey, but it was a direct assessment, presented as a midterm assignment by our Yoga instructors. Our LAC Coach came to the same conclusion. For our 21/22 Reassessment our prompts will be clearer for more detailed responses and our assessment will be given as a final assignment. We will be using Dimensions 1, 2 and 4 and tailoring our questions to align with our CCOGs.

## SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

We've been able to shift our on-campus classes to a remote setting successfully. While this wasn't ideal, we were able to maintain some of enrollment and offer choices for modality.

It has shown us that we are resilient and that there is a need for a variety of modalities.

The remote transition has increased faculty engagement in some ways; encouraging us to make positive changes toward inclusivity. We've strengthened district-wide collaboration whereas before the campuses were divided. This will be beneficial going forward in our one-college model.

4B. Are there any challenges not described above that you would like to note here?

We've lost so many Part-time faculty members due to the remote modalities and limited offerings. This is extremely straining and affects our Full-time Faculty and FDC release time.

Lack of equipment at home for our students. Many classes can't be done without specific equipment, this has led to many classes not being offered or low enrollment.

Many students need camaraderie to stay motivated and engaged in their fitness journey; this is more challenging in a remote setting and for some, impossible.

4C. Do you see any opportunities in the near or long term that you would like to share?

We've learned that there are opportunities for other successful modalities in *certain* classes. We will continue to explore these opportunities going forward.