

Los Angeles Southwest College

Program Review

2010

Program: Health & Physical Education

Initiator: Sharon Collins-Heads

Reviewer 1: LaShawn Brinson

Reviewer 2: Allison Moore (Draft 1), Leonard Apenahier (Draft 2)

Date first draft of review was completed by initiator: 10/14/10

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the Health/Physical Education/Dance program is to help students develop a healthy lifestyle. Our mission is in alignment with the College mission to enrich the lives of the student by introducing the five dimensions of Health; Social, Emotional, Spiritual, Mental and Physical.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	1,718	2,361	2,373
Evening	658	651	857
Total	2,376	3,012	3,230

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	37.3	49.2	52.7
Evening	37.3	38.3	50.4
Total	37.1	46.3	52.1

1.0 Describe the trends in **enrollment and average class size**.

Total enrollment and average class size in Health/Physical Education classes have significantly increased during the last two years (2376 to 3230= 36% increase and 37.1 to 52.1 = 41% increase respectively).

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

The data indicates that there is a great need for more course offerings and instructors for the Health/Physical Education program. Given these trends, there is also a need for additional facilities (e.g., larger aerobics room and dedicated Health lecture rooms) in the PE Center. These items are addressed in the DB2 project funded through local bonds and the department is looking forward to the completed project in the years ahead.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Hire more (1-2) full-time Health/Physical Education instructors.
Planned Activities	The Department Chair will request for 1-2 full-time positions in Health/Physical Education discipline.
Individual Responsible	Glenn Yoshida
Start Date	Fall 2011 or 2012
Method of Evaluation	Hiring of Health/PE instructor.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.8%	0.5%	1.2%
Black/African American	72.6%	68.0%	67.6%
Hispanic	21.7%	18.1%	22.7%
Native American	0.2%	0.3%	0.8%
Pacific Islander	0.3%	0.4%	0.7%
Caucasian/White	1.1%	0.5%	0.6%
Other	1.0%	0.8%	0.5%
Unknown/Decline To State	2.4%	11.3%	5.9%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The data does not reflect any noticeable change in ethnicity. The highest representation is African-American (>60%) followed by Hispanic (>20%). College-wide, African-American (61.8%) and Hispanic (27.8%) do not vary significantly (+ or – 5%) from programmatic percentages.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	51.1%	42.4%	48.6%
20-24	21.4%	32.0%	22.7%
25-29	8.3%	7.6%	8.4%
30-34	5.3%	5.1%	5.2%
35-39	4.5%	4.4%	4.5%
40-49	5.9%	5.3%	6.8%
50+	3.5%	3.2%	3.7%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	64.0%	60.8%	61.8%
Male	36.0%	39.2%	38.2%

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2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

There is a high school located on the college campus (Middle College High School); a large number of the high school students take college classes. That explains the extremely high numbers in the 19 years and under. The next highest number of students is the traditional age 20 – 24 years of age.

The high number of females attending college has grown in the past few decades; the reasons vary from welfare reform to jobs demanding degrees from institutions of higher learning.

Among males the dropout rate has increased and, unfortunately, this begins in high school. The causes may be low test scores, the need to find employment to undiagnosed learning disabilities.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	93.8%	93.0%	91.8%
% Evening	88.9%	95.5%	93.8%
% Total	92.5%	93.5%	92.4%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

The department has hired instructors that are very knowledgeable in their fields. They are known to give students personal attention; therefore, students not only tend to stay (>90% retention) but will return to take more Physical Education classes.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	64.6%	63.0%	65.7%
% Evening	68.1%	72.0%	73.4%
% Total	65.6%	65.0%	67.7%

2.3 Given the data, describe the trend in **successful course completion** rates.

There is a slow but steady increase in successful course completion rates.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

The instructors attend conferences and workshops that help to keep them abreast of current trends of their fields, thereby giving students the best possible information and the students recognize this.

2.3.2 What are the implications of this trend in successful course completion for your program?

The students are more apt to return to the college when they know that the material that is being taught is current and sets them on the path to success not only in school but in life.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	0	0	0
Certificates	0	0	0
Skills Certificates	2	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

The Personal Trainer Certificate has been archived since 2008. Currently there is no AA degree offered in Physical Education. Our Health and PE courses are offered as part of GE and personal enrichment/growth. District-wide, all PE classes will be renamed Kinesiology to conform to UC course nomenclature. Additionally, we will investigate the viability of offering an AA degree in Kinesiology in the future.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

N/A

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

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N/A

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Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

With the new renovation that will take place in 2011, any concerns about the facilities and equipment needs should be addressed as they are included in the funding for the project. Current cardio equipment require annual preventative maintenance (\$1500) and replacement supplies (\$500) are needed on an annual basis for PE classes.

WSCH per FTEF

Discipline	2007	2008	2009
Health	680	821	953
Physical Education	1,345	1,405	1,754

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

Since 2007 there has been an increase of students and unfortunately a decline in the number of classes being offered due to budget constraints. Physical Education on this campus has always had one of the highest WSCH. This trend reflects the need for additional faculty in the discipline.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The program makes effective use of the personnel as best they can; however, the instructors are being stretched beyond their limits because of extremely large numbers in their classes.

There has been a desperate need for more full-time faculty for years. Two faculty members have retired in the last 3 years and have not been replaced. There is now one full-time Physical Education in the department.

There is a need for a full-time classified PE Locker Room Attendant (Female), at least on a "C" basis. When the former attendant retired years ago, a replacement was denied. Currently, student workers are hired to assume the role of the attendant. There is a full-time attendant on the men's side.

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3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Sharon Collins-Heads	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
Jennifer Henderson	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
TA’Ana Mitchell	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
Brandon Alcocer	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
Jan Riggs	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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Jose Vara	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other		
Matt Ruscigno	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other		
Heidi Tatum	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other		
Gayle Watkins	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other		
Frank Garnett	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other		

Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Hire a full-time PE Locker Room Attendant—Female (at least on “C” basis).
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Planned Activities	Submit request to hire classified position.
Individual Responsible	G. Yoshida
Start Date	November 2010
Method of Evaluation	Hiring of the individual.

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
PE 131	2005	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 504	?	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 506	?	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 515	?	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 434	2005	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 437	2005	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 814	2005	Use ECD to update outline and present to Curriculum Committee.	Spring 2011
PE 668	2005	Use ECD to update outline and present to Curriculum Committee.	Spring 2011

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
NA	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed	

	<input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
Dance Appreciation	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

N/A

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4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

N/A

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

N/A

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Offer Dance Appreciation course in Fall 2011.
Planned Activities	Course outline will be developed during Spring 2011 and submitted to Curriculum Committee.
Individual Responsible	Sharon Collins-Heads
Start Date	February 2011
Method of Evaluation	Dance Appreciation course in Fall 2011 Class Schedule.

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 **student learning outcomes** for each of the **degree programs** you offer and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.
 - Click on underlined column headings to access additional information and instructions.

Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

PROGRAM TITLE:				
HEALTH & PHYSICAL EDUCATION				
<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
<i>Example:</i> <u>Chemistry</u> 1. Students will correctly solve problems (90%) using English/Metric conversions involving concentrations, gases, acid/base with at least 70% accuracy.	Chemistry 102, 212, 51	Embedded assessment in final exam. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	[insert sample results and plans]	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1. Analyze their personal life style and choose actions to improve overall health .	Health 11	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

2. Apply correct warm-up activities before exercise and formulate and execute a personal exercise regime describing the benefits from each exercise.	PE 170, 228, 230, 668	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
		<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		<input checked="" type="checkbox"/> Fall 2009 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs	<u>Related Program SLO</u> (mark all that apply)	<u>Related Institutional SLO</u> (mark all that apply)
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Example: Course name: Chemistry 51	SLO 1: Demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Health 11	SLO 1: Analyze their personal life style and choose actions to improve overall health .	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 101	SLO 1: Be able to properly execute 3 - 5 of the basic strokes of beginning swimming; front crawl, back crawl, elementary backstroke, sidestroke and breaststroke.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Be able to tread water and float (demonstrate as part of basic life saving skills).	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Identify the basic strokes and be able to discern the racing strokes from the resting strokes.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 102	SLO 1: Be able to properly execute 3 - 5 of the basic strokes of intermediate/advanced swimming.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Be able to execute basic dives from the deck, diving blocks and standard diving board. Demonstrate the various flip turns.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 131	SLO 1: Perform with increasing degree of proficiency the skills of exercise in the water.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 170	SLO 1: Demonstrate the correct method for performing the warm-up, cooldown, and typical stretching exercises for fitness walking.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 225	SLO 1: Given a yoga setting, demonstrate 3 yoga poses with correct technique, alignment and form.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 228	SLO 1: analyze the benefits derived from each exercise.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 228	SLO 2: complete a 45-minute aerobics session without ceasing.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 229	SLO 1: Participate in activities to improve or maintain fitness.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3

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Course name: PE 230	SLO 1: perform fitness tests to increase their physical endurance.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 238	SLO 1: given three (3) different types of attack, demonstrate appropriate self-defense techniques. SLO 2: demonstrate 3 self defense kicks.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 304	SLO 1: Properly demonstrate dribbling, passing, and shooting skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 310	SLO 1: Perform with an increasing degree of proficiency the offensive and defensive skills of football.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 431	SLO 1: Demonstrate modern dance combinations and across-the-floor skills with musicality and rhythmic accuracy. SLO 2: correctly execute the fundamental modern/dance skills. SLO 3: distinguish between the different dance terminology and techniques.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: PE 434	SLO 1: demonstrates ballet skills utilizing specific dance techniques and styles. SLO 2: evaluate a ballet dance concert, discussing technique and style, and effectiveness of the choreography. SLO 3: distinguish between the different dance terminology and techniques.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: PE 437	SLO 1: evaluate a jazz dance concert, discussing technique and style, and effectiveness of the choreography. SLO 2: distinguish between the different dance terminology and techniques. SLO 3: SLO 2: correctly execute the fundamental jazz/dance skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

Course name: PE 668	SLO 1: formulate a personal exercise regime and describe the benefits derived from each exercise.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: PE 814	SLO 1: Plan and execute a dance concert. (Including rehearsals, choreography, public relations, tickets, and program design)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: PE 504	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
PE 506	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
PE 508	SLO 1: Develop an advanced understanding of defense, offense and the special teams football fundamentals on the college level.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	2. Describe the desired attitudes of sportsmanship, ethics, and character.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
PE 515	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
PE 552	SLO 1: Diagram basic team offensive and defensive systems within the athlete's sport (only for basketball or football).	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	2. Complete a basic physical conditioning program for the athlete's sport	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

The SLO's will be inserted into the syllabus, and discussed as part of the orientation. This way the instructor will be able to answer any questions that a student may have.

5.3.1 How do you measure whether students understand what the outcomes mean?

1. There will be pre-tests and post-test given administered to the classes.
2. There will be key questions embedded in the final exam.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

N/A

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

If there is a class that does not reach the goals established for the SLO, the department will meet to discuss various ways to assist the instructor in finding alternative ways to impart vital information in order to achieve a higher outcome.

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Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis.

Objective	Assess targeted course SLOs for Fall 2010 and Spring 2011 and identify SLOs for those courses without SLOs.
Planned Activities	After consulting with SLO Coordinator and Mentors in regards to assessment strategies, all sections of targeted courses will be assessed. The six-semester SLO cycle will then continue with analysis of results, development and implementation of improvement plans, and finally reassessment. SLOs will be identified for those courses without SLOs.
Individual Responsible	All discipline faculty with Department Chair.
Start Date	November 2010
Method of Evaluation	Completed SLO Addenda to Course Outline of Record.

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

Approximately 300.

6.0.2 How many students participated in focus groups?

N/A

6.0.3 How many students participated in interviews?

N/A

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

N/A

6.1 Describe the results of the data accumulated in the above methods.

The survey was administered during the Spring semester of 2010. The results are in the process of being tabulated.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Analyze the student survey results from Spring 2010 and develop strategies to improve the program and student success.
Planned Activities	Analysis of student survey results and improvement plan developed by discipline faculty.
Individual Responsible	Sharon Collins-Heads
Start Date	November 2010
Method of Evaluation	Student Survey Report

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

The strengths include:

1. Instructors that are interested in the well-being of their students. They will stay after classes to help or answer any questions from students.
2. The instructors attend conferences and workshops in order to stay current with information regarding the subjects they teach.
3. The Physical Education discipline is under the Life Sciences Department and the support from the Chair and Science instructors is positive and supportive of the efforts of the P. E. discipline in terms of teaching students about healthy lifestyle choices.
4. The Physical Education discipline has a high WSCH. According to the students; a great majority of them return because of the good instruction they've received, and the benefits that they attained from being physically fit.

Program Weaknesses

1. Lack of full-time instructors – because the department has only one full-time instructor the students don't have a chance to meet with their instructors until they come to the campus.
2. The severe cut back in course offerings does not allow the program to be a true discipline.
3. Lack of budget to replace supplies, equipment and maintenance contracts for machines.
4. Lack of personnel to clean and disinfect isokenetic machines and equipment in the gym in order to reduce the risk of Staph infections.
5. There is a need for a full-time female locker room attendant. (C basis). This will insure that the locker room is kept clean and safe.

Program Opportunities

The students can satisfy the required one unit of Physical Education for matriculation.

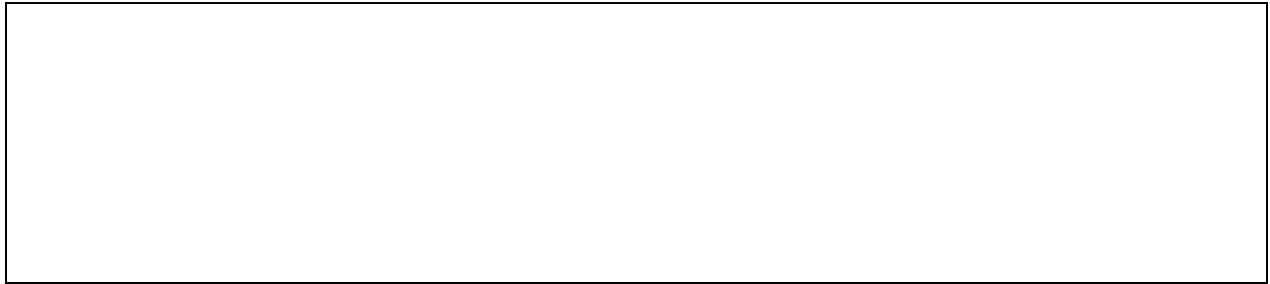
Program Challenges: The lack of courses does not allow us the opportunity to offer a Physical Education major (soon to be Kinesiology major). The students that would like to become Kinesiology majors cannot transfer as juniors into universities because they lack the lower division credits in the discipline.

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LASC is unable to compete in many collegiate team competitions because of the lack of feeder classes such as soccer, tennis, volleyball, cheerleading etc. Competitive sports and performing arts have always been an avenue into universities because of the opportunity for students to receive scholarships and grants.

The lack of full-time instructors limits the amount of courses that can be offered. The dance studio, swimming pool, soccer field, aerobics, weight room etc. are not utilized to the full extent.

Adjunct faculty are not required to attend department meetings or head committees thereby all the responsibilities is falling on the one full-time instructor. In the past the responsibilities were distributed to several full-time faculty but now all the duties are solely given to the one faculty instructor.



Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
Hire full-time Physical Education Instructor	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Request will be submitted to Faculty Hiring Prioritization Committee this academic year.
Hire full-time classified PE Attendant (Women)	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Request will be submitted to college administration this academic year.
Offer Soccer, Martial Arts, and Yoga courses.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Yoga course is being offered and is quite popular. Further discussion will continue regarding feasibility of offering soccer and martial arts.

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<p>Increase utilization of swimming pool (fee-based open swim/lap swim)</p>	<p><input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented</p>	<p>No progress is being made due to remodernization of PE Center at this time, including the swimming pool. Once we are close to finishing the project, this objective may be implemented.</p>
<p>Explore/create new certificate programs (e.g., Athletic Trainer, Sports Management, CPR/First Aid, Lifeguard Training/WSI). Identify faculty for Personal Trainer Certificate.</p>	<p><input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented</p>	<p>Due to lack of funding for PE classes, this objective was not implemented. Once the budget allows for increases in course offerings and additional full-time faculty, this objective may be implemented.</p>

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Hire more (1-2) full-time Health/Physical Education instructors.	Submit request for position to Faculty Hiring Prioritization Committee.	G. Yoshida	Fall 2010	Spring 2011
2	Hire a full-time PE Locker Room Attendant—Female (at least on “C” basis.	Submit request to hire classified position to administration.	G. Yoshida	Fall 2010	Spring 2011
3	Analyze the student survey results from Spring 2010 and develop strategies to improve the program and student success.	Analysis of survey results and conclusions/recommendations to improve program.	S. Collins-Heads	Fall 2010	Spring 2011
4	Assess targeted course SLOs for Fall 2010 and Spring 2011 and identify SLOs for those courses without SLOs.	Discipline faculty will review and implement assessment strategies with SLO Coordinator and identify SLOs for courses without SLOs.	G. Yoshida	Fall 2010	Spring 2011

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5	Offer Dance Appreciation course in Fall 2011.	Course outline will be developed and then presented to Curriculum Committee.	S. Collins-Heads	Spring 2011	Fall 2011
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Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Full-time Health/PE Faculty	1-2	#1	Goal #3, Objective #3	Refer to rationale in Module 1	\$75K - \$150 K
2	Full-time PE Locker Room Attendant (Female)	1	#2	Goal #4, Objective #3	Refer to rationale in Module 3	\$30K

Concluding Comments and Recommendations

1. Discuss any special program accomplishments or achievements that have not already been addressed.

Dance has suffered the most cut backs than any part of the Physical Education program, yet through the efforts of the club Pied de Gracee Danse Club (PDG). The students have been holding fundraisers to be able to put on full productions that have been met with great success and community support.

The company has performed at many sites off campus is well-known throughout the community. Some venues include: Sheriff Baca's Annual Community Day, Crenshaw Christian Center, St. Francis Hospital Community Day, Northern California Dance Jam (Contra Costa College), El Camino College Southern California Dance Jam, Los Angeles Community College District Unity Dance Consortium, Dancing Under the Stars Choreography Competition (in which we won four consecutive years) and many more.

I have had the opportunity to bring world renowned dancers, choreographers and performing artists, through the valiant efforts of the students by raising funds to offer minute honorariums. My hope is that in the future LASC and the District recognize that dance is as important to enriching the lives of the students as any other subject matter that is offered on campus and that dance receives financial and moral support from the administration.

2. Discuss anything else you would like to share about your program that has not already been addressed.

3. List a minimum of (3) recommendations for the program

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1. Hire 1-2 full-time Health/PE faculty.
2. Hire 1 full-time classified PE Locker Room Attendant (Female).
3. Assess targeted course SLOs to complete the 3 semester SLO timeline by end of Fall 2011 and implement improvement plans based on assessment results.