

Kaua`i Community College  
PROGRAM REVIEW TEMPLATE  
Instructional Programs

Program/Unit Name: Health, Physical Education, and Recreation (HPER)

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Report Prepared/Edited by: Laura Dillman

Other Review Participants:

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Reviewed by Dean: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date submitted to Program Review Committee: \_\_\_\_\_

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## PROGRAM DESCRIPTION AND BACKGROUND

### Introduction

The mission of the Health Physical Education and Recreation Program (HPER) program is to provide quality physical education and recreational activities for our students, faculty, staff and the general community. Our goal is to provide access, maintain the existing program, and continue to offer lifetime sport activities and classes to create an overall healthy lifestyle.

The Kauai Community College (KCC) Health Physical Education and Recreation Program (HPER) began in the fall of 1980. The curriculum and course proposals were approved by the KCC Curriculum Committee and classes were started in the spring of 1981. Courses that were approved included Physical Fitness, Bowling, Beginning Tennis, Volleyball, Basketball, and Beginning Karate. Over the years the curriculum evolved and offerings were modified due to student/community demand and faculty expertise. Additional offerings have included Swimming, Golf, Intermediate and Advanced Tennis, Weight Training, and Racquetball. From 1999-2009, the following classes were offered: Physical Fitness, Beginning, Intermediate and Advanced Tennis, Basketball, and Weight Training. In the past 2.5 years (2011-2013), a new full-time Instructor has been hired and she has proposed two new courses that have been part of the offerings: Fitness Bootcamp and Beginning Yoga. One of the Nursing Instructors proposed Health, Wellness, and Fitness and the HPER instructor has been teaching this class for the last two semesters. So, in the last 2.5 years, the following courses have been offered: Health, Wellness, and Fitness (2 credit

lecture/lab), Beginning Yoga (2 credit lab), and the rest of the HPER courses are worth 1 credit each: Weight Training, Fitness Bootcamp, Basketball, Beginning Tennis, and Intermediate Tennis.

These classes are open to all students and serve as an elective in several of the degree programs and an option to get their 2-credits for both cognitive and physical health requirements. The Liberal Arts program has included these 2 credits for all who are majoring in Liberal Arts to get before they can graduate. Two classes, Modern Health and CPR/First Aid are requirements for two certificate programs. From 1980-2004, we have used Kauai High School and Waimea High School's gyms for Basketball classes and intramural basketball tournaments. We also have used Kauai Lagoons Tennis Club/golf course for intramural tournaments. Currently there has been no basketball, tennis, or golf intramural tournaments. We are currently using Island School's gym for the Basketball class.

In 1989 the curriculum expanded to include a health component in addition to the physical education courses. HPER 195 - Modern Health: Personal and Community was added as a survey course for health occupation students, primarily pre-nursing. The course allows students to explore health related concepts and analyze their own personal health as well as explore community resources. In 2002 HPER 120 - First Aid and CPR was added to support the curriculum for the Culinary Arts students. This course follows the American Red Cross standards and the students are certified in both areas. In 2011, HPER 100 - Health, Wellness, and Fitness was added to the HPER course offerings to support the new Liberal Arts cognitive and physical health requirements. To receive an AA in Liberal Arts, students must receive 2 credits: 1 with cognitive health designation and 1 with physical health designation. HPER 100 is a 2-credit class that meets both the cognitive and physical health designations. HPER 100 is also a good introduction to the other activity courses offered on campus with a 3-4 week unit on each. The class focuses on maintaining or improving the current health of the student and setting health-related goals throughout the semester.

College Goals	Program Goals
<p>Access: To Provide open access to educational excellence for a diverse student population.</p>	<p>1. Provide a variety of HPER course offerings in order to appeal to the needs of the greatest number of students, faculty, and staff.</p>
<p>Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning.</p>	<p>2. Assess and update the class offerings as needed to meet student demands.</p>
<p>Workforce Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development.</p>	<p>6. To provide basic CPR and first aid training to meet the requirements of other KCC programs and workforce development.</p>
<p>Personal Development: To provide life-long learning opportunities in the areas of personal and professional development.</p>	<p>4. To offer lifelong health/physical activities.</p>
<p>Community Development: To contribute to community development and enrichment through campus leadership and collaboration.</p>	<p>5. To provide our faculty and staff with fitness-related activities for the promotion of an overall healthy lifestyle.</p>
<p>Diversity: To foster global understanding and appreciation for diversity.</p>	

## **1. Access: To provide open access to educational excellence for a diverse student population.**

### 1.1 Outreach

#### **1.1.1 Comment on your program's marketing and recruitment efforts. How do students and the community at large learn about the program?**

The HPER Classes are published via through the Kauai Community College Spring and Fall course listings catalogue and web site. The HPER Instructor has put up flyers in the counselors office and on bulletin boards in buildings around campus. Students who have had HPER courses also talk about the courses to their friends. The HPER Classes maintained a very steady enrollment from 1984-2004 with an average of 55 to 75 students per 5 courses offered each semester. The max enrollment for the five classes would be 85 students. The current HPER instructor has been at KCC for 2.5 years, and started with four classes and brought it up to six courses a semester, with two adjuncts teaching Basketball and Tennis, so, with the adjuncts, there are 7-8 HPER courses taught each semester. The enrollment for 2011-2013 has been an average of 69 students for an average of 5 classes per semester. The current HPER instructor has not gone to the high schools to talk to the counselors about activity and health course offerings at KCC. I think it would be good to talk to the KCC counselors and students about all activity courses offered here, and possibly go introduce myself to high school counselors to do the same. HPER 100 - Health, Wellness, and Fitness course could be offered as a course at the high school for college credit, which would integrate the current HPER instructor into some of the high schools and students would get to know her, and courses offered at KCC.

The CPR/First Aid and Modern Health courses are being required by programs that value the contribution these classes make to their specialty area such as massage and culinary. These classes are well attended generally by classified students. As the college explores other vocational pathways, it is recommended that they consider these classes for their program. HPER 100 - Health, Wellness, and Fitness course is an option for students to receive their 2-credits for cognitive and physical health designation if they are Liberal Arts majors.

### 1.2 Enrollment

The HPER Classes have been well supported by our students. Among the activity and health and wellness classes, there has been an average of 68 students per 6 classes for the past 3.5 years. This year (Fall 13) our enrollment is 78 in the seven classes offered. HPER 195 averages 15 each class and HPER 120 averages 16 students per offering. Enrollment in these two courses depends primarily on cohorts.

#### **1.2.1 Comment on your program's retention efforts over the past 2 years. How have these efforts affected enrollment and graduation rates? Indicate program plans as a result of the analysis. Identify institutional research Data needed to effectively plan student retention strategies.**

Retention efforts in the last two years have been reorganizing the HPER courses that are offered, as well as making new courses to offer to draw in more students. There are two lecturers who are teaching Basketball and Tennis, so that is helping expand course offerings. A survey was given to HPER students during Fall 2012, however, to get a more broad view of what all students at KCC want, a survey may need to be delivered campus-wide or through general education classes. The survey was used to rate activity classes that students were interested in. The enrollment has gone up from Fall/Spring 2011-12 of average of 30 students during a transition phase (and new

hire) to an average of 82 students in the last 3 semesters. There are 7-8 physical education classes currently offered each semester. These include Beginning Tennis, Intermediate Tennis, Basketball, Weight Training, Fitness Bootcamp, Beginning Yoga, and a lecture/lab class: Health, Wellness, and Fitness. The Weight Training, Beginning Yoga and Health, Wellness, and Fitness courses have 1-2 sections per semester. These classes have averaged 68 students per semester for the last 3.5 years with a max enrollment of 97. There are two sections of Yoga and Weight Training, and there is a morning and afternoon section to offer to a wide-range of students. Fitness Bootcamp is offered at 4:45 pm, so that Faculty and Staff have time to get over to take the class, as well as students. Basketball is offered in the evening at Island School with class enrollments ranging averaging 15-20. It has been suggested to offer a later yoga class for faculty to do after work, but it would probably be better suited through OCET than through the credit program.

The weight room and tennis courts are available to students and staff at lunch time on four days a week, and in the late afternoon on 5 days a week. Since Fall 2011, the HPER faculty has opened the weight room during lunch, and closed it on days she had campus meetings. In the past, there were student aids who were trained to help the HPER faculty in keeping the weight room open for student/faculty use. It is open 4-6 hours per week. It does provide an opportunity for students who are not in HPER classes to lift weights and for those who are in HPER classes to get more time to lift or play tennis/basketball. In the past, there have been tennis tournaments which particularly draw community participants.

In the past, students, faculty, and staff had more access to the weight room, with several people who had keys, so there was access in the early morning, afternoon, evenings, and weekends. Currently, less people have all-the-time access to the weight room. Keys are available in the Chancellors office for faculty/staff that want to lift during school hours, and the HPER faculty member has a key. Retention efforts within the Physical Education program include offering classes in morning to early evening and access to the weight room and tennis court in the afternoon. This allows our traditional students/faculty/staff to lift at lunch and those who have just gotten off of work to lift as well. Another retention effort includes the overall maintenance of the weight room and tennis facilities. I have replaced the windscreens and nets with the help of students and community members, and maintained zip ties on the windscreens by myself as needed. There is mold that has come back on the tennis courts since they were resurfaced during Summer 2012, so I need to get a lesson in using the power washer or find someone in maintenance that can help with this to keep the surface of the tennis court mold-free. The weight room is also inspected daily for broken machines and anything that needs repair. The weight room has been updated with new rubber flooring suitable for a weight room, instead of the snagged carpet that had been in there previous to 2011. It has also been repainted and dry-walled on the ceiling. Some of the benches have been recovered. The weight room looks 110% better than it did 2.5 years ago. This is a very important factor for the success of the program, that the facilities are taken care of and maintained and in good working condition. We are fortunate to have access to Island School's gym for basketball class/tournaments and the Ala Lani Tennis Club for recreational play and tennis tournaments. The Island School is in walking distance from KCC and the Tennis Club is within 2 miles of the campus. These facilities are provided at no cost to the college.

A future opportunity that needs to be explored is offering co-curricular rowing team. I would need to do some research on a canoe club that would let us use their canoes for practice for a KCC student team. I think this would be a wonderful opportunity for students and faculty that want to help.

A survey was conducted in Fall 2012 to further investigate why students take a specific HPER class and what classes they may be interested in attending in the future. Students in each of the HPER courses were asked to complete the survey. Findings of the survey are attached. The top

courses that students showed interest in taking if KCC offered them were: Fitness Bootcamp, Beginning Yoga, Swimming for Fitness, Karate, Intermediate Yoga, Intermediate Weight Training, Hiking, Triathlon Training, and Surfing. As I was doing the survey, Yoga and Fitness Bootcamp were in their first semester of being offered, and students were happy with the new courses. So, from the survey results, there are some courses that need to be revised and updated, so that we can offer them again: such as Swimming and Karate. There are a few courses that need to be designed and proposed, such as Intermediate Weight Training, Intermediate Yoga, Hiking, and Triathlon Training. I would have to do more research about the feasibility of offering a Surfing course. Part of the research for Swimming would be in finding facilities that are available. We would have to partner with a high school or the YMCA to have pool access and find a qualified instructor. Overall the students taking HPER classes range from 17 to 72 years of age.

In addition to Physical Education Classes, there are three HPER designated classes that focus on the health aspect. HPER 120 CPR/ First Aid is required for culinary students and HPER 195 Modern Health, which had been required for massage students, until a new course was made that was more applicable HLTH 155 Introduction to Human Diseases. Special workforce development programs also incorporate Modern Health and CPR. CPR is offered for Nursing students in the summer and for the Culinary program as a seven week module during the school year. Class size has ranged from 9 to the maximum of 12 students. Students receive a completion card that may be required by some of the culinary facilities. These courses are taught by nursing faculty.

### **1.3 Placement and Scheduling**

**1.3.1 Is enrollment in any required program course dependent upon student performance on assessment/placement tests or prerequisites/co-requisites? Have results of these assessment/placement tests or prerequisites/co-requisites been demonstrated to be related to student success in the program. What strategies will your program use to improve the effectiveness of placement testing practices?**

HPER 100 – Health, Wellness, and Fitness has a pre-requisite of English 26. I also had the Institutional Researcher look at the HPER 108 – Beginning Yoga grades and compare to English entry scores. Although I thought the statistics would show that students needed a base level Reading class, there was more of a statistical significance for a base level Writing class. The rest of the HPER courses do not have a pre-requisite.

**1.3.2 Does the current scheduling method adequately support access and completion needs of students? Describe your scheduling method. What other data and/or approaches would help in improving the course scheduling procedure?**

HPER Classes are offered on five days a week and the weight room is open on four days a week. The scheduling method is based upon the student's required core courses versus elective HPER courses. I have offered classes in the mid-morning through early evening. The classes that have two sections, I offer a morning section on two days a week and an afternoon section on the other two days a week. I am looking into offering a Hiking class, which would meet during the week and, then on some Saturdays for extended hikes, through the semester. Some classes, like Yoga, could be offered in the evening if there was a demand. Some of the HPER classes would not be offered once the sun set, because of a lack of visibility, such as Tennis and Fitness Bootcamp. First Aid and Modern Health schedules are coordinated with the other courses being taken by the cohort.

Data that would help in scheduling HPER courses would be having knowledge of times that most Math, English, History, and Science classes are offered, so that there is less conflict with other classes.

**1.3.3 Does your schedule meet the needs of special populations (Running Start, Early Admits, Workforce)?** The HPER schedule offerings meet the needs of the majority of students at this time.

**1.3.4 Have you surveyed employers and scheduled according to their needs?** Not applicable

#### 1.4 Support Services for Access

**1.4.1 Comment on your program's level of collaboration with access services such as advising, admissions, registration, financial aid, and business office support services. How could this be enhanced?** Not applicable

**2. Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical education, remedial/developmental education and life-long learning.**

#### **2.1 Articulation (between KCC & others) and Collaboration (w/in KCC)**

Most of the HPER classes are one credit elective courses transferable within the Liberal Arts program and the UH System. Two HPER courses are 2-credits.

**2.1.1 What has the program done to ensure that it is in communication with high schools and transfer institutions regarding articulation issues and/or problems? Describe successes and challenges and near-term plans for improvement.**

Most HPER classes are one credit, with a few being 2-credits. They serve as elective courses transferable within the Liberal Arts program and the UH System, as well as a 2-credit requirement in the Liberal Arts program. There have been no problems with articulation in the past. The current HPER faculty has not been in communication with the high schools or the other universities. To improve upon this, she would need to know what to do. If her division chair would show her or explain the procedure for this new process (to her), then she would be able to understand the articulation process better and also be able to achieve success or improve.

**2.1.2 Comment on collaborative efforts with other program units. Assess successes and challenges and plans for future collaboration.**

Collaboration with other programs is exactly how the HPER 195 and 120 are scheduled. Modern Health is scheduled for pre-nursing cohorts. The CPR certification given for culinary students meets their needs. The massage program also includes these classes. Working with workforce development and the curriculum committee can identify other programs that might benefit from these courses.

#### **2.2 Curriculum**

**2.2.1 How is program curriculum reviewed for currency and relevancy to institutional, community, and student needs? Include recent deletions, additions and revisions. What are your upcoming plans in this area?**

Self-research and attending workshops and conferences enable the HPER faculty member to keep updated on the most recent research and teaching strategies in the health and wellness classes being offered. Doing periodic students surveys helps assess student interest in HPER classes. Potentially doing community surveys would also be extremely beneficial if we wanted to expand our student population. Previewing different textbooks also helps update curriculum. Classes such as HPER 120 First Aid and CPR and HPER 195 Modern Health utilize guest speakers, latest edition of textbooks, and certification testing to stay current on their curriculum.

HPER 101 Physical Fitness and HPER 190 Beginning Racquetball was deleted since it had not been taught in several years. The following are courses that have been updated: HPER 137 Basketball, HPER 130 Beginning Tennis, and HPER 152 Weight Training. The following courses are soon to be updated: HPER 131 Intermediate Tennis, HPER 132 Advanced Tennis, HPER 103 Swimming, and HPER 164 Beginning Karate.

As new courses are developed, the variety of the courses being offered is changing. The five courses that have been offered for the last ten or more years are still being offered: Basketball, Weight Training, Beginning Tennis, Intermediate Tennis, and Advanced Tennis. The Tennis courses have declined in student participation over the last 2.5 year, so there have been a few semesters where sections are put together, such as Beginning and Intermediate Tennis. The Advanced Tennis course has not had enough students in the last couple of semesters. Many of the students were community members and they just wanted drills and practice time, not the rigor of a college credit class, so OCET began offering an Advanced Tennis Strategies class, which has provided many community members what they wanted. I think it would be advantageous to offer other activity classes through OCET as well, such as Yoga and Aerobics or Zumba, and Basketball.

A survey was given in Spring 2004 that indicated among the courses students were interested in were Yoga, Swimming, and Aerobics. The survey was designed to help determine which physical education/recreational classes or activities the students would be interested in taking in the future and the reasons for taking the HPER courses. The survey revealed which classes were the most desired by a top five ranking.

There are several factors involved in the feasibility of offering new classes from the survey results. For example, does the college have the teaching resources, proper equipment/facilities, including lockers and showers? Is the distance of a particular facility located close to the campus? Is there adequate student enrollment? Do other outside agencies offer the same course/activity that are more accessible and less expensive? These concerns need to be addressed each year.

In 2011, a new person was hired as the fulltime HPER instructor who is a Registered Yoga Instructor. This is the 3<sup>rd</sup> semester HPER 108 Beginning Yoga has been offered, and has had 1-2 sections per semester. HPER 199V or 160 (when it is approved) Fitness Bootcamp is also in the 3<sup>rd</sup> semester of offering which has students, staff, and faculty participating. HPER 100 Health, Wellness, and Fitness has been offered for the last two semesters. It is a 2-hour lecture/lab, combining introspection into current lifestyle behaviors and incorporating healthier behaviors and participation in four physical activities throughout the semester. The 4-week unit on each activity is an introduction to semester-long courses offered on campus, so the students get to see if they enjoy the activity and have an interest to understand more through a semester-long course.

In a survey done in Fall 2012, students rated the top five courses they were interested in if offered at KCC. They included Swimming for Fitness, Karate, Surfing, Fitness Bootcamp, Hiking, Intermediate Weight Training, Intermediate Yoga, and Triathlon Training. The survey was only given to the current HPER students. It would be advantageous and bring a fuller picture if the survey was delivered to either the whole student body or a more random sampling of students, to include those who are not in a HPER course. Hopefully, a survey will be given in Fall 2013 or Spring 2014 that would be a full representation of courses that KCC students are interested in. This

will aid in developing new courses and updating older courses that haven't been taught in a long time. HPER 120 First Aid/CPR was added at the request of the Culinary Arts Program to enhance the curriculum in 2004. HPER 152 Weight Training has been offered every semester, but having an intermediate class would open participation for those who would like to further their skill and personal program. The current curriculum may need to be revamped. With the future addition of an Intermediate section of Weight Training and Yoga, the current requirements may need to be decreased for the Beginning sections. HPER 195 is currently not being taught. It had been required for the massage curriculum but was replaced by HLTH 155 Introduction to Human Diseases.

**2.2.2 Are instructional methodologies appropriate for program content? Explain. Do instructional methodologies utilize available, current technology? Explain. Indicate recently implemented innovations in instructional methodology or use of technology as well as changes your program is considering within the next two years?**

Yes, methodologies are appropriate for the program content. In all HPER courses, a pre-fitness and post-fitness test is administered to evaluate improvement from the beginning to end. Instructors stay current in types of methods to utilize, and attend conferences to learn new teaching methods. In all four HPER courses I teach, I have students use internet research. There is future potential with fitness apps to use phones to assess mileage/steps for the HPER 100, HPER 199V or 160 (new number), or a walking course (if that is developed). Certainly, we can use pedometers if not all students have a phone that has accessibility to apps. In HPER 152 Weight Training, I use [www.EXRX.net](http://www.EXRX.net) as an assignment, as well as a tool in making their personal program. In HPER 100 Health, Wellness, and Fitness and HPER 108 Beginning Yoga and HPER 199V Fitness Bootcamp, I have students use a nutritional website ([www.Fitday.com](http://www.Fitday.com)) to analyze their dietary analysis. A future possibility in the next two years is acquiring a video camera to video Weight Training students lifting properly and Beginning Yoga students as they demonstrate poses for their Skills Tests and for their Literary Demonstration with Poses and then review form as a teaching tool and grading tool.

**2.2.3 What steps are taken to develop and ensure consistent application of academic standards? (e.g. grading standards, course objectives...etc). Comment on plans you have to improve this process.**

Each course has Student Learning Objectives and criteria to assess each one. CARDS are used to assess how well each student performed on each SLO, but it is also a method of assessing how well I taught the content of the SLO. The SLOs are reviewed each year, and revised if needed. The HPER courses have been revamped in the past 2.5 years to include several forms of assessment: attendance/participation, written tests, skills tests, projects, presentations, and assignments. This will help in consistency.

**2.2.4 Comment on how your program addresses the learning needs of under-performing students. Are there strategies you are considering to strengthen this process? If so, describe them. Are there other programs and services currently not available that would help in this area?**

Instructors use various methods such as practice during class, opportunities to practice outside of class, tutoring with the instructor and peer study groups. Students who are consistently performing

poorly on written tests are encouraged to come to the HPER faculty if they need help in studying. For both Weight Training and Yoga, it would be beneficial to set up study groups at the beginning of the semester. It would also be helpful to get a copy of the textbook to put in the library for students to use if they didn't have money to purchase their own. It would also be helpful if there was a student tutor for yoga and weight training, to help study for tests and learning the pose names in Yoga. Students that require more time are sent to the Testing Center to take the test. I am offering a study group outside of class for those interested in learning the Sanskrit terms for Yoga poses.

## **2.5 What assessments are being used to determine if current teaching methods used in the program are adequately meeting student needs. How are the results of these assessments currently being used?**

The HPER courses require active participation. Activities are modified based on the student's ability. Pre and post-fitness testing are given to assess the fitness level of each student, and improvement over the course of the semester. HPER courses have been updated to include skills testing, written testing, assignments, presentations, or projects. Each semester, faculty are required to do CARDS for each course to assess if the student is meeting the benchmark (70-80%) of each Student Learning Objective, and it aids the instructor in assessing if he/she taught it thoroughly or needs to review that area more. Results of these assessments are used in assessing if anything in the curriculum needs enhanced or refined. At the end of each semester, students also do a teacher evaluation, which also helps in knowing if teaching methods are adequately meeting student needs.

## **2.2.6 DL: What distance learning options are available in your program? How is your program responding to student needs by using distance learning? Do you have a timeline?**

We have no distance learning options for HPER classes. Since most of the courses are largely-participation based, distance learning makes it harder to assess participation. HPER 100 Health, Wellness, and Fitness could be a hybrid course with most of the curriculum online and 4-6 face-to-face meetings for activity/fitness testing. The online portion would have to be developed. If there is a need, then I could help develop it with assigned time.

## **2.3 Remedial/Developmental Education**

### **2.3.1 How has your program addressed academic remediation for students? Has this been effective? What proposals for change in this area does your program have?**

To enhance the learning experiences in HPER, students are offered practice time outside of class for improvement of personal skills. In HPER 120 the students are allowed and encouraged to practice the CPR skills repeatedly. Students are remediated through monitored practice and verbal questioning to prepare them for the written and skills and performance evaluation. In HPER 195 and HPER 100 students are placed in groups for projects and study groups. Practice and remediation efforts have been successful and are recommended to continue. Study groups would be the only addition to HPER 108 and HPER 152.

## **2.4 Student Learning Outcomes (SLOs)**

### **2.4.1 How does your program encourage and assess student growth in areas such as: communication, cognition, information competency, social interaction, and personal development and responsibility? What are the results of the assessment and what plans do**

## **you have to improve SLO's in these areas?**

**Communication:** The student will be able to explain and discuss the benefits of participation in their activity. Yoga students will be able to discuss principles of yoga and how they benefit their lives. Health & Wellness students communicate within their work group about their health presentation. Part of communication is getting your point across and working together. In-class group work, students work effectively together. Out-of-class work, sometimes communication is a struggle for students in making time to work with their group. And, that shows when they do their presentation and when peers grade each other on the work everyone did or did not do. Weight Training has opportunities to work in small groups to assess the congruency of goals and workouts. the strategies needed to participate in their activity. **Cognition:** The student will be able to demonstrate the ability to lift correctly in Weight Training and Fitness Bootcamp. Weight Training students use their fitness tests, and workouts given to them throughout the semester to make their own weight training program to use in class the last three weeks of school. Yoga students will be able to identify and demonstrate Sanskrit names for yoga poses, as well as understanding the benefits, and how the Yamas/Niyamas are incorporated into their lives. Tennis and Basketball students will be able to apply the rules of the game and demonstrate his/ her ability to perform skills under various game situations. **Information Competency:** Students in each class will do at least one computer assignment during the semester. At that time, weight training students are showed how to use Excel for the Personal Program assignment. **Social interaction:** The student will be able to communicate to other class members in relation to their class activity. Course objectives address these areas as well. **Personal Development and Responsibility:** Students are encouraged to become proactive and responsible in the pursuit of lifetime wellness. Part of that is calling or emailing when they know they are going to be absent, especially if there is a test/assignment due. The results of each of these help me develop better syllabi or better assignments. Group projects are hard to grade when not all participants pulled the same weight, which prompts me to revise how I grade in subsequent semesters.

### **2.4.2 List the student learning outcomes that you have identified for the program. What is the minimal level of performance that you expect program completers to accomplish? How are student-learning outcomes monitored and evaluated?**

The student will be able to demonstrate the ability to score a tennis or basketball game. The student will be able to apply the rules and demonstrate the ability to perform under various game situations for HPER 130, Beginning Tennis, HPER131 Intermediate Tennis, HPER 132 Advanced Tennis, and HPER 137 Basketball. The students in HPER 101 Physical Fitness and HPER 152 Weight Training will be able to demonstrate how to use the weight training equipment in a safe manner as well as understanding the basic terminology in weight training. The students are tested and evaluated by their level of performance and information in relation to their activity. Student Learning Objectives are monitored in a variety of ways: through written tests, assignments, attendance, skills tests, demonstrations and daily weight lifting form/work ethic. The minimum for most SLO's is to achieve a 70 or 75%. SLOs are evaluated on the CARDS each semester.

### **HPER 100 – Health, Wellness, and Fitness Student Learning Objectives**

1. Perform a healthful physical activity as part of a healthy lifestyle.
2. Identify personal health/wellness goals and develop a plan that promotes a healthy lifestyle.
3. Participate in group activities that promote health, wellness, and physical activity.

4. Identify the components that connect a healthy body and a thoughtful mind.
5. Research and evaluate health-related information.

### **HPER 108 – Beginning Yoga**

#### **Student Learning Objectives**

1. Describe and discuss terminology, history, philosophy, and benefits of Hatha Yoga.
2. Demonstrate correct form of yoga postures, and know both English and Sanskrit terms for the poses.
3. Participate in a personal yoga practice outside of class.
4. Demonstrate a flow of yoga poses with a chosen literary selection.
5. Understand the principles of yoga by integrating them into daily lives.

### **HPER 152 – Weight Training**

#### **Student Learning Objectives**

1. Understand and demonstrate the basic fundamental mechanics of weight training.
2. Identify the benefits of weight training.
3. Identify which lifts strengthen each muscle of the body.
4. Write and implement a personal training program based on individual fitness goals.
5. Participate in a healthy and lifelong learning activity.

### **HPER 137 – Basketball**

#### **Student Learning Objectives**

1. Demonstrate basic fundamental skills and techniques of basketball individually.
2. Identify proper techniques and the benefits of playing basketball.
3. Communicate with team members regarding offensive and defensive strategy during basketball games.
4. Demonstrate basic fundamental skills and techniques with team members during basketball games.
5. Participate in a healthy and lifelong learning activity.

### **HPER 199V or HPER 160 (when it is approved) – Fitness Bootcamp**

#### **Student Learning Objectives**

1. Identify and describe physical fitness components and training principles.
2. Employ safe and appropriate methods to improve fitness levels.
3. Use correct form when weight training, applying appropriate modifications for exercises as necessary.
4. Assess and analyze daily diet, identify strengths and challenges and make changes to aid in realizing personal wellness goals.
5. Participate in a healthy and lifelong learning activity.

### **HPER 120 First Aid / CPR**

#### **Student Learning Objectives:**

1. Apply knowledge and skills necessary to prevent, recognize, and provide basic care for injuries and sudden illnesses until advanced medical personnel arrive and take over,
2. Determine the safe response to an emergency situation,
3. Recognize and care for a variety of health issues.

### **HPER 195 Modern Health: Personal and Community**

#### **Student Learning Objectives:**

1. Identify components of a healthy person and healthy community.
2. Identify a personal philosophy regarding health promotion and disease prevention.
3. Evaluate web based health related information.
4. Utilize health related information to inform their personal health decisions.

## **2.5 Academic Support**

### **2.5.1 Comment on program use of auxiliary resources- e.g. library, instructional media, laboratory resources, computer assets. How can you improve utilization of these resources?**

The HPER classes was using the Math Computer Lab when necessary for a computer assignment, but was hard to coordinate with Math people, and not always available when I needed it. I have used the Business Computer Lab this semester, and will see if this becomes a better option. I have also had to use the Nursing Computer Lab, which is small with 5 computers and not the best when I have 5 students in there at the same time. When I had a larger class than 5, I had to borrow laptops from the library so that everyone could have a computer to do the assignment. I also need to get a copy of each textbook to put in the library for students who don't have the money to purchase a textbook, so that they can use it at the library.

### **2.5.3 What tutoring, mentoring, and/or counseling services are available to support students in your program? Comment on ways that your program can work with these groups to improve service to students.**

It would be good if there were student mentors to support students in HPER courses. I have offered extra help for students who continually do poorly on written exams.

## **2.6 Faculty and Staff**

### **2.6.1 Describe strengths and weaknesses of faculty/staff appropriate to the program's current status or future development. Comment on the adequacy of faculty to meet program outcomes. Indicate any immediate and projected future staffing needs.**

The programs current status appears to be in good health with an average of 68 students per six classes over the last 3.5 years in the Physical Education program with a max enrollment of 97. The obvious strength of the current faculty member is her ability to combine administrative duties, teach, and design and make new courses, as well as maintain the facilities as a one-person department. There are two lecturers, but besides teaching, they do not have other duties. The HPER 120 and 195 courses have been taught by a nursing lecturer. The faculty who teach CPR/First Aid remain certified through the American Red Cross and American Heart Association. The HED faculty are able to stay abreast of health concerns, agencies and trends through clinical involvement. While HPER 120 and 195 are viable, the concern is cost due to lecturer salary and the cap of 12 students per section of HPER 120.

## **2.7 Facilities**

### **2.7.1 Comment on facilities that the program uses, their current adequacy and any immediate needs.**

Lecture classes (such as Health, Wellness, and Fitness) and Yoga are in the Nursing building: the Annex and room 124. The other facilities include the tennis courts, Island School's basketball gym, and a weight training facility. The tennis courts do need to be maintained and resurfaced every 5 to 7 years to provide a safe and attractive learning environment. Kauai Community College has 4 tennis courts and they are in adequate condition at this time. They were resurfaced two summers ago (2012). KCC uses Island School's Gym for their basketball class. There is no cost factor involved for the use of the gym, located within walking distance from campus makes it an ideal situation. Our weight training facility has an assortment of weights and 1 bicycle. The cardio

machines need to be updated. HPER 195 and 120 use classroom space in the Nursing and Business Departments.

## **2.8 Financial Resources**

### **2.8.1 What efforts has the program made to investigate entrepreneurial opportunities or alternative funding sources to support program goals? Describe your programs level of success in obtaining funds and future plans.**

In addition to state revenues, we generate funds from tournaments/court usage fees. Our annual golf tournament fundraiser helps to support various programs on our campus. The program has been very successful with a consistent average of 50 to 65 students per 5 classes each semester for the past 15 years. Future plans for monies could be generated by increasing court fees, corporate donors, and redirecting some of our monies from the KCC Foundation drive towards the HPER Program.

3. Work Force Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development.

## **3.1 Program Articulation with Workforce Needs**

### **3.1.1 How does the program identify applicable workforce trends? What trends or projections in your discipline may affect your program in the next five years? How will you address this?**

Nationally, there is a continued interest on maintaining a healthy lifestyle with an emphasis on lifetime recreation and wellness. Within the next 5 years if the trend continues to grow and there is an increase in student population, there would have to be an increase in the course load offerings. To offer more recreational/health-related classes, we would need new facilities and additional faculty to teach/organize the different activities. Also, HPER 120 First Aid needs to be incorporated in other programs as needed. The program will continue to supply the demand or need of students. With 66% of American population being considered overweight or obese, the need is paramount to not only offer a variety of fitness and wellness courses through the credit side and the continuing education side, but to also train people who can train others. If we were to offer a Personal Training certificate through the HPER program, then it would be multi-functional. Students would have the opportunity to be certified as a personal trainer, which would open up job opportunities. As they were taking courses, they could be paired up with a faculty member or staff member to help set up and do personal training throughout the semester/year, which would help the faculty/staff wellness. And, the students could also be utilized as weight room attendants for Free Time. They would have the knowledge to help other students who were coming to use the weight room. This type of certificate needs a little more research but could be a potential highlight of the HPER program.

### **3.1.2 How is the selection of courses reviewed for relevancy to community and workforce needs? What recent changes have resulted from this review? How has your program addressed professional development needs which have risen from the changes?**

A survey was done in Spring 2004 to help determine what type of HPER classes were the most desired. The survey indicated that our students have a broad range of various activities to help improve their overall health. The trend seems to indicate that students want to be healthier than they are. As a result, we now increased our HPER classes from six classes to seven starting in

spring 2005. Another survey was done in Fall 2013 to HPER students to rate activities they were interested in if offered at KCC. This gives the HPER faculty an idea, but does not address the needs/desires of those who are not taking a HPER course. From the survey results, Swimming, Karate, and Volleyball will be revised, and other courses will be developed, such as Intermediate Weight Training, Intermediate Yoga, Hiking, Walking for Fitness or Jogging for Fitness, and Triathlon Training. Conferences/workshops on health related activities will be attended to help stay abreast of the latest trend in research and methods.

**3.1.3 What method is used to assess student and employer satisfaction with the program's offerings and operations? What are the results of this assessment and how have results changed over time? What changes did you make or are planning to make due to the results?**

Student evaluations have been used for feedback on student satisfaction with all HPER Courses. In addition, there are returning students each semester that continue to retake classes for physical education/recreation. Verbal feedback is also a method used for assessment. The results have shown that there is a demand for HPER Courses and the continuation of offering these courses have been well received by our students/community. The time of course offerings have been changed to better meet the student needs. Class times ranged from noon into the evening. Currently, class times range from 9:25-5:45 pm.

**3.1.4 What program initiatives have been implemented to improve course completion, and job preparation?**

HPER courses are now considered both elective and required, depending on the program. With the Liberal Arts requirement, this may help students complete courses because it is part of their degree, and not purely an elective. Some students keep enrolling in HPER courses from semester to semester to improve upon their skill/sport. They have a strong desire to get better at the skill or maintain the level of fitness they achieved in the previous semester. Besides the Liberal Arts requirement, there are currently no program initiatives for course completion.

**3.1.5 What are the expected career/occupational outcomes for students? (e.g. transfer, employment)?**

HPER courses are used as electives and as the two-credits required for Liberal Arts majors. There are several students who have transferred to UH Manoa to major in Kinesiology. Adding courses that would help satisfy requirements for a degree in Kinesiology to KCC would be beneficial for some of these students. HPER courses do create a better appreciation of the benefits and importance of maintaining one's overall health. Another possibility is to offer a Personal Training Certification through the HPER program, which would add employment opportunities.

**3.1.6 Does the program have an Advisory Board Committee? How does the program work with the Advisory Board to assess effectiveness?**

There is a Health and Wellness Advisory Committee which meets 2-3 times per semester that addresses faculty/staff and student wellness. The Committee has addressed wellness outside of the current classes. We have not assessed effectiveness of the HPER program within our meetings.

**3.2 Certification/Licensure, Job Placement, Transfer**

**3.2.1. What is the percentage of your graduates that receive licensure/certification? Is this**

### **satisfactory? How can this be improved?**

HPER 120 First Aid offers a certificate upon completion which meets the requirements of several workplace environments. There are no certificates for the HPER Program currently, but there could be. A Personal Trainer certificate could be implemented if there was a need, and it would open job opportunities for those who completed it.

### **3.2.2 Comment on the level of job placement in the field of study. Is this satisfactory for your program?**

HPER courses are either elective or requirements in other degree programs, but we do not have students that receive a certificate or degree in HPER. For the programs that we work with, students in the Massage program, Culinary program, and Nursing program are able to find jobs on island.

### **3.2.3 Do you have a percentage of program graduates that are expected to transfer to an appropriate upper division program? If so, what is this percentage and has your program met this benchmark? If not, would this be one appropriate index of your program's success. Please comment.**

The HPER Program is not designed to have graduates at this time. Students may choose to take an HPER Course for an elective credit or for a requirement through Liberal Arts. However, there were several students who went on to UH Manoa to major in Kinesiology that were students in my HPER courses. It would be advantageous to offer some higher level Kinesiology courses that would transfer to UH Manoa.

## **4. Personal Development: To provide life-long learning opportunities in the areas of personal and professional development.**

### **4.1 Faculty and Staff Development**

#### **4.1.1 Explain how faculty and staff maintain expertise in their discipline or area of responsibility.**

Faculty attend conferences/workshops to keep abreast of the research, equipment, and teaching techniques needed for classes. Faculty who teach CPR/First aid are certified to teach these courses.

#### **4.1.2 Describe the Professional Development plan, including availability of resources and the process of allocating these resources. Does this plan adequately meet Professional Development needs?**

Resources are available through various foundation accounts geared toward professional development. Foundation Funds help defer total costs, but the faculty member is still responsible for a large amount of her own professional development needs. I think the school or foundation funds could pay for more instead of the teacher paying out of pocket if they want to attend a conference or teacher training.

### **4.2 Student Development**

#### **4.2.1 Describe program faculty involvement in providing opportunities for students' personal**

## **enrichment through co-curricular activities.**

The weight room and tennis courts are open throughout the week for activities like basketball, tennis, and lifting weights. Discussion has taken place about partnering with a canoe club to be able to offer a short season for KCC students to have a co-curricular paddling club. This is still a possibility and will need to look further into the feasibility of doing this in Fall 2014 or Spring 2015.

### **4.2.2 Does the program support non-traditional approaches to education? If so describe these. What outcomes are expected from these approaches, and how have they affected student success across the curriculum?**

Not Applicable

## **5. Community Development: To contribute to community development and enrichment through campus leadership and collaboration.**

### **5.1 Leadership**

#### **5.1.1 Comment on activities initiated and lead by program faculty and staff that have positively impacted our community. List pertinent community services and activities. Discuss leadership roles in other community activities that you are interested in pursuing.**

In the past, the Annual Chancellors Golf Tournament was a fundraiser and the proceeds were used for student scholarship, and faculty/staff development. This event was very visible for our entire island. The college uses this opportunity to showcase our various college programs to the community. Currently, the HPER faculty member and a member from the Math department are working together to provide Chiefess Middle School students a ½ day of application of math through fitness and health-related activities. This will be happening at the first of December 2013. Also, I am attending the Kauai Get Fit Worksite Wellness committee meetings as the KCC representative. KCC will be participating from January-November 2014 in the Worksite Wellness Challenge. I am also a part of the Education and Lifelong Learning Committee for the Island of Kauai. I am interested in the Senior Fitness program on the island and seeing how I can help.

### **5.2 Collaboration**

#### **5.2.1 What has the program done to establish communication, partnerships, and cooperation with high schools, other community college programs, the community, and four-year institutions in supporting their mission and goals? Discuss successes, challenges, lessons learned and how these findings will be applied in future plans.**

Currently, the HPER faculty member and a member from the Math department are working together to provide Chiefess Middle School students a ½ day of application of math through fitness and health-related activities. This will be happening at the first of December 2013. The principal and the Physical Education teachers have been very welcoming to us and this service-learning opportunity for KCC Math/HPER students to come teach and educate through activity and math application. We have a meeting to discuss partnership with the YMCA for fitness facilities and pool use for faculty/staff/ students and HPER course offerings. Last semester, we talked with Ho'ola about their instructors coming to KCC campus to offer a lunch fitness class for faculty/staff who were interested. That was several phone calls and then no action. It was a challenge to find the instructor or to get a commitment. Discussion has also centered on partnering with the county for providing an outdoor fitness circuit where people could access fitness at any time. This could be a

connection to the community so that they can use the circuit and improve overall wellness, and become more aware of programs offered at KCC. In addition, there has been support from our community in the areas of golf/tennis fund raising events. These events have been very successful in the areas of exposure and raising additional monies for our college.

If we were to offer HPER 100 or 195 as a course during the senior year of high school, then high school students would become more aware of HPER opportunities at KCC.

## **6. Diversity: To foster a global understanding and appreciation for diversity.**

### **6.1 Diversity**

#### **6.1.1 How does your program support diversity and cultural awareness? What are the desired outcomes? How have these outcomes been met?**

Not applicable

### **6.2 International Education**

#### **6.2.1 What academic relationships does your program have beyond Kaua`i, Hawai`i, the U.S.? Describe these and their impact on student learning experiences. If none, what areas of the program could benefit from such relationships? Describe plans ready for implementation and/or projects to be developed.**

Not applicable

## **STRENGTHS AND WEAKNESSES NEEDING IMPROVEMENT**

1. For future course offerings in HPER: Volleyball, Karate, and Swimming, we need to investigate the site/facility needed for the course, determine the total cost, and discuss the feasibility of the college offering the class. We would also need to determine if there are adequate offerings of these activities within our community resources.
2. Look at the need of offering yoga and aerobics or Zumba as continuing education or non-credit courses. Both Yoga and Aerobics were high on the interest level of students in the survey of 2004.
3. Explore possibility of HPER 195 Modern Health or HPER 100 Health, Wellness, and Fitness being offered to high school students as a Running Start class. Discuss with Student Services and DOE.
4. Based on future needs, the department may need to add other qualified faculty to teach the various classes desired by our students or additional sections.
5. Spring 2014 – investigate community need, cost, availability of instructor and facilities.

LIBERAL ARTS PROGRAM GOAL	ACTION ITEM	STRATEGY AND KEY STEPS FOR ACTION ITEM	RESOURCES ALLOCATED	KEY PERSON(S) RESPONSIBLE	TIMELINE	OUTCOMES	STATUS
1. Apply their acquired knowledge and skills to further their own learning, to set and prioritize personal goals, to self-assess progress, and to recognize, address, and resolve obstacles constructively.	Each HPER course has its own goals and assignments which help student set health-related goals.	Update assignments and assess if they are meeting the goal.	Time	Program Director	Every semester	Students will be able to use goal setting skills outside of class.	
2. Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in a healthful physical activity.	Assess if course requirements could be improved to meet the goals.	Survey students at end of each semester about the assignments and if they met the desired outcome/goal. Ask for suggestions to improve the course.	Paper, Time	Program Director	Every semester	With student surveys at the end of the course, teacher will be able to design a better course each semester.	

## HPER Activity Survey - Fall 2012

Given to students in *HPER* activities.

Rate the top 6 activities you would take if the class was offered on campus, with #1 being the most likely.

Class	Description of class	Rating
<b>Ballet</b>		
<b>Badminton</b>		
<b>Basketball</b>		
<b>Bowling</b>	Improve your bowling game. Learn the curve ball.	
<b>Cycling</b>		
<b>Fitness Boot Camp Training</b>	A variety of workouts emphasizing cardiovascular, muscular endurance and strength, flexibility. Using kettlebells, dumbbells, walk/jog, yoga, plyometrics.	
<b>Golf</b>		
<b>Hiking</b>	Increase core strength, cardiovascular and muscular endurance with several hikes around the island.	
<b>Jogging for Fitness</b>	Increase cardiovascular endurance and core strength through strengthening exercises and jogging. Build up to 5 miles by end of semester.	
<b>Karate</b>		
<b>Pickleball</b>	A cross between badminton, table tennis, and tennis played with a paddle and whiffleball on a smaller court	
<b>Swimming for Fitness</b>		
<b>Tennis (Beginning)</b>	Learning the basics techniques of tennis, introduction to scoring and tournament play.	
<b>Tennis (Intermediate)</b>	Practicing intermediate techniques of tennis and playing in class tournaments	
<b>Tennis (Advanced)</b>	Practicing and fine-tuning advanced techniques of tennis and playing in class tournaments	
<b>Triathlon Training</b>	Conditioning in swimming, cycling, and running. Skills and training to compete in your first sprint triathlon. This class will compete in a triathlon on the island.	
<b>Volleyball</b>		
<b>Walking for Fitness</b>	Within the class, you will build up to walking 150 miles	

	or more of total mileage over the course of the semester.	
<b>Weight Training (Beginning)</b>	Introduction to correct form in lifting, types of training, and basic set up of your own fitness program	
<b>Weight Training (Intermediate)</b>	Been lifting for the last 6 months consistently using correct form. Emphasis will be placed on learning and using advanced thpes of training and implementing your personal fitness program	
<b>Yoga (Beginning)</b>	Introduction to history and benefits of yoga, as well as the foundation in each pose.	
<b>Yoga (Intermediate)</b>	Building on Beginning Yoga, practicing more advanced poses, and delving into the Yamas, Niyamas, and Meditation	

**What are the top 3 reasons for taking an activity course at KCC?**

**Rating**

To get credit for an AA degree		
To get credit to transfer to a 4-year school		
To get physically fit		
To manage stress		
It is less expensive to take an activity course at KCC than get a membership in town		
To help me lose weight		
I need one more hour to maintain financial aid		
To improve my GPA		
Other:		

**What are the top 3 reasons for taking an activity course at KCC?**

**Rating**

To get credit for an AA degree		
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To get credit to transfer to a 4-year school		
To get physically fit		
To manage stress		
It is less expensive to take an activity course at KCC than get a membership in town		
To help me lose weight		
I need one more hour to maintain financial aid		
To improve my GPA		
Other:		

Class	1	2	3	4	5	6	Overall
Badminton	1	2		1	1	1	6
Basketball	1	1			1	2	5
Bowling	1			2		1	6
Cycling			7	1	2	2	12 #7
Fitness Bootcamp	2	5		2	1	3	13 #6
Golf	1	1	2			1	5
Hiking	1	3	4	2	3	4	17 #3
Jogging for Fitness	1	2	3	2	4	2	14 #5
Karate	4	1	2	5	2		14 #5
Pickleball				1		1	2
Surfing	7	4	2	1	3	3	20 #2
Swimming for Fitness	3	2	2	3	7	6	23 #1
Tennis (Beginning)	1	1	1	2	2		7
Tennis (Intermediate)			1			1	2
Tennis (Advanced)				1	1		2
Triathlon Training	1		2	3	1	3	10 #9
Volleyball	1	2	4		1	3	11 #8
Walking for Fitness			1	3	1	1	6
Weight Training (Beginning)		1	4	2	1		8
Weight Training (Intermediate)	3	5	1	4	1	2	16 #4
Yoga (Beginning)	4	3	3	1	2	1	14 #5
Yoga (Intermediate)	3	6		2	4	1	16 #4
Zumba	3	1	1	1	1	3	10
Other: Ballet						1	

	1	2	3	Overall
<b>Reasons to take HPER courses</b>				
Credit for AA degree	4	4	2	10
Credit to transfer to 4-ye	4	3	2	9
To get physically fit	20	11	1	32
To manage stress	5	7	5	17
Less expensive than gym	1		6	7
To help me lose weight	3	4	7	14
1 more hour for financia	1	1	2	4
To improve my GPA		1	3	4
For fun	1		2	3
Keep myself busy and just learn			1	

16 ptcpts  
2 not done  
3 randomly scored (not included)