GRAND RAPIDS COMMUNITY COLLEGE

Exercise Science Department
Program Review 2013-2014

Program Review Completed by: Jodi Gee
Wellness (Exercise Science)

Mission, Purpose, & Target Audience

Mission/Purpose

Review & Documentation:

Evaluation Questions:

1. Does the purpose/mission statement clearly identify why the discipline courses exist? Yes

2. What is the scope of this discipline and the therefore the course prefix? Do all courses fit within this discipline? *WE & EXS prefixes now all fall in the Exercise Science Department.*

Mission

The mission of the Exercise Science Department is to educate and positively impact the health of students and the community by offering academic course work, outreach, and practical learning opportunities that promote individual wellness skills and prepare future health, exercise science and wellness professionals for their future.

- Goal 1: Continue to review the mission statement and revise it. Continually benchmark with peer institutions
- Goal 2: Ask for feedback and collaborate as a department
- Goal 3: Develop a brand for the Exercise Science Department

Target Audiences

Review & Documentation:

Evaluation Questions:

1. Have the target audiences for the courses been identified? *Yes, and are still in progress*

2. If there are pre-requisites or assessments for the courses, are they appropriate and do they facilitate student success (based on your review of external data and course success data)? N/A

Action Needed:

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold:** *Will continue to refine in the next few years*
Target Audience

GRCC’s Exercise Science Department serves the entire student population at the college. Because every student is required to enroll in a wellness course in order to graduate, the faculty and staff of the Exercise Science Department work with students from all of the disciplines offered at GRCC.

The following statistics represent the student body Fall 2013:
- 32.7% of student are older than 25 year of age
- Average age – 25.1 year old
- 34.3% of student are enrolled as a full time student (more than 12 credits)
- 65.7% of students are enrolled as a part time student (less than 12 credits)
- Race/ethnicity:
  - African-American 11.7%
  - Native American 1.0%
  - Asian 3.4%
  - Hispanic 8.3%
  - White 69.4%
  - Inter-national 0.3%
  - Unknown/Other 5.9%

Table 1. Wellness Department Contact Hours from Fall 2009 to Fall 2012

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness</td>
<td>7,029.00</td>
<td>6,626.00</td>
<td>6,016.00</td>
<td>4,963.00</td>
<td>-17.5%</td>
</tr>
<tr>
<td>Total</td>
<td>126,868.61</td>
<td>134,117.48</td>
<td>128,262.31</td>
<td>124,164.62</td>
<td>-3.2%</td>
</tr>
</tbody>
</table>

Table 1 represents the total contact hours for the Exercise Science Department between 2009 and 2012. These numbers are compared to the total contact hours for the institution. Between Fall 2009 and Fall 2011, there is a consistency in the number of contact hours shown. Fall 2012 demonstrates a notable decrease in contact hours in comparison to previous years. Overall, the Wellness Department’s contact hours have decreased 17.5% whereas GRCC as an institution declined by 3.2%.

Pre-requisites

Wellness courses do not require any pre-requisites or assessments prior to taking the WE or EXS courses. So the following requirements represent what is expected of GRCC students who are enrolled in courses (as stated on the GRCC website):

Our general entrance requirements are both a 2.0 cumulative GPA and subscores of 18 on each of the Math, Reading and English components of the ACT test for high school graduates and for
transfer students 12 credits minimum with a 2.0 cumulative GPA from another college or university.

If you do not meet the requirements, you can be admitted by taking the Accuplacer placement test.

**Wellness Credit Requirement**

As stated on the College’s website, GRCC:
- Inspires students to meet the needs of the community and the world
- We commit to the highest standards in our learning and working environment as we strive for distinction in all aspects of our work
- Students achieve their educational goals

Taking GRCC’s overarching values into consideration, the Wellness Department has developed the following rationale explaining why enrolling in a wellness credit is valued:

Because GRCC is a college of distinction, we implement a wellness course requirement that aims to enrich the quality of life and academic excellence of our student body.
- 1 WE credit is required, however, a maximum of 2 WE credits count towards graduation

In addition, the Exercise Science Department offers courses that prepare students for health, exercise science and wellness related professions. Due to current changes that are taking place within the Exercise Science Department, the target audience may shift in the future. Once transfer programs are developed and begin to grow.

**Data**

**Course Data**

*Review & Documentation:*

*Evaluation Questions:*

1. What does the course enrollment by semester data tell you? *Fall is our highest enrollment.*

2. Are students passing courses at the appropriate rates? If not, which courses are of concern and what should be done about this? *Yes*

3. Are the Course Success Rates the same for the various sub-group populations? If not, where are the areas of concern and what should be done about this? *Yes*
The Exercise Science Department’s course enrollment data represents the overall success rates of the department. Currently, there are two more transfer agreements that are in the process of being approved that will provide the department with additional success data within specific programs.

**Course Data**

**Table 1. Wellness Overall Success Data 2009 - 2013**

<table>
<thead>
<tr>
<th></th>
<th>(09) A to C-</th>
<th>W</th>
<th>(10) A to C-</th>
<th>W</th>
<th>(11) A to C-</th>
<th>W</th>
<th>(12) A to C-</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total WE</td>
<td>78%</td>
<td>14%</td>
<td>79%</td>
<td>13%</td>
<td>78%</td>
<td>13%</td>
<td>82%</td>
<td>10%</td>
</tr>
<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>13%</td>
<td>72%</td>
<td>13%</td>
<td>72%</td>
<td>12%</td>
<td>74%</td>
<td>11%</td>
</tr>
</tbody>
</table>

- The EXS Department WE courses remained above the institution’s success rate for the four consecutive years
- The EXS Department will continue to strive for total success rates at or above 75% each year

**Table 2. Wellness Course Success Data 2009-2013**

<table>
<thead>
<tr>
<th>Course</th>
<th>09-'10 A to C-</th>
<th>10-'11 A to C-</th>
<th>11-'12 A to C-</th>
<th>12-'13 A to C-</th>
<th>4 year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE</td>
<td>102 86%</td>
<td>102 86%</td>
<td>102 83%</td>
<td>102 85%</td>
<td>85%</td>
</tr>
<tr>
<td>WE</td>
<td>104 70%</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>WE</td>
<td>105 79%</td>
<td>105 86%</td>
<td>105 78%</td>
<td>105 86%</td>
<td>82%</td>
</tr>
<tr>
<td>WE</td>
<td>124 80%</td>
<td>124 73%</td>
<td>124 71%</td>
<td>124 72%</td>
<td>74%</td>
</tr>
<tr>
<td>WE</td>
<td>125 78%</td>
<td>125 78%</td>
<td>125 76%</td>
<td>125 87%</td>
<td>80%</td>
</tr>
<tr>
<td>WE</td>
<td>126 80%</td>
<td>126 71%</td>
<td>126 71%</td>
<td>126 76%</td>
<td>75%</td>
</tr>
<tr>
<td>WE</td>
<td>127 79%</td>
<td>127 80%</td>
<td>127 83%</td>
<td>127 79%</td>
<td>80%</td>
</tr>
<tr>
<td>WE</td>
<td>128 89%</td>
<td>128 93%</td>
<td>128 89%</td>
<td>128 89%</td>
<td>90%</td>
</tr>
<tr>
<td>WE</td>
<td>129 76%</td>
<td>129 70%</td>
<td>129 68%</td>
<td>129 69%</td>
<td>71%</td>
</tr>
<tr>
<td>WE</td>
<td>130 92%</td>
<td>130 90%</td>
<td>130 85%</td>
<td>130 92%</td>
<td>90%</td>
</tr>
<tr>
<td>WE</td>
<td>131 83%</td>
<td>131 91%</td>
<td>131 76%</td>
<td>131 69%</td>
<td>80%</td>
</tr>
<tr>
<td>WE</td>
<td>132 74%</td>
<td>132 79%</td>
<td>132 82%</td>
<td>132 94%</td>
<td>82%</td>
</tr>
<tr>
<td>WE</td>
<td>133 66%</td>
<td>133 78%</td>
<td>133 38%</td>
<td>133 73%</td>
<td>64%</td>
</tr>
<tr>
<td>WE</td>
<td>134 70%</td>
<td>134 70%</td>
<td>134 72%</td>
<td>134 81%</td>
<td>73%</td>
</tr>
<tr>
<td>WE</td>
<td>135 79%</td>
<td>135 80%</td>
<td>135 75%</td>
<td>135 78%</td>
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</tr>
<tr>
<td>WE</td>
<td>140 81%</td>
<td>140 81%</td>
<td>140 76%</td>
<td>140 84%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Wellness Course Success Data Analysis:

- The table above demonstrates the WE course success data each year from 2009-2013.
- The averages for each course were calculated and shown in the far right hand column.
- The cells that are highlighted show the courses that are below the Wellness Department’s goal percentage of 75%.
- It is important to note the courses that were discontinued. The averages are skewed based on how many years the courses were offered.
- Consistently offered 25 (+/-) Wellness courses per year.
- Increased overall success rate by 4% during over the course of the four years.
- Approximately 8/27 course averages fell under 75% over the four year time period.

Table 3. Physical Education Overall Success Data 2009 - 2013

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PE</td>
<td>66%</td>
<td>19%</td>
<td>71%</td>
<td>18%</td>
<td>70%</td>
<td>18%</td>
<td>82%</td>
<td>10%</td>
</tr>
<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>13%</td>
<td>72%</td>
<td>13%</td>
<td>72%</td>
<td>12%</td>
<td>74%</td>
<td>11%</td>
</tr>
</tbody>
</table>

- The EXS Department remained above the institution’s success rate during 2009-2010 & 2012-2013.
- The EXS Department will continue to strive for total success rates above 75% each year.

Table 4. Physical Education Course Success Data 2009 - 2013

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total PE</td>
<td>66%</td>
<td>19%</td>
<td>71%</td>
<td>18%</td>
<td>70%</td>
<td>18%</td>
<td>82%</td>
<td>10%</td>
</tr>
<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>13%</td>
<td>72%</td>
<td>13%</td>
<td>72%</td>
<td>12%</td>
<td>74%</td>
<td>11%</td>
</tr>
<tr>
<td>Course</td>
<td>(09) A to C-</td>
<td>(10) A to C-</td>
<td>(11) A to C-</td>
<td>(12) A to C-</td>
<td>4 year Average</td>
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<tr>
<td>PE</td>
<td>86%</td>
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<td>71%</td>
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<td>81%</td>
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<tr>
<td>PE</td>
<td>74%</td>
<td>79%</td>
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<td>82%</td>
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<tr>
<td>PE</td>
<td>71%</td>
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<td>PE</td>
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<td>71%</td>
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<tr>
<td>PE</td>
<td>72%</td>
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<td>PE</td>
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<td>69%</td>
<td>82%</td>
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<tr>
<td>PE</td>
<td>64%</td>
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<tr>
<td>PE</td>
<td>68%</td>
<td>79%</td>
<td>77%</td>
<td>85%</td>
<td>77%</td>
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<tr>
<td>PE</td>
<td>45%</td>
<td>55%</td>
<td>49%</td>
<td>76%</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>57%</td>
<td>63%</td>
<td>66%</td>
<td>72%</td>
<td>65%</td>
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<td>PE</td>
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<td>100%</td>
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<td>100%</td>
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<td>PE</td>
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<td>100%</td>
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<td></td>
</tr>
<tr>
<td>Total PE</td>
<td>66%</td>
<td>71%</td>
<td>70%</td>
<td>82%</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>72%</td>
<td>72%</td>
<td>74%</td>
<td>73%</td>
<td></td>
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</tr>
</tbody>
</table>

Physical Education Course Success Data Analysis:

- The table above demonstrates the PE course success data each year from 2009-2013
- The averages for each course were calculated and shown in the far right hand column
- The overall success rate average for all courses fell under 75% and under the GRCC average all but year 2012-2013
- The cells that are highlighted show the courses that are below the Wellness Department’s goal percentage of 75%
- It is important to note the courses that were discontinued. The averages are skewed based on how many years the courses were offered
- First three years, offered 10 PE courses in 2009-2010, 2010-2011, and 2011-2012. 2012-2013 offered 6. The explanation for this decrease is due to lower enrollment and the cutting of the football program. The football team took a lot of PE courses. There also was a lack of marketing and updating in the department previously that also contributed to this decrease
- Increased overall success rate by 16% over the course of the 4 years
- Approximately 8/10 course averages fell under 75% over the four year time period. Many of these courses were not offered within the past two years

**Wellness Requirement (as stated in the 2013-2014 course catalog)**

1 WE required, maximum of 2 WE credits within 60 degree credits
WE 102, WE 104, WE 105, WE 110, WE 120, WE 124, WE 125, WE 126, WE 127, WE 128, WE 129, WE 130, WE 131, WE 132, WE 133, WE 134, WE 135, WE 137, WE 139, WE 140, WE 141, WE 142, WE 143, WE 144, WE 145, WE 146, WE 152, WE 155, WE 156, WE 157, WE 165, WE 166, WE 189, WE 192

TH 114, TH 115, TH 116, TH 214, TH 215 can be substituted for WE activity

**Program Outcomes**

**Review & Documentation:**

- **Program Outcomes**
- Data for Program Outcomes

**Evaluation Questions:**

1. Are these Program Outcomes appropriate given the target audience and intent for the program? If not, please list what the new Program Outcomes should be.

2. What does the data trend for the Program Outcomes tell you? What are the implications for these data?

**Action Needed:**

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response bold:

- Course enrollment: Yes  No
- Course Success Rates: Yes  No
- Program Outcomes: Yes  No

Currently, the EXS Department does not offer separate programs. However, there are three transfer agreements that are in the process of being approved. The following program outcomes have been developed for each of the new transfer agreements with Grand Valley State University’s Movement Science Department.

Exercise Science, Emphasis Area: Clinical
   - Program Outcomes:
     - To increase our Exercise Science majors and grow this program!

Exercise Science, Emphasis Area: Health Fitness Instruction
   - In Progress
Exercise Science, Emphasis Area: Pre-Physical Therapy
  o In Progress

**Curriculum**

**History**

*Review & Documentation:*

Department/Discipline Curriculum History (last eight years)

**[Course additions or changes]**

*Spinning, Zumba, Mat Pilates, Urban Eco Trek, Healthy Living, Introduction to Exercise Science*

External recommendations that influenced curriculum

**[Document external influences on curriculum]**

*We review other colleges in the area and also stay up to date on current trends regarding Exercise Science, Fitness and Wellness: per our name change this year from Wellness to Exercise Science*

Advisory Board Contributions

**[Document any noteworthy Advisory Board contributions to the curriculum] NA**

**History**

o Document the history of the curriculum over the last 8 years
o New or revised courses:
  - 2013 – 2014:
    - WE 189 – Healthy Living, WE 110 – Urban Eco Trek, WE 120 – Spinning, WE 137 – Pilates, WE 139 – Zumba, Introduction to Exercise Science
    - EXS 184, Yoga 1 and Yoga 2, Weight Training 1 and Weight Training 2
  - 2012 – 2013:
  - 2011 – 2012:
  - 2010 – 2011:
    - WE 135 - ***
  - 2009 – 2010:

o Discontinued courses:
  - 2013-2014:
• WE 131 - Badminton, PE 183 – Track Theory, WE 142 – Racquetball
  • 2012 – 2013:
    • PE 180 - ***, PE 185 - ***
  • 2011 – 2012:
    • PE 182 - ***, PE 198 - ***
  • 2010 – 2011:
  • 2009 – 2010:
    • WE 104 - ***, WE 143 - ***

*Partnerships, grants, other efforts:*
• The Exercise Science Department hosts nationally recognized group exercise certifications throughout the course of academic year. December 7 & May 17 GRCC hosted Maddog Spinning Instructor Certification. March 16, 2014 GRCC hosted YogaFit Level 1 Instructor training and a YogaLean workshop.

• GRCC continually collaborates with GVSU regarding transfer agreements, certifications, and internship and fieldwork opportunities for GVSU students

• PE 184 is working with East Leonard, Kent Hills, Coit and Campus Elementary Schools teaching recess lesson plans, Organ Wise Guys, mentoring and tutoring elementary students

• Melanie Schiele-Gady facilitates collaboration with area PE programs/schools at K-12 schools and Childhood Centers teaching Heart Disease, How the Heart Works, Emergency Action Steps, and Hands Only CPR. (East Leonard, Country side, Room to Bloom so far)

• Melanie facilitates a collaboration with area PE programs/schools/childhood centers teaching anatomy, nutrition and yoga (East Leonard, Countryside, Room to Bloom so far)

• Melanie collaborates with Kent County Health Department for Healthy Living Class to provide GRCC students testing and knowledge of their “health numbers”. GRCC students will know the following health numbers cholesterol, blood pressure, BMI, Body fat, waist circumference. Students will also be going through lecture Nutrition 1 and 2 with Health Department. Students will also have access to all class Health Department offerings

• Melanie collaborates with Michigan State University Extension and Kent County Health Department for the Organ Wise Guys Program being taught in PE 184 classes

• Melanie collaborates with Schools of Hope United Way to provide orientation and background checks to PE 184 students

• Wellness Department Collaboration with American Red Cross for all First Aid and CPR classes as well as Life Guard Training
• Collaboration with Kent ISD and Michigan State University Extension to teach at Healthier Classrooms and Healthier Kids August 14 and August 15, 2013- Professional Development for all educators in the Michigan area

• Wellness Collaboration with GVSU at Living Well Event (Jodi Gee)

• Wellness collaboration with Special Olympics (Jodi Gee)

• Wellness Collaboration with YogaFit Organization to provide Yoga Trainings at GRCC

• Collaborating with GVSU on two Transfer Agreements (Jodi Gee)

• Collaborating with GVSU supervising interns and fieldwork students

• Mike Cupples hosted a baseball camp through his Baseball Theory Class for young kids

• Two students from PE 184 received an award from the Michigan campus compact: Trisha Sruba and Tiffany Smith. They received their award due to their high commitment to their service learning and connecting with the community. Both of these students are going into Exercise Science

• The Exercise Science Department had 6 nominees for our first Annual Wellness Student of the Year Award. The award went to Kelsea Erickson for 13/14

Transferability & External Standards

Review & Documentation:

External Standards

See Below

Challenge Exams

NA

Curriculum Crosswalk

NA

Equivalent Courses- Transfer Institutions

See Below

To fulfill the changes that were made to MACRAO agreements and transfer policies, the transfer equivalencies for the EXS Department at GRCC were reviewed and updated Fall 2013. The courses below will transfer into GRCC. The review resulted in the following additions to our sister institutions:
- Aquinas College: PE 185, PE 181, PE 182, PE 186, PE 157, PE 184, WE 125, WE 105, WE 127, WE 152, WE 137, WE 128, WE 102, WE 155, WE 166
- Calvin College: WE 128, WE 102, PE 186, WE 129, WE 157, WE 130
- Central Michigan University: PE 198, WE 165, WE 189, WE 104, WE 105, WE 128, PE 185, PE 180, PE 181, PE 182, WE 157, WE 156, PE 201, WE 192, PE 186, WE 146, WE 129, WE 144, WE 152, WE 132, WE 145, WE 132, WE 125, WE 142, WE 128, WE 130, WE 102, WE 127, WE 126, WE 135, WE 137, WE 155, WE 134, WE 141, WE 165
- Cornerstone University: PE 182, PE 180, WE 157, PE 184, WE 142, WE 125
- Delta College: WE 146, WE 157, WE 165, WE 189, WE 127, WE 125, WE 137, WE 134, WE 146, WE 129
- Ferris State University: PE 186, PE 201, WE 129, WE 132, WE 165, WE 189, WE 133, WE 120
- Grand Valley State University: WE 165, WE 125, WE 102, WE 157, PE 186, WE 125, WE 133, WE 120, WE 135, WE 201
- Hope College: WE 157
- Jackson Community College: WE 126, WE 120
- Kalamazoo Valley Community College: WE 129, WE 120, WE 137, WE 125, WE 166, WE 126
- Kellogg Community College: WE 165, WE 189, WE 129
- Lake Michigan College: PE 181, PE 195
- Lansing Community College: WE 144, WE 145, WE 129, WE 165, WE 135, WE 189, WE 140
- Macomb Community College: WE 189, WE 165, WE 125
- Michigan State University: WE 144, WE 125, PE 185, PE 195, PE 198, WE 189
- Mid Michigan Community College: WE 152, WE 130, WE 125
- Montcalm Community College: WE 126, WE 130, WE 166, WE 134, WE 145, WE 146, WE 129
Muskegon Community College: WE 157, PE 186, WE 105, WE 102, WE 132, WE 140, WE 130, WE 126, WE 155, WE 141, WE 127

Northwestern Michigan College: WE 135, WE 124, WE 137, WE 125, WE 110, WE 192, WE 105, WE 102, WE 155, WE 141

Oakland Community College: WE 189, WE 129, WE 132, WE 142, WE 130, PE 195

Western Michigan University: WE 104, WE 105, WE 156, WE 157, WE 189, WE 186, WE 144, WE 145, WE 146, WE 192, WE 125, WE 110, WE 165, WE 127, WE 129, WE 102, WE 124, WE 140, WE 126, PE 195

Assessment of Student Learning

Review & Documentation:

For each assessment project, include the following documentation:

Program Learning Outcome(s) assessed this year

[Please list the Program Learning Outcome(s) that you assessed this year.]

Student Assessment: 6 Dimensions of Wellness Knowledge Assessment

Purpose: To teach students that taking care of your total wellness is important through all the Dimensions of Wellness. Through this activity students will personalize the information and learn how to improve their wellness. They will learn the Wellness Dimensions and be able to understand where each dimension applies to their life.

Measures of Student Learning

[Please list the measures of student learning that were used this year (student work/measurement instrument)]

We will be studying the Wellness Dimensions in each Wellness Course and after the studying of all six Wellness Dimensions the students will take a quiz to make sure they understand the purpose of the Wellness Dimensions and how they apply to everyday life and their personal life

Initial Data and Findings
Summarize the data and findings from the measurement of student learning. Add the detailed data to the appendices.

Many of our Wellness Students do not know that there are many different dimensions of Wellness. This provides us the opportunity to teach and discuss how we can all improve on our Wellness Dimensions. After lectures throughout the semester students then were provided the Wellness Quiz (see attached) to assess their personal knowledge and understanding of the dimensions of Wellness.

Students also completed the Wellness Dimensions packet so they could really personalize each dimension and find out their strengths and weaknesses in each area (see attached). I found that the GRCC students understood the Wellness Dimensions and knew how to apply them to their life but we all interpret the questions differently as seen in the results.

What Was learned and Results:
I learned that our students come up with a lot of excuses and need to learn ways to break through road blocks! They know what the dimensions are, but need to learn how to apply them to their lives outside of class.

Data and Findings: Questions of Wellness Assessment Quiz and Results
(Percentage of students that answered the questions correctly): These questions were answered after lectures on the material:

1. Going to church on Sunday mornings: 97%
2. Taking a Zumba class at a local gym: 100%
3. Contributing to common welfare of our community and being involved in community events: 81%
4. Living in harmony with the others and our environment rather than living in conflict with others: 97%
5. Developing appropriate relationships and getting involved in a walking group through your job: 95%
6. Seeking marital counseling: 86%
7. It is better to stretch and challenge our minds with creative pursuits like college courses than to become self-satisfied and unproductive: 97%
8. It is better to ponder the meaning in life for ourselves and to be tolerant of the beliefs of others than to close our minds and become intolerant: 94%
9. Recycling and being aware of our carbon footprint: 98%
10. It is better to be aware of and accept our feelings than to deny them: 94%

What I will do differently:
We will change the assessment of the wellness dimensions and also lecture on barriers and life after students’ Wellness class.

Curricular or Pedagogical Changes Implemented

Briefly describe the curricular or pedagogical changes are planned or were made as a result of what you learned from the measurement of Program Learning Outcomes.
We will continue to assess the students using the Dimensions of Wellness but in the future will add how these promote and help with an individual’s quality of life.

Data and Findings (post improvement/change)

[Summarize the data and findings from the measurement of student learning after the improvements/changes were made. Add the detailed data to the appendices]

The department will now look at the application of these dimensions on students’ lives.

Institutional Learning Outcomes

Grand Rapids Community College has established four broad areas of skills, knowledge and competencies as its Institutional Learning Outcomes (ILOs). Institutional Learning Outcomes are those skills and competencies which are embedded within every aspect of the college to inspire and enhance each student’s transferable learning skills. The ILOs represent the broad categories of competence that enable students to be successful in further education, in careers, as citizens, and in their personal lives. Student achievement of ILOs is assessed within their courses and co-curricular experiences. The results of those assessments are used to improve the learning experience at GRCC.

The Institutional Learning Outcomes are:

Communication Skills – Students will effectively express and exchange ideas through listening, reading, speaking, writing, and other modes of interpersonal expression.

- The Wellness Department structures courses to promote effective communication in the classroom setting. To engage in conversation through the discussion of ideas, within experiential learning opportunities and active participation in class activities and lessons.
  - Examples include: WE 157 class present three gross motor lesson plans to their peers. After working on their presentation skills through the lessons, the entire class discusses/analyzes the lesson through discussion.

Critical Thinking Skills – Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

The Exercise Science Department provides opportunities in courses to develop new ideas and thoughts outside of general education courses. Because a WE course is required for graduation, the Wellness Department strives to provide a class experience that enables students to think about wellness through a new lens. Examples include:

- Be able to address the instructor or students with modifications or alternatives to a skill.
Students will be able to provide a detailed description on how a skill helps them in their daily lives

Social Responsibility Skills – Students will be prepared to practice community engagement that addresses environmental responsibility, social justice, and cultural diversity.

- The Wellness Department seeks to engage students outside of the classroom through co-curricular experiences, by interacting with community partners, and exploring the local community through classroom activities. Examples include:
- Students participate in Service Learning Projects: PE 184, WE 127, WE 135, PE 186
- Students participate in certification courses
- Students are provided tools in the classroom (nutrition assignments, workouts, wellness dimensions, CDC Concussion Training, log sheets, Know Your Health Numbers, etc.) that they can continue to use and implement throughout their whole life

Personal Responsibility Skills – Students will become independent learners who understand and express the lifelong skills necessary for physical, social, economic, mental, and emotional health.

- The Wellness Department offers courses that are interactive in nature. These opportunities allow for students to socialize in a healthy environment, learn skills that they may apply to their personal life, and gain an understanding of how the Dimensions of Wellness can be applied. Examples include:
- Students need to take care of their body, mind and spirit and by teaching the six Wellness Dimensions. This allows the students to recognize that our Body, Mind and Spirit operate as a whole. There is no disconnection and when one area is off in our life it does affect all areas

Departmental Learning Outcomes:

Program Learning Outcomes

Review & Documentation:

Evaluation Questions:

1. Do the Discipline Learning Outcomes reflect the demonstrable skills, knowledge, and attitudes expected of students in each course within this discipline? Are they aligned with the standards identified in previous work? Are they clearly stated and measurable? If not, what changes are suggested? Document the revised Discipline Learning Outcomes here. Yes, these are new outcomes, so they are revised.

Curriculum Delivery
Review & Documentation:

Courses Approved for Online Delivery

EXS 203, EXS 201, EXS 225, WE 127, WE 189

Honors Courses

NA – possibly in the future

Study Away Courses

NA – possibly in the future

Evaluation Questions:

1. Is experiential learning, including internships and academic service learning, systematically embedded into the courses? Are the current experiential learning opportunities sufficient? Please explain. We do a lot of service learning, and are always looking for ways to do more! (WE 157, EXS 184, EXS 186 & WE 189)

2. Are the online offerings (courses & number of sections) sufficient to meet student and programmatic needs? Yes, we are also working to grow in this area.

3. Are the honors and study away offering sufficient for the program? NA

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response bold:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum alignment with external professional standards</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Challenge Exams</td>
<td></td>
<td></td>
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<tr>
<td>Curriculum Crosswalk</td>
<td></td>
<td></td>
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<tr>
<td>Equivalent Courses/Transfer Institutions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Honors Program</td>
<td>Yes</td>
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<td>Study Away Program</td>
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<td>No</td>
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<tr>
<td>Academic Service Learning</td>
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<td>No</td>
</tr>
<tr>
<td>Online Course Offerings</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Wellness Course Outcomes

At the completion of a wellness course, students will be able to do all of the following:

1. Apply the six dimensions of wellness to students’ lives
   a. The Six Dimensions of Wellness are: Emotional, Mental/Intellectual, Spiritual, Physical, Social, and Environmental
2. Develop a plan to incorporate lifelong healthy habits living into students’ everyday lives
3. Set personal goals for a healthy diet and safe/effective exercise training
4. Demonstrate the ability to be physically active by meeting the requirements of the chosen wellness course

Methods of Assessing Outcomes:

We will continue to do testing in all of our activity courses to measure and show progress of health and overall wellness of all of our students who take our classes. We will look at other areas for next year, for example implementing the six dimensions of wellness in all classes.

See Appendices A and B for resource that are used to assess student learning of the Wellness Course Outcomes.

Preparing for the Future

Peer Institutions

Review & Documentation:

Evaluation Questions:

1. Are peer institutions offering this program at the same level (certificate, associate’s degree)? Is the program offered at a bachelor’s degree? If so, could a pre-major program be created? Yes, in the works!
2. Are there any institutions with whom GRCC could explore articulation agreements? Yes!

Facilities & Equipment/Resources

Review & Documentation:

Facilities & Equipment

Resources
Evaluation Questions:

1. Are the resources sufficient to meet identified needs and goals for the next four years? Please explain. Our budget is sufficient other than the need for an exercise testing lab. This is something we would like to implement in the next 1-2 years.

2. Are the facilities and equipment adequate to facilitate teaching and learning? Please explain. Our long term plan is to renovate the racquetball wing of the Ford Fieldhouse, we need more space!

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response bold:

<table>
<thead>
<tr>
<th>Collaboration Opportunities with Peers</th>
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<th>No</th>
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<tbody>
<tr>
<td>Securing resources for course development/administration</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Facilities/equipment upgrades – Testing Lab</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other: Building Renovation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other:</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other:</td>
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<td>No</td>
</tr>
<tr>
<td>Other:</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Work Products

- Develop the Course Review schedule for the next four years (beginning with next year)
- Curriculum Crosswalk

Transfer Programs

Catalog Description: Exercise Science Articulated Pre-Major with GVSU

This academic program lays the foundation to transfer to GVSU to obtain a B.S. in Exercise Science with an emphasis in Clinical Exercise Science. This is accomplished by taking the first two years of the program at GRCC and transferring seamlessly to GVSU to complete the final two years of the program. This Exercise Science program prepares students for careers related to physical activity, exercise, health and sport. The Clinical Exercise emphasis prepares students for careers related to physical therapy, physician assistant, cardiac rehabilitation, and other allied health careers; more education may be required depending on the chosen career path. By declaring this articulated pre-major, students are on track to graduate with both an Associate of Arts degree from GRCC and a bachelor’s degree from Grand Valley State University within four years (if enrolled in classes full-time).
## PLAN OF STUDY/ SUGGESTED COURSE SEQUENCE

GRCC Articulated Pre-Major Program – GVSU Exercise Science Clinical Emphasis

### GRCC Articulated Pre-Major Program – GVSU Exercise Science Clinical Emphasis

<table>
<thead>
<tr>
<th>Semester #1 Courses (Fall)</th>
<th>Semester #2 Courses (Winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 151 Introduction to Cells, Molecules and Genes (4)</td>
<td>BI 121 Human Anatomy and Physiology 1 (4)</td>
</tr>
<tr>
<td>CHM 120 Survey of General Chemistry (5)</td>
<td>CHM 240 Survey of Organic Chemistry (4)</td>
</tr>
<tr>
<td>MA 110 Intermediate Algebra (4)</td>
<td>EN 101 English Composition 1 (3)</td>
</tr>
<tr>
<td>PE 184 Principles of Physical Education (3)</td>
<td>PY 201 General Psychology (3)</td>
</tr>
<tr>
<td><strong>Total (16)</strong></td>
<td>Wellness Elective (1)</td>
</tr>
<tr>
<td><strong>Total (15)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester #3 Courses (Fall)</th>
<th>Semester #4 Courses (Winter)</th>
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</thead>
<tbody>
<tr>
<td>BI 122 Human Anatomy and Physiology 2 (4)</td>
<td>EN 102 English Composition 2 (3)</td>
</tr>
<tr>
<td>CHM 250 + 251 Biological Chemistry/Lab (5)</td>
<td>CA 250 Nutrition (3)</td>
</tr>
<tr>
<td>MA 215 Statistics (4)</td>
<td>PE 198 Introduction to Athletic Training (3)</td>
</tr>
<tr>
<td>PS 110 Survey of American Government (3)</td>
<td>Humanities Elective (3)</td>
</tr>
<tr>
<td>PS 110 Survey of American Government (3)</td>
<td>PH 125 College Physics (4)</td>
</tr>
<tr>
<td><strong>Total (16)</strong></td>
<td><strong>Total (16)</strong></td>
</tr>
</tbody>
</table>

### Semester #5 Courses (Summer)

<table>
<thead>
<tr>
<th>Semester #5 Courses (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOV 304 Introduction to Exercise Physiology (3) [Taken at GVSU]</td>
</tr>
</tbody>
</table>
**Exercise Science Department**

We have written a mission statement and are in the midst of program review. Here are our findings and a plan to move forward.

**Exercise Science Department Mission Statement**

The mission of the Wellness Department is to educate and positively impact the health of students and the community by offering academic course work, outreach, and practical learning opportunities that promote individual wellness skills and prepare future health, exercise science and wellness professionals for their future.

**Future of the Exercise Science Department**

Throughout this semester’s program review, our department has established many new goals, including the creation of four articulated transfer programs. The Wellness Department has not offered any programs in the past and is moving forward with three transfer agreements with the Movement Science Department at Grand Valley State University. We also plan to create a generic transfer program in Exercise Science, which would transfer to our top five transfer institutions (please see attached document for an academic umbrella of our department moving forward).

To fulfill our mission, within the upcoming year, the Wellness Department is working to:

1. Change our name to the Exercise Science Department
   - We will house Exercise Science and Wellness courses, professional certifications, transfer agreements, and theory courses that transfer to other institutions

2. WE courses will remain the same

3. PE courses will change to EXS courses

4. The following articulated transfer program will be finalized with GVSU by Summer 2014:
   - Clinical Exercise Science (Done!)
   - Health Fitness Instruction (Will be done 14/15)
   - Pre-Physical Therapy (GVSU asked us if we would do this one too, 14/15!)

5. Develop and offer new courses to fulfill the above transfer programs

6. Create a Group Exercise Instructor course and a Personal Training course that will provide students with the opportunity to gain professional certifications that will enable them to gain marketable credentials and work in the field immediately, even if they do not choose to move on and pursue a four year degree in the field. This would be a vocational track, much like LPNs or dental hygienists. Taking GRCC’s overarching values into consideration, the Wellness Department has also developed the following rationale explaining the value of our required Wellness Credit:
a. Because GRCC is a college of distinction, we implement a Wellness Course requirement that aims to enrich the quality of life and academic excellence of our student body.
b. 1 WE credit is required, however, a maximum of 2 WE credits count towards graduation

7. While the department is fulfilling the goal stated above, we hope to offer courses that prepare students for health, exercise science and wellness-related professions such as personal training, group exercise instruction, corporate wellness, physical therapy, wellness coaching, athletic training, strength and conditioning specialist, cardiac rehabilitation specialist, and other career paths.

Departmental Needs
The Wellness Department hopes to implement these changes and grow as a department with the help of a newly created tenure-track faculty position. After carefully reviewing our curriculum, we are seeking to bring in a new faculty member with a strong academic background in Movement Science or a related field. This additional support will aid in the development and implementation of these departmental goals and where our curriculum is going in the near future.

The new faculty member would be responsible to teach:
• EXS 225 Public Health (3 credits, online)
• Intro to Exercise Science (3 credits)
• Wellness courses
• Group Exercise Instructor course (3 credits)
• Personal Training course (3 credits)
• Kinesiology (3 credits)
• Physiology of Activity (3 credits)

Rationale behind the need for the position:
• The President wants 60% : 40% ratio for full time to adjunct faculty
• We currently have the exact opposite, 40% : 60% ratio for full time to adjunct faculty
• Currently, we have four full time faculty members, who are all maxed out on credit load
• Within the past four years, PE courses offered dropped by 40% while WE courses remained the same
• This trend indicates a shift in courses being taught by the department, because many of the PE courses were not offered due to choices made by past leadership, or a lack of transferability, which have both changed.
• Exercise Science courses are needed in order to fulfill course requirements within the transfer agreements with other institutions

Timeline:
• Ideally we need another Full Time Faculty member for the Winter 2014 semester. – We met this goal!!
• If this is not possible, we will need to hire at least 3 new adjuncts to cover courses and will still continue to work towards this.
• At the latest, we need this position by Fall 2014 to support our curriculum and departmental/program goals.

Tentative Position Timeline:
• Winter 2014 – help cover needs and begin to segway into creating and taking over some theory courses
• Summer 2014 – Implement EXS 225 and continue working towards departmental goals and creating courses
• Fall 2014 – Implement group exercise and personal training certification courses
• By Fall 2015 our department will have our articulated programs signed and completed, theory courses transferring and all CARPS completed, and continue to grow and evolve with societal and institutional needs

Current Full Time Faculty Member’s Background/Specialty Areas:

Charlie Wells – Movement Science Background/Self Defense and other activity courses

Melanie Schiele-Gady – Chemistry and Athletic/Sports Administration Background/Yoga, First Aid, Body Tone and Sculpt, Healthy Living, Principles of PE/Intro to Exercise Science

Mike Cupples – Sports Studies Background/Weight Training, First Aid, Coaching Theory courses, and Self Defense

Jodi Gee – Exercise Science & PE background/Yoga, Body Tone and Sculpt, Elementary Games & Rhythms, Aerobic Conditioning, Obesity Epidemic (online), Spinning, Fitness based activity courses and online theory courses

New FT Faculty Member - Exercise Science/Kinesiology background
Courses to teach:
EXS 225 Public Health (3 credits, online)
Intro to Exercise Science (3 credits)
Wellness Activity courses as needed
Group Exercise Instructor course (3 credits)
Personal Training course (3 credits)
Possibly, Kinesiology (3 credits) & Physiology of Activity (3 credits) if we are able to offer these courses here

New Courses and Rationale:

Intro to Exercise Science – An introductory course in exercise science is required for all students pursuing a degree in the field of exercise science or related field. This course is typically taken the first semester the student is enrolled. Intro to Exercise Science is a course that prepares students with the foundation of knowledge relating to preparation as a developing professional in the field and opportunities in the field, along with basic education relating to exercise science and recreation. After benchmarking, all peer institutions and major transfer institutions require the Intro to Exercise Science (or one similar) course in order to pursue a degree in this field.
Physiology of Activity – This course prepares students with the knowledge of how the body functions when exercising. Offering this course during the second year for Exercise Science majors at GRCC will allow students to move smoothly into their junior year of Movement Science at GVSU. This course is a pre-requisite course to MOV 320, 321 and 365, which are courses taken during semester five of the Exercise Science program.

Kinesiology (summer course) – This course is typically offered the third year of an Exercise Science degree-seeking student. This course could be offered as a summer course for GVSU students needed to fulfill this course during the summer months…
Appendix A

6 Dimensions of Wellness, provide quiz
GRCC Wellness Department

The 6 Dimensions of Wellness

Environmental

It is important to lead a lifestyle that is respectful to the environment. This includes respecting nature and those species living in it. Also, respect for others living in our environment is just as necessary as respect for the physical environment itself.

List and describe 5 different ways you personally can improve how you interact with the Environmental dimension of health.

1.

2.

3.

4.

5.

Physical

The physical component recognizes the need for regular physical activity. Individuals who practice physical well-being apply knowledge about exercise, nutrition, fitness, healthy eating habits, and personal hygiene into their daily routines.
Look up and describe the following:

1. Your daily-recommended hours of sleep for your age.
2. Your calorie consumption for gender/age/height.
3. The daily-recommended amount of exercise and type you are supposed to do everyday.
4. Describe the importance of seeking yearly medical check-ups.
5. List 3 changes you want to make to improve your physical health.

*Emotional*

The emotional component recognizes awareness and acceptance of one's feelings. Emotional wellness includes the level in which one feels positive and energetic about the life that they live. Positive emotional wellness also allows one to be sensitive and have empathy towards others.

Describe the different types of emotions one can experience that may affect their overall health.

What are some different ways to cope or seek guidance with emotional health?

Describe a personal situation where emotions have affected your performance throughout the day. Did it affect how you acted throughout the day? What kind of emotions were you feeling?

*Spiritual*

The spiritual component encourages individuals to increase their understanding of the beliefs, values, and ethics, which can help guide a clear path in their lives.

Go to the following link and read through the material on Spiritual Wellness. Once you have read through the information, Complete the following Wellness Assessment.
Spiritual Wellness Assessment

The spiritual dimension of wellness involves seeking meaning and purpose in one's life. Read each statement carefully and respond honestly by using the following scoring:

Almost always = 2 points  Sometimes/occasionally = 1 point  Very seldom = 0 points

____ 1. I feel comfortable and at ease with my spiritual life.
____ 2. There is a direct relationship between my personal values and daily actions.
____ 3. When I get depressed or frustrated, my spiritual beliefs and values give me direction.
____ 4. Prayer, meditation, and/or quiet personal reflection is/are important in my life.
____ 5. Life is meaningful for me, and I feel a purpose in life.
____ 6. I am able to speak comfortably about my personal values and beliefs.
____ 7. I am consistently striving to grow spiritually and I see it as a lifelong process.
____ 8. I am tolerant of and try to learn about others' beliefs and values.
____ 9. I have a strong sense of life optimism and use my thoughts and attitudes in life-affirming ways.
____ 10. I appreciate the natural forces that exist in the universe.

_______ Total for Spiritual Wellness Dimension

Score: 15 to 20 Points - Excellent strength in this dimension.
Score: 9 to 14 Points - There is room for improvement. Look again at the items in which you scored 1 or 0. What changes can you make to improve your score?
Score: 0 to 8 Points - This dimension needs a lot of work. Look again at this dimension and challenge yourself to begin making small steps toward growth here.
Remember:
The goal is balanced wellness.

Social Wellness

The social component encourages participation in one’s community, campus, and environment.

Reflect on the current class you have been taking. Think back to the first day of
class and where you are currently. How have you developed socially?

How can this wellness course carry with you into the social realm of wellness throughout your life?

If someone was new to the school and they were trying to find a way to become more social, would you recommend this activity course? Why or why not?

Is there anything you would change/incorporate to make this wellness course more social in order to create more interaction and a positive effect on students’ lives?

*Intellectual*

The intellectual component measures the degree to which an individual engages in creative mental activities. An intellectual healthy person uses the resources available to increase their knowledge and skills while sharing them with others.

Visit the following link below, click on the PDF file and read through the following document on Intellectual Wellness:

http://wellness.ucr.edu/lflw_intellectual_wellness.html
Appendix B

Please answer the following Questions:

1. How would you describe intellectual wellness using your own words?

2. What 2 benefits of Intellectual Wellness?

3. What are 3 activities you can do to exercise the dimension of intellectual wellness?

4. How can you improve and maintain intellectual wellness?

The Six Dimensions of Wellness Quiz

This is a quiz to measure your knowledge and understanding of the six (seven) dimensions of wellness discussed in class this semester. Fill in the blank with the appropriate dimension. (Physical, Social, Spiritual, Emotional, Environmental, Mental/Intellectual, Occupational)

1. Going to church on Sunday mornings. ________________

2. Taking a Zumba class at a local gym.______________

3. Contributing to common welfare of our community and being involved in community events.______________

4. Living in harmony with others and our environment rather than living in conflict with others.______________

5. Developing appropriate relationships and getting involved in a walking group through your job.______________

6. Seeking marital counseling. _________________

7. It is better to stretch and challenge our minds with creative pursuits like college courses than to become self-satisfied and unproductive. ________________

8. It is better to ponder the meaning of life for ourselves and to be tolerant of the beliefs of others than to close our minds and become intolerant. ________________

9. Recycling and being aware of our carbon footprint. ________________
10. It is better to be aware of and accept our feelings than to deny them.
Appendix C

Course Data

Table 1. Wellness Overall Success Data 2009 - 2013

<table>
<thead>
<tr>
<th></th>
<th>(09) A to C-</th>
<th>W</th>
<th>(10) A to C-</th>
<th>W</th>
<th>(11) A to C-</th>
<th>W</th>
<th>(12) A to C-</th>
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<tr>
<td>Total WE</td>
<td>78%</td>
<td>14%</td>
<td>79%</td>
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<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>13%</td>
<td>72%</td>
<td>13%</td>
<td>72%</td>
<td>12%</td>
<td>74%</td>
<td>11%</td>
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</tbody>
</table>

- The Wellness Department WE courses remained above the institution’s success rate for the four consecutive years
- The Wellness Department will continue to strive for total success rates at or above 75% each year

Table 2. Wellness Course Success Data 2009-2013

<table>
<thead>
<tr>
<th>Course</th>
<th>09-’10</th>
<th>10-’11</th>
<th>11-’12</th>
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<tr>
<td>WE 102</td>
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<td>86%</td>
<td>83%</td>
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<td>WE 105</td>
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<tr>
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<td>76%</td>
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<td>68%</td>
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<td>WE 130</td>
<td>92%</td>
<td>90%</td>
<td>85%</td>
<td>92%</td>
<td>90%</td>
</tr>
<tr>
<td>WE 131</td>
<td>83%</td>
<td>91%</td>
<td>76%</td>
<td>69%</td>
<td>80%</td>
</tr>
<tr>
<td>WE 132</td>
<td>74%</td>
<td>79%</td>
<td>82%</td>
<td>94%</td>
<td>82%</td>
</tr>
<tr>
<td>WE 133</td>
<td>66%</td>
<td>78%</td>
<td>38%</td>
<td>73%</td>
<td>64%</td>
</tr>
<tr>
<td>WE 134</td>
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<td>70%</td>
<td>72%</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>WE 135</td>
<td></td>
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<td>80%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>WE 140</td>
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<td>81%</td>
<td>76%</td>
<td>84%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Wellness Course Success Data Analysis:

- The table above demonstrates the WE course success data each year from 2009-2013
- The averages for each course were calculated and shown in the far right hand column
- The cells that are highlighted show the courses that are below the Wellness Department’s goal percentage of 75%
- It is important to note the courses that were discontinued. The averages are skewed based on how many years the course were offered.
- Consistently offered 25 (+/-) Wellness courses per year
- Increased overall success rate by 4% during over the course of the four years
- Approximately 8/27 course averages fell under 75% over the four year time period

Table 3. Physical Education Overall Success Data 2009 - 2013

<table>
<thead>
<tr>
<th></th>
<th>A to C-</th>
<th>W</th>
<th>A to C-</th>
<th>W</th>
<th>A to C-</th>
<th>W</th>
<th>A to C-</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PE</td>
<td>66%</td>
<td>19%</td>
<td>71%</td>
<td>18%</td>
<td>70%</td>
<td>18%</td>
<td>82%</td>
<td>10%</td>
</tr>
<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>13%</td>
<td>72%</td>
<td>13%</td>
<td>72%</td>
<td>12%</td>
<td>74%</td>
<td>11%</td>
</tr>
</tbody>
</table>

- The Wellness Department remained above the institution’s success rate during 2009-2010 & 2012-2013
- The Wellness Department will continue to strive for total success rates above 75% each year

Table 4. Physical Education Course Success Data 2009 - 2013
<table>
<thead>
<tr>
<th>Course</th>
<th>A to C-</th>
<th>A to C-</th>
<th>A to C-</th>
<th>A to C-</th>
<th>4 year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 180</td>
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<tr>
<td>PE 181</td>
<td>74%</td>
<td>79%</td>
<td>82%</td>
<td>94%</td>
<td>82%</td>
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<tr>
<td>PE 182</td>
<td>71%</td>
<td>80%</td>
<td></td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>PE 184</td>
<td>69%</td>
<td>66%</td>
<td>71%</td>
<td>91%</td>
<td>74%</td>
</tr>
<tr>
<td>PE 185</td>
<td>72%</td>
<td>82%</td>
<td>61%</td>
<td></td>
<td>72%</td>
</tr>
<tr>
<td>PE 186</td>
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<td>82%</td>
<td>67%</td>
</tr>
<tr>
<td>PE 195</td>
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<td></td>
<td>50%</td>
</tr>
<tr>
<td>PE 198</td>
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<td>79%</td>
<td>77%</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>PE 201</td>
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<td>55%</td>
<td>49%</td>
<td>76%</td>
<td>56%</td>
</tr>
<tr>
<td>PE 203</td>
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<td>72%</td>
<td>65%</td>
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<tr>
<td>PE 298</td>
<td></td>
<td></td>
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<td></td>
<td>100%</td>
</tr>
<tr>
<td>PE 299</td>
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<td></td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total PE</td>
<td>66%</td>
<td>71%</td>
<td>70%</td>
<td>82%</td>
<td>72%</td>
</tr>
<tr>
<td>Total GRCC</td>
<td>73%</td>
<td>72%</td>
<td>72%</td>
<td>74%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Physical Education Course Success Data Analysis:

- The table above demonstrates the PE course success data each year from 2009-2013.
- The averages for each course were calculated and shown in the far right hand column.
- The overall success rate average for all courses fell under 75% and under the GRCC average all but year 2012-2013.
- The cells that are highlighted show the courses that are below the Wellness Department’s goal percentage of 75%
- It is important to note the courses that were discontinued. The averages are skewed based on how many years the course were offered.
- First three years, offered 10 PE courses in 2009-2010, 2010-2011, and 2011-2012. 2012-2013 offered 6. The explanation for this is a decrease in enrollment across the College, and a lack of marketing.
- Increased overall success rate by 16% over the course of the 4 years.
- Approximately 8/10 course averages fell under 75% over the four year time period. Many of these courses were no longer offered within the past two years.