

2014 Physical Education IPR

LASSEN COMMUNITY COLLEGE

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Senate Approved August 26, 2014

Presented to Consultation Council August 28, 2014

Accepted by Governing Board September 9, 2014

2014 Physical Education IPR

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, And Student Learning Outcomes

The Physical Education program at Lassen College has the following outcomes with the corresponding institutional student learning outcome noted in parentheses:

1. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness (iSLO 4)
2. Develop and apply techniques and strategies for development of personal physical fitness (iSLO 3, 4)
3. Think critically and apply logic to situational game play through intercollegiate athletics (iSLO 2)
4. Cooperate with others in a collaborate environment for accomplishment of personal fitness and/or team goals (iSLO 1, 2, 4)
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society (iSLO 2)
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness (iSLO 3, 4)
7. Demonstrate an understanding of the basic methodologies of science (iSLO 3)

As noted, collectively the seven PSLOs for physical education link to all four institutional SLOs. Additionally, as noted in WEAVE, individual course outcomes collectively link to all seven program SLOs.

Since the last review repeatability has continued to be limited by Title V changes, and curriculum revision occurred with intercollegiate athletics courses in order to comply with new regulations established by CCC Commission on Athletics. Also, fewer fitness and health courses have been offered since the last program review given the retirement of one faculty member (Rex Branum) who taught three correspondence health sections a semester and the movement of one faculty member to a new discipline (Toni Poulsen to History/Political Science). These changes have effected the overall FTES generation of the program.

While students frequently claim a physical education major, students do not end up completing the degree. The general studies and university studies degrees were revised spring 2014 to exclude all inactivated courses and provide the flexibility through multiple course choices in order to make it easier to complete the degree even if classes are cancelled for low enrollment. Further degree development is needed once BIOL 25 & BIOL 26 are C-ID approved; everything else needed for the AA in Kinesiology for transfer is in place, but included courses must be C-ID approved if available or articulated.

Planning Agenda:

1. Review program SLOs to ensure appropriateness of all seven outcomes given that not all physical education majors are athletes, and a student can complete the physical education GS or US associate degrees without participating in intercollegiate athletics.
2. Complete the AA-T in Kinesiology in fall 2014 to be effective fall 2015.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

No degrees in physical education have been earned since 2005-2006, and in the last 14 years only three physical education degrees have been earned. For the university studies degree, BIOL 25 & 26 Anatomy and Physiology seems to be a barrier yet it is required for all bachelor degrees in kinesiology, exercise science, or physical education teaching prep. Also, more recently, some of the classes required for the degree were not regularly offered primarily because of little to no interest from students.

Because no degrees have been earned since 2005-2006, it is difficult to know if any students transferred from Lassen College to a UC, CSU, ISP or OOS for a physical education major. Presumably, without a PE AA degree, there are little to no LCC transfers for PE. With the establishment of an AA degree for Transfer in physical education, we will know more clearly whether students are transferring to CSU after completing an LCC AA-T in PE.

Tables 1.1 – 1.4 illustrate retention and success data for courses in the physical education program during the last four years

RETENTION

Table 1.1 Term Retention

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
PE-15											83%	
PEAC-10			100%			100%			100%			100%
PEAC-14	94%											
PEAC-16		85%	94%	91%	94%	76%						
PEAC-20A		100%			93%			97%			97%	
PEAC-21A		78%	98%			92%		100%			96%	
PEAC-22A			100%									89%
PEAC-23A	100%	94%			88%			100%			100%	
PEAC-25A			100%			82%						100%
PEAC-2A					100%			100%			89%	
PEAC-2C		62%			100%						100%	
PEAC-32A		83%	94%									
PEAC-32D	100%	96%	87%	92%	82%	100%		100%	94%		86%	70%
PEAC-34		100%	100%		94%							
PEAC-35A		67%	90%		100%	100%			100%			100%
PEAC-36			100%			100%						
PEAC-37			99%			100%						
PEAC-38			100%			100%						
PEAC-40			100%			100%						
PEAC-44		72%	95%		88%	100%		100%	75%		70%	62%
PEAC-54		97%	98%		93%	100%		100%	100%		95%	78%
PEAC-5A		100%			73%			100%			100%	
PEAC-5C		100%			100%			100%			100%	
PEAC-6		100%			89%			100%			100%	
PEAC-60	100%	100%	100%	100%	83%	83%						
PEAC-7			95%			100%			100%			94%
PEAC-9		100%			100%			100%			88%	

RETENTION

Table 1.2 Annual Retention

Course	2009-2010	2010-2011	2011-2012	2012-2013
PE-15				83%
PEAC-10	100%	100%	100%	100%
PEAC-14	94%			
PEAC-16	90%	85%		
PEAC-20A	100%	93%	97%	97%
PEAC-21A	91%	92%	100%	96%
PEAC-22A	100%			89%
PEAC-23A	96%	88%	100%	100%
PEAC-25A	100%	82%		100%
PEAC-2A		100%	100%	89%
PEAC-2C	62%	100%		100%
PEAC-32A	88%			
PEAC-32D	91%	92%	96%	79%
PEAC-34	100%	94%		
PEAC-35A	79%	100%	100%	100%
PEAC-36	100%	100%		
PEAC-37	99%	100%		
PEAC-38	100%	100%		
PEAC-40	100%	100%		
PEAC-44	87%	93%	81%	65%
PEAC-54	97%	95%	100%	85%
PEAC-5A	100%	73%	100%	100%
PEAC-5C	100%	100%	100%	100%
PEAC-6	100%	89%	100%	100%
PEAC-60	100%	90%		
PEAC-7	95%	100%	100%	94%
PEAC-9	100%	100%	100%	88%

Overall, retention in physical education classes is good. Most of the classes in the course inventory are athletics-related, so students tend to be more motivated and continue in a class until the end of a semester. Two courses that enroll the highest number of general students (non-athletes) are PEAC 32D Fitness Center and PEAC 44 Yoga. It can be noted that retention in these two classes is lower than the rest of the physical education classes. This appears to be due to lower motivation with general students but at times is due to an inaccurate expectation for physical activity classes; some general students want to take a class to simply work out at their own pace and even on their own time while getting educational credit. Students are sometimes surprised by the level of instruction and expectation for work plus the requirement that all activities be completed during class time with the instructor present. By mid-semester, enrollments in PEAC 32D and PEAC 44 tend to have dropped as students don't follow through or become frustrated by classroom expectations. Instructors also note that some students have dropped

because of increasing workload and pressures in other classes; physical activity classes are seen as one-unit courses that can be dropped to ease overall stress and workload.

SUCCESS

Table 1.3 Term Success

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
PE-15											70%	
PEAC-10			100%			94%			100%			100%
PEAC-14	83%											
PEAC-16		78%	92%	55%	88%	76%						
PEAC-20A		100%			93%			97%			97%	
PEAC-21A		74%	91%			83%		97%			96%	
PEAC-22A			100%									89%
PEAC-23A	91%	94%			82%			100%			100%	
PEAC-25A			100%			73%						100%
PEAC-2A					100%			100%			87%	
PEAC-2C		62%			100%						94%	
PEAC-32A		83%	94%									
PEAC-32D	73%	72%	75%	83%	74%	80%		97%	90%		55%	44%
PEAC-34		77%	100%		94%							
PEAC-35A		67%	80%		100%	100%			100%			100%
PEAC-36			100%			100%						
PEAC-37			99%			100%						
PEAC-38			100%			100%						
PEAC-40			100%			100%						
PEAC-44		67%	85%		85%	98%		100%	75%		61%	54%
PEAC-54		94%	96%		91%	94%		92%	100%		89%	76%
PEAC-5A		72%			67%			100%			100%	
PEAC-5C		100%			100%			100%			82%	
PEAC-6		86%			78%			100%			86%	
PEAC-60	100%	100%	100%	100%	83%	83%						
PEAC-7			95%			91%			100%			94%
PEAC-9		100%			100%			100%			88%	

SUCCESS

Table 1.4 Annual Success

Course	2009-2010	2010-2011	2011-2012	2012-2013
PE-15				70%
PEAC-10	100%	94%	100%	100%
PEAC-14	83%			
PEAC-16	85%	75%		
PEAC-20A	100%	93%	97%	97%
PEAC-21A	85%	83%	97%	96%
PEAC-22A	100%			89%
PEAC-23A	93%	82%	100%	100%
PEAC-25A	100%	73%		100%
PEAC-2A		100%	100%	87%
PEAC-2C	62%	100%		94%
PEAC-32A	88%			
PEAC-32D	74%	78%	93%	50%
PEAC-34	88%	94%		
PEAC-35A	74%	100%	100%	100%
PEAC-36	100%	100%		
PEAC-37	99%	100%		
PEAC-38	100%	100%		
PEAC-40	100%	100%		
PEAC-44	79%	91%	81%	57%
PEAC-54	95%	92%	97%	82%
PEAC-5A	72%	67%	100%	100%
PEAC-5C	100%	100%	100%	82%
PEAC-6	86%	78%	100%	86%
PEAC-60	100%	90%		
PEAC-7	95%	91%	100%	94%
PEAC-9	100%	100%	100%	88%

Overall the program is effective. Students are completing courses successfully. However, there have been changes in the program that have affected the variety of courses, opportunities for enrollment, and overall FTES generated by the program.

Success rates are strong across athletic-related activity courses. This is expected due to the motivation of student-athletes and constant contact with coaches. Success rates are lower in the two classes most often taken by general (non-athlete) students: PEAC 32D Fitness Center and PEAC 44 Yoga. Success rates are lower in these two classes because students may not follow through with a high level of commitment. Other classes become harder and demand more time, and some students are not completely committed to regularly attending throughout an entire semester. More of an emphasis on time management, personal responsibility and decision making, and the importance of regular physical activity are areas that could be

emphasized at the start of classes with more general (non-athlete) students in order to help students recognize the importance of regularly attending and participating in physical activity classes.

Planning Agenda:

1. Increase sections of PEAC 32D if/when enrollments support it.
2. Ensure that new intercollegiate pre- and off-season courses are taught only once a year in order to not exceed maximum annual hours for athletes in each sport.
3. Explore feasibility of another fitness-related course.

B. Student Learning Outcome Assessment

SLO assessments are regularly completed for all Lassen College courses including physical education courses. Results are stored in WEAVE and are discussed at division meetings and between faculty, especially those teaching sections of the same course. For example, Carrie Nyman and Cheryl Aschenbach regularly discuss measurement options for DS120 (Adapted Physical Education) along with assessment results and ways to improve student outcomes. During Fall 2012, Carrie and Cheryl noted that student outcomes for the DS120 SLO related to sportsmanlike behavior were not as high as desired. So, the two created a new cooperative games and teach challenge unit to be taught within DS120 during Spring 2013. For 8 weeks, students engaged in cooperative activities designed to increase teamwork, communication, and collaboration while still meeting fitness and activity expectations for the class. At the end of the semester, student outcomes for sportsmanship were much higher, and in 2013-2014 there were fewer incidences of poor sportsmanship and uncooperative behavior.

All course outcomes are stored in WEAVE and available for review by all faculty. PE SLO assessments are favorable, and outcomes are being met. SLO assessment is on-going, and course SLOs are linked to program SLOs.

Planning Agenda:

None

C. Student Evaluation Summary

Students were surveyed in physical education courses including PEAC 32D, PEAC 44, PEAC 15, and others during Fall 2013. However, surveys were never tabulated by Academic Services and complete results are not available. Courses were not surveyed in Spring 2014. Survey results from DSPS activity-related courses were also reviewed because the PE facilities are used. These survey results are available in Academic Services as well as the DSPS IPR.

Based on preliminary faculty review of student surveys prior to submission to Academic Services, students enjoy classes, but multiple comments were made about the need to have a more clean, better maintained and more up-to-date fitness facility and locker rooms. Students commented on the poor condition of the track. Students expressed a concern that wrestling mats and wrestling room floor are not regularly cleaned and disinfected, which could increase risk of fungal disease transmission between students. Students also indicated there was a need for bathrooms closer to the track and softball fields. Finally, students commented on the need for better climate control in the Fitness Center.

Planning Agenda:

1. Maintain a contract with Commercial Fitness Equipment for bi-annual servicing and repair of Fitness Center machines and equipment (\$1,700/yr).
2. Work with Commercial Fitness Equipment or similar professional to establish a replacement schedule for Fitness Center equipment.
3. Re-upholster all upholstered surfaces on weight stations and benches.
4. Ensure that all physical education facilities are kept clean including Fitness Center, wrestling room, gym and locker rooms.

III. Curriculum

A. Degrees and/or Certificates

There are two degree options in physical education: AA General Studies and AA University Studies.

There are no certificates. Program SLOs are the same as the university studies degree SLOs:

1. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness (iSLO 4)
2. Develop and apply techniques and strategies for development of personal physical fitness (iSLO 3, 4)
3. Think critically and apply logic to situational game play through intercollegiate athletics (iSLO 2)
4. Cooperate with others in a collaborate environment for accomplishment of personal fitness and/or team goals (iSLO 1, 2, 4)
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society (iSLO 2)
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness (iSLO 3, 4)
7. Demonstrate an understanding of the basic methodologies of science (iSLO 3)

The SLOs for the general studies degree are the same as the university studies with the exception of the elimination of #7:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team sports goals.
4. Implement a physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.

Because the PE degree may be completed by students who are not also athletes without taking any competitive athletics courses, program SLOs should be reviewed to make them more appropriate for all student populations. Specifically, PSLO 3, think critically and apply logic to situational game play through intercollegiate athletics, is only achievable by athletes; non-athletes cannot complete this SLO successfully. While an awareness of team sports and the skills involved are an important part of the physical education degree, participation in intercollegiate athletics is not necessary.

Program SLOs are measured through course outcomes. Overall, assessment results are good.

At the state level, model curriculum for an AA for Transfer degree in Kinesiology was developed. Program faculty have worked with the Curriculum/Academic Standards committee and articulation officer to develop an AA-T in Kinesiology for Lassen College. The degree framework was approved by Curriculum at its last meeting in Spring 2014 and is being submitted to the Chancellor's Office for approval summer 2014. Once this degree is approved, program faculty need to determine whether the transfer degree is in addition to the two existing degrees or will replace at least the university studies degree.

In addition to developing the AA-T in Kinesiology, existing degrees were revised in spring 2014. Inactive courses were eliminated, and only courses that are regularly scheduled were included to help make it easier for students to complete degree requirements.

The college does not currently have any vocational certificates. However, it could consider certificates for certified fitness trainers (including potential for certification in various fitness areas) and massage therapy. These fields are experiencing rapid growth, and some training is needed for employment. Labor market data and local interest would need to be determined before moving ahead, and an advisory committee would need to be established since the certificates would have a vocational emphasis.

Major prep requirements for physical education, kinesiology, exercise physiology, exercise science and health are varied from university to university including within the CSUs. As a result, it is difficult to ensure that Lassen's AA degrees will easily facilitate transfer for students. Development of the AA-T helps; with the AA-T in Kinesiology students are guaranteed entry into a related program at CSUs. Disclaimers with the AA General Studies and AA University Studies recommend that students work with a counselor and try to identify their transfer institution as soon as possible so that the varied needs of university programs can be met.

Planning Agenda:

1. Review and revise program SLOs to remove expectation that physical education majors are all athletes.
2. Make the AA-T in Kinesiology available to students once it's approved by the Chancellor's Office.
3. Explore feasibility of certificates for certified fitness trainer and massage therapy.

B Courses

Since the 2010 PE IPR, there have been many courses added and deleted.

PE Theory courses were inactivated spring 2014. None have been taught for at least four years because of FSA requirements following the 2006 Minimum Conditions process (physical education FSA required instead of coaching). Degrees were revised to accommodate the inactivation of these courses.

New off-season athletics courses were developed effective Fall 2014 to better manage enrollments and hours as allowed by CCCAA. As a result, no sport can practice more than 175 hours in fall or spring, although some additional pre-season summer hours are possible for fall sports. These courses were written to replace existing skills courses and PEAC 54 Sports Conditioning.

Some physical education major courses were inactivated because they haven't been taught in at least four years and weren't deemed necessary for the degrees when degrees were reviewed and revised. These include PEAC 26 Officiating and PEAC 27 Care and Prevention of Athletic Injuries.

Athletics skills courses were inactivated following approval of the off-season athletics courses.

Multiple activity courses were inactivated because of low enrollments or time since class was last successfully offered or, in the case of the skiing and senior fitness classes, because of minimum conditions follow-up. This includes PEAC 12 Triathlon Training, PEAC 32A Step Aerobics, skiing-related classes (PEAC 36, 37, 38, 40), PEAC 44A Jazz Dancing, and PEAC 60 Senior Fitness.

Courses that were revised since the last IPR include PE 15 (titled changed to reference Kinesiology rather than physical education), PEAC 14 Bowling, and PEAC 16 Walking.

The Curriculum Review Form is attached.

Enrollments in fitness and activity classes that do not have an athletic emphasis are low, especially since repeatability was limited. If new courses are proposed, consideration for potential enrollments must be considered.

The AA-T in Kinesiology degree was developed using the model curriculum. At the time of development, Lassen had courses to fit each area within the degree curriculum. However, faculty could explore additional course options within the degree curriculum depending on what is in use at other schools and what is allowable within the model curriculum. Additionally, there could be a need for a group games or activity course, an elementary physical education course, or related courses within other transfer degree programs including the AA-T in Elementary Education or Teacher Preparation. If a course could be developed to meet degree requirements in multiple transfer degrees, it would help ensure higher enrollment numbers and sustainability of the course.

Planning Agenda:

1. Consider additional courses as needed for AA-T in Kinesiology, AA-T Elementary Education or other transfer degrees.

C. Scheduling and Enrollment Patterns

Generally, the 2-year plan in physical education has been followed for athletics and activity courses. Major courses, however, have not been offered consistent with the 2-year plan primarily because of low enrollments when offered, low demand, or lack of qualified instructors. For example, PEAC 15 had not been taught according to the 2-year plan for at least four years, but starting Fall 2012 it returned to the schedule every fall semester.

Sections of PEAC 32D have been reduced over the last four years, which impacted FTE generation. Prior to the minimum conditions issues in 2006, PEAC 32D was taught as a drop-in course; students could attend whenever their schedules allowed. Since then, it's been a scheduled course and students must attend the scheduled class with their instructor. Instructor qualifications were also raised from coaching to physical education as a result of the minimum conditions investigation. Often, coaches taught fitness center sections and enrolled their athletes in their section; now that PEAC 32D must be taught by instructors with a master's in physical education, sections are taught by a full-time instructors and coaches don't encourage athletes to enroll unless they only need a single unit. These changes resulted in an initial

drop in sections and FTES (prior to last IPR). When sections have been offered more often since 2010, sections often had low enrollments to start a semester and lower enrollments to finish. Athletes still do not usually take PEAC32D because they're working out as part of their athletic team class or don't need a 1-unit class. Sections have been reduced over time in order to increase efficiency of enrollments; as a result, sections have had higher enrollments to start a semester. Additional sections could be added as enrollments in existing sections grow.

As noted in the enrollment tables below, PEAC 54 Sports Conditioning generated high enrollments as recently as four years ago since it was a course developed to facilitate student-athlete conditioning and weights workouts. Recently, the course was inactivated and replaced with off-season courses because of CCCAA updated regulations restricting total number of sport-related hours a student may be enrolled in each semester. Now, students must do their sport-related conditioning as part of their off-season conditioning class and their in-season varsity class. This has reduced overall enrollments.

Currently, course schedules within physical education remain consistent in terms of day and times offered. PEAC 32D is always offered MW 11-12:15 and TTh 11-12:15 because of the instructor's existing morning schedule and the use of the fitness center by athletes in the afternoon. An evening section is often asked about and occasionally offered, but enrollments are usually low and not cost-efficient. PEAC 44 is always taught in the morning MWF to avoid facility conflicts with wrestling and other intercollegiate teams. PEAC 16 could be offered in the evening, but as noted with PEAC 32D evening offerings usually have low enrollments even though they are often asked about; PEAC 16 is best scheduled during the morning hours to avoid the heat in afternoons as well as to have an alternate facility available (gym or fitness center) in case of poor weather.

There has not been any advertisement of physical activity classes in the past except for word-of-mouth and inclusion on late start lists when relevant. It is entirely possible that some community members and students do not realize what activity classes are being offered each semester, so advertising both on campus (flyers on campus bulletin boards) and in the Lassen Times could be helpful to gain a few new enrollments.

Besides noting that enrollments in evening sections are usually lower than day sections, day/time offerings don't seem to impact FTE generation. The majority of on-campus students taking general education classes are doing so in the mornings or early afternoons; offering one early morning option (PEAC 44) and mid-day option (PEAC 32D) allows students to fit a fitness class into their schedules. Having an evening section would actually make it harder for evening students to take a fitness class since classes would have to meet twice a week and would reduce the options for taking other evening classes.

One additional factor that has impacted FTEs generation is the removal of repeatability as required by Title V. This occurred prior to the 2013-2014 academic year, and overall enrollments have dropped in physical education as a result. Previously, a student could enroll in any class within a family of classes (similar activity) up to 4 times; now a student is limited to one enrollment. While we may be able to capture a few additional FTEs if at least one more repeat was allowed, some instructors agree that the intent of most of the activity courses is to teach people basic skills, so they can take the skills and more comfortably and knowledgeably participate in similar community activities like going to the local fitness clubs, walking in the community, or taking aerobics-type group classes. Students are able to accomplish this after one enrollment. Therefore, any work-around that gains additional enrollments is not

recommended because there is not a dire need and it violates the legislative intentions behind the Title V change.

Table 1.5 Terms Courses Offered

Course	2010-2011			2011-2012			2012-2013		
	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP
PE-15								1	
PEAC-10			1			1			1
PEAC-14									
PEAC-16	1	1	1						
PEAC-20A		1			1			1	
PEAC-21A			1		2			2	
PEAC-22A									1
PEAC-23A		1			1			1	
PEAC-25A			1						1
PEAC-2A		1			1			1	
PEAC-2C		1						1	
PEAC-32A									
PEAC-32D	1	2	3		2	3		2	2
PEAC-34		1							
PEAC-35A		1	1			1			2
PEAC-36			1						
PEAC-37			3						
PEAC-38			3						
PEAC-40			1						
PEAC-44		3	2		1	1		1	1
PEAC-54		7	3		1	1		2	2
PEAC-5A		1			1			1	
PEAC-5C		1			1			1	
PEAC-6		1			1			1	
PEAC-60	1	1	1						
PEAC-7			1			1			1
PEAC-9		1			1			1	

Table 1.6 Annual Courses Offered

Course	2009-2010	2010-2011	2011-2012	2012-2013
PE-15				1
PEAC-10	1	1	1	1
PEAC-14	1			
PEAC-16	5	3		
PEAC-20A	1	1	1	1
PEAC-21A	4	1	2	2
PEAC-22A	1			1

PEAC-23A	2	1	1	1
PEAC-25A	1	1		1
PEAC-2A		1	1	1
PEAC-2C	1	1		1
PEAC-32A	2			
PEAC-32D	8	6	5	4
PEAC-34	2	1		
PEAC-35A	2	2	1	2
PEAC-36	1	1		
PEAC-37	3	3		
PEAC-38	3	3		
PEAC-40	1	1		
PEAC-44	6	5	2	2
PEAC-54	9	10	2	4
PEAC-5A	1	1	1	1
PEAC-5C	1	1	1	1
PEAC-6	1	1	1	1
PEAC-60	3	3		
PEAC-7	1	1	1	1
PEAC-9	1	1	1	1

Table 1.7 Term Enrollments

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
PE-15											30	
PEAC-10			15			16			12			12
PEAC-14	18											
PEAC-16		46	50	11	16	25						
PEAC-20A		18			30			37			37	
PEAC-21A		23	43			24		32			23	
PEAC-22A			5									9
PEAC-23A	11	17			17			13			15	
PEAC-25A			8			11						11
PEAC-2A					28			31			45	
PEAC-2C		13			15						16	
PEAC-32A		23	18									
PEAC-32D	15	46	76	12	38	46		29	52		29	27
PEAC-34		13	12		18							
PEAC-35A		9	10		9	12			13			29
PEAC-36			17			17						
PEAC-37			82			55						
PEAC-38			90			57						
PEAC-40			11			8						

PEAC-44		43	78		66	52		6	20		23	26
PEAC-54		67	48		119	47		12	25		37	51
PEAC-5A		18			15			15			12	
PEAC-5C		8			13			11			11	
PEAC-6		14			9			21			7	
PEAC-60	8	6	12	15	12	12						
PEAC-7			20			22			27			33
PEAC-9		9			11			9			8	

Table 1.8 Annual Enrollments

Course	2009-2010	2010-2011	2011-2012	2012-2013
PE-15				30
PEAC-10	15	16	12	12
PEAC-14	18			
PEAC-16	96	52		
PEAC-20A	18	30	37	37
PEAC-21A	66	24	32	23
PEAC-22A	5			9
PEAC-23A	28	17	13	15
PEAC-25A	8	11		11
PEAC-2A		28	31	45
PEAC-2C	13	15		16
PEAC-32A	41			
PEAC-32D	137	96	81	56
PEAC-34	25	18		
PEAC-35A	19	21	13	29
PEAC-36	17	17		
PEAC-37	82	55		
PEAC-38	90	57		
PEAC-40	11	8		
PEAC-44	121	118	26	49
PEAC-54	115	166	37	88
PEAC-5A	18	15	15	12
PEAC-5C	8	13	11	11
PEAC-6	14	9	21	7
PEAC-60	26	39		
PEAC-7	20	22	27	33
PEAC-9	9	11	9	8

Most of the enrollments in physical education classes are athletics-related. For the fitness classes most often taken by general students (PEAC 14, 16, 32D and 44), more community activities exist for people to choose from with more schedule and drop-in flexibility. People can work out in one of three

gyms/fitness clubs in town (Iron Horse, New Image, Anytime Fitness) rather than come to Lassen College for a class, or they might go straight to the bowling alley, walk on the Bizz Johnson Trail or walk in Susanville Ranch Park. These are all lower cost options than taking a class at Lassen College, and these options allow people to be far more flexible with the timing of their workouts than the Lassen College schedule allows.

Repeatability has impacted general fitness and activity class enrollments. People who are interested in these classes and are committed to attending have often already used their allowable enrollments, so Lassen College can no longer collect FTES for these students. These students could audit activity classes, but the audit fees mandated by Title V don't result in much fiscal benefit for Lassen College. If the Board of Governors takes action to change Title V audit fees, then the college could more aggressively promote auditing to fill classroom space when courses have lower enrollment.

Community Service could also be explored. The college could explore the potential of having a community service fitness club component for those who have completed PEAC 32D. Students could enroll in the club for a minimal fee, attend during scheduled hours, and save money versus the cost of memberships to local gyms. The funds generated could be used maintain and repair equipment in the Fitness Center or purchase new equipment. Similar ideas could be explored for PEAC 16 Walking for Fitness; regular group walks could be scheduled for participants, and funds generated could be used to buy new pedometers, heart rate monitors, or GPS units for the walking class and walking club.

Table 1.9 Term FTES

Course	2009-2010			2010-2011			2011-2012			2012-2013		
	2009 SU	2009 FA	2010 SP	2010 SU	2010 FA	2011 SP	2011 SU	2011 FA	2012 SP	2012 SU	2012 FA	2013 SP
PE-15											3.00	
PEAC-10			5.00			5.33			4.00			4.00
PEAC-14	1.65											
PEAC-16		4.60	5.00	1.17	1.60	2.50						
PEAC-20A		1.74			2.91			3.45			3.59	
PEAC-21A		2.19	4.09			2.22		3.24			2.21	
PEAC-22A			0.00									0.86
PEAC-23A	1.01	1.65			1.52			1.16			1.46	
PEAC-25A			0.80			1.10						1.10
PEAC-2A					9.33			10.33			15.00	
PEAC-2C		4.33			5.00						5.33	
PEAC-32A		2.30	1.80									
PEAC-32D	0.90	4.60	7.60	1.28	3.80	2.46		2.62	36.60		2.90	2.70
PEAC-34		1.19	1.17		1.65							
PEAC-35A		0.86	0.97		0.90	1.20			1.34			2.78
PEAC-36			1.55			0.84						
PEAC-37			7.50			3.85						
PEAC-38			8.23			4.56						
PEAC-40			1.01			0.73						
PEAC-44		4.30	7.80		6.60	4.03		0.33	2.00		2.30	2.60
PEAC-54		6.36	4.74		11.92	4.65		1.20	2.57		3.70	4.83

PEAC-5A		5.76			4.80			4.86			3.85
PEAC-5C		2.56			4.16			3.56			3.53
PEAC-6		4.67			3.00			7.00			2.33
PEAC-60	0.76	0.60	1.20	1.31	1.20	1.20					
PEAC-7			6.67			7.33			5.45		11.00
PEAC-9		3.00			3.67			3.00			2.67

Table 1.10 Annual FTES

Course	2009-2010	2010-2011	2011-2012	2012-2013
PE-15				3.00
PEAC-10	5.00	5.33	4.00	4.00
PEAC-14	1.65			
PEAC-16	9.60	5.27		
PEAC-20A	1.74	2.91	3.45	3.59
PEAC-21A	6.28	2.22	3.24	2.21
PEAC-22A	0.00			0.86
PEAC-23A	2.65	1.52	1.16	1.46
PEAC-25A	0.80	1.10		1.10
PEAC-2A		9.33	10.33	15.00
PEAC-2C	4.33	5.00		5.33
PEAC-32A	4.10			
PEAC-32D	13.10	7.54	39.23	5.60
PEAC-34	2.35	1.65		
PEAC-35A	1.83	2.10	1.34	2.78
PEAC-36	1.55	0.84		
PEAC-37	7.50	3.85		
PEAC-38	8.23	4.56		
PEAC-40	1.01	0.73		
PEAC-44	12.10	10.63	2.33	4.90
PEAC-54	11.10	16.57	3.77	8.53
PEAC-5A	5.76	4.80	4.86	3.85
PEAC-5C	2.56	4.16	3.56	3.53
PEAC-6	4.67	3.00	7.00	2.33
PEAC-60	2.56	3.71		
PEAC-7	6.67	7.33	5.45	11.00
PEAC-9	3.00	3.67	3.00	2.67

There seems to be an error in the FTES generation for PEAC 32D in 2011-2012. Enrollments are pretty consistent with semesters prior to and after spring 2012, yet FTES totals are significantly higher than other semesters and years. This should be explored by Institutional Research.

Planning Agenda:

1. Explore the feasibility of establishing a community service fitness club and/or walking club.
2. Advertise fitness classes on campus using flyers on bulletin boards and in the community via the college's weekly advertisements in the Lassen County Times.
3. Have Institutional Research explore the apparent FTES anomaly in spring 2012/2011-2012 and correct MIS as needed.

D. Articulation/Integration of Curriculum

PE 15 Introduction to Kinesiology is C-ID approved (KIN 100).

Using assist.org, activity courses are generally accepted by universities with a total unit limit (ie. 1.0 units or 2.0 units). In some cases, articulation officer Alison Somerville has been able to articulate individual courses as needed for the AA-T in Kinesiology submission.

Planning Agenda:

None

E. Equipment

The primary capital outlay equipment used within the physical education program is in the Fitness Center. Current cardio machines include four treadmills, one elliptical, two recumbent bikes, two spin bikes, and one recumbent stepper. Some equipment is in poor condition or broken; this includes three Precor treadmills that need new belts, one StarTrac treadmill that does not work properly and needs to be retired, and a leg press station that was locally constructed and no longer safe. The leg press station was replaced Spring 2014. Two new Precor treadmills were purchased (one to replace StarTrac treadmill and a new treadmill machine to bring total to five treadmills). There is not currently a replacement schedule for any equipment in the Fitness Center.

Additionally, the Fitness Center has multiple Paramount cable-driven machine weight stations: leg curl, leg extension, dual pulley cable, bench press, tricep extension, lat pull and bicep curl machines. There are also four weight benches: incline, decline and flat bench press benches with racks and a standing squat rack. All are in good functioning order, but upholstered surfaces on all machines need repair/re-upholstering.

There are not any current equipment maintenance or service agreements in place, although there should be. The equipment in the Fitness Center should regularly be reviewed for safety and maintained to ensure proper function and maximize lifespan. In Spring 2014, LCC contracted with Commercial Fitness Equipment (Eugene, OR) to perform preventative maintenance. Based on the current Fitness Center equipment, Commercial has estimated \$1700 for a technician to visit Lassen College twice a year to service equipment. Any replacement parts would be in addition to the cost of the visit and service. Previously, LCC Fitness Center equipment had not been serviced since FitGuard serviced in once in 2008. The physical education budget used to have a line item for equipment repair that was used for equipment purchase and repair (until 2008), but in recent years that budget was capitalized by athletics or removed entirely and not used or available as intended. This budget line item should be restored and used solely for the maintenance of physical education equipment in the Fitness Center since the equipment is used by physical education classes, athletics, and DSPTS classes. Additionally, given limited options for an

annual service agreement and the competitive cost of Commercial's contract, Commercial Fitness Equipment should be contracted with on an annual basis to maintain and repair Fitness Center equipment.

Treadmill decks and belts need to be replaced at least every other year depending on amount of use; decks and belts costs approximately \$1,000 each. Regular replacement should be scheduled and budgeted for to maximize safety and lifespan on equipment. Also, LCC owns another recumbent bicycle (DSPS), but it needs a part repaired (approximate cost \$5) before it can be returned to service. This has not been done because our faculty don't have the budget and/or responsibility to personally maintain equipment, and work orders to repair equipment submitted over the last 2+ years have not been responded to. The need to regularly replace decks, belts, and repair broken pieces of equipment highlights the need for a regular service contract and regular maintenance.

The Fitness Center is a small space, yet maximum opportunities for cardio in combination with weights needs to be maintained in order to accommodate student class enrollments of more than ten students. In order to better utilize the space in the Fitness Center, some older, large equipment could be replaced with more current, smaller pieces of equipment. One example is the dual pulley cable machine; it currently takes up an entire wall, yet smaller machines are now available that would allow students to work the same muscle groups while opening up room in the Fitness Center for additional pieces of equipment or more floor space for free weights/exercises. Other examples are the bench presses and squat rack in the middle of the room; these are large pieces that take up a lot of room and even pose safety hazards for students moving through the room. There are combination incline/decline/flat benches available that would combine multiple existing benches into one, and squat racks are available that have a much smaller footprint and more versatility. Some newer equipment options may also be safer since our racks and benches are completely free weights while some options provide a track or limited cage to keep heavy bars and weights under control.

Planning Agenda:

1. Budget a minimum of \$5,000 annually for equipment maintenance and repair.
2. Budget a minimum of \$5,000 to purchase new equipment (or replace old equipment)
3. Maintain a contract with Commercial Fitness Equipment for bi-annual servicing and repair of Fitness Center machines and equipment (\$1,700/yr).
4. Work with Commercial Fitness Equipment or similar professional to establish a replacement schedule for Fitness Center equipment.
5. Re-upholster all upholstered surfaces on weight stations and benches.

Prioritized Recommendations for Implementation by Program Staff

1. Complete the AA-T in Kinesiology by fall 2014
2. Review program SLOs to ensure appropriateness of all seven outcomes given that not all physical education majors are athletes, and a student can complete the physical education GS or US associate degrees without participating in intercollegiate athletics.
3. Consider additional courses as needed for AA-T in Kinesiology, AA-T Elementary Education or other transfer degrees.
4. Explore feasibility of another fitness-related course.

Prioritized Recommendations Requiring Institutional Action for Inclusion in Educational Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Re-upholster all upholstered surfaces on weight stations and benches in Fitness Center.	Immediate	\$2,500	Address health & safety concern! More professional and clean facility; safer surfaces; easier to clean and maintain; easier to prevent disease transmission
3	Ensure that all physical education facilities are kept clean including Fitness Center, wrestling room, gym and locker rooms. Specifically, ensure that wrestling room floors and mats and Fitness Center equipment are regularly disinfected.	Immediate/on-going	Additional custodial hours	Address a health and safety concern. Prevention of fungal and communicable diseases. Facilities and equipment that are more appealing to students.
2, 3	Budget a minimum of \$5,000 annually for equipment maintenance and repair.	Immediate inclusion in budget process for 2015-2016 budget	\$5,000	Better functioning and safer machines; longer machine life-span which decreases costs overall
2, 3	Budget a minimum of \$5,000 to purchase new equipment (or replace old equipment)	Immediate inclusion in budget process for 2015-2016 budget	\$5,000	Better functioning and safer machines; up-to-date equipment and technology
2, 3	Budget for and maintain a contract with Commercial Fitness Equipment (Eugene, OR) to maintain and service Fitness Center equipment	Immediate/on-going	\$1,700 + cost of parts	Better functioning and safer machines; longer machine life-span which decreases costs overall
2, 3	Work with Commercial Fitness	Immediate/on-	Utilize established	Regular update of machines and equipment for consistency with

	Equipment or similar professional to establish a replacement schedule for Fitness Center equipment.	going	budgets for maintenance/ repair and new equipment	what is found in community gyms and fitness clubs
2	Scheduling: Increase sections of PEAC 32D if/when enrollments support it.	On-going	\$2,000 per section	Potential for FTES increase if interest and enrollments warrant additional sections; potential for additional costs to District if additional sections are made available and enrollments remain low.
2	Advertise fitness classes on campus using flyers on bulletin boards and in the community via the college's weekly advertisements in the Lassen County Times.	On-going	\$0 – utilize existing advertisement opportunities	Increased FTES potential
2, 3	Scheduling: Ensure that new intercollegiate pre- and off-season courses are taught only once a year in order to not exceed maximum annual hours for athletes in each sport.	On-going	None	Operate within regulations; avoid actions taken against the college
2	Explore feasibility of certificates for certified fitness trainer and massage therapy.	2014-2015	unknown	Potential for new enrollments if programs are feasible
2, 4	Explore the feasibility of	2014-2015	No cost to District-cost	Community Service option for

	establishing a community service fitness club and/or walking club.		of community service instruction borne by the students	students
3	Have Institutional Research explore the apparent FTES anomaly in spring 2012/2011-2012 and correct MIS as needed.	Immediate	No cost to District	Correct FTES data for 2011-2012

SECTION TWO: HUMAN RESOURCE PLANNING

Program Staffing

Current staffing for the physical education program includes the following faculty:

Ross Brosius (FT) – HLTH 2, HLTH 25, PE 15, PEAC 44

Carrie Nyman (FT with primary load in DS) – PEAC 16, PEAC 32D

Toni Poulsen (FT with primary load in HIST, POLS) – HLTH 2

Cheryl Aschenbach (FT with primary load in SPCH, ENGL) – occasional courses

No work-study students or classified staff members are employed within the physical education program, although they are employed within athletics.

Athletics-related courses are taught by coaches; athletic department staffing is to be noted in the Athletics IPR.

Planning Agenda:

Begin strategizing course offerings to determine whether the full-time HLTH/PE faculty member will need to be replaced in case of retirement or his load can be taught by existing split-load full-time or adjunct faculty members.

Professional Development

Program faculty annually complete flex requirements. However, most professional development is done at the expense of the faculty member; attendance at discipline-related conferences or events is cost prohibitive. This is a deterrent to faculty in most disciplines on campus.

Planning Agenda:

Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding.

Student Outcomes

No student evaluation results or student learning outcomes have indicated a need for HR-related recommendations.

Planning Agenda:

None

Prioritized Recommendations for Implementation by Program Staff

None

Prioritized Recommendations Requiring Institutional Action for Inclusion in Human Resource Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
2, 3	Begin strategizing course offerings to determine whether the full-time HLTH/PE faculty member will need to be replaced in case of retirement or the load can be taught by existing split-load full-time or adjunct faculty members.	Immediate	None	Timely and effective replacement of full-time faculty load at time of retirement
3	Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding.	Immediate inclusion in budget process for 2015-2016 budget	Recommend budgeting a minimum of \$1,000/faculty member	Regular engagement with professional organizations and conferences; current info and contacts to share with students

SECTION THREE: FACILITIES PLANNING

The Lassen College physical education program utilizes the gymnasium, weight room/fitness center, women's locker room, men's locker room, wrestling/yoga room, track, Lassen College softball field (for athletics and summer DS 120), Memorial baseball field (for athletics), and athletic fields below the gym.

The Lassen College gymnasium is a multi use facility utilized by many physical education classes and athletic teams. The gymnasium is shared by adapted physical education courses, volleyball, men's and women's basketball, baseball (during inclement weather), softball (during inclement weather) and community schools and organizations.

The gymnasium consists of two main backboards and rims and four side backboards and rims. The facility has been thoroughly cleaned within the past two years and repairs have been made to walls (repairing holes), all-state jerseys (new frames and protective netting), updated flooring (new finish and paint) and entry way (new paint). The priority should be to continue to maintain the facility to keep it looking fresh and new.

Storage within the gym is an issue. There is a storage room at the west end of the gym where large pieces of equipment like volleyball nets and posts, indoor baseball mounds, basketball shooting machine, chairs and free weights and more are stored. Often equipment is just thrown in by students after a class or practice, which makes equipment difficult to access and potentially damaging to other pieces of equipment. There is already one caged area made of 2x4s and screening to secure chairs, but additional caged areas should be considered to more safely and separately store the larger pieces of equipment for various sports and classes.

The use of the gymnasium is at its breaking point. With the constant use by all the athletic programs as well as classes it is difficult to fit everyone into one facility. It is entirely overbooked. This is an example of the gymnasium usage:

6:00-8:00 am	Athletic conditioning
8:00-9:30 am	Fitness Center use
9:30-11:00 am	Adaptive Physical Education Classes
12:00-2:00 pm	Volleyball
2:00-4:00 pm	Women's Basketball
4:00-6:00pm	Men's Basketball
6:00-8:00 pm	Intramurals/Community use

The weight room/fitness center is in need of updating. Much of the Sports Center has been painted within the last two years, but the Fitness Center has not yet been. Walls are dirty and marked making the space look dingy. Flooring was recently updated from fraying carpet to padded weight room flooring; the flooring now needs to be regularly cleaned to prevent early wear and deterioration. As noted in the Academic Planning chapter, equipment needs updating. .

The men's and women's locker rooms are serving the needs of students in physical education courses; however, water stains and years of cleaning have left much of the shower area looking worn and dirty even when it's not.. Lockers are used on a daily basis, as are showers. At some point in the future, shower fixtures should be replaced to reduce leaks and stained tile should either be cleaned, if possible, or replaced.

Yoga classes are taught in the wrestling room in addition to the room being used for wrestling and used by many other athletic teams (primarily softball and baseball during inclement weather). Students have complained that the room is not cleaned regularly enough, and the lack of moveable air creates an

environment conducive to extreme heat and cold, along with foul smells. The heavy wrestling mats continuously have to be moved to accommodate yoga class. There is concern that mats and flooring isn't may not be disinfected often enough to adequately prevent fungal disease transmission.

The track surface is old and needs to be replaced. It is to a point where the track surface is unsafe due to large cracks and gaps that can no longer be repaired. The entire track needs replacement as the damage is now unsightly and unsafe. Besides the gaps and cracks posing trip and fall hazards, the surface of the track is worn down to the point that there is very little of the rubber surface between a user and the concrete underneath. Also, there is no drinking water available to students at the track, something that is necessary for those participating in exercise classes whether it be recreational walking or intense soccer conditioning courses. Right now students must bring their own water or return to the Lassen College Sports Complex for water.

Students have complained to instructors on multiple occasions that the Sports Complex facilities are too hot or too cold; this is particularly true of the Fitness Center and wrestling room. There is no ability to cool the facilities, making summer, late spring, and early fall classes nearly unbearable particularly in the afternoon and evening. There is also not much airflow unless doors are propped open, which only serves to make the floor dirtier and should be avoided. Ceiling mounted fans in the Fitness Center should be considered as should air exchange units especially if cooling units are not feasible because of the exorbitant costs; in reality, cooling units would be ideal.

Sports Complex facilities do not seem to be adequately secured. Students frequently gain unsupervised and unauthorized access to the Fitness Center, wrestling room, and gymnasium, even on weekends and evenings. This creates a liability as well as theft risk for the college. Entry doors throughout the facility were changed from keyed locks to electronic locks, which has helped a little, but it seems doors are still being propped open by students for access later. For one, more attention needs to be paid to unauthorized access by students instead of it being overlooked, and perhaps more attention needs to be paid to the users who last opened the doors before unauthorized access occurs.

Planning Agenda:

1. Improve dingy, worn and damaged appearances within Sports Complex facilities by painting, replacing tile, replacing showerheads, or updating other affected items.
2. Take further measure to prevent and follow-up on unauthorized access to Fitness Center, wrestling room, and gymnasium by students, especially in the evenings and on weekends.
3. Replace the track surface.
4. Build additional caged storage areas within the gymnasium storage room.
5. Improve air flow/air exchange and heating/cooling in the Fitness Center and wrestling rooms with ceiling-mounted room fans, exhaust fans, or other appropriate equipment.

Prioritized Recommendations for Implementation by Program Staff

None

Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Improve air flow/air exchange and heating/cooling in the Fitness Center and wrestling rooms with ceiling-mounted room fans, exhaust fans, or other appropriate equipment.	2015-2016	Unknown	Safer and more comfortable climate for exercising.
3	Replace the track surface.	2015-2016	Unknown	Safer and more visually appealing track facility.
3	Build additional caged storage areas within the gymnasium storage room.	2015-2016	Unknown	Safer storage of large equipment; less chance of equipment being damaged in storage.
3	Take further measure to prevent and follow-up on unauthorized access to Fitness Center, wrestling room, and gymnasium by students, especially in the evenings and on weekends.			Less liability and theft risk for the college. Integrity of facility and equipment. Longer lifespan of facility and equipment.
3, 4	Improve dingy, worn and damaged appearances within Sports Complex facilities by painting, replacing tile, replacing showerheads, or updating other affected items.			Facility will appear as clean as it should be, which is more inviting for students and the public.

SECTION FOUR: TECHNOLOGY PLANNING

Currently, there is little technology being used within the facilities being used for physical education programming. Classroom space is utilized elsewhere on campus for classes like PE 15, and those classrooms have been updated to include current projection, smart board, and mini document camera technologies.

The only learning space that is regularly used by physical education that has a need for technology is the Fitness Center. Currently there is an old TV hung from a ceiling/wall mount that runs cable stations throughout the day. It cannot connect to updated DVD or digital image equipment. Instructors should be able to show students videos of exercises and safe movements or project workout instructions, safety tips, and the like. Additionally, sound can be used with instructor-guided workouts, but instructors must own and carry their own stereos or iPods with speakers loud enough to be heard over the sound of equipment being used. The Fitness Center facility could be improved as a teaching space by installing a flat screen TV that allows HDMI input from DVD players and laptop computers as well as a built-in speaker system that also can be connected to laptop computers or mobile media players. If wall space is available, a smart board could be installed and utilized, but it isn't critical as long as a large enough flat screen TV can be installed to display computer images, videos, and documents.

Planning Agenda:

Improve the Fitness Center as a teaching center by installing a large flat screen TV with external speakers and connections for laptop computers, smartphones, or tablets.

Prioritized Recommendations for Implementation by Program Staff

None.

Prioritized Recommendations Requiring Institutional Action for Inclusion in Technology Master Plan: 2014 Physical Education IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Improve the Fitness Center as a teaching center by installing a large flat screen TV with external speakers and connections for laptop computers, smartphones, or tablets.	2014-2015	\$3000-\$4000	Improved teaching and learning facility more consistent with rest of campus classrooms and in which instructors can teach to multiple types of learning styles.

Physical Education

DEGREES

Associate in Arts Degree University Studies:
Emphasis in Physical Education

Associate in Arts Degree General Studies:
Emphasis in Physical Education

The Physical Education emphasis is designed to provide an introduction to theories, principles and practices utilized in sports, fitness, and physical education-related fields. Although the Physical Education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of baccalaureate degrees in Physical Education, including teaching and/or kinesiology, is dependent on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach

Physical Education Teacher

Personal Fitness Trainer

Aerobics Instructor

Sports Official Some positions, however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling;

women's sports are basketball, soccer, softball and volleyball.

- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units	PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
BIOL 25	Human Anatomy and Physiology I	4.0	PEAC 7	Varsity Baseball	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
HLTH 2	Personal Health	3.0	PEAC 9	Woman's Varsity Volleyball	3.0
HLTH 25	Understanding Nutrition	3.0	PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	1.0
PE 15	Introduction to Kinesiology	3.0	PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 32D	Fitness Center	1.0	PEAC 10	Woman's Varsity Softball	3.0
Select 3 Units from PE Electives:			PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 2A	Men's Varsity Soccer	3.0	PEAC 16	Walking	1.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	1.0	PEAC 34	Golf Skills	1.0
PEAC 2C	Women's Varsity Soccer	3.0	PEAC 44	Yoga	1.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5	Completion of either the CSU General Education or IGETC Option 39- 42 Units		
PEAC 5A	Men's Varsity Basketball	3.0	Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49		
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5			
PEAC 5C	Women's Varsity Basketball	3.0			
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0			
PEAC 6	Varsity Wrestling	3.0			
PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	1.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.

Associate in Arts Degree General Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 14 Units

Course No	Course Title	Units			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	PEAC 7	Wrestling	3.0
			PEAC 7D	Varsity Baseball	3.0
HLTH 2	Personal Health	3.0		Off-Season Skills and Conditioning for Baseball	
HLTH 25	Understanding Nutrition	3.0	PEAC 9	Woman's Varsity Volleyball	3.0
PE 15	Introduction to Kinesiology	3.0	PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	1.0
PEAC 32D	Fitness Center	1.0		Off-Season Skills and Conditioning for Volleyball	1.5
Required Activity Electives: 8 Units – Complete eight (8) units in at least two different activities.					
PEAC 2A	Men's Varsity Soccer	3.0	PEAC 10	Woman's Varsity Softball	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	1.0	PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 2C	Women's Varsity Soccer	3.0	PEAC 16	Walking	1.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5	PEAC 34	Golf Skills	1.0
PEAC 5A	Men's Varsity Basketball	3.0	PEAC 44	Yoga	1.0
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5	Electives: 20 units (no more than 6 units from any one discipline.) The student may select from any courses numbered 1 – 99 to satisfy this requirement.		
PEAC 5C	Women's Varsity Basketball	3.0	General Education Requirements: 18 Units		
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0	<i>Note: This degree does not prepare a student to transfer to a University.</i>		
PEAC 6	Varsity Wrestling	3.0			
PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	1.0			
PEAC 6D	Off-Season Skills and Conditioning for	1.5			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies and General Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.

Lassen College

Associate in Arts in Kinesiology for Transfer Degree (per SB 1440)

Development Criteria Narrative & Documentation

Criteria A. Appropriateness to Mission

1. Statement of goals and objectives for existing program including changes.

Physical Education / Kinesiology PROGRAM GOALS/OBJECTIVES

1. Provide a CSU/UC transferable associate of arts degree, which includes the core curriculum necessary to meet the needs of students planning to major in physical education at a four-year institution.
2. Provide a diverse selection of general fitness and recreation courses to meet the fitness needs and interests of the community.
3. Provide competitive opportunities in men's and women's Intercollegiate Athletics, including levels of instruction and competition necessary to meet the needs of students planning to transfer for competition at a four-year institution.

2. Catalog Description for existing program including new option.

General Information Section of Catalog:

AA-T and AS-T DEGREE REQUIREMENTS:

California Community Colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing within the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units.

To view the most current list of Lassen Community College Associate Degrees for Transfer and to find out which CSU campuses accept each degree, please go to <http://www.lassencollege.edu>. Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

Physical Education/Kinesiology Program Section of Catalog:

DEGREES

Associate in Arts University Studies: Physical Education

Associate in Arts General Studies: Physical Education

Associate in Arts in Kinesiology for Transfer

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a physical education emphasis major, you will:

- Study the history and theory of physical education and sport
- Develop skills in areas related to fitness and individual and team sports

The A.A.-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide undergraduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry
- Identify an area of specialization in kinesiology.

Career Options:

Coach

Fitness Trainer

Physical Therapist

Teacher

Athletic Trainer

***some careers, however require a four-year degree for which LCC's program is a good base for transfer.**

3. New program requirements.

Associate in Arts in Kinesiology for Transfer

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 14 Units

Course No.	Course Title	Units
PE 15	Introduction to Kinesiology	3
BIOL 25	Human Anatomy & Physiology I	4
BIOL 26	Human Anatomy & Physiology II	4

Select 3 units (3 courses - 1 from each of three areas) from the following:

Fitness

PEAC 16	Walking for Fitness	1
PEAC 32D	Fitness Center	1
PEAC 44	Yoga	1

Individual Sports

PEAC 34	Golf Skills	1
	Bowling	1

Team Sports

PEAC 2B	Pre-season Skills and Conditioning for Soccer	1
PEAC 5D	Off-season Skills and Conditioning for Basketball	1
PEAC 9B	Pre-season Skills and Conditioning for Volleyball	1

Select 6-10 units (2 courses) from the following:

MATH 40	Elementary Statistics	3
CHEM 1A	General Chemistry I	5

Completion of either the CSU General Education or IGETC Option 39- 42 Units

Please see your Academic Counselor for assistance

Remaining Units to Total 60 Units may be selected from electives.

Electives: Courses must be numbered 1 – 49

Student Learning Outcomes for the AA-T in Kinesiology

Upon completion of the Associate in Arts in Kinesiology for Transfer the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology
2. Defend a philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team or individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

4. Background and Rationale.

The Associate in Arts in Kinesiology for Transfer is a new associate degree developed consistent with the transfer model curriculum (TMC) as a degree option for students transferring to California State Universities planning to major in Physical Education, Kinesiology, Exercise Science, Exercise Physiology, and related majors. The physical education faculty, articulation officer, transfer center assistant and Curriculum/Academic Standards Committee participated in the development of this degree. The Associate in Arts in Kinesiology for Transfer will provide significant advantage to students planning to major in Physical Education/Kinesiology by providing enhanced access to higher education degrees through the CSU system.

Criteria B. Need.

6. Place of proposed change in the curriculum –relation to existing program and options; relation to other programs at your college.

Lassen College currently has two AA degrees in physical education: a general studies and a university studies degree. However, because of a wide variety of undergraduate transfer expectations held by university physical education/kinesiology/exercise science programs, the current degrees do not provide clear university transfer opportunities, and students may need to complete additional undergraduate courses at the receiving institution.

The AA-T in Kinesiology helps to solve this problem for students who are interested in transfer to a CSU. As mandated by SB 1440, the transfer degrees mandate that only 60 units be required for completion of an AA degree

and only 60 more units be taken to earn a BA at a CSU after transfer. Students choosing to earn the AA-T in Kinesiology will not only guarantee transfer to a CSU, they will help ensure that they don't have to take a large number of additional undergraduate courses at a CSU. The guarantee of only taking a total of 120 units saves students time and money, and will result in a more streamlined track to earning a BA or BS in physical education, kinesiology or exercise science at a CSU.

Criteria C. Curriculum Standards

The Lassen Community College courses applicable to the Kinesiology Transfer Model Curriculum have been submitted to the Course Identification Numbering System (C-ID) for review and approval. For those courses where no C-ID course has been approved yet, articulation will be maintained.

The required courses included on page 3 are consistent with those included on the TMC available at the C-ID website.

Criteria D. Adequate Resources

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment, and financial support. All of the faculty who will teach in the physical education program meet the State minimum qualifications for the discipline. New course offerings will be integrated into teaching loads of current faculty; there are no intentions to hire additional positions to teach courses for the Associate in Arts in Kinesiology for Transfer degree.

Criteria E. Compliance

There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, This program complies with California Code of Regulations, Title 5, Section 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

Physical Education Instructional Program Review

Status of Curriculum Review: February 11, 2014

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
PE 15 Introduction to Kinesiology (title changed 08/21/2012)	08/21/2012	
PE 20I Theory of Baseball	Inactivated 03/25/2014	
PE 21I Theory of Basketball	Inactivated 03/25/2014	
PE 22I Theory of Volleyball	Inactivated 03/25/2014	
PE 23I Theory of Softball	Inactivated 03/25/2014	
PE 24I Theory of Track and Field	Inactivated 03/25/2014	
PE 25I Theory of Wrestling	Inactivated 03/25/2014	
PE 26 Officiating	Inactivated 03/25/2014	
PE 27 Care & Prevention of Athletic Injuries	Inactivated 03/25/2014	
PEAC 2A Men's Varsity Soccer	05/07/2013	
PEAC 2B Pre-Season Skills and Conditioning for Soccer	New Course 05/21/2013	
PEAC 2C Women's Varsity Soccer	05/07/2013	
PEAC 2D Off-Season Skills and Conditioning for Soccer	New Course 05/21/2013	
PEAC 5A Men's Varsity Basketball	05/07/2013	
PEAC 5B Pre-Season Skills and Conditioning for Basketball	New Course 05/21/2013	
PEAC 5C Women's Varsity Basketball	05/07/2013	
PEAC 5D Off-Season Skills and Conditioning for Basketball	New Course 05/21/2013	
PEAC 6 Varsity Wrestling	05/07/2013	
PEAC 6B Pre-Season Skills and Conditioning for Wrestling	New Course 05/21/2013	
PEAC 6D Off-Season Skills and Conditioning for Wrestling	New Course 05/21/2013	
PEAC 7 Varsity Baseball	05/07/2013	

PEAC 7D Off-Season Skills and Conditioning for Baseball	New Course 05/21/2013	
PEAC 9 Women's Varsity Volleyball	05/07/2013	
PEAC 9B Pre-Season Skills and Conditioning for Volleyball	New Course 05/21/2013	
PEAC 9D Off-Season Skills and Conditioning for Volleyball	New Course 05/21/2013	
PEAC 10 Women's Varsity Softball	05/07/2013	
PEAC 10D Off-Season Skills and Conditioning for Softball	New Course 05/21/2013	
PEAC 12 Triathlon Training	Inactivated 01/15/2013	
PEAC 14 Bowling	03/25/2014	
PEAC 16 Walking for Fitness	03/25/2014	
PEAC 20A Baseball Skills	Inactive 09/17/2013	
PEAC 21A Basketball Skills	Inactive 09/17/2013	
PEAC 22A Volleyball Skills	Inactive 09/17/2013	
PEAC 23A Softball Skills	Inactive 09/17/2013	
PEAC 25A Collegiate Wrestling Skills	Inactive 09/17/2013	
PEAC 25B International Wrestling Skills	Inactive 09/17/2013	
PEAC 31 Racquetball	Inactivated 05/23/08	
PEAC 32A Step Aerobics	Inactive 01/15/2013	
PEAC 32D Fitness Center	05/21/2013	
PEAC 34 Golf Skills	05/21/2013	
PEAC 35A Soccer Skills	Inactive 09/17/2013	
PEAC 36 Cross Country Skiing	Inactive 05/21/2013	
PEAC 37 Alpine Skiing	Inactive 05/21/2013	
PEAC 38 Snowboarding	Inactive 05/21/2013	
PEAC 40 Nordic Skiing	Inactive 05/21/2013	
PEAC 44 Yoga	05/21/2013	
PEAC 44A Jazz Dancing	Inactive 01/15/2013	
PEAC 54 Sports Conditioning	Inactivated 1/21/14	

PEAC 60 Physical Fitness for the Senior Adult	Inactivated 05/0/2013?	
AA General Studies: Emphasis in Physical Education	Revised 03/25/14	
AA University Studies: Emphasis in Physical Education	Revised 03/25/14	
LCC Area E	Revised 03/25/14	

Mr. Ross Brosius, Subject Area Faculty Date

Mrs. Carrie Nyman, Subject Area Faculty Date

Ms. Cheryl Aschenbach, Subject Area Faculty Date

Mrs. Toni Poulsen, Subject Area Faculty Date

Ms. Cheryl Aschenbach, Curriculum and Academic Standards Committee Chair Date

Dr. Robinson, Dean of Instructional Services Date