



**Physical Education / Athletics
Program Review**



April 22, 2005

Review Committee Chair: Sally McGill

Review Committee Members:

Linda Breen, Nick Carr, Jill Daly, Kurt Devlin, Mike Garcia, Tony Lucca, Frank Mangiola, Monica Marcuson, Barbara McCarthy, Sally McGill, Steve Nicolopoulos, Jose Peña, Bill Plonsky, Lamont Quattlebaum, Vera Quijano, Judith Webb, & Constance Wise



BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

Each year, no later than April 30th, faculty analyze the state of their department, using this form. Each Department may include additional data to aid in analysis. The Office of Instruction will provide new standardized data. The Division Dean will assist in compilation of data for sections II and III.

One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if program faculty intends to make request with budgetary implications (faculty, instructional equipment, technology needs) for the fiscal year, The Division Dean will forward the Departments recommendations with a copy of the completed Bi-Annual State of the Department document to the Budget and Planning Committee for consideration.

I. Program Goals and Objectives:

Program Overview: The mission of the Physical Education/Athletics Department is to provide opportunities for students to develop motivation, physical skills, attitudes, knowledge, and values necessary to acquire and maintain a healthy lifestyle. Courses and intercollegiate teams are provided which allow students to complete general education requirements, maintain lifelong fitness, acquire skills in team and individual sports, and compete in intercollegiate competition.

Goal A Update Curriculum

Objective 1 Review all physical education course outlines including Adaptive P.E., Combatives, Dance, Fitness, Individual Sports, Theory, Team Sports, and Intercollegiate Sports, update courses and bank courses that have not been offered.

Objective 2 Instructors teaching the specific courses will need to review and discuss recommended changes with departmental members then complete necessary curriculum forms for changes in courses.

Goal B Review the current Certificate of Completion and Associate in Arts Degree offered by the Physical Education Department and update accordingly

Objective 1 Review the Certificate of Completion in Physical Education Fitness Specialist Emphasis, Associate in Arts in Physical Education, and Transfer program listed in the current catalog and make recommended changes.

Objective 2 Tasks include writing curriculum for additional courses and complete the necessary curriculum paperwork to update requested changes in certificate and AA degrees.

Objective 3 Continue to establish a transfer relationship with Cal State East Bay (formerly known as Cal State Hayward) campus, San Francisco State University, and San Jose State University.

Goal C Hire two full-time faculty members in the Physical Education & Athletics Department

Objective 1 During the 2005-06 academic year, put forward two full-time faculty positions. Positions to be considered are Fitness, Dance, and Athletic Coach/and a combination of P.E. or Fitness—need to write justifications.

Objective 2 Evaluate future faculty and classified positions needed over the next six years.

Goal D Develop an Adaptive Fitness Technician Certificate Program

Objective 1 Write curriculum for additional courses, coordinating the efforts with the Fitness Specialist Certificate Program to establish core courses, and to consider the feasibility of offering an evening or weekend program.

Goal E Develop an advanced course for the Fitness Center

Objective 1 Write curriculum for a specialized advanced course to include fitness prescription, workout journal, and fitness assessment component.

Objective 2 Create and test course during the 2005-06 academic year as a 680 experimental course.

Goal F Expansion of the Fitness Center

Objective 1 The current Fitness Center is in desperate need to expand their services to include adding an Assessment Center, stretching room, office space, cardio equipment, and include an outdoor workout area.

Objective 2 Over the next two years, 2005-2007, the Facilities Department is scheduled to move out from their current location. The current Facilities Department needs to be renovated to accommodate needs of the growth of the Fitness Center.

II. Curricular Offerings:

A. New, deleted, “banked,” and “unbanked” in the past two years (check all that apply)

| Name and Number | New | Delete | Bank | Unbank | Gen Ed | IGETC | AA/AS | Basic Skills | Workforce |
|-------------------------------------|-----|--------|------|--------|--------|-------|-------|--------------|-----------|
| Expert Volleyball Training TEAM 185 | X | | | | | | X | | |
| Volleyball Conditioning FITN 154 | X | | | | | | X | | |
| Varsity Women’s Volleyball VARS 340 | X | | | | | | X | | |
| Get on the Ball Exercising FITN 128 | X | | | | | | X | | |

B. All current offerings except those previously identified in section A
(check all that apply; attach a separate table as necessary)

In the 1996 Physical Education & Athletics Program Review, it was reported that ...”all courses were reviewed and most have been updated.” However, it is the department’s goal to review courses during the 2005-06 year.

| Name and Number | General Ed | IGETC | AS/AA | Basic Skills | Workforce | Date of last revision |
|---|------------|-------|-------|--------------|-----------|-----------------------|
| Adaptive P.E. Fitness Profile ADAP 310 | | | X | | | Fall 2004 |
| Adaptive Functional Fitness ADAP 320 | | | X | | | Fall 2001 |
| Adaptive General Conditioning ADAP 350 | | | X | | | |
| Adaptive Strength Training ADAP 351 | | | X | | | |
| Balance and Coordination Activities ADAP 361 | | | X | | | |
| Self Defense COMB 401 | | | X | | | |
| Beginning Karate COMB 410 | | | X | | | |
| Beginning Salsa DANC 125 | | | X | | | Fall 2001 |
| Intermediate Salsa DANC 126 | | | X | | | Fall 2001 |
| Advanced Salsa DANC 127 | | | X | | | Fall 2001 |
| Ballet DANC 140 | | | X | | | |
| Beginning Jazz DANC 205 | | | X | | | |
| Beginning/Intermediate Jazz DANC 210 | | | X | | | |
| Intermediate Jazz DANC 215 | | | X | | | |
| Conditioning for Dance Technique DANC 220 | | | X | | | |
| Body Movement DANC 230 | | | X | | | |
| Dance Aerobics DANC 350 | | | X | | | |

| | | | | | | |
|--|--|--|---|--|--|-----------|
| Dance Production DANC 400 | | | X | | | Fall 2005 |
| Fitness Center FITN 121 | | | X | | | Fall 2001 |
| Lifelong Fitness FITN 122 | | | X | | | Fall 2001 |
| Cardio Pump Fitness FITN 123 | | | X | | | Fall 2001 |
| Pilates Training FITN 124 | | | X | | | Fall 2002 |
| Exercise Appreciation I FITN 140 | | | X | | | |
| Beginning Step Aerobics FITN 151 | | | X | | | |
| Soccer Conditioning FITN 153 | | | X | | | Fall 2002 |
| Beginning Weight Conditioning FITN 201 | | | X | | | |
| Intermediate/Advanced Weight Conditioning FITN 204 | | | X | | | |
| Varsity Weight Conditioning FITN 210 | | | X | | | |
| Personal Trainer Preparation: Anatomy and Physiology FITN 250 | | | X | | | Fall 2005 |
| Personal Trainer: Health Appraisal and Exercise Prescription FITN 251 | | | X | | | Fall 2005 |
| Fitness Walking FITN 306 | | | X | | | |
| Aerobic Fitness FITN 320 | | | X | | | |
| Flexibility and Stretching FITN 332 | | | X | | | |
| Yoga FITN 334 | | | X | | | Fall 2005 |
| Aerobic Cycling FITN 340 | | | X | | | |
| Badminton INDV 120 | | | X | | | |
| Beginning Golf INDV 161 | | | X | | | |
| Intermediate/Advanced Golf INDV 164 | | | X | | | |

| | | | | | | |
|--|--|--|---|--|--|-------------|
| Expert Golf Training INDV 166 | | | X | | | |
| Beginning Tennis INDV 251 | | | X | | | |
| Beginning/Intermediate Tennis INDV 252 | | | X | | | |
| Intermediate/Advanced Tennis INDV 254 | | | X | | | |
| Expert Tennis Training INDV 256 | | | X | | | |
| Introduction to Adaptive Physical Education P.E. 115 | | | X | | | |
| Assisting in Adaptive Physical Education P.E. 116 | | | X | | | |
| Introduction to Functional Fitness Measures P.E. 118 | | | X | | | Fall 2001 |
| Theory of Basketball P.E. 305 | | | X | | | |
| Theory of Coaching Soccer P.E. 306 | | | X | | | |
| Athletic Injury Care Internship P.E. 308 | | | X | | | |
| Advanced Baseball Team 105 | | | X | | | |
| Beginning Basketball TEAM 111 | | | X | | | |
| Advanced Basketball TEAM 115 | | | X | | | |
| Beginning Soccer TEAM 141 | | | X | | | |
| Advanced Soccer TEAM 143 | | | X | | | |
| Indoor Soccer TEAM 148 | | | X | | | |
| Beginning Softball TEAM 151 | | | X | | | |
| Beginning Volleyball TEAM 171 | | | X | | | |
| Intermediate/Advanced Volleyball TEAM 174 | | | X | | | |
| Competition Volleyball I TEAM 180 | | | X | | | Summer 2002 |

| | | | | | | |
|---------------------------------------|--|--|---|--|--|-----------|
| Competition Volleyball II TEAM 181 | | | X | | | Fall 2003 |
| Varsity Baseball VARS 104 | | | X | | | |
| Varsity Basketball VARS 114 | | | X | | | |
| Varsity Golf VARS 140 | | | X | | | |
| Varsity Soccer VARS 154 | | | X | | | |
| Varsity Tennis VARS 170 | | | X | | | |

C. Recommended areas of curricular need based on current offerings
(check all that apply; attach a separate table as necessary)

| Brief Description of Course Proposed | General Ed | IGETC | AS/AA | Basic Skills | Workforce |
|---|------------|-------|-------|--------------|-----------|
| Polynesian Dance | | | X | | |
| Courses to accommodate the Adaptive Fitness Technician certificate (faculty will be working on proposals during the 2005-06 academic year). | | | X | | |
| Advanced Fitness Training | | | X | | |
| Hip Hop Dance | | | X | | |

III. Enrollment data:

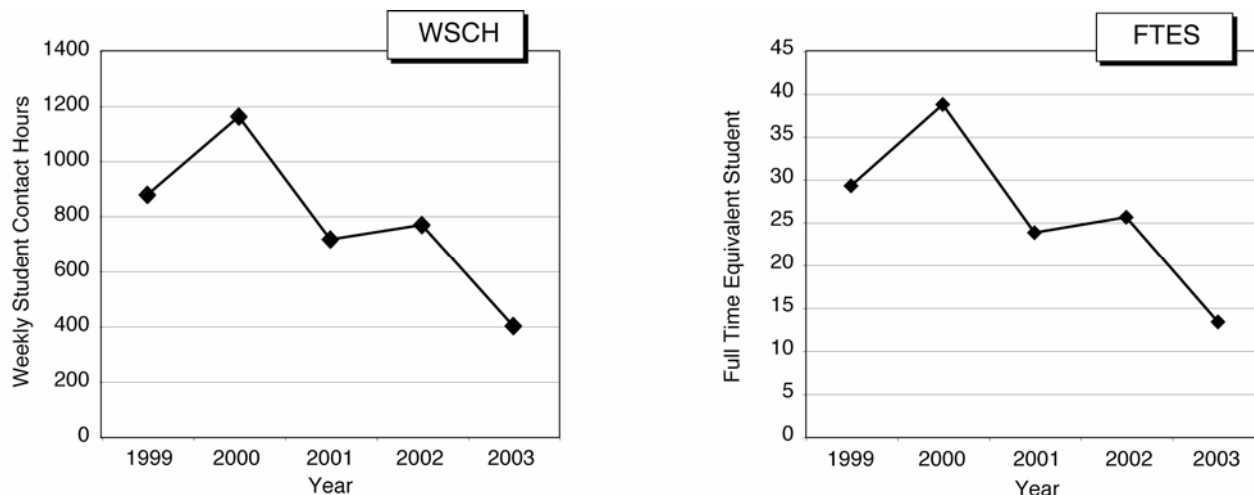
This analysis is based on data from fall 1999 through fall 2003 which was provided by the Office of Institutional Research, Cañada College. The data is divided into 7 divisions (Adaptive, Dance, Fitness, Individual Sports, Physical Education, Team Sports and Varsity Sports) that comprise the total Physical Education/Athletics Department.

Appendix A gives the numerical data for each of the graphic charts for WSCH (Weekly Student Contact Hours); FTE (Full Time Faculty Equivalent); LOAD (a measure of efficiency = WSCH/FTE); FTES (Full Time Equivalent Student); Retention (Percentage of Total Enrollments) and Success (Percentage of Satisfactory Grades) for each of the 7 categories.

ADAPTIVE P.E.

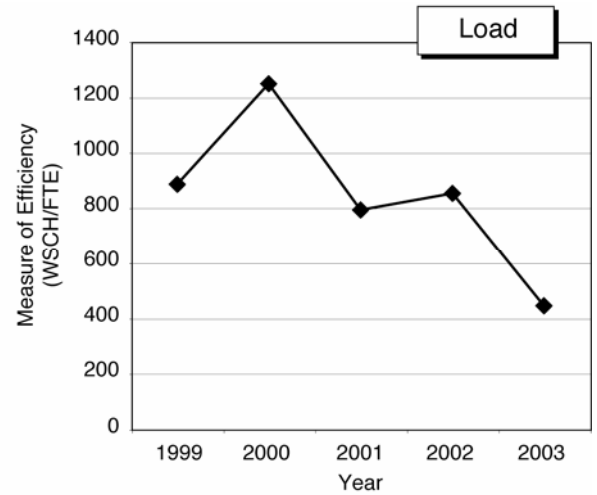
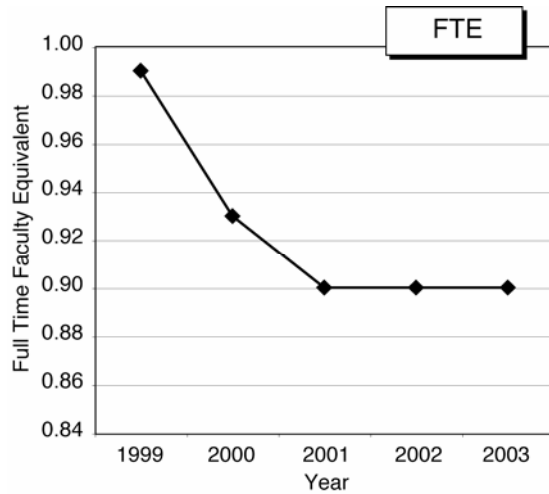
The Adaptive P.E. courses are offered primarily for students with physical limitations; which includes functional fitness, general conditioning, strength training, and balance/coordination activities.

A. WSCH and FTES



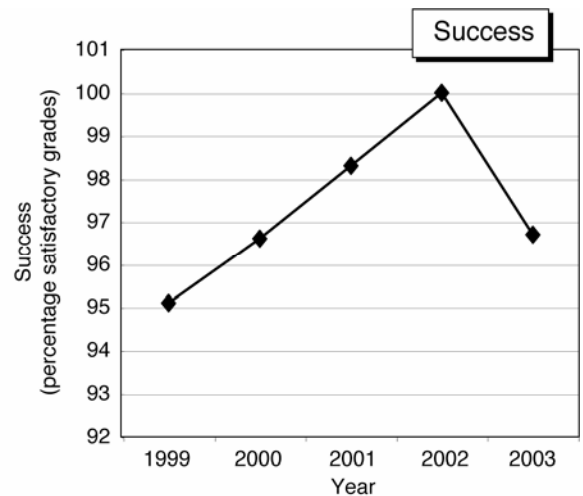
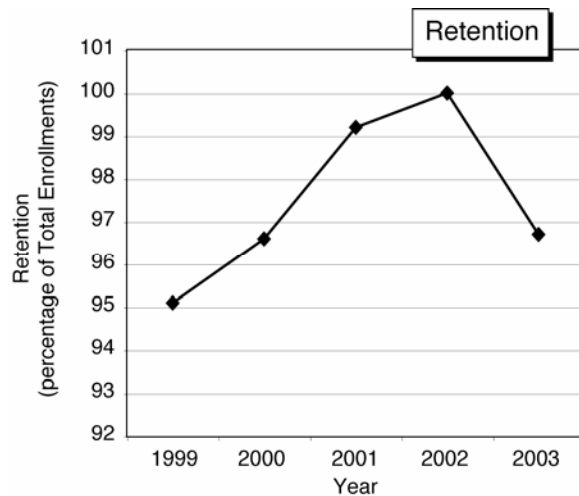
The decline in year 2003 is a result of a change in enrollment data reporting techniques. Weekly census was used in years 1999 through 2002 and positive attendance was used in year 2003. This change significantly affected the WSCH, FTES and LOAD. The Adaptive P.E. Program requires constant individualized instruction because the students have physical limitations. Instructional Aide II's (short-term temp) are required to provide a quality and safe program. The budget to hire Instructional Aide II's has significantly decreased within the past few years, which also may play a large part as to why enrollments have dropped. Allowing students to participate sometimes depends on the amount of assistance available. This is determined on a case-by-case evaluation. Ignoring year 2003, the WSCH ranges from a high of 1161 in year 2000 and a low of 714 in year 2001 and FTES ranges from a high of 38.5 in year 2000 and a low of 23.8 in year 2001.

B. FTE and LOAD



The Adaptive P.E. Program has one full time instructor who teaches in two of the categories included in this report. The data showing less than one full time instructor depends on how the Dean has assigned her workload. The LOAD is very high in all years compared to the College goal of 535 with a high of 1248 in year 2000 and a low of 793 in year 2001. Year 2003 drop reflects the way the data was reported.

C. RETENTION AND SUCCESS

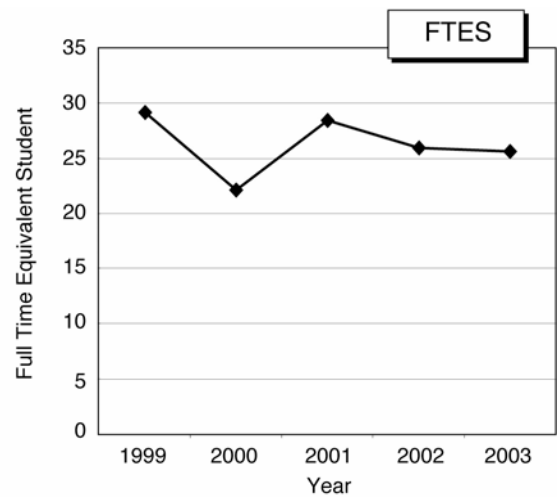
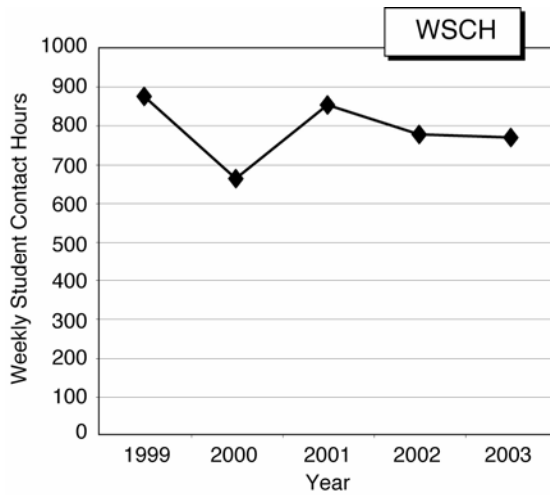


The retention and success of the students is very high in all years ranging from 95.1% in year 1999 to 100% in year 2002 in both retention and success.

DANCE

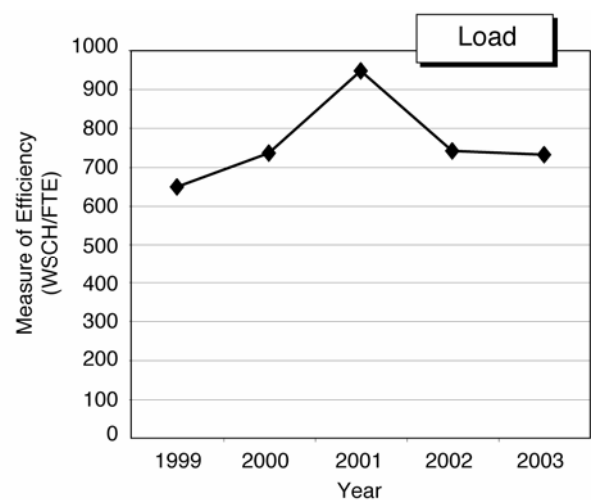
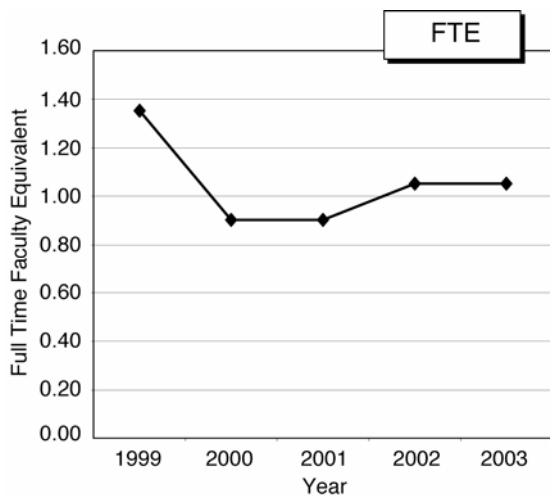
The Dance Program includes a variety of courses including salsa, jazz, dance aerobics, dance production, ballet, body movement and conditioning for dance technique. The aerobic nature of the dance classes definitely supports the importance of the “healthy body, healthy mind” philosophy.

A. WSCH and FTES



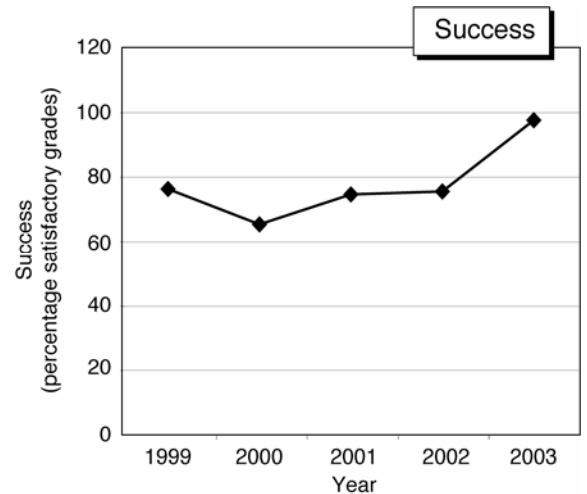
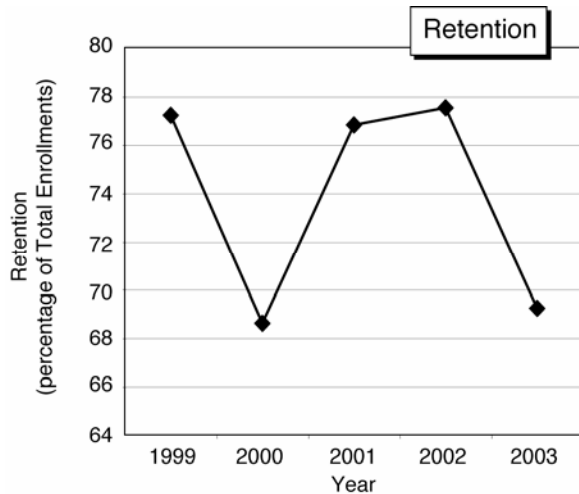
The WSCH ranges from a high of 873 in year 1999 and a low of 661 in year 2000. The FTES ranges from a high of 29.11 in year 1999 and a low of 22.05. The Dance Program data continues to reflect huge success as shown by WSCH and the LOAD.

B. The FTE and LOAD



Adjunct faculty members teach all of the courses in the dance program. Therefore, the FTE varies each semester. The LOAD is very high in all years compared to the College goal of 535 with a high of 946 in year 2001 and a low of 647 in year 1999. The WSCH and LOAD figures document the popularity and retention of the dance classes.

C. RETENTION AND SUCCESS

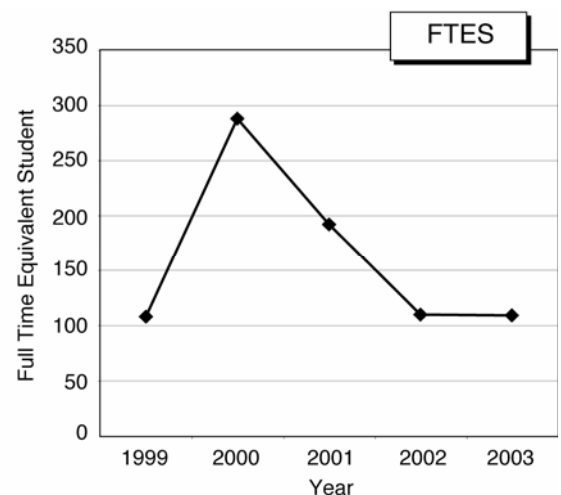
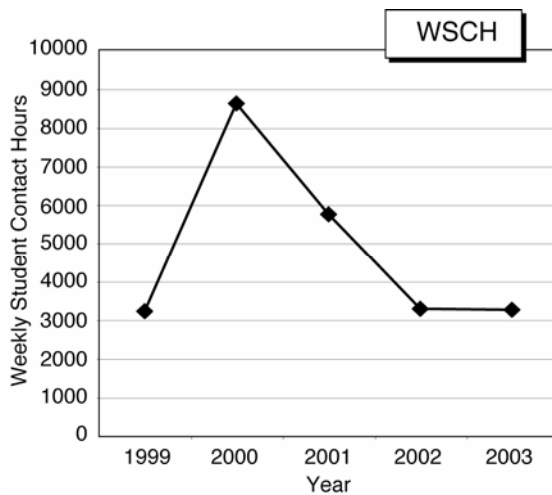


The retention of the students ranges from 68.6% in year 2000 to 77.5% in year 2002. Student success ranges from 65.2% to 97.3% in year 2003. There are wide fluctuations in the student retention and success percentages. Covering all the courses with only adjunct faculty builds in diversity in grading, retention, and student success.

FITNESS

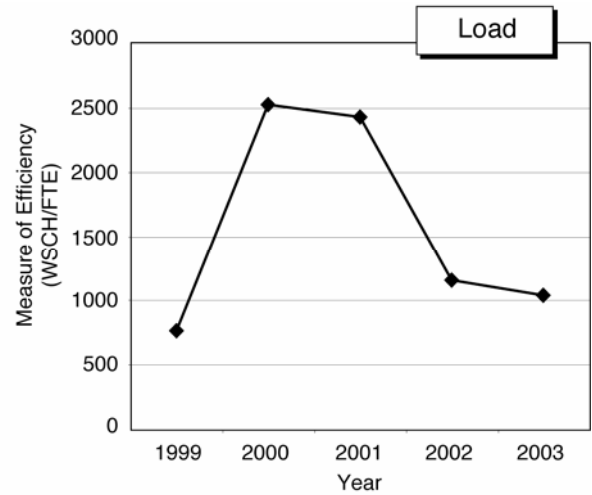
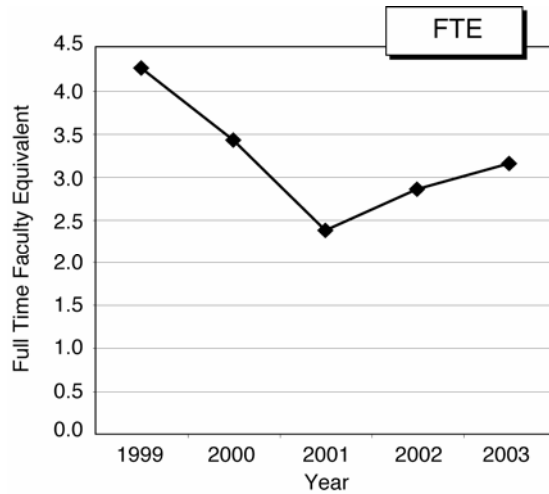
The Fitness Program is the biggest department and includes a variety of courses including cardio pump, the fitness center, lifelong fitness, Pilates, varsity weight conditioning, yoga, aerobic fitness, flexibility/stretching, soccer conditioning, fitness walking and personal trainer courses. The wide variety of courses offers something for everyone who wants an exercise/fitness class. The Fitness Program ranges from aerobic activity to strength training to flexibility enhancement to specialized types of exercise to academic classroom courses to train personal trainers.

A. WSCH and FTES



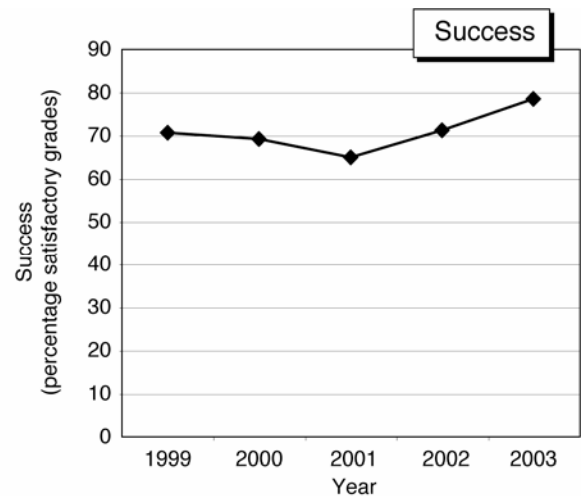
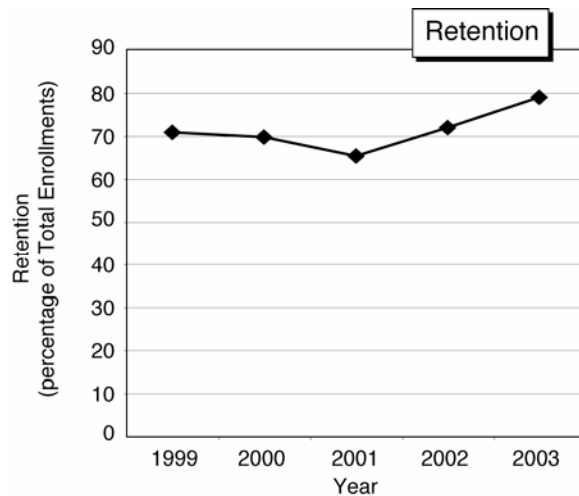
The WSCH ranges from high of 8625 in year 2000 to a low of 3224 in year 1999. FTES ranges from a high of 287.5 in 2000 to a low of 107.47 in 1999. The WSCH and LOAD figures document the popularity of the courses.

B. FTE and LOAD



The faculty includes both full-time and adjunct faculty. FTE assigned to fitness fluctuates from a high of 4.26 in year 1999 to a low of 2.37 in year 2001. The LOAD in all five years is high compared to the college goal of 535. Note that the lowest year in 1999 had an FTE of 4.26. Several full-time faculty members retired at the close of the 1999 academic year. The LOAD in the remaining four years is extremely high ranging from 2522 in year 2000 to 1034 in 2003.

C. RETENTION AND SUCCESS

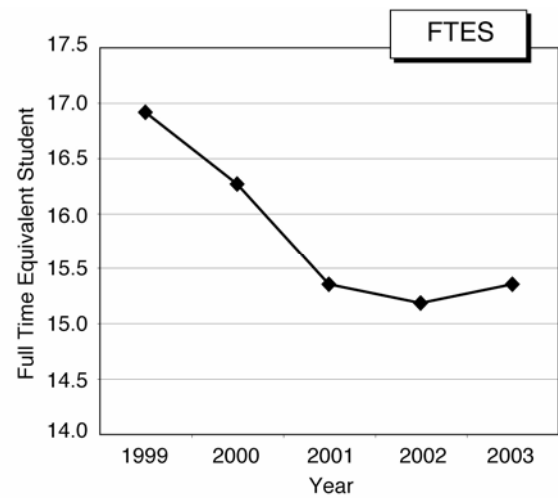
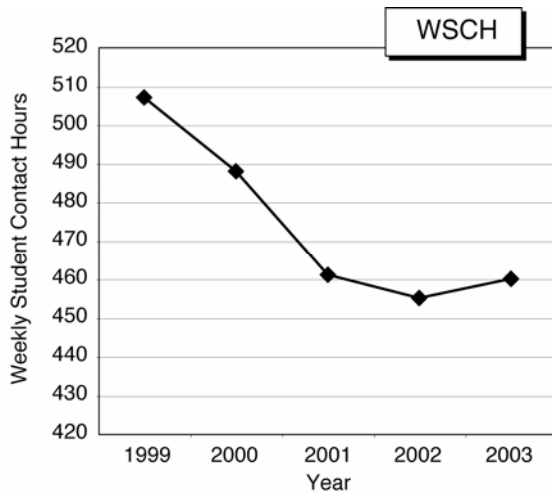


Student retention and success ranges from 65.2% to 78.9%. The Fitness Center contributes the greatest number of students in the fitness department and has the greatest challenges in student retention and success. Students can work out in the Fitness Center whenever it is open. Therefore, the student does not have to be there at a specific time. This requires more self-motivation and for many students, behavioral modification. Injury is also a factor.

INDIVIDUAL SPORTS

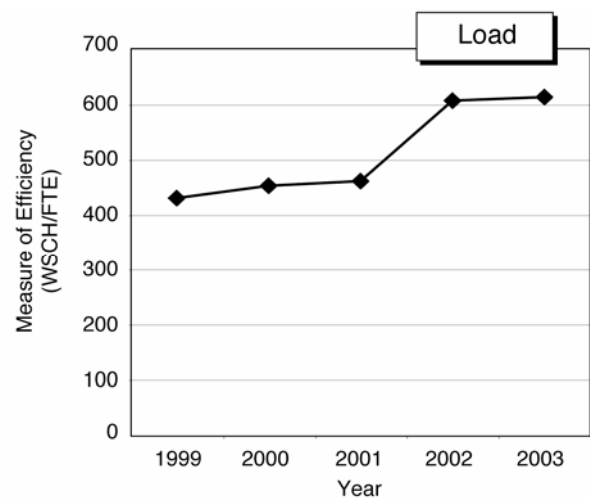
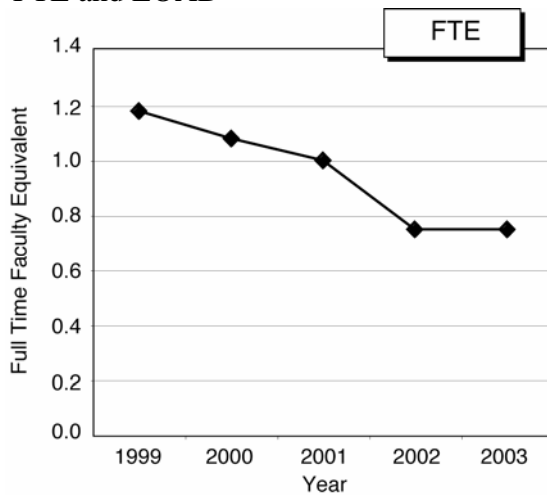
Individual sports include beginning, intermediate/advanced and expert golf and tennis.

A. WSCH and FTES



WSCH and FTES has declined steadily between year 1999 to 2002 with a very slight increase in 2003.

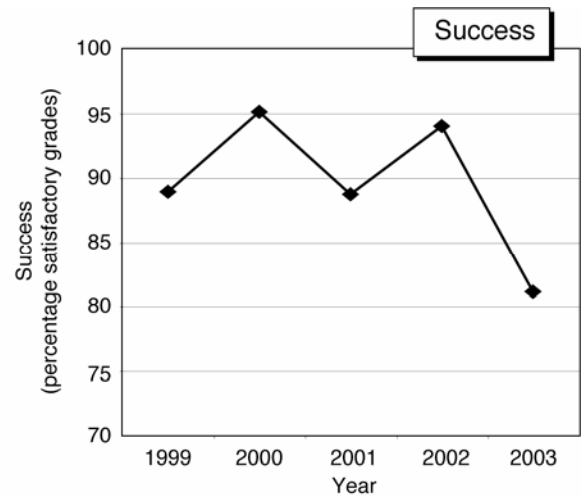
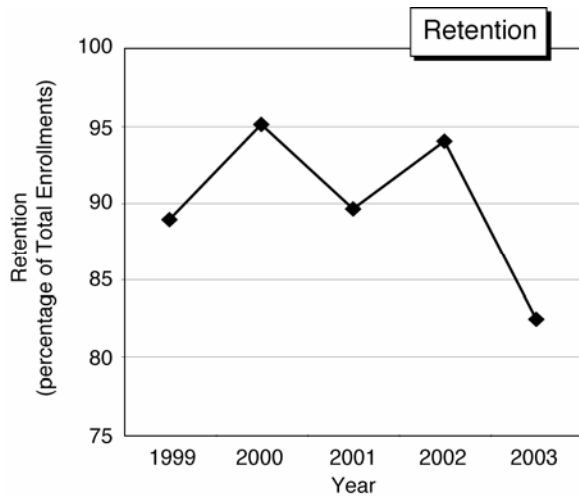
B. FTE and LOAD



FTE dropped from 1.18 in year 1999 to 0.75 in year 2002 and 2003. The decrease in FTE resulted with the decision to not offer expert golf in 2002.

Between 1999 and 2001, the LOAD 430 to 461 was below the college goal of 525 but the LOAD improved significantly to 607 and 613 in 2002 and 2003 respectively with the decrease in FTE combined with a constant WSCH that equals more efficiency.

C. RETENTION AND SUCCESS

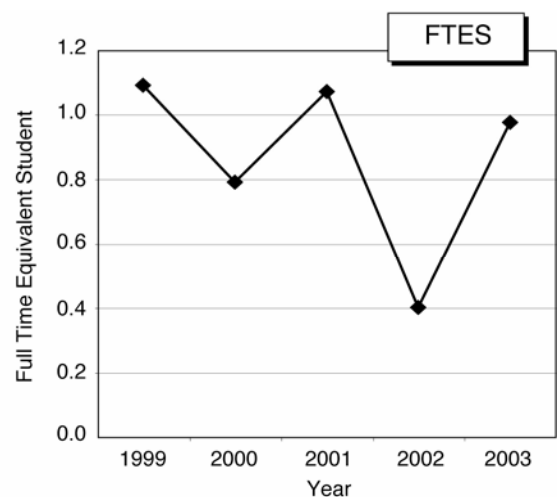
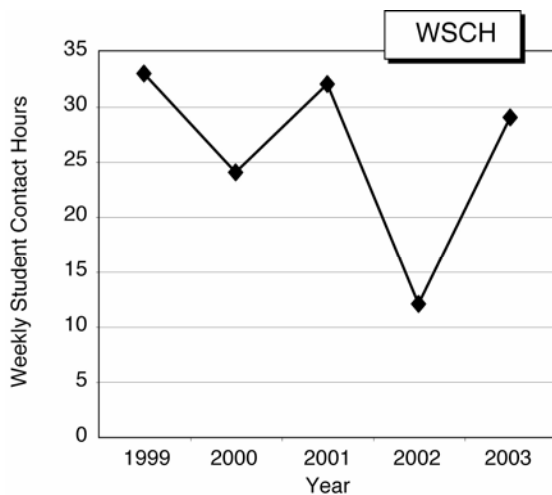


Student retention and success remained high during the five year time period ranging from 82.4% in year 2003 to 95.1% in year 2000. Even though the chart above shows a significant decrease in retention and success, the numbers are still above the average at 82% and 81% respectively.

PHYSICAL EDUCATION

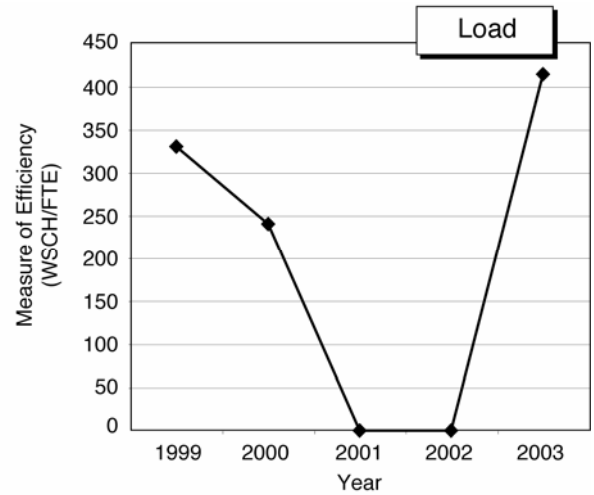
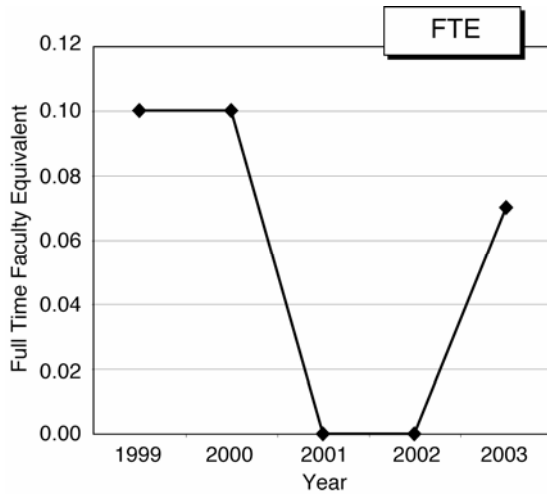
Physical Education classes are taught by the adaptive P.E. instructor and includes introduction to adaptive P.E., assisting in adaptive P.E. and introduction to functional fitness measures.

A. WSCH and FTES



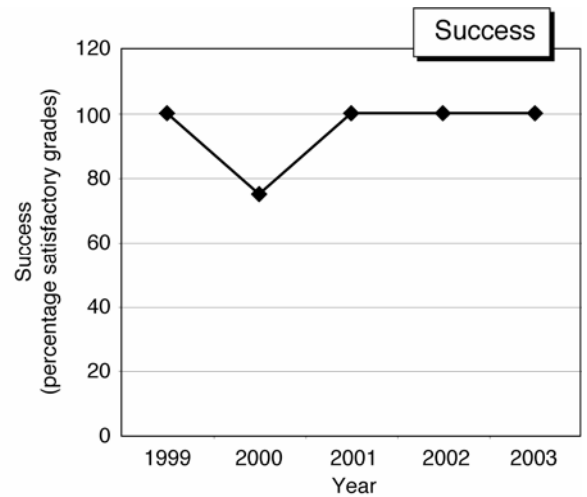
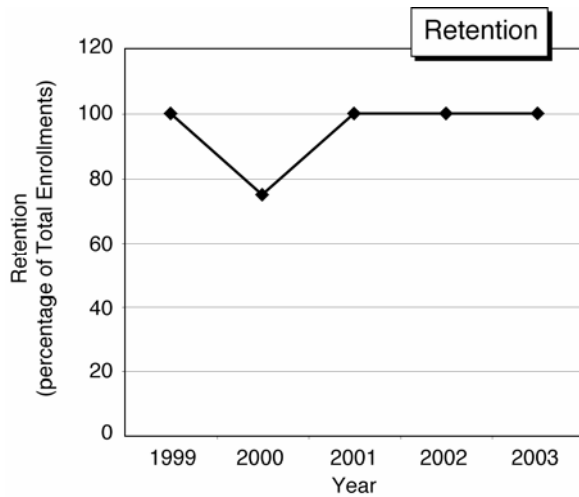
WSCH ranges from 12 in year 2002 to 33 in year 1999. FTES varies from 0.4 in year 2002 to 1.09 in year 1999.

B. FTE and LOAD



The adaptive P.E. program has one full-time instructor. For the past three years, there have been no FTE assigned to the instructor due to the multiple courses being taught simultaneously and the course that has the most students is assigned the FTE.

C. RETENTION AND SUCCESS

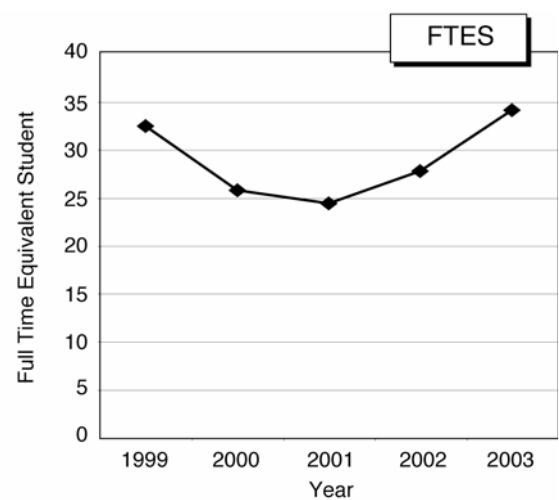
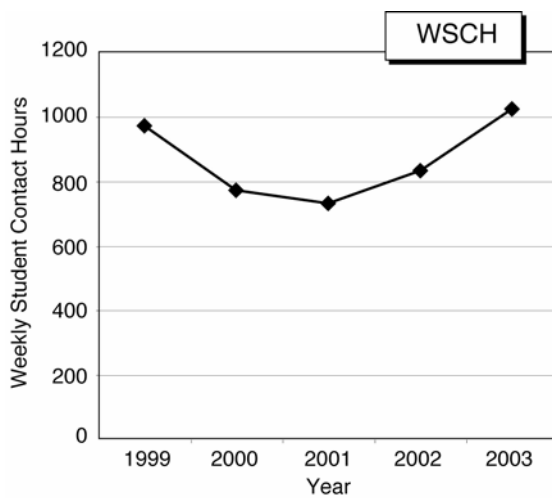


Student retention and success are extremely high in all years and has shown a consistent pattern for the past three years as indicated by the charts above.

TEAM SPORTS

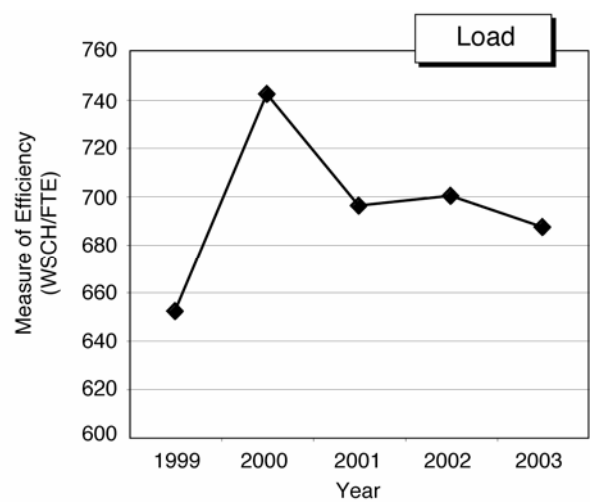
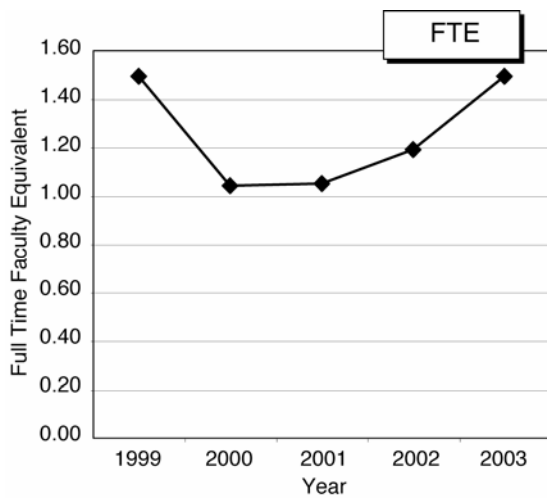
Team sports include basketball, baseball, golf, soccer, softball, and volleyball.

A. WSCH and FTES



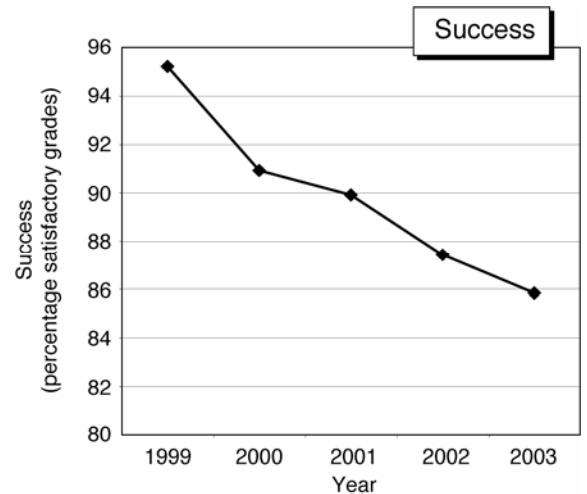
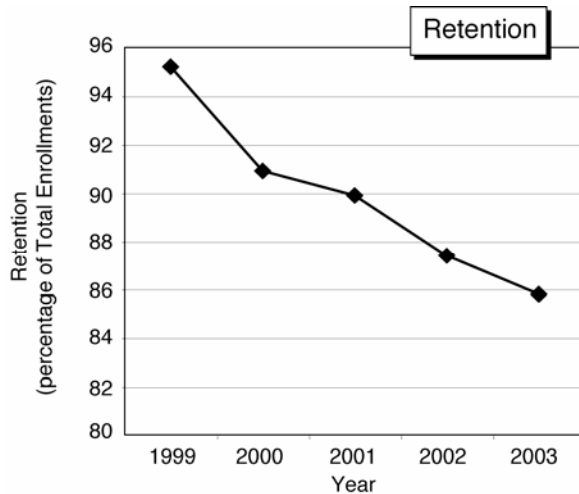
WSCH and FTES vary yearly and are influenced by FTE. In fall 2000, we offered fewer courses than 1999 and in 2001 we offered again fewer courses than 2000.

B. FTE and LOAD



FTE ranges from 1.49 in year 1999 and 2003 to 1.04 in year 2000. The LOAD is high in all five years compared to the college goal of 535 ranging from 742 in year 2000 to 652 in year 1999.

C. RETENTION AND SUCCESS



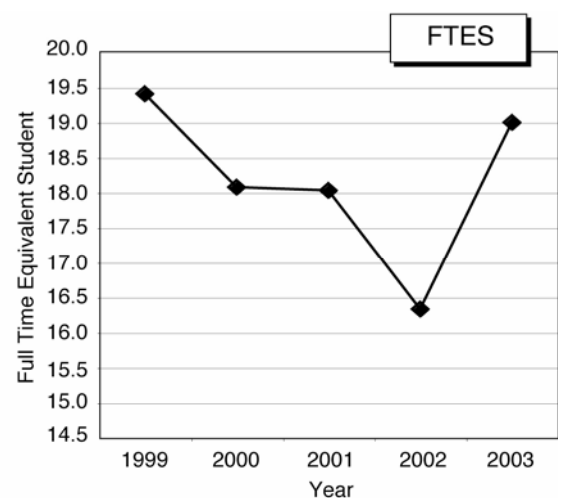
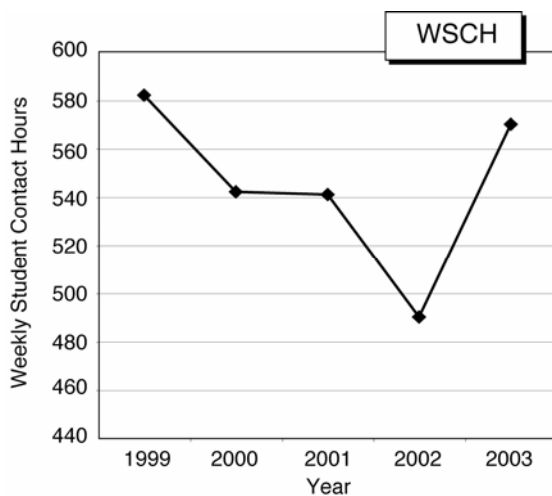
Student retention and success is very high in all five years ranging from 85.8 in year 2003 to 95.2 in year 1999.

VARSITY TEAMS

Varsity Teams includes men's baseball, men's basketball, men's golf, men's and women's soccer, women's volleyball and men's and women's tennis. Varsity team sports benefit the college in many ways. Each athlete must maintain academic standards in order to compete and each must carry a fulltime academic course load. There has been significant fluctuation in which teams were offered during this time period.

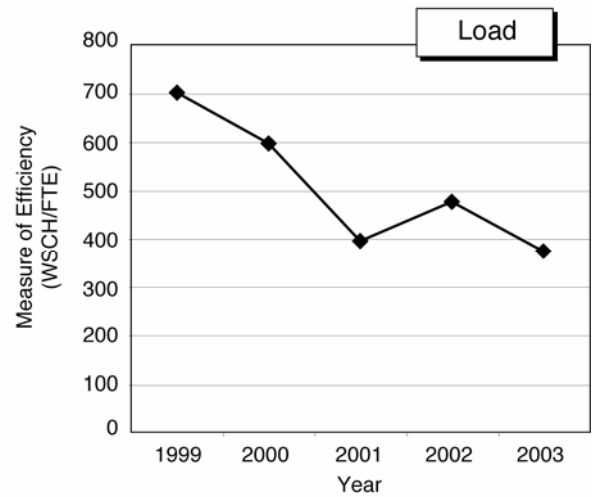
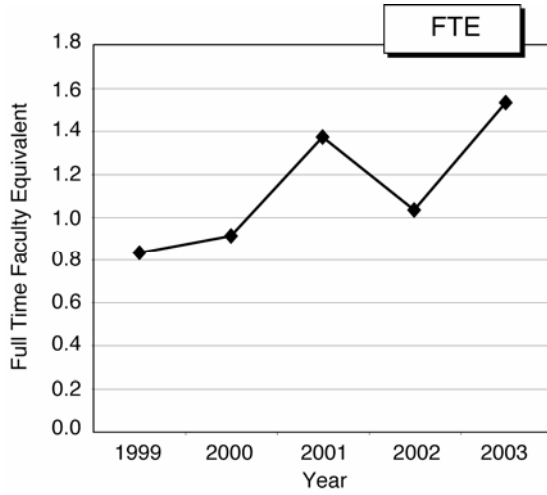
1. Men's varsity golf was placed on hiatus at the end of the spring 2002 season.
2. Women's varsity tennis last competed in spring 2000 and men's varsity tennis was placed on hiatus at the end of the season in spring 2004.
3. Men's varsity basketball competed in fall 2001-Spring 2002 and put on a 2 year hiatus status and brought back in fall 2004.
4. Women's varsity volleyball was initiated in fall 2003.

A. WSCH and FTES



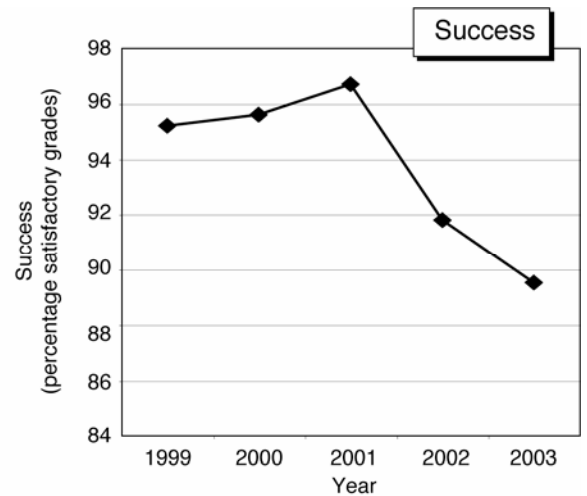
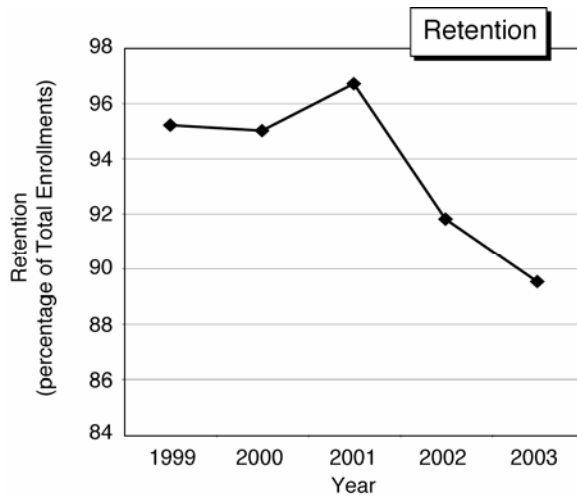
The WSCH ranges from 582 in year 1999 to 490 in year 2002. FTES ranges from 19.4 in year 1999 to 16.33 in year 2002.

B. FTE and LOAD



FTE ranges from 0.83 in year 1999 to 1.53 in year 2003. The LOAD decreases significantly due to changes in which varsity teams were being eliminated and/or added. It is very difficult to do any comparisons on the varsity sports due to the fluctuation of adding and eliminating teams.

C. RETENTION AND SUCCESS



The decline in student retention and success also reflects the dramatic changes made in the offerings during this time period.

D. Certificate, degree, and transfer status (If applicable)

Report data on certificate, degree and transfer status for the past 2 years with the most recent on the right.

| | |
|--------------|--|
| Year | |
| Certificates | One or more courses in physical education for a minimum of 2 units is required for an AA/AS degree. This requirement is waived or modified for students in the following categories: a) graduates of community colleges or other accredited colleges and universities, b) Evening/Saturday/Off-campus Center students: Students who have completed a minimum of 60% of the coursework units submitted to fulfill the Associate degree requirements in the evenings, Saturdays, or at a Cañada College off-campus Center, c) veterans with one or more years of service and d) persons excused for medical reasons. |
| Degrees | |
| Transfer | |

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc. Highlight and type here:

Please refer to each individual group to review WSCH, FTES, LOAD, Success and Retention rates for comments.

IV. Faculty and Staff Hiring Recommendations:

A. List full-time faculty requests and attach formal justification

| Position | Areas of expertise needed |
|--|---------------------------|
| <p>Evaluate the status of the entire department’s full-time faculty, adjunct faculty, coaches, instructional aide and athletic trainer positions.</p> <ol style="list-style-type: none"> Currently, the department consists of 3.5 full-time faculty (which includes the Athletic Director/faculty member, men’s soccer coach/fitness instructor, adaptive PE instructor, and a half time position in fitness), four adjunct coaches, nine assistant coaches, nine adjunct fitness/dance instructors, one Fitness Center instructional aide (WCIS), one athletic trainer (part-time), and a part- time clerical person to assist with the mail. Projected faculty retirements will reduce the full-time faculty to 2 full-time faculty members. Decisions need to be made regarding hiring full-time faculty to promote and cover program expansion of the fitness and dance programs. Research and analysis needs to take place regarding the expansion of the number of athletic teams (possibly tennis, badminton, rowing, and cross country), hiring full-time coaches and expanding the Athletic Trainer into a full-time position. | |

| | |
|---|--|
| <p>e. If the Adaptive Fitness Technician program is developed and Physical Fitness Specialist Certificate program expanded, the Fitness Center will be used as a lab site in addition to being used by students enrolled in the Fitness Center. Research and analysis needs to take place regarding hiring a full-time Fitness Center instructor/coordinator, converting the Fitness Center into a teaching/training lab for fitness assessments and personal trainer practical experience.</p> | |
|---|--|

B. List adjunct faculty request and attach formal justification

| Position | Areas of expertise needed |
|---|-----------------------------------|
| If the Adaptive Fitness Technician certificate program is developed, we would need to consider hiring an adjunct faculty to teach in the program. | Justification needs to be written |

C. List staff requests and attach formal justification

| Position | Areas of expertise needed |
|--|--|
| Instructional Aide II – part-time (WCIS) for the Adaptive Physical Education Department. | Adaptive Physical Education requirements. (formal justification will be worked on) |

D. List professional development needs:

All full-time and adjunct faculty members need to be kept abreast in their particular discipline and complete continuing education units to maintain current professional certifications. They need to attend specific workshops and classes to gain updated skills a minimum of once per year. It is also critical that all coaches and the Athletic Director keep abreast in their fields. It is critical that Barbara McCarthy attend the yearly CAPEP Conference (California Association of Post-Secondary Educators of the Disabled) specifically, the adaptive physical education sub group to stay current in state policy and procedures and to learn new techniques for classroom use and that Mike Garcia be able to attend the mandatory state and local meetings and the Commission on Athletics meetings. At least one representative per year from the Physical Education Department should attend the CAHPERD (California Association for Health, Physical Education, Recreation, and Dance) conference. Physical Education issues are separate from issues regarding athletics.

Also, it is critical that all P.E. and Athletic faculty members obtain and/or update, as needed, the CPR/AED and First Aid certifications.

V. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

| Item | Cost per unit |
|--|---|
| <ul style="list-style-type: none"> • Purchase a new copier machine for the department office/faculty workroom. • Purchase a new fax machine for the workroom • Budget for a contract for regular maintenance of Fitness Center equipment. In the near future, all four Fitness Center treadmills will require a major overhaul which will cost approximately \$6,000. | Will need to research costs involved with these four items... |

| | |
|---|--|
| <ul style="list-style-type: none"> • Purchase two sets of all weather small soccer goals (4 yards wide 4 feet high goals) to be used by athletic teams and physical education classes. | |
|---|--|

B. List Facilities needs:

| | |
|---|--|
| <ul style="list-style-type: none"> • Refurbish soccer field and baseball field and patch tennis courts. (Started spring 2005) • Expansion of Fitness Center into space currently occupied by Building and Grounds in Building 1, First Floor. • Integration of first floor facilities to provide a designated space for the Fitness Assessment Facility. This will be required for the development of a Fitness Specialist Certificate Program. • Remodel Bldg. 1, Room 101 on first floor to provide an up-to-date classroom. • 5. Remodel current women's locker room to provide for a women's team/locker room, a private female coaches/ instructor's locker room and locker room facilities for female physical education students to be in compliance with Title IX. | <p>Will need to work with head supervisor of Facilities for quotations on cost, etc.</p> |
|---|--|



COMPREHENSIVE PROGRAM REVIEW CHECKLIST

- Comprehensive Program Review Self-Study Document
- All Bi-Annual State of the Department Documents since last Program Review
- Executive Summary
- Completed Evaluation of the Comprehensive Program Review Process Form
- Additional Data As necessary

Date: April 2, 2005

Program Name: Physical Education & Athletics

Review Committee Chair: Sally McGill

Review Committee Members: Linda Breen, Nick Carr, Jill Daly, Kurt Devlin, Mike Garcia, Tony Lucca, Frank Mangiola, Monica Marcuson, Barbara McCarthy, Sally McGill, Steve Nicolopoulos, Jose Peña, Bill Plonsky, Lamont Quattlebaum, Vera Quijano, Judith Webb, & Constance Wise



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse background achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Part A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

In 1996, the program review committee recommended the following goals: a) develop a comprehensive, coordinated facilities plan which will better serve the needs of an up-to-date curriculum. During the 2004-05 academic year, there will be major modifications made to the baseball and soccer fields and the addition of an outdoor bathroom facility by the baseball field, b) continued purchase of equipment and funding for regular maintenance—during the past two years since the department was transferred to the Business & Workforce Development Division, the department has applied and received financial support to purchase equipment through the instructional equipment and Prop 20 dollars allocated to the college. . A sampling of equipment and supplies purchased was a stem machine and an ice machine for the training room in the athletics department and fitness related supplies and equipment, c) revamp the Fitness Specialist program—this was created in 1997; however, the faculty members are currently reviewing the certificate and are in the process of updating the curriculum and course requirements, d) develop a Fitness Specialist program—this was created in approximately 2000; however, the faculty members are currently reviewing the certificate and are in the process of updating the curriculum and course requirements, e) and expanded opportunities for women athletes—great news, the women's intercollegiate volleyball team began in fall 2003.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offers, and priorities of the College and District.

Program Overview: The mission of the Physical Education/Athletics Department is to provide opportunities for students to develop motivation, physical skills, attitudes, knowledge, and values necessary to acquire and maintain a healthy lifestyle. Courses and intercollegiate teams are provided which allow students to complete general education requirements, maintain lifelong

fitness, acquire skills in team and individual sports, and compete in intercollegiate competition. The Adaptive Physical Education provides an equal opportunity for fitness instruction units applicable to graduation requirement. Courses for assistants provide career exploration and preparation for transfer to programs such as physical therapy. Adaptive physical education courses also provide the learning lab/site for assistants completing internships for specific two and four year programs.

Goal A Update Curriculum

Objective 1 Review all physical education course outlines including Adaptive P.E., Combative, Dance, Fitness, Individual Sports, Theory, Team Sports, and Intercollegiate Sports, update courses and bank courses that have not been offered.

Objective 2 Instructors teaching the specific courses will need to review and discuss recommended changes with departmental members then complete necessary curriculum forms for changes in courses.

Goal B Review the current Certificate of Completion and Associate in Arts Degree offered by the Physical Education Department and update accordingly

Objective 1 Review the Certificate of Completion in Physical Education Fitness Specialist Emphasis, Associate in Arts in Physical Education, and Transfer program listed in the current catalog and make recommended changes.

Objective 2 Tasks include writing curriculum for additional courses and complete the necessary curriculum paperwork to update requested changes in certificate and AA degrees.

Objective 3 Continue to establish a transfer relationship with Cal State East Bay (formerly known as Cal State Hayward) campus, San Francisco State University, and San Jose State University.

Goal C Hire two full-time faculty members in the Physical Education & Athletics Department

Objective 1 During the 2005-06 academic year, put forward two full-time faculty positions. Positions to be considered are Fitness, Dance, and Athletic Coach/and a combination of P.E. or Fitness—need to write justifications.

Objective 2 Evaluate future faculty and classified positions needed over the next six years.

Goal D Develop an Adaptive Fitness Technician Certificate Program

Objective 1 Write curriculum for additional courses, coordinating the efforts with the Fitness Specialist Certificate Program to establish core courses, and to consider the feasibility of offering an evening or weekend program.

Goal E Develop an advanced course to the Fitness Center

Objective 1 Write curriculum for a specialized advanced course to include fitness prescription, workout journal, and fitness assessment component.

Objective 2 Create and test course during the 2005-06 academic year as a 680 experimental course.

Goal F Expansion of the Fitness Center

Objective 1 Over the next two years, 2005-2007, the Facilities Department is scheduled to move out from their current location. The current Facilities Department needs to be renovated to accommodate needs of the growth of the Fitness Center.

Objective 2

The current Fitness Center is in desperate need to expand their services to include adding an Assessment Center, stretching room, etc.

Contribution to the Mission of the College and the District

The mission of Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.

The Physical Education/Athletics Program contributes to the mission of the College and District by:

- a. Providing quality instruction for student success.
 - b. Recruiting students from all cultural backgrounds, ages, and economic conditions.
 - c. Offering a wide array of physical education and athletic sports courses for all students attending college.
 - d. The program endeavors to provide a positive and successful learning experience emphasizing the development of academic, athletic, and personal skills. Each student deserves the opportunity to continue his/her education, to develop physical and mental skills necessary for lifelong success and to learn how to stay fit, learn to concentrate, and take responsibility for their health.
 - e. Certificates and degree offered by the department are preparing students for the job market.
3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The 2004 institutional research data produced by the college researcher indicate the student demographics as follows: 43.6% Hispanic, 36.5% White, 7.3% Asian, 3.4% African American, 3.2% Filipino; 5.7% Other/Unknown, and 0.4% Native American. Within the last six years, the Hispanic student demographics have grown 18.6% from 25% in 1999 to 43.6% in 2004. In contrast, the White student demographics continually have decreased from 53.4% to 36.5%, a decline of 16.9%. There is no significant change within the other student demographic groups noted. Due to the dramatic increase in the Hispanic population at our college, we have added beginning through advanced salsa classes and translated into Spanish most of the brochures/forms used in the Fitness Center in an attempt to better serve the needs of our student population. We continue to offer a wide array of physical education courses and athletic teams that appeal to the current student demographics served by Cañada College.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Not Applicable.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

There is a wide variety of physical education related courses offered through Cañada College that are available for all age groups, abilities and disabilities, demographics, and ethnicities in order for the students to meet the physical education requirement for the AA/AS degree. Athletic teams and individual sports offer courses throughout the students' education process to enhance their current skill level and provide opportunities to participate in intercollegiate sports. The Adaptive Physical Education program is designed to assist and train the students in developing functional basic skills. Classes for adaptive PE assistants contribute to career planning and hands-on work experience.

2. State how the program has remained current in the discipline(s).

All programs in the Physical Education and Athletics Department have remained current by proactive faculty and staff members constantly reviewing their individual curriculum and updating accordingly each semester. Some faculty members have written professional development and trustee fund grants to assist in the attendance of workshops, creating new courses, and or updating programs in the department. Also, faculty members have submitted written proposals and presented justifications to the division, as a whole, in voting for critical items needed by each department within the division. Over the past two years, since Physical Education & Athletics moved to the Business & Workforce Development Division, the departments have developed well written justifications and have received both instructional equipment and Prop 20 dollars to purchase needed supplies and equipment to assist in staying current in the departments. However, there is always a Needs List and not enough dollars to go around to all departments.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list courses and present a plan for completing the process.

All courses currently offered through the P.E./Athletics Department are being inputted on the new curriculum forms required by the College and will be completed by May 2005. During the 2005-06 academic year, the department will be reviewing all courses that have not been reviewed in the past six years and recommendations will be brought forward for revisions, deletions, and banking of courses.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not Applicable

f. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

During the 2004-05 academic year, the Athletic Director and the Fitness 250, adjunct faculty member, have been working with the lead faculty member of the Kinesiology Department at Cal State East Bay to articulate the FITN 250 – Personal Trainer Preparation: Anatomy and Physiology and the FITN 251 - Personal Trainer: Health Appraisal and Exercise Prescription courses. In the Adaptive Physical Education department, the Wellness Center has served as a field work site for students from SFSU, Stanford, Foothill, and Parks & Recreation for those students in career tracks for adaptive physical education, physical therapy, geriatrics, and recreation therapy.

g. Discuss plans for future curricular development and/or program modification.

At the present time, there are discussions taking place to possibly offer a Polynesian and Hip Hop dance course to the current dance curriculum. During the 2005-06 academic year, the faculty members will be reviewing the possibilities and submitting their course proposal to the Dean for review. Also, at the current time, the faculty members are working on a new Assessment course that will be offered through the Fitness Center. The assessment course will empower students by giving them the opportunity to set their own fitness goals, design and execute a personalized fitness program, and track their individual progression. Further, the faculty members will be revising the current Fitness Specialist certificate so it will be in alignment with the qualifications for a Personal Trainer position and or transfer to the CSU system. In regards to the Adaptive Physical Education Department, the faculty members from all disciplines in the Physical Education/Athletics Department will participate in formalizing curriculum and developing a certificate program for an Adaptive Fitness Technician. This program will be offered in the evening and or on the weekends, as well as the adaptive physical education classes for "learning lab" purposes.

PART C: Student Outcomes

Please attach all Bi-Annual State of the Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.

Since this is our first year under this new Bi-Annual State of the Department report, we can only submit our current Bi-Annual State of the Department report.

Here is a sample of Student Learning Outcomes used in the FITN 124 – Pilates Training course:

At the conclusion of this course students will be able to:

Identify the fundamental principles and objectives of the Pilates method of exercise.

Define the concept of "functional neutral spine" and identify the forces placed on the spine by the position of the head, shoulders, ribs, and pelvis.

Apply Pilates principles to personal biomechanics. Develop greater perception of personal physical strengths and weaknesses during movement.

Locate and identify key skeletal landmarks and core muscles of the body.

Demonstrate proper postural stabilization, increased body awareness and strength, greater focus and concentration, proper use of breath, and correct stretching technique.

Perform the fundamental and intermediate repertoire of Pilates exercises.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Full-time faculty members:

Garcia, Mike, Athletic Director/Professor, Baseball, Golf, Fitness Center
McCarthy, Barbara, Professor, Adaptive Physical Education
McGill, Sally, Professor, Fitness (half time in the PE Department)
Mangiola, Frank, Professor, Men's Soccer Coach

Adjunct faculty & Classified members:

Breen, Linda, Personal Trainer/Dance
Carr, Nick, Instructional Aide II, Personal Trainer in Fitness Center
Daly, Jill, Personal Trainer, Dance, Choreography, Kinesiology, Exercise, & Physiology
Devlin, Kurt, Women's Soccer coach
Lucca, Anthony (Tony), Men's Baseball coach
Marcuson, Monica, Women's Volleyball coach
Nicolopoulos, Steve, Fitness
Peña, Jose, Volleyball, Fitness
Plonsky, Bill, Fitness, Athletic Trainer (classified)
Quattlebaum, Lamont, Men's Basketball coach
Quijano, Vera, Dance, Yoga, Chopra Center Yoga, & Creating Health Certified Educator
Velasquez, Rick, Basketball, Badminton, Golf
Webb, Judith, Fitness & Certified Personal Trainer,
Wise, Constance, Yoga, Ballet, Dance, Choreography

All faculty members listed above contribute significantly to the success of the individual departments. Please refer to the Excel charts noted in Section III of the Bi-annual State of the Department Report to review the success of each department. The current faculty and staff at the Adaptive Physical Education Department housed at the Community Wellness Center, 711 Nevada Street in Redwood City: Barbara McCarthy, Professor responsible for design, operation, and teaching; two part-time classified short-term Instructional Aide II's--an absolute necessity for safety, instructional assistance, allowing a large number of students to enroll in the program.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program

A sampling of the major professional development activities completed by faculty and staff include Barbara McCarthy attending the yearly CAPED Conference (California Association of Post-Secondary Educators of the Disabled) to stay current in state policy and procedures and to learn new techniques for classroom use. Barbara also was a contributor to a textbook written by Karl Knopf, Ed.D. Adaptive P.E. Professor at Foothill College. Mike Garcia attending the yearly Athletic Director's conference in keeping abreast of all new rules and regulations for our athletes, all coaches are required to attend state and local meetings for their individual sports, and numerous faculty members have attended conferences and workshops to maintain continuing education requirements for certifications and to enhance their teaching skills, success and retention in the classroom.

It is critical that funding remains available for all faculty members to attend conferences, workshops, and mandatory meetings, in and out of state, in order to stay current in their particular discipline. Frank Mangiola and Kurt Devlin attend the U.S.S.F refresher course in order to maintain their national soccer license; both licenses are up for renewal in 2005-06.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The following represents the department's procedures for orienting new full-time and adjunct faculty members:

1. The Dean of the Business & Workforce Development Division requests a full-time faculty member to volunteer to become the mentor to the new faculty member. The mentor is matched with similar FSA's or at least familiar with his/her discipline.
2. Role of the mentor is to assist new faculty members to become familiar with the campus, the department, and college procedures.
3. Faculty are introduced to other personnel on campus and receive the following assistance from the Division Office:
 - a. Procedures to follow dealing with student issues, plagiarism, etc.
 - b. Academic Calendar, Catalog, & Schedule
 - c. Parking Permit
 - d. E-Mail, WebSmart, & Phone Mail with instructions...
 - e. Admissions & Records policies on submitting grades, pertinent reports, etc.
 - f. Mailbox in Departmental workroom
 - g. Office Space, if applicable
 - h. Office Hours Requirements, if applicable
 - i. Catalog, Schedule, & Official Course Outlines for each course taught
 1. Sample of syllabus is distributed to follow similar format.
 - j. Supplies
 - k. Case of illness or emergencies, whom to contact.
 - l. Department and Division meeting dates and Committees

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance and materials available to the program. List project needs:

The quality of the equipment in the Fitness Center is very good; however, maintenance is an issue as the machines age. The Fitness Center treadmills, stationary bikes, and elliptical machines will all need complete overhauls within the next two years.

- a) In summer 2003, the replacement of outdated volleyball equipment was purchased for use in the volleyball and women's volleyball program. The old equipment was extremely outdated and posed a hazard to the staff and students who used it.
- b) Due to the lack of funding, the Fitness Center has lacked the necessary dollars to complete a yearly maintenance program.
- c) Athletic fields are currently have accessibility problems and are in poor condition. The athletic fields are slated to be completed by the end of spring 2006.

2. Describe the use and currency of technology. List projected needs.

We are behind the curve regarding the use of technology in the Physical Education Department. It is extremely valuable in teaching physical skills if video camera equipment/instant playback is available. Physical education instructors need updated computers in their offices with capabilities to burn CD's and DVD's; Surveillance Cameras are needed on the fields; and updated sound systems are needed in the gym, dance room, Fitness Center and gym.

New Technology

The faculty expressed a strong desire to incorporate more technology in their teaching. New technology allows students to set, track, and assess fitness, as well as educational outcomes. This program needs to be incorporated into the Fitness Center.

Both teachers and coaches discussed using video equipment and computers (capable of burning CD's) for instruction, for visual presentations, and as a public relations tool.

The Physical Education/Athletics Department has not kept pace with the rest of the school with regards to technology.

Baseball

Video camera, monitor update computer and software

Video Analysis Equipment

Virtually, all players and coaches have access to video-on-demand for replays. If a player is having trouble with his swing, he can simply review the video of his previous at-bats to make the necessary adjustments. Watching the video on the current pitcher can pinpoint any inadvertent body language that may tip the batter to the type of ball that will be thrown. While computers are still banned from the dugout, managers can, and do, often read computer printouts to help them make decisions. - \$1,500

Computer-Burn DVD's - \$800

Surveillance Cameras on the Field - \$1,000

Sound System on the Field P.A. System - \$2,000

Digital Camera – All P.E./Athletics - \$500

Bull Pen Camera - \$500

Women's Soccer

Computer - \$1,200

Video analysis equipment needed for reviewing games, playback on technical and tactical outcomes.

Digital camera for individualized game action, for bulletin boards, and general public relations

DVD playback unit or video playback unit for theory of soccer classes to run during semester of competition.

Training Room

Computer - \$1,200

Dance

Mix Board

Speakers

Sound System - \$1,000

Fitness Center

AED (Automated External Defibrillator) - \$2,000 each

New Software and Log-in Computer – Student participation, grading and assessment - \$1,200

Comprehensive Body Composition Software MetCalc: Metabolic calculations in exercise and fitness- \$200

Heart Rate Monitors and Compatible Software - Enables instructors to objectively assess each student's level of participation, safely determine fitness levels, and develop personalized health and fitness portfolios. Also, heart rate monitors allow the student to work at target heart rate (intensity), so they can reach pre-established fitness goals. - \$1,500

Metabolic Analyzer – Allows students to safely determine anaerobic threshold, workout intensity, correct caloric intake, best possible caloric expenditure, and resting metabolic rate. - \$800

Volleyball

Video camera

Video Analysis Equipment--coaches and instructors along with students and athletes can greatly benefit from the use of video equipment, both in class or game situations, in order to analyze, break down and improve specific skills.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Individual athletic teams receive financial support from specific industry partners. The Adaptive P.E. department has received financial support in the past to purchase stationary cycles and supplies for the Wellness Center at the off campus site. A grant writer needs to be assigned to write a couple of grants to request financial support from alumni, professional teams, companies, etc. to assist in the purchase of items for the Physical Education/Athletics Department.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

The projected retirements in the Physical Education Department will leave the department with only 2 full-time faculty in fall 2006. One of those faculty members is dedicated to the adaptive PE Program which is located off campus. The other teaches part-time with remainder of his load assigned to being Athletic Director. The Physical Education Department will need to add faculty members whose responsibilities and concentration are only in the P.E. Department. The department needs to research and analyze the recommendation the current instructional aide position in the Fitness Center needs to be converted in to a full-time faculty position. The Fitness Center is critical to the development and success of the Fitness Specialist program, the Adaptive PE Technician Program, the development of fitness assessment components in advanced Fitness Center courses, and expansion of the Fitness Center facilities. Also, we will need to add one adjunct position to teach evening and or weekend section(s) of the Adaptive Fitness Technician program under development.

The district mission statement directs us to offer courses that are transferable to the CSU or UC systems, or that are part of a certification program that helps students enter the workforce. We can do this by expanding the exciting personal training (Fitness Specialist) certification. Many of these same courses are transferable for students that are interested in teaching physical education or fitness industry programs offered by CSU and UC.

2. What staff positions will be needed in the next six years in order to maintain or build the department?

- a) Instructional Aide II – part-time (WCIS) for the Adaptive Physical Education Department at the off campus site.
- b) Increase athletic trainer’s classified position to a full-time position.
- c) Hourly assistance for the Adaptive Fitness Technician program.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Please refer to Section E2 above. The list above is not complete as of this date.

4. What facilities will be needed in the next six years in order to maintain or build the department?

The current Facilities Department (Bldg. 1, Room 113) will be needed for the Physical Education/Athletics Department to expand the Fitness Center.

Women’s sports do not have a team room—need to add this team room in the current women’s locker room in the southwest or northwest corner.

Need to update the women’s locker room—showers and bathrooms need to be updated.

Women instructors do not have a designated locker room--needs to be included in this remodel of the women’s locker room. If the Health Center was moved to another location, the private bath and shower room in that office space could become the women’s locker room.

PART: G: Additional information

- 1. Describe any other pertinent information about the program that these questions did not address?

None

APPENDIX A
 Cañada College
 Office of Institutional Research
 WSCH, FTE, FTES, RETENTION, Success Analysis by Subject
 Fall 1999 – 2003

| ADAPTIVE | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|-------|-------|-------|--------|-------|
| WSCH | 877 | 1161 | 714 | 768 | 400 |
| FTE | 0.99 | 0.93 | 0.90 | 0.90 | 0.90 |
| LOAD | 886 | 1248 | 793 | 853 | 444 |
| FTES | 29.25 | 38.70 | 23.80 | 25.60 | 13.33 |
| Retention | 95.1% | 96.6% | 99.2% | 100.0% | 96.7% |
| Success | 95.1% | 96.6% | 98.3% | 100.0% | 96.7% |

| DANCE | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|-------|-------|-------|-------|-------|
| WSCH | 873 | 661 | 851 | 776 | 767 |
| FTE | 1.35 | 0.90 | 0.90 | 1.05 | 1.05 |
| LOAD | 647 | 734 | 946 | 739 | 730 |
| FTES | 29.11 | 22.05 | 28.37 | 25.87 | 25.57 |
| Retention | 77.2% | 68.6% | 76.8% | 77.5% | 69.2% |
| Success | 76.1% | 65.2% | 74.5% | 75.4% | 97.3% |

| FITNESS | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|--------|--------|--------|--------|--------|
| WSCH | 3224 | 8625 | 5747 | 3281 | 3256 |
| FTE | 4.26 | 3.42 | 2.37 | 2.85 | 3.15 |
| LOAD | 757 | 2522 | 2425 | 1151 | 1034 |
| FTES | 107.47 | 287.50 | 191.55 | 109.37 | 108.53 |
| Retention | 70.8% | 69.7% | 65.2% | 71.9% | 78.9% |
| Success | 70.6% | 69.2% | 64.9% | 71.2% | 78.4% |

| INDIVIDUAL | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|-------|-------|-------|-------|-------|
| WSCH | 507 | 488 | 461 | 455 | 460 |
| FTE | 1.18 | 1.08 | 1.00 | 0.75 | 0.75 |
| LOAD | 430 | 452 | 461 | 607 | 613 |
| FTES | 16.91 | 16.26 | 15.35 | 15.18 | 15.35 |
| Retention | 88.9% | 95.1% | 89.6% | 94.0% | 82.4% |
| Success | 88.9% | 95.1% | 88.7% | 94.0% | 81.1% |

APPENDIX A
 Cañada College
 Office of Institutional Research
 WSCH, FTE, FTES, RETENTION, Success Analysis by Subject
 Fall 1999 – 2003

| P.E. | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| WSCH | 33 | 24 | 32 | 12 | 29 |
| FTE | 0.10 | 0.10 | 0.00 | 0.00 | 0.07 |
| LOAD | 330 | 240 | | | 414 |
| FTES | 1.09 | 0.79 | 1.07 | 0.40 | 0.97 |
| Retention | 100.0% | 75.0% | 100.0% | 100.0% | 100.0% |
| Success | 100.0% | 75.0% | 100.0% | 100.0% | 100.0% |

| TEAM | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| WSCH | 972 | 772 | 731 | 833 | 1023 |
| FTE | 1.49 | 1.04 | 1.05 | 1.19 | 1.49 |
| LOAD | 652 | 742 | 696 | 700 | 687 |
| FTES | 32.41 | 25.73 | 24.38 | 27.75 | 34.10 |
| Retention | 95.2% | 90.9% | 89.9% | 87.4% | 85.8% |
| Success | 95.2% | 90.9% | 89.9% | 87.4% | 85.8% |

| VARSITY | 1999 | 2000 | 2001 | 2002 | 2003 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| WSCH | 582 | 542 | 541 | 490 | 570 |
| FTE | 0.83 | 0.91 | 1.37 | 1.03 | 1.53 |
| LOAD | 701 | 596 | 395 | 476 | 373 |
| FTES | 19.41 | 18.08 | 18.03 | 16.33 | 19.00 |
| Retention | 95.2% | 95.0% | 96.7% | 91.8% | 89.5% |
| Success | 95.2% | 95.6% | 96.7% | 91.8% | 89.5% |



PHYSICAL EDUCATION & ATHLETICS
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY
(2 page maximum)

Short Summary of Findings

EXECUTIVE SUMMARY

The mission of the Physical Education/Athletics Department is to provide opportunities for students to develop motivation, physical skills, attitudes, knowledge, and values necessary to acquire and maintain a healthy lifestyle. Courses and intercollegiate teams are provided which allow students to complete general education requirements, maintain lifelong fitness, acquire skills in team and individual sports, and compete in intercollegiate competition.

The varsity athletics program currently includes men's baseball, soccer, and basketball and women's soccer and volleyball. Men's varsity golf was placed on hiatus at the end spring 2002 and the men's varsity tennis was placed on hiatus at the end of fall 2004.

Men's basketball was reinstated in fall 2004 after a two year hiatus. Women's volleyball was added in fall 2003. The varsity team sports have a long history of success. The teams have performed well above the average in competition and have competed in conference and state championships. Even more significant is the academic success of Cañada's athletes. The recent strategic planning committee included a recommendation to expand the College athletics program and to attempt to become compliant with Title IX mandates because athletics contributes to the growth of the students. The strategic planning documents states "data indicates that our college athletes transfer at higher rates than the general transfer population while taking a greater number of units. Finally, college athletics have demonstrable "positive externalities" (i.e. they add non-athlete peers to our enrollments as well as broadening the college "experience")."

The data included in this report documents an outstanding record in WSCH (weekly student contact hours); FTES (fulltime equivalent students); LOAD (a measure of efficiency = WSCH/FTE; Retention (Percentage of Total Enrollments) and Success (Percentage of Satisfactory Grades) in each of the seven divisions (Adaptive, Dance, Fitness, Individual Sports, Physical Education, Team Sports and Varsity Sports) that comprise the total Physical Education/Athletics Department.

The FTE (Full-Time Faculty Equivalent) varies dramatically by year depending on number of retirements and addition or elimination of sports. Currently, the department has 3.5 full-time faculty; 8 adjunct faculty; 4 adjunct varsity coaches, 1 part-time athletic trainer, an instructional aide II in the Fitness Center, and nine assistant coaches. Based on current retirement projections, in fall 2006 the department will only have 2 full-time faculty and no full-time coaches. The Physical Education and Athletics Department has a critical need to hire full-time discipline faculty and athletic coaches.

The facilities improvements needed to maintain a quality program include expansion of the Fitness Center into the space currently occupied by the Facilities Department, Bldg. 1, Room 113, to include

designated space for future assessment facility, remodeling 1-101 to provide an up-to-date classroom, and remodel the current women's locker room to provide a team/locker room for athletes, a private female coaches/instructor's locker room, and an updated locker room facilities for female physical education students.

Projected curriculum development includes expansion and revision of the Fitness Specialist Certificate program which includes establishing a transfer articulation with Cal State East Bay, San Francisco State University, and San Jose State University. The Adaptive PE program plans to develop an Adaptive Fitness Technician Certificate program. Curriculum development includes an ongoing revision to update existing curriculum and to develop new courses and fields of interest in fitness and sports. The Department has shown interest in the inclusion of technology as component of teaching. We are behind the curve regarding the use of technology in the Physical Education Department. It is extremely valuable in teaching physical skills if video camera equipment/instant playback is available. Physical Education instructors need updated computers in their offices with capabilities to burn CD's and DVD's, surveillance cameras are needed on the fields, and updated sound systems are needed in the gym, dance room, Fitness Center, and fields.

Strengths of the Program

- 1) Highly skilled, caring, and diverse faculty
- 2) Offer wide variety of fitness classes that are available for all age groups, abilities and disabilities, demographics, and ethnicities in order for the students to meet the physical education requirement for the AA/AS degree.
- 3) Competitive athletic teams, return of the Men's Varsity Basketball team, addition of the Women's Varsity Volleyball team, and individual sports enhance participants' current skill levels and provide opportunities to participate in intercollegiate sports.
- 4) A strong symbiotic relationship with the surrounding community.

Suggestions for Improvement

- 1) Critical need to hire two full-time faculty members in the Physical Education & Athletics Department during the 2005-06 academic year.
- 2) Expand technology component of teaching.
- 3) Keep abreast in developing new courses and fields of interests in fitness and sports.
- 4) The expansion of the Fitness Center.
- 5) Improve the relationship between the Physical Education and Athletics Department and the rest of the College by better integrating our goals with those of the institution as a whole.
- 6) Strengthen our already good relationships with the community by adding relevant PE/Athletic programs that heightens the prestige of Cañada College.
- 7) Add a women's team locker room.

EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review Process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 150 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Since we had to complete both the bi-annual and the comprehensive reports, it was too repetitious and redundant. Therefore, the document was not easy to use as it needed to be retyped entirely in order to fit all information in place. If the information was longer than the form allowed, it became very frustrating and impossible to move to the next step.

3. Were the question relevant? If not, please explain and offer specific suggestions.

Yes; however, some questions were frustrating to answer because the data is not available. For example, to list transfer numbers of a discipline is impossible. The MIS database at the state level does not even break down by discipline just by college.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes. The departmental members were able to discuss and document, in writing, the needs of the department. The departmental members will now move forward in writing justification for full time faculty positions desperately needed in this department.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, the data received from administration was complete and presented in a clear format. Need to have all pertinent research information by discipline, by department, disseminated to all faculty and staff on a yearly basis.

6. Please offer any comments that could improve and/or streamline Program Review!

Do not require bi-annual and comprehensive reports in the same year or modify to eliminate repetition.



**PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET**

Program: Physical Education & Athletics

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

| | |
|--------------------------|--------------------|
| #1. Division Dean | |
| | _____ Signature |
| Comments: | |

| | |
|---------------------------------------|--------------------|
| #2. Curriculum Committee Chair | |
| | _____ Signature |
| Comments: | |

| | |
|-----------------------------------|--------------------|
| #3. College Vice President | |
| | _____ Signature |
| Comments: | |