

2021/2022 PHYSICAL EDUCATION IPR

LASSEN COMMUNITY COLLEGE

Carrie Nyman Adapted Physical Education Instructor and Cheryl Aschenbach

Accepted by Academic Senate: (4/27/22)

Accepted by Consultation Council: (5/9/22)

Accepted by Governing Board: (5/10/22)

CONTENTS

SECTION 1: ACADEMIC PLANNING	1
I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES.....	1
DESCRIPTION/EVALUATION:	4
PLANNING AGENDA:.....	9
II STUDENT OUTCOMES	9
A. TRENDS AND PATTERNS IN STUDENT OUTCOMES	9
DESCRIPTION/EVALUATION:	9
PLANNING AGENDA:.....	13
B. STUDENT LEARNING OUTCOME ASSESSMENT.....	13
DESCRIPTION/EVALUATION:	14
PLANNING AGENDA:.....	14
C. STUDENT EVALUATION SUMMARY	15
DESCRIPTION/EVALUATION:	16
PLANNING AGENDA:.....	17
III. CURRICULUM	17
A. DEGREES AND/OR CERTIFICATES.....	17
DESCRIPTION/EVALUATION:	18
PLANNING AGENDA:.....	19
B. COURSES	19
DESCRIPTION/EVALUATION	19
PLANNING AGENDA:.....	19
C. ARTICULATION/INTEGRATION OF CURRICULUM.....	19
DESCRIPTION/EVALUATION:	19
PLANNING AGENDA:.....	19
III. SCHEDULING AND ENROLLMENT PATTERNS	19
DESCRIPTION/EVALUATION:	19
PLANNING AGENDA:.....	21
IV. EQUIPMENT	22
DESCRIPTION/EVALUATION:	22
PLANNING AGENDA:.....	24
V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)	25
DESCRIPTION:	25
EVALUATION:.....	25
PLANNING AGENDA:.....	25
VI. PRIORITIZED RECOMMENDATIONS.....	25
A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF.....	25
B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	25
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN.....	25
PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN	26
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN..	27

SECTION TWO: HUMAN RESOURCE PLANNING	29
I. PROGRAM STAFFING	29
DESCRIPTION/EVALUATION:	29
PLANNING AGENDA:	29
II. PROFESSIONAL DEVELOPMENT	30
DESCRIPTION/EVALUATION:	30
PLANNING AGENDA:	30
III. STUDENT OUTCOMES	30
DESCRIPTION/EVALUATION:	30
PLANNING AGENDA:	30
IV. PRIORITIZED RECOMMENDATION	30
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	30
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	31
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN	31
SECTION THREE: FACILITIES PLANNING	32
I. FACILITIES	32
DESCRIPTION/EVALUATION:	32
PLANNING AGENDA:	34
II. PRIORITIZED RECOMMENDATIONS	34
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	34
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	34
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN	34
SECTION FOUR: TECHNOLOGY PLANNING	38
I. TECHNOLOGY	38
DESCRIPTION/EVALUATION:	38
PLANNING AGENDA:	38
II. PRIORITIZED RECOMMENDATIONS	38
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	38
PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS	ERROR! BOOKMARK NOT
DEFINED.	
PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN	38
APPENDIX A:	39
APPENDIX B:	53
APPENDIX C:	53
APPENDIX D:	55
APPENDIX E:	56

2021/2022 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 program student learning outcomes (PSLOs) 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. Individual course outcomes collectively link to all seven program SLOs.

The purpose of the physical education/kinesiology program at Lassen College is three-fold:

1. To provide the lower division coursework and degree students need to prepare for transfer and succeed at a four-year university in physical education/kinesiology and related fields. This occurs through a blend of courses in HLTH, PE, and PEAC and, currently, two degrees. (Associate in Arts Degree University Studies: Emphasis in Physical Education and Associate in Arts Degree General Studies: Emphasis in Physical Education)
2. To provide the instructional environment and courses necessary to support each sport in Lassen College's intercollegiate athletics program. This occurs through PEAC courses directly related to off-season development and varsity in-season preparation.
3. To provide the instructional environment and coursework necessary to expose students to health and wellness principles and practices. This occurs through HLTH and PEAC courses that meet requirements for general education: Area E.1 Health and Activities and Area E.2 Physical Activities (LCC GE) and Area E (CSU GE Breadth).

The program includes two degrees:

- AA-T in Kinesiology – this associate degree for transfer (ADT) prepares students for guaranteed transfer to California State University as well as any university accepting ADT preparation.
- AA University Studies: Emphasis in Physical Education – this associate degree prepares students for transfer to a four-year university by including core sciences and survey courses in physical education and health.

Further, while it is not included in program data, the AS-T Nutrition and Dietetics has coursework that overlaps with the AA-T in Kinesiology. At some universities, these two degrees are considered related because of the overlapping core sciences. Like the AA-T in Kinesiology, completion of the AS-T in Nutrition and Dietetics guarantees a student transfer to a California State University.

Enrollments, as measured by Full Time Student Equivalents (FTES), have declined in the physical Education/kinesiology program since 2017(see Figure 1.1 and Table 1.1).

Figure 1.1 by Academic Year

Program: Physical Education (PE)

Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21

FTES

FTES by Academic Year

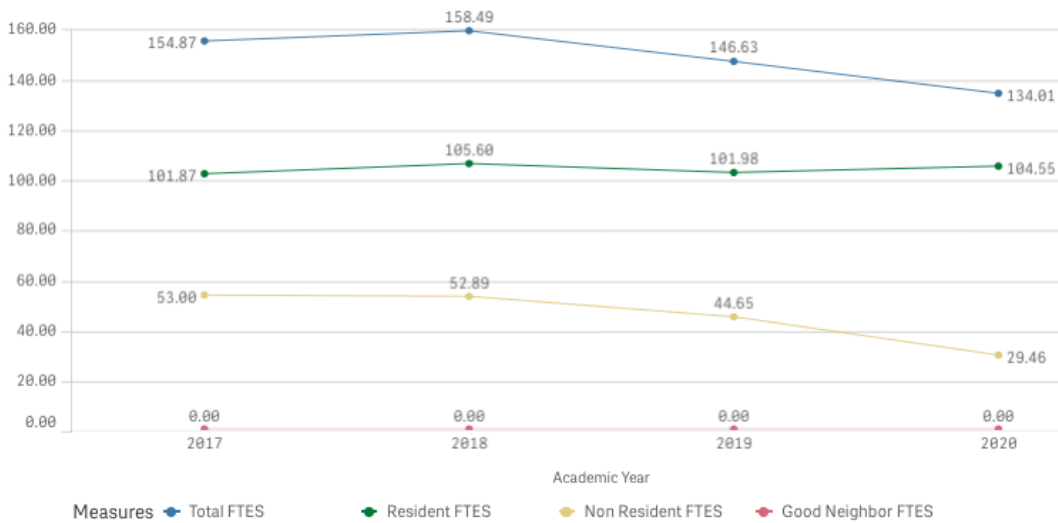


Table 1.1 FTES by Year

FTES by Year

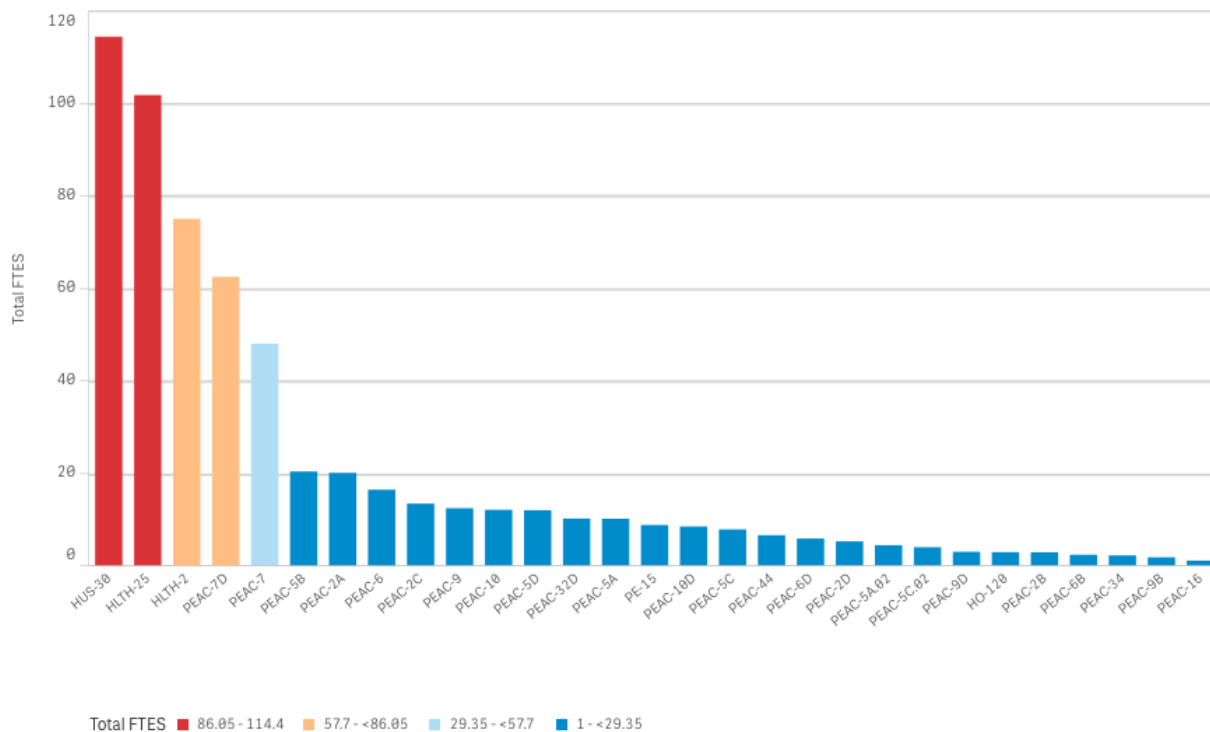
Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	414.00	180.00	0.00	594.00	-
2020	104.55	29.46	0.00	134.01	-8.61%
2019	101.98	44.65	0.00	146.63	-7.48%
2018	105.60	52.89	0.00	158.49	2.34%
2017	101.87	53.00	0.00	154.87	-

According to Figure 1.2 FTES by Course, the course generating the most FTES is HUS 30. This is problematic as HUS 30 is not required course or even in the 2021/2022 catalogue part of the physical education program. The course has been inactivated as human service program was discontinued.

It is not a required course in the catalog under: Associate in Arts Degree in Kinesiology for Transfer and Associate in Arts Degree University Studies: Emphasis in Physical Education

Figure 1.2 FTES by Course

FTES by Course



It is not surprising to see HLTH 25 and HLTH 2 with the highest number of FTES generated as these two courses are taught to all incarcerated students through LCC’s Correspondence Program, and/are being added to face to face program HDSP/CCC in Fall of 2022.

As part of the Incarcerated Education program, multiple sections of HLTH 25 and HLTH 2, are regularly taught to students at California Correctional Center, High Desert State Prison, and to other students at prisons throughout California. As demonstrated by the 2017 decline in enrollments-particularly those early in the range of dates, are due to variances and restrictions on incarcerated enrollments. Correspondence enrollments have to be monitored closely to ensure no more than 49.9% of LCC’s student headcount are correspondence students and are subject to disruptions in recruitment and registration processes (no particular blame is being placed; disruptions have occurred as a result of direct and indirect actions taken by individual prisons as well as LCC).

Declines in sport related PEAC enrollments also occur when intercollegiate athletic team rosters are lower than usual, which often occurs during coaching transitions and due to the Covid Pandemic. PEAC enrollments are also impacted by variations in on campus enrollments and the general interest of students in taking fitness-related activity courses which they can only take, unfortunately, once each course. Update from 2020 Planning Agenda:

More information about degrees is included in Section III. A. Degrees and Certificates.

Table 1.2 FTES by Course, Academic Year, and Semester

FTES by Course

Course	Academic Year		Semester													
	Totals	2017			2018			2019			2020					
		FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP			
HLTH-2	75.00	6.40	2.80	9.70	7.60	3.00	5.80	6.10	3.40	7.40	8.20	4.60	10.00			
HLTH-25	101.70	7.90	3.30	15.20	8.90	2.60	11.30	7.60	2.00	11.50	13.30	4.90	13.20			
HO-120	2.83	-	0.15	0.34	-	0.15	0.15	0.34	0.21	0.55	0.28	0.34	0.32			
HUS-30	114.40	11.80	3.10	8.80	12.50	2.60	13.80	9.90	8.30	12.60	8.70	6.10	16.20			
PE-15	8.70	2.20	-	-	3.20	-	-	-	-	1.30	2.00	-	-			
PEAC-2A	20.00	9.67	-	-	5.67	-	-	4.67	-	-	-	-	-			
PEAC-2B	2.80	-	1.01	-	-	1.17	-	-	0.63	-	-	-	-			
PEAC-2C	13.33	5.00	-	-	5.00	-	-	3.33	-	-	-	-	-			
PEAC-2D	5.17	-	-	2.30	-	-	2.87	-	-	-	-	-	-			
PEAC-5A	10.06	2.93	-	-	3.77	-	-	3.35	-	-	-	-	-			
PEAC-5A.02	4.34	-	-	1.37	-	-	1.49	-	-	1.49	-	-	-			
PEAC-5B	20.31	4.32	-	-	4.32	-	-	4.02	-	-	4.80	-	2.85			
PEAC-5C	7.75	2.93	-	-	2.51	-	-	2.30	-	-	-	-	-			
PEAC-5C.02	3.89	-	-	1.49	-	-	1.14	-	-	1.26	-	-	-			
PEAC-5D	11.91	-	-	2.38	-	-	2.21	-	-	1.92	3.20	-	2.20			
PEAC-6	16.33	2.67	-	-	5.67	-	-	8.00	-	-	-	-	-			
PEAC-6B	2.27	-	0.32	-	-	0.68	-	-	1.07	-	0.20	-	-			
PEAC-6D	5.78	-	-	1.01	-	-	1.44	-	-	2.30	1.04	-	-			
PEAC-7	47.94	-	-	11.33	-	-	12.95	-	-	11.66	-	-	12.00			
PEAC-7D	62.42	15.43	-	-	16.53	-	-	14.22	-	-	16.23	-	-			
PEAC-9	12.33	4.00	-	-	5.00	-	-	3.33	-	-	-	-	-			
PEAC-9B	1.71	-	0.59	-	-	0.68	-	-	0.44	-	-	-	-			
PEAC-9D	2.91	-	-	1.16	-	-	1.30	-	-	-	0.45	-	-			
PEAC-10	12.00	-	-	4.00	-	-	4.00	-	-	4.00	-	-	-			
PEAC-10D	8.38	2.66	-	-	2.98	-	-	2.74	-	-	-	-	-			
PEAC-16	1.00	-	-	-	-	-	-	-	-	-	1.00	-	-			
PEAC-32D	10.10	1.60	-	1.80	1.50	-	1.10	1.10	-	1.90	1.10	-	-			
PEAC-34	2.13	-	-	0.71	-	-	0.62	-	-	-	-	-	0.80			
PEAC-44	6.50	1.00	-	1.50	0.90	-	1.40	0.80	-	0.90	-	-	-			

Description/Evaluation:

The mission of the Lassen Community College program is to develop and deliver Physical Education, Kinesiology and Health courses, sport opportunities, fitness activities and programs that promote lifelong physical activity, health, and emotional, psychological and social well-being of our diverse student population and community.

The mission of the Physical Education Program is:

- To provide instruction that enhances the cognitive, affective, and psychomotor domains of learning;
- To provide opportunities for students to gain experience in and knowledge of physical fitness concepts, healthy living practices, lifelong wellness, appropriate stress-reduction techniques, and sport and physical skill development;
- To provide courses that will fulfill the health and wellness proficiency requirement AA-T in Kinesiology – this associate degree for transfer (ADT) prepares students for guaranteed transfer to California State University as well as any university accepting ADT preparation
- To prepare majors for an AA University Studies: Emphasis in Physical Education – this associate degree prepares students for transfer to a four-year university by including core sciences and survey courses in physical education and health
- To provide elective courses that will supplement majors in related areas

Question 6: What areas of improvement would you suggest for Lassen Community College?

Lassen College needs to do better job in planning of maintenance of its physical facilities, as well as establishing and processes for maintaining and updating equipment necessary support the learning environment. (SG 3)

IPR Data Addendum Review

Two additional data addendums were received in addition to the initial, “Instructional Program Review (IPR) Data” for this program.

1. The Post Graduate Survey on Institutional Learning Outcomes Data addendum includes results collected from LCC graduates in May, 2021 and provides student self-assessment of their skills related to ISLOs upon graduation from LCC.
2. The Instructional Program Review (IPR) Data –ADDENDUM shows course SLO contributions towards higher level learning outcomes (PSLO, GESLO, ISLO) of the program, and to the Strategic Goals of the institution based upon “roll-up” data analysis calculated based on SLO mapping efforts. Therefore, all data listed in this report is based solely on the assessment results of the Course SLO’s being mapped to the higher-level learning outcomes of the institution and institutional Strategic Goals.

Curriculum review completed as part of this IPR included review/revision of SLO Mapping (as indicated on Curriculum Revision form). Recently revised SLO Maps identify how the course ties to the college mission in terms of providing educational opportunities focused on transfer, economic and workforce development, and/or basic skills instruction. In addition SLO Maps align course SLOs to GESLO and ISLOs; and PSLO Maps align course SLOs to PSLOs.

These data addendum are included in Appendix A. Reflection on this data is below:

PSLO Data:

Data for PSLO assessment came from the “Instructional Program Review (IPR) Data –ADDENDUM” for this program.

Kinesiology

- This data shows students met all targets with the lowest area being PSLO #4, the highest area being PSLO # 2. The courses mapped to PSLO #4 relate to science based courses such as Chemistry, and Anatomy and Philology. These rigorous courses tend to often challenge Kinesiology student who are more kinesthetic learners. Courses related to PSLO #2 where Kinesiology students performed highest are activity based courses. These findings align with what would be expected for kinesiology students; that they excel in activity courses that provide kinetic learning opportunities, but find academic based courses more challenging.

- Where possible indicate communications that occurred about data, and ideas for improvement. For example, Conversations with PE faculty support the above findings. It is acknowledge that further interdisciplinary conversations between PE and the science department would be beneficial in collaborating on activities to bring further kinetic learning opportunities to lab settings.

Physical Education

This data shows students met all targets with the lowest area being PSLO #1, the highest area being PSLO # 3. Analysis of PSLO #1 has prompted further consideration as to how to assess this SLO to make sure it is accurately measuring what is intended. One instructor uses a pre/posttest assessment to measure this SLO, whereas other instructors use other methods. A standardized assessment across all course sections would provide more meaningful data in this area.

ISLOs:

1. Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
2. Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

ISLO Data Reflection:

Data for ISLO assessment came from two data packages 1) Post Graduate Survey on Institutional Learning Outcomes (ISLO). The other from “Instructional Program Review (IPR) Data – ADDENDUM” for this program.

1. Post Graduate Survey on Institutional Learning Outcomes Data collected May, 2021 indicates students self-report strong skills in all ISLOs upon completing their education at LCC with an average of 97.4% achievement rate. Programs within this IPR contribute to students’ overall ISLO attainment upon completion of their degree(s) at LCC. More specific correlation to specific programs would be improved if data collection included students identified degree(s) they are attaining and disaggregated survey results by program, mode of delivery, and other student demographics.

2. The Instructional Program Review (IPR) Data –ADDENDUM ISLO results indicate programs represented in this IPR contribute strongly to overall Institutional Learning Outcomes with the highest percentage being ISLO# 1 at 88.6% and the lowest percentage being ISLO #3 80.1%.

Student strengths related to ISLO #1 include communication skills developed through activity courses in team play. Interestingly, skills related to ISLO #3 that relates to lifelong learning align to PE PSLO #1 which relates healthy lifestyles, which shows a trend of students struggling more with SLOs tied to lifelong lifestyle factors. Faculty conversations on this topic have included wondering whether the long term impact of COVID effects on our culture have caused students to struggle with getting back on track with long term goals and a positive vision of the future.

As this IPR represents numerous programs, it is acknowledge all of these programs contribute to students' overall ISLO attainment upon LCC graduation.

GESLOs:

GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.

GESLO 2: Explain and analyze relationships between science and other human activities.

GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.

GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.

GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.

GESLO 6: Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.

GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.

GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

GESLO Data Reflection:

Data for GESLO assessment came from the “Instructional Program Review (IPR) Data – ADDENDUM” for this program.

1. GESLO data indicates programs represented in this IPR contribute strongly, to overall General Education SLOs with the highest percentage being GESLO# 8 and the lowest percentage being GESLO #5.

2.

Faculty struggle to make sense of this data, especially with reference to GESLO #5 being the lowest, where that relates to communication, which was shown to be a strong performance area when looking at PE/Kinesiology student performance related to ISLOs. Further discussion and development of assessment tools as well as reviewing GESLO mapping alignment may improve data in this area. PE/Kinesiology faculty impression of student performance related to communication is that PE Kinesiology students communicate well verbally and nonverbally as these are key factors in successful team play.

Strategic Goals:

1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Strategic Goal Data Reflection:

Data for Strategic Goal assessment came from assessment came from the “Instructional Program Review (IPR) Data –ADDENDUM” for this program.

Strategic Goal data indicates programs represented in this IPR show alignment with the LCC Strategic goals. Course SLO achievement to aligned strategic goals is over 80% on all strategic goals, with the lowest achievement correlation being for Strategic Goal #1.

Reflection on this data from PE/Kinesiology faculty provides the following insight;

The physical education/athletics facilities (gym, fitness center, wrestling room, locker rooms, track, soccer fields, and softball field) are outdated, and lacks routine maintenance....These areas are heavily used by instruction and athletics and the community. In addition to courses, team practice, completion, these facilities are used for community dance performances, community leagues, graduation, events, Special Olympics, campus events, concerts etc. The wear and tear that this usage causes is evident and needs to be addressed to provide responsible stewardship for an inclusive learning environment that ensures this public resource will serve our community for years to come.

- Last program was submitted June 8, 2021
- There are no promotional materials/advertising for Physical Education class specifically.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

- Updating all facilities in the Physical Education area and equipment being used in those areas.
- Establish a budget to maintain equipment from a professional fitness equipment service

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

The Associate of Arts in Kinesiology for Transfer was instituted in Fall 2015; since then, 18 associate degrees have been awarded, with a majority (11) being AA University Studies: Emphasis in Physical Education and the remaining degrees being split between General Studies: Emphasis in Physical Education (3) and the Kinesiology Associate Degree for Transfer (4) (Table 1.3). This sudden increase of eighteen degree completions may be due to a number of factors, including the need for students to declare a major earlier as part of the required educational planning process and, possibly, student-athletes arriving with more of a focus on academics and transfer. Regardless this is a very positive and exciting trend.

Table 1.3 Awards by Academic Year

Awards by Academic Year

Academic Year	Award	Award Count
Totals		18
2017	AA in Kinesiology for Transfer CSU	1
2017	AA University Studies: Emphasis in Physical Education-CSU	3
2018	AA in Kinesiology for Transfer CSU	1
2018	AA University Studies: Emphasis in Physical Education-CSU	2
2018	AA University Studies: Emphasis in Physical Education-IGETC	2
2019	AA in Kinesiology for Transfer CSU	2
2019	AA University Studies: Emphasis in Physical Education-IGETC	1
2020	AA in Kinesiology for Transfer CSU	2
2020	AA University Studies: Emphasis in Physical Education-CSU	1
2020	AA University Studies: Emphasis in Physical Education-IGETC	3

a. Transfer numbers for the last four years

Tracking of students post-transfer has been improved, and with more degree completions it is appropriate that we see more evidence of transfer and 4-yr university degree attainment (Table 1.4). Of all transfers, five students completed physical education/kinesiology or health-related baccalaureate degrees .

Table 1.4

**A total of 10 Program Graduates have transferred to 4-Year schools since Academic Year 2015-16.
Of those program graduates, 5 students have subsequently earned the following degrees:**

Graduation Year:	Type of Degree:	Major:	College/University:	State:
2020-21	MASTER OF BUSINESS ADMIN	BUSINESS ADMINISTRATION and HUMAN RESOURCE MANAGEMENT	CITY UNIVERSITY OF SEATTLE	WA
2016-17	BACHELOR OF ARTS	ATHLETIC TRAINING	OTTERBEIN UNIVERSITY	OH
2016-17	BACHELOR OF ARTS	HUMAN PERFORMANCE & SPORT	NEW MEXICO HIGHLANDS UNIVERSITY	NM
2018-19	BACHELOR OF SCIENCE	COMMUNITY HEALTH SCIENCES	UNIVERSITY OF NEVADA-RENO	NV
2017-18	BACHELOR OF BUS ADMIN	SPORTS MANAGEMENT	YORK COLLEGE	NE
2020-21	BACHELOR OF SCIENCE	COMMUNITY HEALTH SCIENCES	UNIVERSITY OF NEVADA-RENO	NV

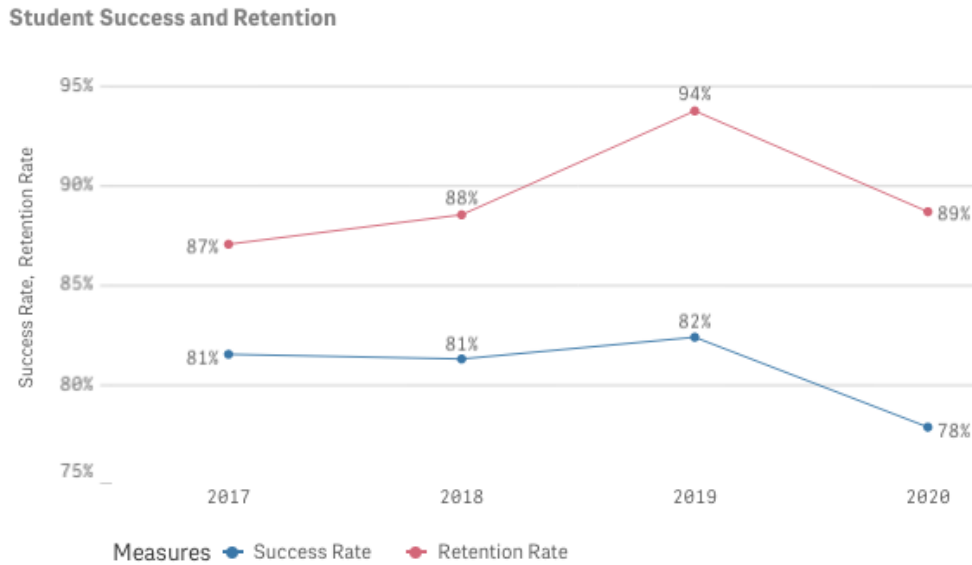
b. Completion, retention and success data for the last four years

RETENTION AND SUCCESS

According to Table 1.5 Student Success and Retention, both success and retention have decreased slightly since

2019. This is very discouraging but likely due to the onset of Covid Pandemic in 2020 as physical activity courses were difficult to convert to remote instruction and some athletic teams were inactive.

Table 1.5 Student Success and Retention



It has been difficult to teach physical activity course in remote instruction and students have been hesitant to enroll with the uncertainty of whether courses were going to be taught on campus or online.

Success Rates by Modality and Academic Year

Modality	Academic Year		Semester		2017			2018			2019		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	
	Face to Face	90.3%	98.1%	92.6%	91.9%	93.5%	91.7%	91.7%	98.2%	93.2%			
Correspondence	72.5%	81.7%	68.5%	57.1%	92.7%	71.8%	75.7%	72.3%	74.2%				
Internet	50.0%	55.6%	70.0%	46.2%	-	-	-	-	63.0%				
Hybrid	-	-	-	-	-	-	-	-	96.0%				

Success Rates by Class and Modality and Academic Year

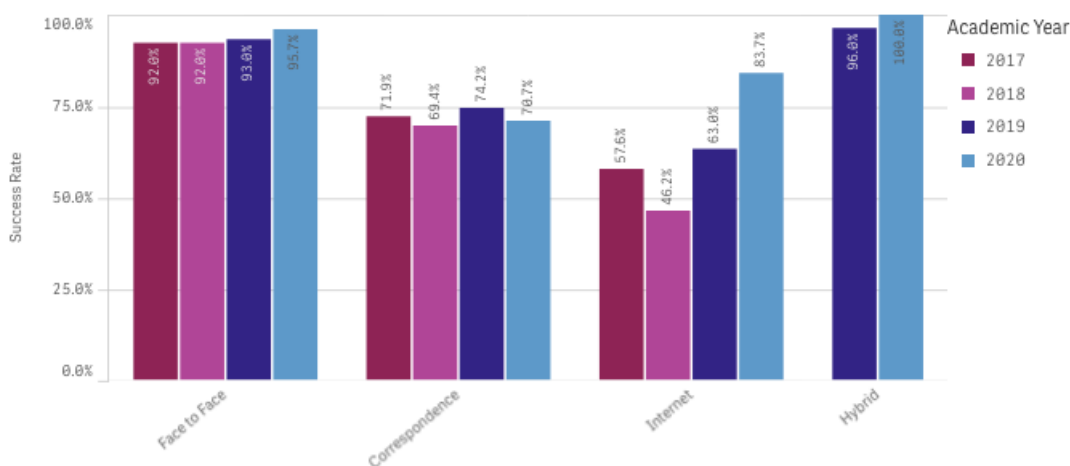


Table 1.6 Student Modality and Academic Year

In looking further into overall success and retention by modality for the period 2017-2019, there are some concerns, primarily with success and retention in incarcerated and correspondence modalities and with success in online courses.

In correspondence courses, there are factors contributing to retention and success that students have no control over, like institutional lockdowns, transfers, cell searches, etc, that may result in loss of materials and/or loss of the opportunity to continue in the incarcerated education correspondence program. Other factors students have more control over, like study habits that put students in a position to continue in a course and ultimately succeed. There are also factors that the instructor can control, including general tone of correspondence materials, thoroughness and clarity of correspondence materials, and responsiveness and timely evaluation of student work. It is critical to the retention of students in correspondence courses that clear programs and processes exist for intake, advising, registration, and provision of necessary learning support. It is also critical to the success of students in correspondence courses that instructors are deliberate and clear in the design of their instructional materials and that they regularly evaluate and update their materials based on student feedback and performance. Instructors also need to be proactive in reaching out to correspondence and online students who aren't engaging regularly and in reaching out to students who may be engaging but are missing assignments, whose performance is not meeting expectations, or who are otherwise not on a path to success. They also need to use Starfish to alert counseling, students, and learning coordinators at the prisons of concerns over student performance, and student services follow-up to Starfish alerts needs to occur more regularly. Further, learning support programs, like tutoring, available on campus and to online students need to be extended to correspondence students and, where possible, campus personnel need to assist in reaching out to engage and support students.

As in past IPRs, retention in physical education activity (PEAC) classes is good. Most of the activity 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. Three courses that enroll the highest number of general students (non athletes) are PEAC 32D Fitness Center, PEAC 16 Walking for Fitness, PEAC 34 Golf, and PEAC 44 Yoga. Retention in these classes is lower than the rest of the physical education activity 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. In an effort to improve retention, instructors in the non-athletics-related PEAC courses can be sure to communicate expectations clearly in the syllabus and in classes at the start of a semester. To help increase success, instructors can emphasize student success skills throughout each class: time management, personal responsibility and decision making. Further, emphasizing the importance of regular attendance and physical activity could help students better recognize the importance of regularly attending and participating in physical activity classes. There is more success and retention in classes that are offered either face to face or hybrid modalities.

Update: Planning Agenda from last IPR

1. Explore feasibility of another fitness-related courses.

Enrollment in non-athletics activity courses is sporadic; classes rarely fill. This has been a challenge since repeatability was removed and enrollment costs were increased to \$46/unit. While there may be other courses of interest, uncertainty about demand and enrollment sustainability over time as well as little facility availability both make such an expansion of offerings unlikely. That said, enrollments should be monitored and additional sections offered when possible.

2. Ensure that intercollegiate varsity and off-season courses do not exceed maximum annual hours for athletes in each sport.

Curriculum changes prior to the last IPR were made to ensure compliance of athletics-related coursework with regulations allowing a maximum of 350 hours of sport-related coursework each year. The curriculum put into place seems to be working as intended as student-athletes are not able to enroll in any combination of courses in the same sport that would put them over the maximum allowable number of hours. This does not seem to be an issue with the curriculum constructed as it is. The college should stay the course unless regulations change and revisions are needed.

PLANNING AGENDA:

None

B. STUDENT

Planning Agenda

NONE

B. Student Learning Outcome Assessment

SLO assessments are expected to be regularly completed for all Lassen College courses including physical education courses. Results are compiled by the Director of Institutional Effectiveness and are expected to be discussed at division meetings and between faculty and their Division Chair

It is unclear where SLO results are stored, so it has been difficult in recent years for faculty to review SLO results except when they were provided in preparation for this IPR. PE SLO assessments that have submitted are favorable, and outcomes are being met as expected. Some classes, though, need regular SLO assessment. Course SLOs

are linked to program SLOs. As there are constant changes in some of the adjunct faculty/coaches that there is not a clear understanding of the SLO's or the assessment of these SLO's.

Description/Evaluation:

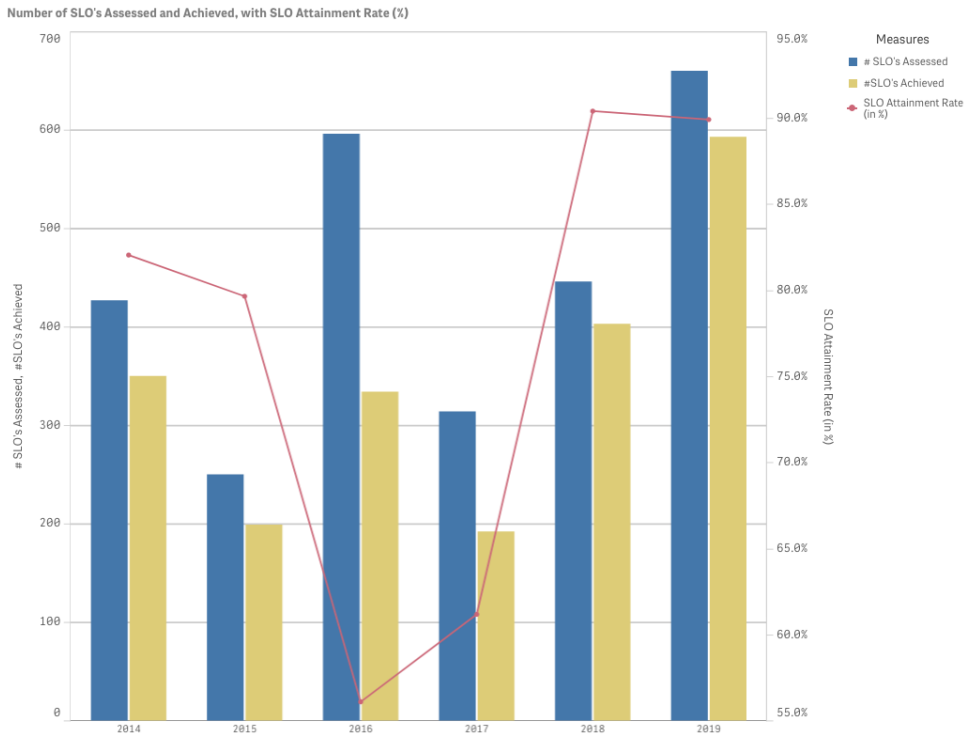


Table 1.7 Number of SLO's Assessed and Achieved, with SLO Attainment of Rate (%)

There has been an increase in SLO's assessed due to having a SLO coordinator to assist faculty in completing SLO's.

Planning Agenda:

1. Request that student surveys are completed regularly, not just the semester when IPRs are being Completed, and data made available for faculty consideration during IPR development.
2. Ensure that all physical education facilities are kept clean including Fitness Center, wrestling room,gym and locker rooms.

C. Student Evaluation Summary

Q21 Describe how this course/program could be improved to better meet the needs of the student at Lassen Community College.

Answered: 20 Skipped: 2

#	RESPONSES	DATE
1	The program has been working for me as an individual maybe better cleaning due to the fact that it is flu season and more and more people are becoming sick as of late.	10/11/2018 11:33 AM
2	Im not sure	10/11/2018 11:30 AM
3	Get different kinds of other equipment that could help build other muscle groups.	10/11/2018 11:28 AM
4	The weight room is really small and you cant do alot of free weights in there without a platform such as (cleans,squats,deadlifts)	10/11/2018 11:27 AM
5	Air flow and A water fountain in the weight room would be awesome. Better sound system.	10/11/2018 11:24 AM
6	I would like just a bit longer of a workout.	10/11/2018 11:21 AM
7	Make the track better and allow students to enter the weight room more so they can benefit more.	10/11/2018 11:21 AM
8	The machines we use are out of date and some have minor damage. The track we run on however is very poor, it is cracked in quite a few places and needs repairs.	10/11/2018 11:20 AM
9	maintenance on the equipment would improve this program	5/22/2018 10:12 AM
10	The equipment needs to be updated.	5/22/2018 10:11 AM
11	The equipment ne that they are in p athletes.	5/22/2018 10:09 AM

12	just replace the gear that is falling apart.	5/22/2018 10:06 AM
13	They should fix the gym and put new equipment's to workout.	5/22/2018 10:05 AM
14	New and updated equipment , broken things in the room fixed, ie: wall, paint. clean area	5/22/2018 10:05 AM
15	It can improve with new equipment and a better clean facility.	5/22/2018 10:04 AM
16	Need new work out machine	5/22/2018 10:03 AM
17	Just need to upkeep the equipment.	5/22/2018 10:01 AM
18	equipment is very old and there are too many athletes for this outdated equipment.	5/22/2018 9:58 AM
19	A better weight room	5/22/2018 9:58 AM
20	just have more updated equipment	5/22/2018 9:57 AM

Q22 Provide any additional comments on the course or program:

Answered: 12 Skipped: 10

#	RESPONSES	DATE
1	This course is teaching me the basics and all the safe ways to do each and every exercise correctly.	10/11/2018 11:33 AM
2	Other than clean the room and equipment i have nothing	10/11/2018 11:30 AM
3	I enjoy the course very much, it's quick and easy.	10/11/2018 11:28 AM
4	its fun	10/11/2018 11:27 AM
5	Good course provides good information on different excercises.	10/11/2018 11:21 AM
6	The course was really interesting, I wish we could have spent a little more time of what was on the final but overall it was very interesting	5/22/2018 10:11 AM
7	make sure all the workout machines are working so we can use them	5/22/2018 10:06 AM
8	The teacher is good.	5/22/2018 10:05 AM
9	there seems to be a real lack of care for this particular program, ironically enough if this schools primary focus is on its sports teams.	5/22/2018 10:05 AM
10	The teacher was fantastic and she does a good job with what she's got but its limited and as an athlete the gym is sad and sorry.	5/22/2018 10:04 AM
11	new machine, track need to be upgrade	5/22/2018 10:03 AM
12	course was very beneficial for my understanding of fitness	5/22/2018 9:58 AM

Description/Evaluation:

Student's surveys were done 2018, which are pre Covid Pandemic. As a result, there are no new survey results to review.

In reviewing student surveys from the 2018, students commented on enjoying classes, but multiple comments were made about the need to have a cleaner facility, 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. While some efforts have been made in recent years to update equipment in the fitness center and maintain a clean environment in both the fitness center and wrestling room, there is still room for improvement. More about this is included in the Facilities and Equipment sections

Planning Agenda:

1. Request that student surveys are completed regularly, not just the semester when IPRs are being completed, and data made available for faculty consideration during IPR development.
2. Ensure that all physical education facilities are kept clean including Fitness Center, wrestling room, gym and locker rooms.
3. Due to Covid Pandemic that there is a check list when facilities are clean on a regular basis and disinfectant wipes, sprays and clean towels are available.
4. Updating all facilities in the Physical Education area and equipment being used in those areas.
5. Establish a budget to maintain equipment from a professional fitness equipment service

III. Curriculum

A. Degrees and/or Certificates

With the addition of an associate degree for transfer effective 2015, there are three degree options in physical education: AA General Studies, AA University Studies, and AA-T Kinesiology. There are no certificates.

Program Learning Outcomes for AA-T Kinesiology:

Upon completion of the Associate in Arts Degree in Kinesiology, the student will be able to:

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

Program Learning Outcomes for AA University Studies: Physical Education:

Upon completion of the AA University Studies: Physical Education (w/ CSU GE Breadth or IGETC), the

student will be able to:

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 collaborative 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 because the degree does not include a science course requirement:

- 1 Develop and apply techniques and strategies for development of personal physical fitness. (iSLO 3, 4)
- 2 Think critically and apply logic to situational game play through intercollegiate athletics. (iSLO 2)
- 3 Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team sports goals. (iSLO 1, 2, 4)
- 4 Implement a physical fitness plan to enhance physical health and fitness. (iSLO 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)

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, the PSLO focused on thinking critically and applying 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. Updating SLOs for the AA in University Studies was a 2014 planning agenda item, the SLOs have not been updated. This should be addressed soon. This PSLO could easily be adjusted to be applicable to all students by removing "through intercollegiate athletics".

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 helped; 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. Given that no students have completed the AA General Studies: Emphasis in Physical Education in five years and because the degree is not structured to support transfer and further study in kinesiology/physical education, the degree should be inactivated and removed from the catalog.

Description/Evaluation:

No changes to curriculum since Last IPR was approved June 2021

Planning Agenda:

NONE.

B. Courses

Description/Evaluation

No changes to curriculum since Last IPR was approved June 2021

Curriculum was reviewed as required and No changes to curriculum since Last IPR was approved June 2021

Planning Agenda:

NONE

C. Articulation/Integration of Curriculum

Description/Evaluation:

PE 15 Introduction to Kinesiology is C-ID approved (KIN 100). HLTH 2 Personal Health and HLTH 25 Nutrition do not have available descriptors. 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

III. Scheduling and Enrollment Patterns

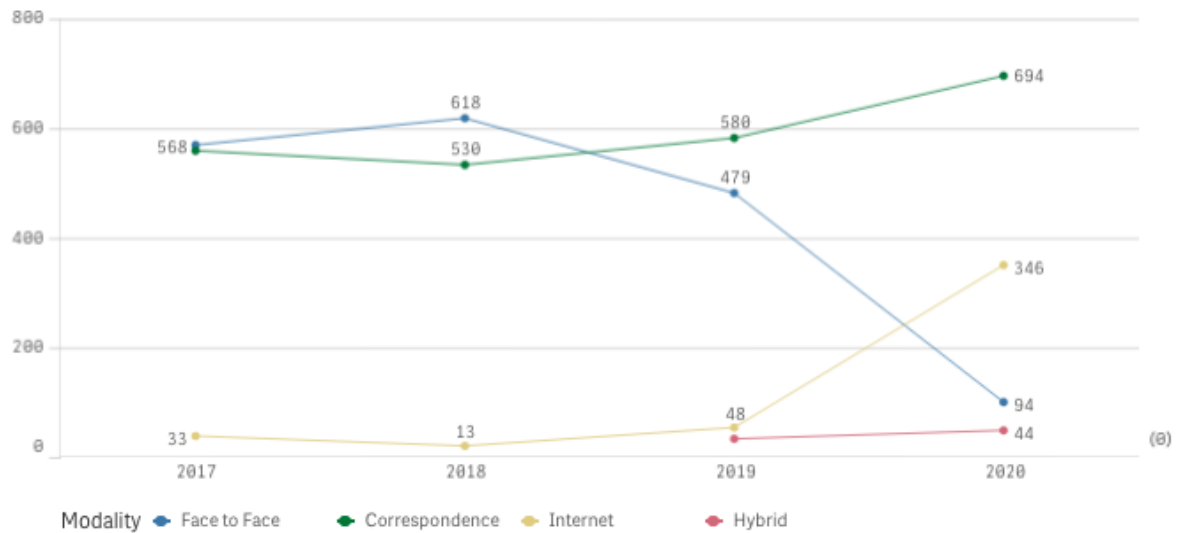
Description/Evaluation:

Generally, the 2-year plan in physical education has been followed for athletics and activity courses. Major courses have been more carefully offered consistent with the 2-year plan than was practice in the 2014 IPR, although delivery modality has varied. Some sections have taught online or hybrid instead of face-to-face because of low enrollments in traditional face-to-face environment. For example, PE 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.

Census Enrollments by Modality and Academic Year

Modality	Academic Year											
	2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP
Face to Face	270	52	246	312	62	244	252	57	170	40	23	31
Correspondence	200	83	274	204	82	244	189	137	254	240	134	320
Internet	14	9	10	13	-	-	-	-	48	209	22	115
Hybrid	-	-	-	-	-	-	-	-	26	-	-	44

Census Enrollments by Modality and Academic Year

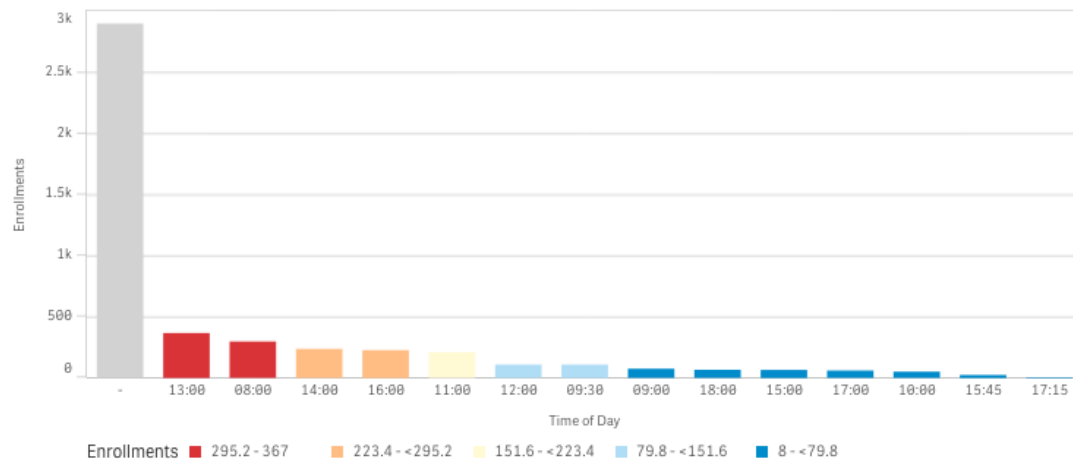


Given the data is covered by last IPR or includes data during the pandemic is not a true representative of current or future offerings.

Enrollments by Time of Day

		Academic Year ▼		Semester ▼													
		2017			2018			2019			2020						
Time of Day ▼		FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	
-		24	23	25	27	27	25	27	23	25	20	26	22				
08:00		16	10	12	21	11	14	20	13	13	5	8	16				
09:00		-	-	-	-	-	9	-	13	34	10	-	-				
09:30		29	-	27	32	-	21	-	-	-	-	-	-				
10:00		-	12	14	-	12	15	-	-	-	-	-	-				
11:00		17	-	14	14	-	11	11	-	19	-	-	-				
12:00		14	-	-	-	-	12	-	-	12	21	-	18				
13:00		19	10	14	16	10	20	14	-	18	-	8	16				
14:00		19	-	6	25	-	13	22	-	13	-	-	-				
15:00		-	-	11	15	-	7	10	-	-	-	-	-				
15:45		-	-	-	15	-	-	10	-	-	-	-	-				
16:00		12	10	7	17	14	10	24	16	12	-	-	-				
17:00		-	-	-	-	-	19	-	-	9	-	7	8				
17:15		-	-	-	-	-	-	8	-	-	-	-	-				
18:00		-	-	8	22	-	8	15	-	-	-	-	-				

Enrollments by Time of Day



Because PE course been online or multiple time and day options students have been able to access to these courses and general education courses

Planning Agenda:

Reevaluating the Physical Education two year plan on the modalities of the course to determine whether the online, hybrid or face to face lecture classes should stay in the fall schedule or move to the spring schedule. What modality works the best for student's schedule? Reexamine the rotation of the activity class offerings either in spring or fall

(example golf in the fall, yoga in the spring and then switch the following year to see when is the best time to capture the most students ect.)

IV. Equipment

Description/Evaluation:

2022 Fitness Center Equipment

Purchase Year	Equipment	Detail Equipment	Cost	Replacement cost
2014	Flooring	Everlast black floor	2817	\$14,446.80
	Aerobic Machines		Cost	
2014		Pecore Treadmill	3998.99	
2014		Pecore Treadmill	3998.99	
2014		Angled Leg Press Machine	2995	
2018		Pecor Icarian FTS Glide	2,727.00	
2007		Elliptical Cross Trainer	4395	
	repair	Motor for trainer		
2008		Scifit Recumbent Bike	3195	5,349
2008		Scifit Recumbent Bike	3195	
2006		Recumbent stepper	4195	
		Matrix Tomahawk		
		Matrix Tomahawk		
2018	Weight Room Racks	Pecor Discovery 814 Dumbbell Rack- 3 Tier, 10 Pair	735	
	Weight Room Weights			
2018	Workout Mats	UltraFit™ Workout Mat Packs unit of 24	1,019.00	
2018	Testing Fitness Equipment	Omron® 516 Full-Body Sensor Body Composition Monitor/Scale	189	
		Omron® Body Fat Monitor	119	
		Smedly Grip Tester (Basic)	119	
		AssessPro® Flex-Solo™ Testers	159	
2016	Upholstry Repairs	Equipment		
		Tricep Machine	105	(dual tri/bi) 2,660

Lassen Community College was built in 1971 the physical education facilities have had little to no improvements made to them since first constructed. Instructors have reported the following:

1. Lack of quality air flow in offices, fitness center, gymnasium, wrestling room.
2. There is limited floor area in the weight room, little room for equipment and movement (question of safety) and improper or no ventilation
3. Inadequate maintenance of the facilities including weight-room, wrestling room, gymnasium, track, and locker rooms (cleaning, sanitation, painting, repairs)
4. Equipment is in need to replace worn or unsafe equipment and needs to stay current with state of the art equipment when replacements are needed.
5. The entire physical education/athletic facility area needs remodeling.
6. Provide adequate equipment storage space that is climate controlled.

Despite it being a priority in the prior IPR and college prioritization of funding to set up replacement schedule, funds were never actually made available nor was permission given to seek out equipment maintenance or replacement contracts. There continue to be no 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 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 it once in 2008. Until 2008, the physical education budget had a line item for equipment repair that was used for equipment purchase and repair; it was removed and funds dedicated to other uses beginning in 2009. 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 DSPS classes.

There is a need to regularly purchase/replace individual pieces of fitness equipment like mats, bands, heart rate monitors, fitbits, yoga straps and blocks. These funds are not usually made available, so equipment is either purchased by DSPS and shared in some PEAC courses or is purchased by individual instructors (and then lost or stolen when the room is left open and unattended unless instructors remove their supplies/equipment immediately after class.

Planning Agenda:

1. Budget a minimum of \$10,000 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 or similar professional fitness equipment servicing company for bi-annual servicing and repair of Fitness Center machines and equipment (\$2,500).
4. Work with Commercial Fitness Equipment or similar professional fitness equipment servicing company to establish A replacement schedule for Fitness Center equipment.

V: Outside Compliance Issues (if appropriate for program)

Description:.

Sidewalks around the facilities are in need of dire repairs due to safety issues with are students with physical limitation, visual limitation. The sidewalk in front of the gymnasium next to the parking lot is hazardous to walk on and students are walking into the parking lot from the track instead of the sidewalks.

Reestablish a closer Handicapped Parking space with a ramp or parking space closer to the fitness center for students and community to access into the building.

Evaluation:

The fitness center is extremely small for the number of students using the facility. Not all equipment is sufficient for students with disabilities. For example some of the recumbent aerobic equipment should have swivel seats.

Planning Agenda:

Athletics staff needs to have more open conversations when purchasing equipment in the fitness center to be more conscious of all students who use the teaching space.

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 or similar professional fitness equipment servicing company for bi-annual servicing and repair of Fitness Center machines and equipment (\$2,500).
4. Work with Commercial Fitness Equipment or similar professional fitness equipment servicing company to establish a replacement schedule for Fitness Center equipment.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

1. Inactivate AA General Studies: Emphasis in Physical Education
2. Review and revise program SLOs to remove expectation that physical education majors are all athletes. (Continued from 2014 IPR: suggested revision in the narrative)
3. Communicate amongst new and part-time faculty teaching PEAC and HLTH courses to make sure they understand the learning outcomes, the contractual obligation to measure at least one SLO in each course each semester, and the possibilities for assessing each SLO.

B. Prioritized Recommendations for Inclusion in the Planning Process

Prioritized Recommendations for Inclusion in Education Master Plan

Physical Education IPR 2021/2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	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.	ASAP (originally requested 2015-2016)	Unknown	Safer and more comfortable climate for exercising
2, 3	Replace the track surface.	ASAP – this has been in IPR documents for 15+ years	Unknown	Safer and more visually appealing track facility.
2,3	New glass backboards for side baskets in gym	ASAP	\$10,000	Out of date equipment/Safety
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.	ASAP (continuing from 2014 IPR)	No direct cost	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 continuing to paint, replace tile, replace showerheads, and update other affected items.	Continuing from 2014 IPR	Unknown	Facility will appear as clean as it should be, which is more inviting for students and the public.

Prioritized Recommendation for Inclusion in Student Services Master Plan

Physical Education 2022

Specific counseling in area

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3,4	Academic Councilor for Athletics	None	None	Increase number of transfer from 66.67%, AA/AS degrees 57/14%

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Physical Education 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3, 4	Update Equipment in fitness center Budget a minimum of \$10,000 annually for equipment maintenance and repair.	Immediate inclusion in budget process for 2018-2020 budget (continuing from 2014 IPR)	10,000	Better functioning and safer machines; longer machine life-span which decreases costs overall
2, 3, 4	Maintain budget for and a contract with a professional fitness equipment servicing company for biannual servicing and repair of Fitness Center machines and equipment	Immediate/ongoing (continuing from 2014 IPR)	\$2,500 + cost of parts	Better functioning and safer machines; longer machine life-span which decreases costs overall
2, 3, 4	Work with Commercial Fitness Equipment or similar professional to establish a replacement schedule for Fitness Center equipment.	Immediate/ongoing (continuing from 2014 IPR)	Utilize established budgets for maintenance/repair and new equipment	Regular update of machines and equipment for consistency with what is found in community gyms and fitness clubs
3,4	Improve condition of track	Immediate/ongoing (continuing from 2014 IPR)	\$300,000 to \$1,200,000.	Ongoing Safety Issue
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/ongoing	Additional custodial hours	Address a health and safety concern. Prevention of fungal and communicable diseases. Facilities and equipment that are more appealing to students
3	Replace flooring in fitness center	Immediate/ongoing (continuing from 2014 IPR)	Process of getting a quote from commercial fitness	Ongoing Safety Issue
2, 3	Advertise fitness classes on campus using flyers on bulletin boards and in the	On-going (continuing from 2014 IPR)	\$0 – utilize existing advertisement opportunities	Increased FTES potential

	community via the college's social media			
1	Establish an institutional plan for regularly completing SLO assessments at course and program levels	2021-2022 For Institutional Effectiveness Master Plan	\$0	Such a plan would ensure all SLOs for all courses and programs are evaluated on a regular basis.
1	A process should be established to complete student surveys regularly, not just the semester when IPRs are being completed, and to make survey data easily available for faculty consideration during IPR development.	2021-2022 For Institutional Effectiveness Master Plan	\$0	A regular process of conducting student surveys for both program and faculty evaluation would facilitate evaluation of data longitudinally instead of sporadic snapshots in time (every 3-4 years). Improved data inputs upon which to have dialog and recommend program changes.
1	There should be a college-facilitated repository for SLO results that can be regularly accessed by instructors.	2021-2022 For Institutional Effectiveness Master Plan	\$0	Increased use of SLO assessment results in dialog and continuous reflection, evaluation, and improvement of campus programs and services as well as in IPRs.
3	Fitness Center to small	Immediate/ongoing (continuing from 2014 IPR)	Unknown	Provide recommendations to facilities planning to promote universal design for accessibility and usability of all college capital projects.

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation: List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

Carrie Nyman (FT with primary load in DS) – PE 15, HLTH 25, PEAC 16, PEAC 32D, PEAC 44

Toni Poulsen (FT with primary load in HIST, POLS) – PEAC 34, occasionally HLTH 2

Cheryl Aschenbach (FT with primary load in SPCH, ENGL) –HLTH 2 and occasional PEAC courses

Frank Avilla (FT PE/Coach) PE 15, HLTH 25, HLTH 2, PEAC 7, 7D,32D, 34 was hired Spring of 2022.

Some of the class sections taught are being taught by other qualified full time faculty members but only to complete a load or as overload classes. Adjunct faculty have also taught sections where needed.

Further, the remaining three full-time faculty with partial loads in health and physical education were all hired more than twenty years ago, and all three are nearing retirement age. To meet current needs as well as prepare for further future retirements, the dedicated full-time position in physical education/kinesiology should be replaced as soon as possible.

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.

Having an individual who cleans the area sufficiently, task to keep equipment updating and in working order. This person should not be a coach due to the fact we have tried that in the past and that individual gives attention to their sport instead of the facility. If work studies are being used they need to be supervised by faculty in PE to make sure they are properly cleaning and assisting with instructor for set ups in the classroom.

Planning Agenda:

There is a trend in administration to hire full time coaches that could also teach Physical Education course. Softball Coach/PE instructor has been going through the hiring process to justify Title IX requirements.

II. Professional Development

Description/Evaluation:

If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

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. Funding is needed for full and part-time faculty, ideally on an annual basis and, if not possible, on a rotating basis. Faculty should be notified by office of instruction when monies are available.

Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

Faculty in this area should have the opportunity to go to American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), North American Society for the Psychology of Sport and Physical Activity (NASPSPA), National Association for Sport and Physical Education conferences and workshops to these organizations.

Planning Agenda:

NONE

III. Student Outcomes FROM LAST ONE

Description/Evaluation:

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

Planning Agenda:

NONE

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

NONE

Prioritized Recommendations for Inclusion in the Planning Process

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Physical Education 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3	Hire FT faculty member in Physical Education/Kinesiology/Health before faculty retire	2 year frame	FT salary + roll-ups	replacement of retired full-time faculty member
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 2021-2022 (requested in 2014 IPR)	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

I. Facilities

Description/Evaluation:

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.

There are continuous efforts by custodial staff to thoroughly clean the indoor facilities and by maintenance staff to respond to maintenance needs, particularly for indoor facilities. As cleanliness and maintenance are health and wellness, safety, and public image concerns, efforts to clean and maintain the facility to keep it looking fresh and new should remain ongoing.

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. The storage area is also not conducive for any sports balls/activity ball due to the fact that it is either too cold or hot. . At some point, part of the space was taken over for storage of the stage used for graduation, further limiting storage options for physical education and athletics. This storage area needs to be returned to physical education and athletics use only. 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. Instructors and coaches also need to take responsibility for ensuring that equipment is properly stored and the storage room is orderly. There is also a 4-door storage unit outside the East end of the Sports Center; two doors/units were designated for use by adapted physical education instruction and equipment while two doors were designated for use by physical education and athletics.

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 also makes it difficult to schedule daily cleaning and periodic cleaning and maintenance. With the return of students coming back to campus after Covid Pandemic the district hired another custodial staff to be a full time cleaner of the facility but faculty in the area have only seen permanent long time custodial employee in the area cleaning as before the pandemic. There are now check in sheets when the bathrooms are cleaned but no other areas of the facilities. This also leads to problems with unscheduled/unplanned use or special events, all of which often disrupt regularly scheduled instruction, forcing faculty and students to adjust by moving classes elsewhere or cancelling class completely.

The weight room/fitness center is in need of continual upkeep and updating. Walls and floors are often dirty or marked, making the space look dingy and worn. Flooring was updated from fraying carpet to padded weight room flooring prior to the 2015 IPR, but the flooring has gaps between pieces, creating spaces for unsightly dirt and trash to accumulate and creating possible trip hazards. As noted in the Academic Planning chapter, equipment needs updating. As was noted under Academic Planning: Equipment, the Fitness Center is often left open at night for unsupervised use and to allow access to the

wrestling room by community members (youth wrestling program). This results in children climbing all over the equipment, exposing the college to liability and causing damage to equipment. Access to the wrestling room that bypasses the Fitness Center needs to be established.

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. This is unsightly and discourages use of the showers. Lockers are used by some students on a daily basis. In the men's locker room is the only way to the athletic training room, which can be discouraging to physical education students who want to get dressed for classes and female athletes are entering the men's locker room to get to the training room. 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. The shower space in the men's and women's locker room is now used for storage of cleaning equipment, making it difficult for anyone to take a shower.

Yoga classes are taught elsewhere on campus because of limited space or time available in the wrestling room and gym. When it has been taught in the wrestling room, the heavy wrestling mats previously were moved daily 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. More recently, the athletic director refused to have the mats moved out of concern for potential damage done to mats with repeated moves, preventing yoga, fitness, and adapted PE classes from using the room at all, significantly limiting options for movement and activities during classes, and, in the case of yoga classes (PEAC 44), forcing the class to be taught elsewhere on campus, far from locker room facilities. A solution needs to be sought to facilitate the use of the wrestling room as the multi-purpose facility for which it was intended and has been used for many years.

The track surface is old and needs to be replaced. At this point, 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. The track and softball fields are also lacking restroom facilities; occasionally a port-a-potty has been near the track, but it had been organized and paid for by a youth sports organization. Without that port-a-potty, it is difficult for students, including seniors and individuals with disabilities, to exercise far away from restroom facilities. The college should seek a solution to this, including the possibility of a port-a-potty only if it is fully wheelchair accessible.

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 increase traffic and external disruptions and 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 and the electronic lock features don't seem to be used to track down those responsible. 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.

The only off site facility that is in use is the Memorial Field that is usually maintained by the athletics.

1. Describe any facilities needs identified by assessments of student learning outcomes

Was identified in above area

2. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Was identified in above area

Planning Agenda:

1. Improve dingy, worn and damaged appearances within Sports Complex facilities by continuing efforts to paint, replace tile, replace showerheads, and 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.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

NONE

Prioritized Recommendations for Inclusion in the Planning Process

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Physical Education 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3, 4	Improve air flow/air exchange and heating/cooling in the	ASAP (originally requested 2015-2016)	Unknown	Safer and more comfortable climate for exercising.

	Fitness Center and wrestling rooms with ceiling-mounted room fans, exhaust fans, or other appropriate equipment.			
2, 3	Replace the track surface.	ASAP – this has been in IPR documents for 15+ years	Unknown	Safer and more visually appealing track facility.
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.	ASAP (continuing from 2014 IPR)	No direct cost	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 continuing to paint, replace tile, replace showerheads, and update other affected items.	Continuing from 2014 IPR		Facility will appear as clean as it should be, which is more inviting for students and the public.

2022 Fitness Center Equipment

Purchase Year	Equipment	Detail Equipment	Cost	Replacement cost
2014	Flooring	Everlast black floor	2817	
	Aerobic Machines		Cost	
2014		Pecore Treadmill	3998.99	
2014		Pecore Treadmill	3998.99	
2014		Angled Leg Press Machine	2995	
2018		Pecor Icarian FTS Glide	2,727.00	
2007		Elliptical Cross Trainer	4395	
	repair	Motor for trainer		
2008		Scifit Recumbent Bike	3195	5,349
2008		Scifit Recumbent Bike	3195	

2006		Recumbent stepper	4195	
		Matrix Tomahawk		
		Matrix Tomahawk		
2018	Weight Room Racks	Precor Discovery 814 Dumbbell Rack- 3 Tier, 10 Pair	735	
	Weight Room Weights			
2018	Workout Mats	UltraFit™ Workout Mat Packs unit of 24	1,019.00	
2018	Testing Fitness Equipment	Omron® 516 Full- Body Sensor Body Composition Monitor/Scale	189	
		Omron® Body Fat Monitor	119	
		Smedly Grip Tester (Basic)	119	
		AssessPro® Flex- Solo™ Testers	159	
2016	Upholstry Repairs	Equipment		
		Tricep Machine	105	(dual tri/bi) 2,660
		Lat Pull Down Machine	180	2660
		Leg Curl Machine	300	(dual ext/curl) 2,730
		Incline Bench Machine	155	
		Shoulder Press Machine	215	(dual delt/fly) 2,695
		Bench Press	195	
		Bicep Curl	140	
		Decline Bench Press	285	

		Decline Sit- Up Bench	210	
		Low Row	86	
		Leg Extension	190	
				**Frieght &Installation
				4357.93
				Tax 1,482.76

Purchase Year	Equipment	Detail Equipment	Cost	
2021	Varisity Series Full Rack(Wilder Co)	2 Purchased bench, rack, squats, deadlift	4044.5	
2021	Kettle Bell Racks	2 racks to hold kettle bell	384	
2021	Kettle Bell Weights	4#-20; 15#-1;25#-4;30#-3; 25#-3; 40#-3;45#-4, 50#-1	376	
2021	DumbBell Rack	straight DB Rack /3 tiers	450	
2021	DumbBell Weights	7.5#-1;10#-1;20#-2;25#-2;30#-2;35#-3;40#-2;45#-2;50#-3;55#-3;60#-265#-2;70#-2;75#-2;80#-2	1756	
2021	Plates	2.5#-5;5#-23;10#-14;25#-8;35#-17;45#-14	1300	
2021	Medicine Ball Rack	holding medicine ball rack	84	
2021	Medicine Balls	35#;20#,10#,15#,8#	116	

Section Four: Technology Planning

I. Technology

Description/Evaluation:

Currently, there is little technology being used within the facilities being used for physical education programming. Lecture classes (PE 15, HLTH 2, and HLTH 25) are held elsewhere on campus. 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. Reportedly a replacement flat screen TV was purchased, but it was never installed. 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. Even though there are speakers that were bought by athletics they are not conducive in their placement in the fitness center and create trip hazards plus you have to have an adaptor to your phone to play any music.

Fitness Center facility could be improved as a teaching space by following through on the installation of 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.

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.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

NONE

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Physical Education 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 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.	ASAP (originally requested in 2014 IPR)	\$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.

Post Graduate Survey on Institutional Learning Outcomes (ISLO)

Survey Date: May 27, 2021

for the

2020-2021 Academic Year

Report Compiled by

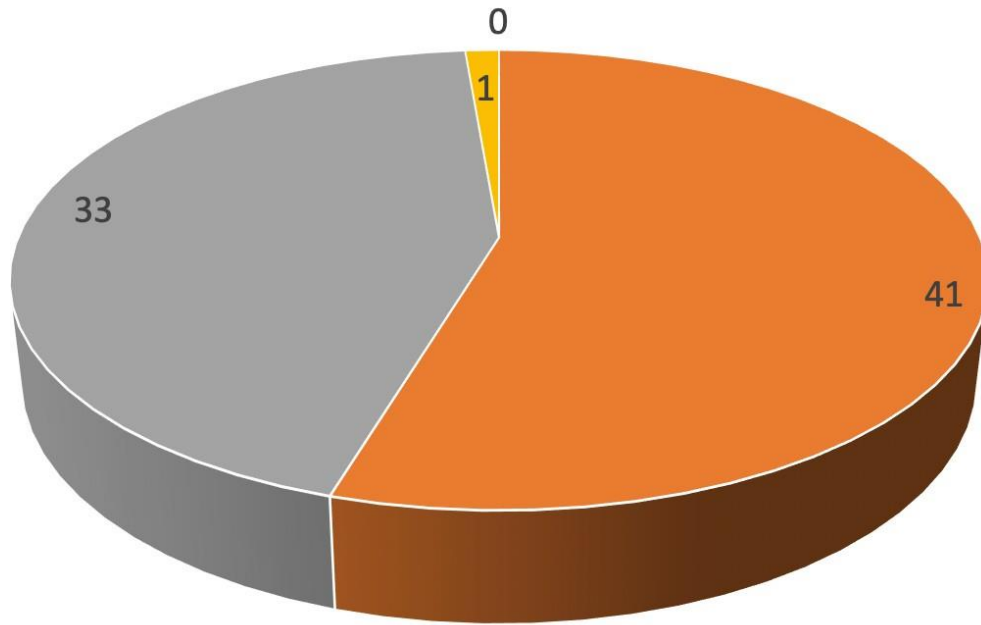
Office of Institutional Effectiveness

Randy Joslin, D.P.A.

Director of Institutional Effectiveness

Question 1: Communication: As a new LCC graduate, how would you rate your communication abilities? (ability to listen and read with comprehension, and ability to write and speak effectively)

Responses to Question 1: Communication

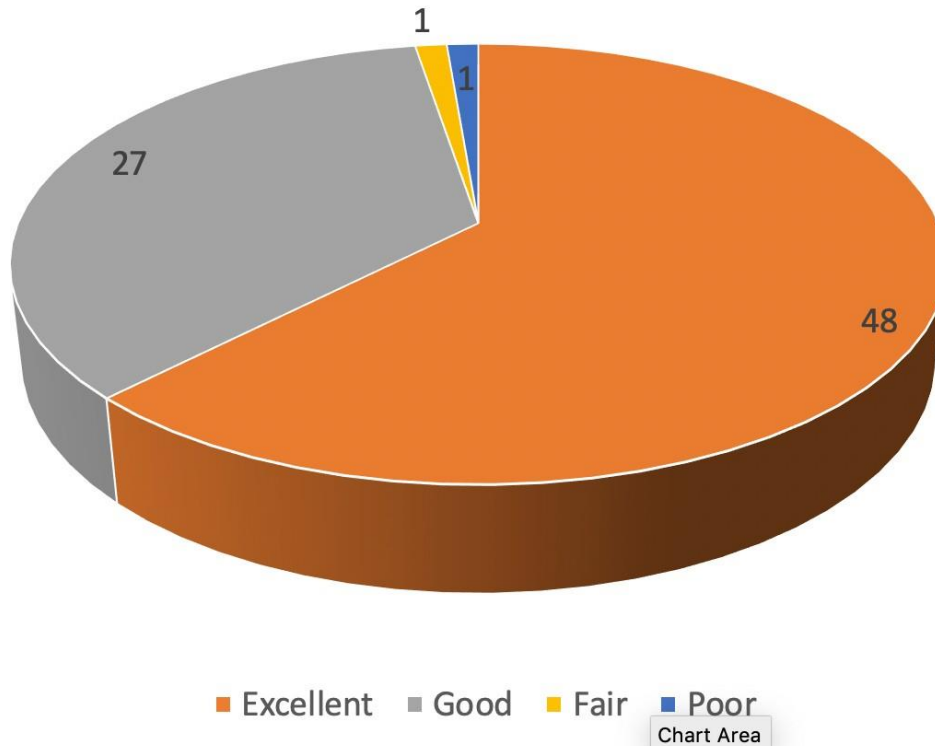


■ Excellent
 ■ Good
 ■ Fair
 ■ Poor

Responses to Q1: Communication:		
Excellent	41	54.7%
Good	33	44.0%
Fair	1	1.3%
Poor	0	0.0%
Total Responses:	75	100.0%

Question 2: Critical Thinking: Now that you are graduating, how would you rate your critical thinking abilities? (ability to analyze a situation, identify and research a problem, ability to propose a solution or desired outcome, ability to implement a plan to address the problem, ability to evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome)

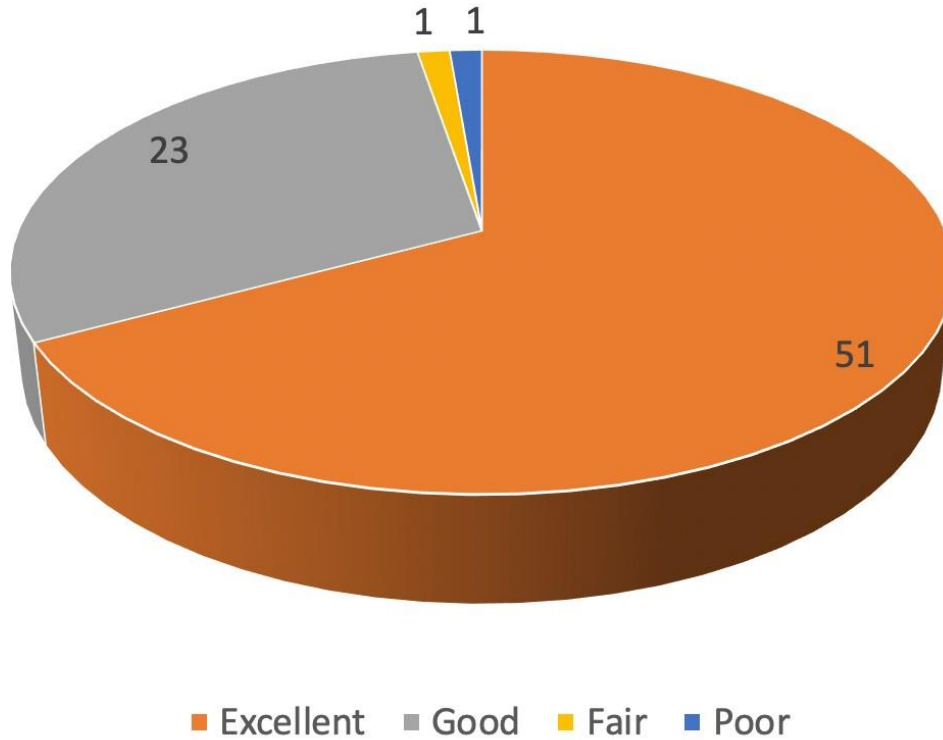
Responses to Question 2: Critical Thinking



Responses to Question 2: Critical Thinking		
Excellent	48	62.3%
Good	27	35.1%
Fair	1	1.3%
Poor	1	1.3%
Total Responses:	77	100.0%

Question 3: Life Long Learning: Now that you are graduating, how would you rate your abilities as a "Life Long Learner"? (ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems)

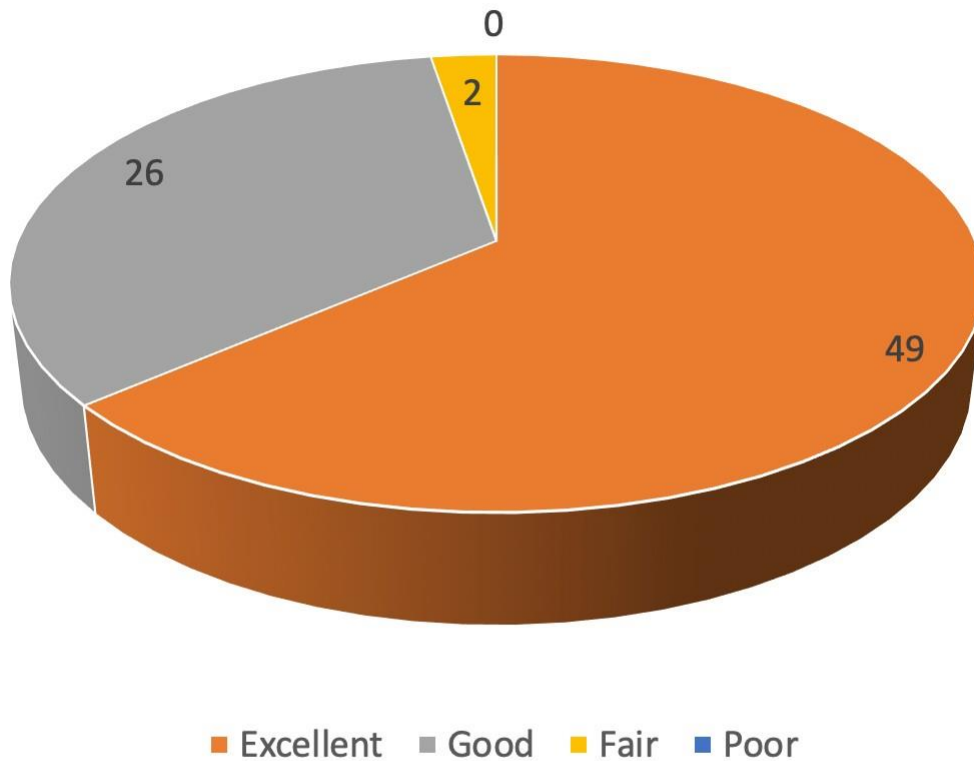
Responses to Question 3: Life Long Learning



Responses to Question 3: Life Long Learning		
Excellent	51	67.1%
Good	23	30.3%
Fair	1	1.3%
Poor	1	1.3%
Total Responses:	76	100.0%

Question 4: Personal/Interpersonal Responsibility: Now that you are graduating, how would you rate your abilities in personal and interpersonal responsibility? (ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures)

Responses to Question 4: Personal/Interpersonal Responsibility



Responses to Question 4: Personal/Interpersonal Responsibility		
Excellent	49	63.6%
Good	26	33.8%
Fair	2	2.6%
Poor	0	0.0%
Total Responses:	77	100.0%

Question 5: What would you say are the strengths of Lassen Community College? (optional):

For Question #5, there were 57 Total Responses:

Responses related to Faculty/Staff:

Allison Sommerville.
Garrett Taylor is the best
staff
strong staff
Student support from faculty and staff who truly care for their
The staff is very understanding and very helpful
The staff's willingness to help you achieve
Very friendly staff and teachers
counselors, teachers
EOPS Counselors
In the classroom with some of the best teachers
Most of the teachers and staff members. I only had one or two bad experiences
My instructors were invested in my success
Amazing student services & staff

Responses related to Instruction:

History classes and sports
Online classes (X3 Responses)
Lots of classes offered with knowledgeable instructors
Engagement in Student Relations
Smaller classrooms
Nursing Program
Ability for 1 on 1 instruction
Public speaking
Being a community college with smaller classes its nice having an easier
Being individualized with small numbers in classes

Responses related to Student Support:

Ability for students and teachers to communicate because of small
Students Support system
Understanding and supportive
willingness to work with you
Excellent student outreach support

Responses related to the LCC Culture and Environment:

Welcoming environment
Everything is great I have enjoyed getting my degree here!
versatile, good investment
Flexibility
Inclusive to everyone
Being inclusive
class accommodations
Close to home
Programs and assistance for challenged/disadvantaged students

Responses related to "Communication":

Great communication with students
Teacher communication with students
communication is prompt
Communication skills
communication, nursing skills
organization and communication skills

"Community"-Related Responses:

Small understanding community. Always see people you know.
The community
The community in it
The community outreach, professors, and programs to help
Smaller community makes it easier to communicate

Other Responses:

I'm a quick learner
Teaching
Writing, Reading
Advocating for myself
Ability to adapt
Ability to challenge myself, and ready for the world.

Question 6: What areas of improvement would you suggest for Lassen Community College? Please include any unmet needs (instructional planning, facilities, staffing, administrative operations, technology, student support services) that could improve the student experience (optional).

For Question #6, there were 43 Total Responses:

Responses Related to Instruction:	Responses Related to Communication:
no online stuff for sciences	Students who are having a hard time need to be heard and not brought down
Vary the times and days classes are offered	Communicating, socializing
RN Bridge Program	communication between faculty and students
More online	communication needs work
More online options	communication to students, organizational abilities need to improve
in online learning don't have discussion posts	better communication with students about resources
Night accounting classes	Put out information in a timely manner
Night time micro	
night time microbiology	
math class	
Maybe online nursing classes for people who have to work full time	
It was good expand you online classes.	
Responses Related to Faculty & Staff:	Responses Related to Athletics:
Teachers to be checking in with students more who are online	More sports - football
Staff/teachers in Math/Science building need to be kinder/more understanding to students	Coaches for sports team
some teachers are not very flexible	
non-biased teachers	
Wish Patrick Walton was still here	
Responses Related to Technology:	Responses Related to Facilities:
Technology support	newer facilities
Technology update	Facilities updates to old buildings - heat/AC; Additional health care degrees & certificates
Canvas support	Open all facilities and resources. Impossible to get a hold of anyone.
Responses Related to the Café/Bookstore:	Other Responses:
better food	Administrative operations, planning
Open café again. I know COVID but that would have been great	None. I thought my experience was best as it could be.
Please sell feminine hygiene products at student store AND/OR include feminine hygiene products in the restrooms to purchase. It is very inconvenient to leave campus when items should be available at the student store!	
	Responses Related to Student Services & Residence Hall:
	more student resources
	transfer college options/knowledge
	Maintain what you are currently doing for student support services and administrative operations. Improve the dorms.
	Better graduation organization. upgrade science
	Better support in the DSPS office (the person working in there doesn't always help students, students come second to her personal life), Better instructor interaction with online classes (answering students questions instead of brushing them off & helping when the online classes

Question 7: Please enter your Student ID number below (for demographic purposes only, your name will never be disclosed or used in relation to your responses to this survey)

For Question #7, there were 56 total (usable) responses submitted. These responses are documented but not listed here in order to most appropriately protect student privacy.

Instructional Program Review (IPR) Data -ADDENDUM

Program: Physical Education (PE)

Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21

The data in the addendum is in addition to the previously issued IPR Data document.

This document provides additional data to previously provided PE program Student Learning Outcomes (SLO's) assessment results, and subsequent contributions of those outcomes results to higher level learning outcomes of the PE program and to the and Strategic Goals of the institution.

Therefore, all data listed in this report is based solely on the assessment results of PE Program Course SLO's being mapped to the higher-level learning outcomes of the institution and institutional Strategic Goals.

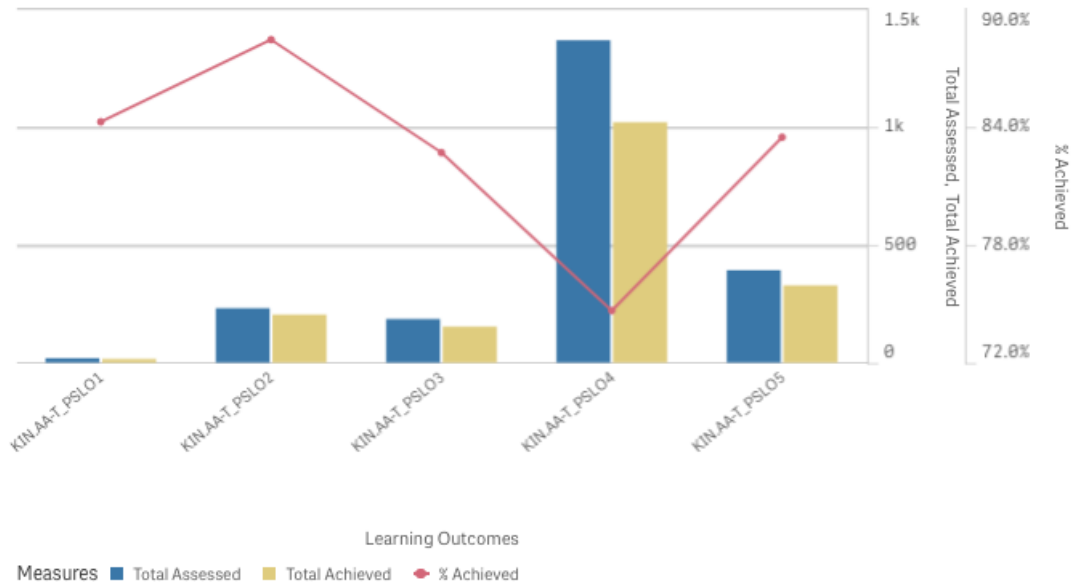
PROGRAM LEARNING OUTCOMES (PSLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		5,830	5,008	85.9%
KIN.AA-T_PSLO1	Describe the historical, ethical, and philosophical foundations of Kinesiology	19	16	84.2%
KIN.AA-T_PSLO2	Defend and philosophy of physical activity that includes goals for lifetime fitness	231	204	88.3%
KIN.AA-T_PSLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity	184	152	82.6%
KIN.AA-T_PSLO4	Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.	1,364	1,018	74.6%
KIN.AA-T_PSLO5	Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.	392	327	83.4%
PE.US.AA_PSLO1	Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.	1,093	898	82.2%
PE.US.AA_PSLO2	Develop and apply techniques and strategies for development of personal physical fitness.	481	424	88.1%
PE.US.AA_PSLO3	Think critically and apply logic to situational game play through intercollegiate athletics.	473	459	97.0%
PE.US.AA_PSLO4	Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.	953	890	93.4%
PE.US.AA_PSLO5	Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.	19	35	184.2%
PE.US.AA_PSLO6	Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.	539	514	95.4%
PE.US.AA_PSLO7	Demonstrate an understanding of the basic methodologies of science.	82	71	86.6%

PE Program PSLO's

Learning Outcomes Assessment Results



PE Program PSLO's (KIN.AA-T)

Learning Outcomes Assessment Results



PE Program PSLO's (PE.US.AA)

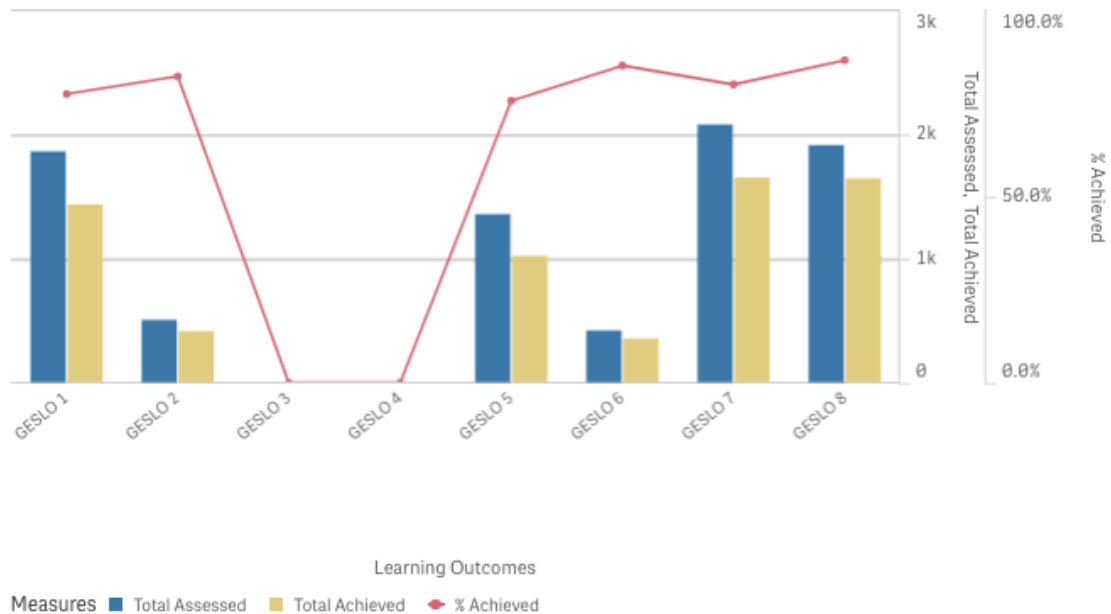
GENERAL EDUCATION LEARNING OUTCOMES (GESLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		8,119	6,508	80.2%
GESLO 1	Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.	1,860	1,434	77.1%
GESLO 2	Explain and analyze relationships between science and other human activities.	504	413	81.9%
GESLO 3	Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.	0	0	-
GESLO 4	Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and a...	0	0	-
GESLO 5	Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.	1,354	1,018	75.2%
GESLO 6	Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.	419	354	84.5%
GESLO 7	Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.	2,074	1,648	79.5%
GESLO 8	Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.	1,908	1,641	86.0%

PE Program Alignment with and Contribution to GESLO's

Learning Outcomes Assessment Results



PE Program Alignment with and Contribution to GESLO's

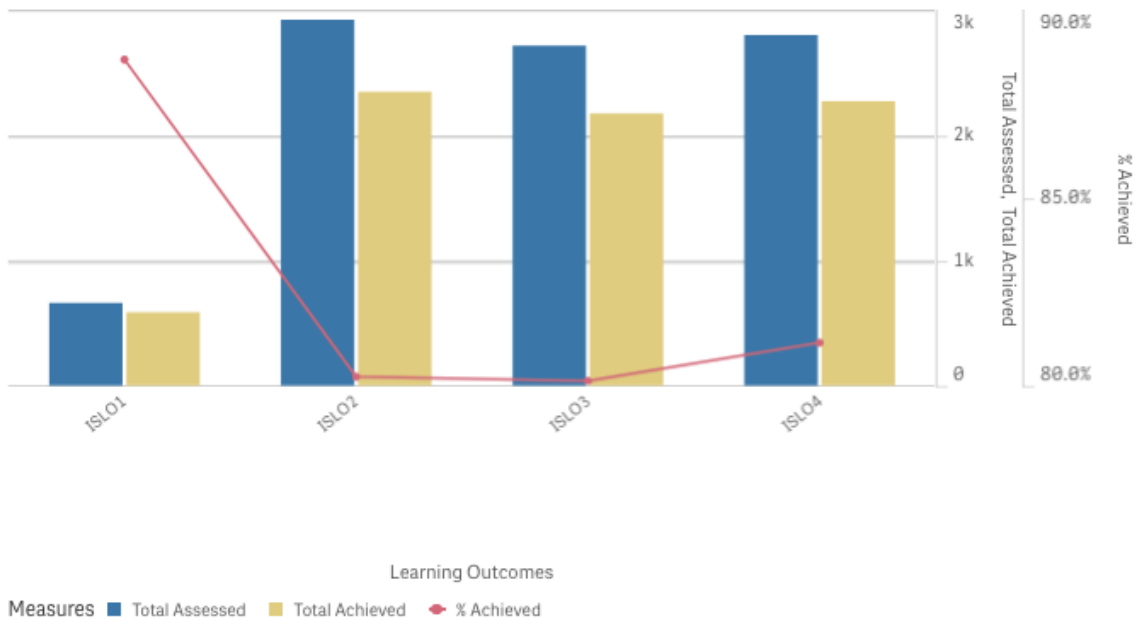
INSTITUTIONAL LEARNING OUTCOMES (ISLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		9,098	7,378	81.1%
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	660	585	88.6%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired o...	2,923	2,345	80.2%
ISLO3	Lifelong Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; abili...	2,714	2,175	80.1%
ISLO4	Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate wit...	2,801	2,273	81.1%

PE Program Alignment with and Contribution to ISLO's

Learning Outcomes Assessment Results



PE Program Alignment with and Contribution to ISLO's

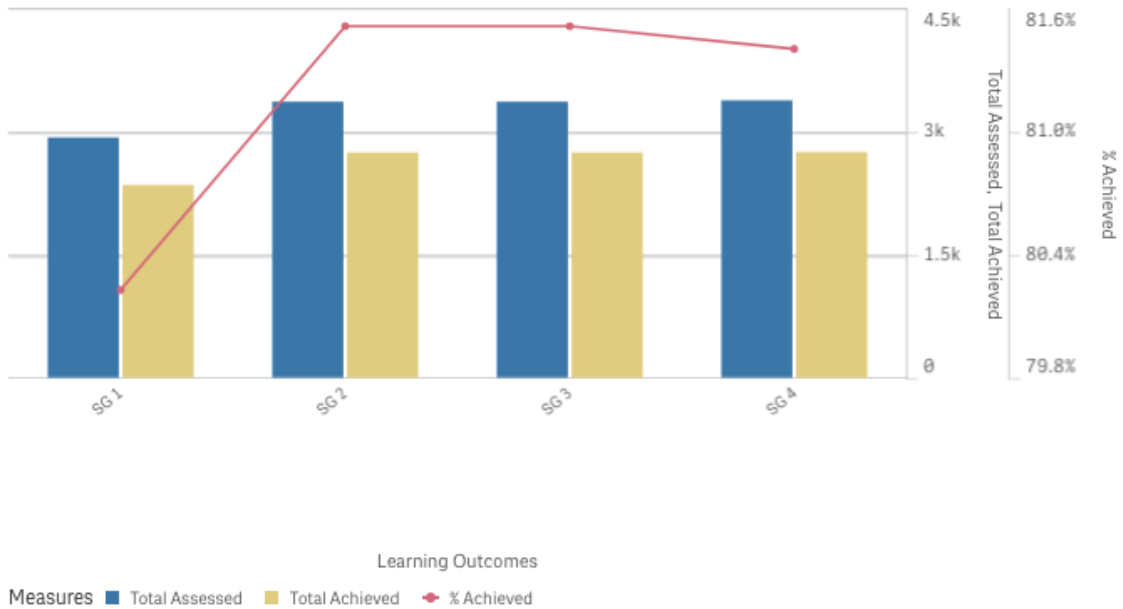
LCC STRATEGIC GOALS

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		13,025	10,575	81.2%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resource...	2,923	2,345	80.2%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.	3,363	2,741	81.5%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	3,363	2,741	81.5%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degr...	3,376	2,748	81.4%

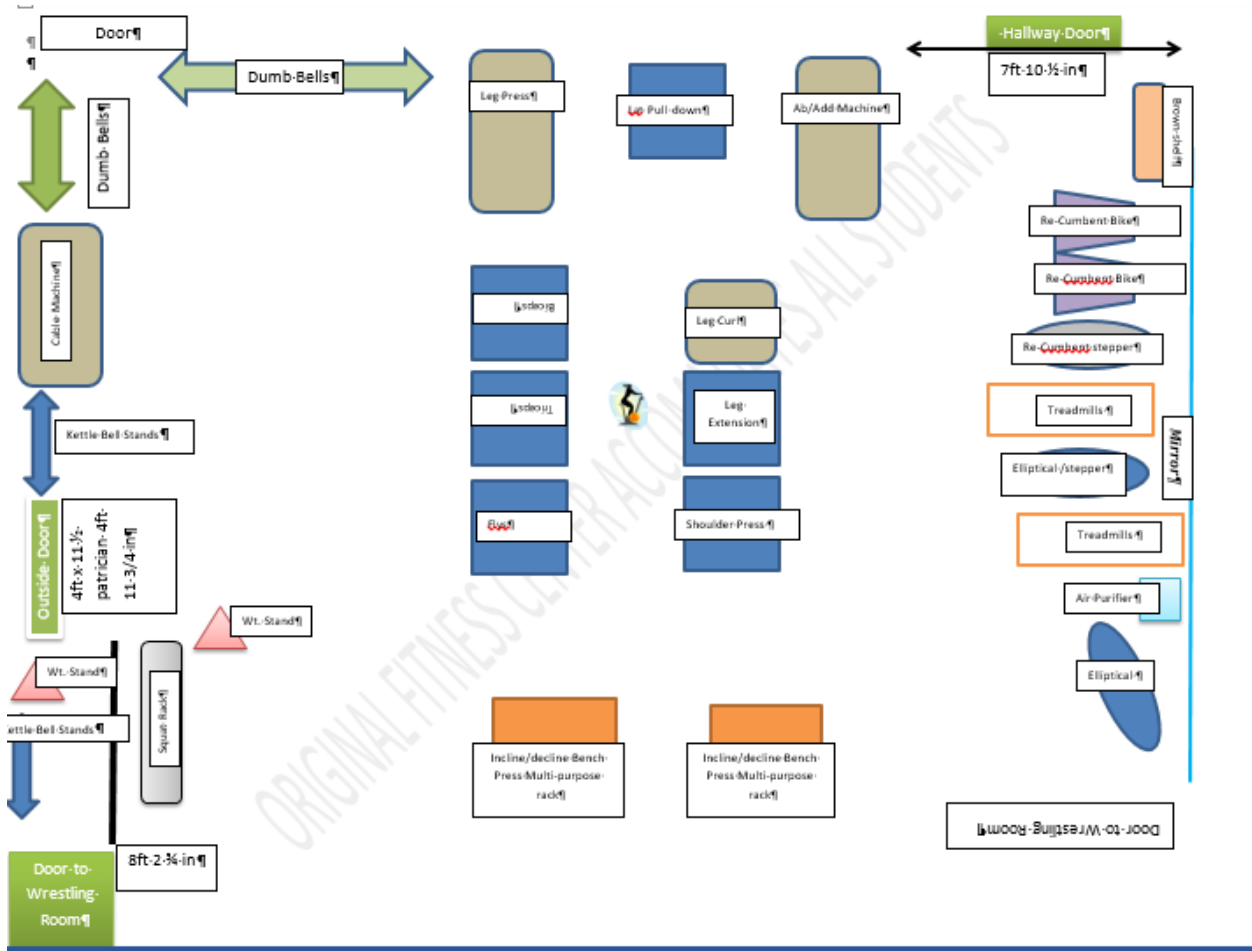
PE Program Alignment with and Contribution to LCC Strategic Goals

Learning Outcomes Assessment Results



PE Program Alignment with and Contribution to LCC Strategic Goals

Appendix B:





Quotation

Mailing Address:
4686 Isabelle Unit A
Eugene, OR 97402

Sales Representative:
David Douglas
541.601.5593
ddouglas@commfitness.com

Date	Quote #
4/13/2022	30123937

Name / Address
Lassen Community College Carrie Nymman P.O. Box 3000 Susanville, CA 96130

Ship To
Lassen Community College Carrie Nymman (530)-249-5904 478-200 HWY 139 Susanville, CA 96130

Credit Card Payments are Accepted with an Additional 3.5% Convenience Fee

Net 30	Project
--------	---------

Item	Description	Qty	Cost	Total
ECULT00	Ecore Athletic EL00 Basic Black UltraTile (price per sq.ft.) (MSRP \$8.98) Total Tiles = 361	1,444	6.97996	10,079.06T
ECULT00RA	Ecore Athletic EL00 Basic Black UltraTile ADA Ramp (price per each) (MSRP \$43.81)	6	36.50	219.00T
ECULTQB	Ecore UltraTile Quad Block Connectors (1 per tile, adhesive required- Ecore E-Grip Cartridge Recommended) (MSRP \$2.94)	361	2.44997	884.44T
ECGLCA	Ecore Athletic E-grip III Cartridge 10.1oz (covers 12sq ft. or 15 Quad Blocks) (MSRP \$8.32)	28	7.74964	216.99T
Freight2	Drop Ship Freight **Due to freight volatility, all freight quotes are valid for 10 days and will be requested at time of order**		2,220.85	2,220.85
	Total sales tax calculated by AvaTax		\$26.46	\$26.46

Special order cancellations subject to restocking fees. Estimates reflect check/ACH payment.	Total	\$14,446.80
--	--------------	-------------

NOTE: Consoles without Media Adapters accept coaxial connections only. Customer responsible for confirming with cable, satellite or IPTV provider that the Set-Top-Box or Video Distribution System is compatible with a coaxial input.

Signature _____

*Quote valid for 30

Insert information as needed



Quotation

Mailing Address:
4686 Isabelle Unit A
Engena, OR 97402

Sales Representative:
David Douglas
541.601.5593
ddouglas@commfitness.com

Date	Quote #
4/13/2022	30123936

Name / Address
Lassen Community College Carrie Nymann P.O. Box 3000 Susanville, CA 96130

Ship To
Lassen Community College Carrie Nymann (530)-249-5904 478-200 HWY 139 Susanville, CA 96130

Credit Card Payments are Accepted with an Additional 3.5% Convenience Fee

Net 30	Project
--------	---------

Item	Description	Qty	Cost	Total
	Sourcewell Pricing 2022 Precor Products Account #081120-PCR			
PRVIC025	Precor Vitality Bicep / Tricep, Black Pearl (MSRP \$3,800)	1	2,660.00	2,660.00T
PRVIC027	Precor Vitality Leg Extension/Curl, Black Pearl (MSRP \$3,900)	1	2,730.00	2,730.00T
PRVIC026	Precor Vitality Pulldown / Row, Black Pearl (MSRP \$3,800)	1	2,660.00	2,660.00T
PRVIC015	Precor Vitality Rear Delt / Pec Fly, Black Pearl (MSRP \$3,850)	1	2,695.00	2,695.00T
SCSTREP	SCIFIT Total Body Recumbent Stepper - Premium Seat (MSRP \$6,549)	1	5,349.00	5,349.00T
FI	Freight and Installation ** ESTIMATED - Actual based on completed Site Survey **Due to freight volatility actual charges will be locked in 10 days prior to shipping** ** Does Not Include Removal of Existing Equipment. Quoted Upon Request **		4,357.93	4,357.93
	Total sales tax calculated by AvaTax		1,482.76	1,482.76

Special order cancellations subject to restocking fees. Estimates reflect check/ACH payment.	Total	\$21,934.69
--	--------------	-------------

NOTE: Consoles without Media Adapters accept coaxial connections only. Customer responsible for confirming with cable, satellite or IPTV provider that the Set-Top-Box or Video Distribution System is compatible with a coaxial input.

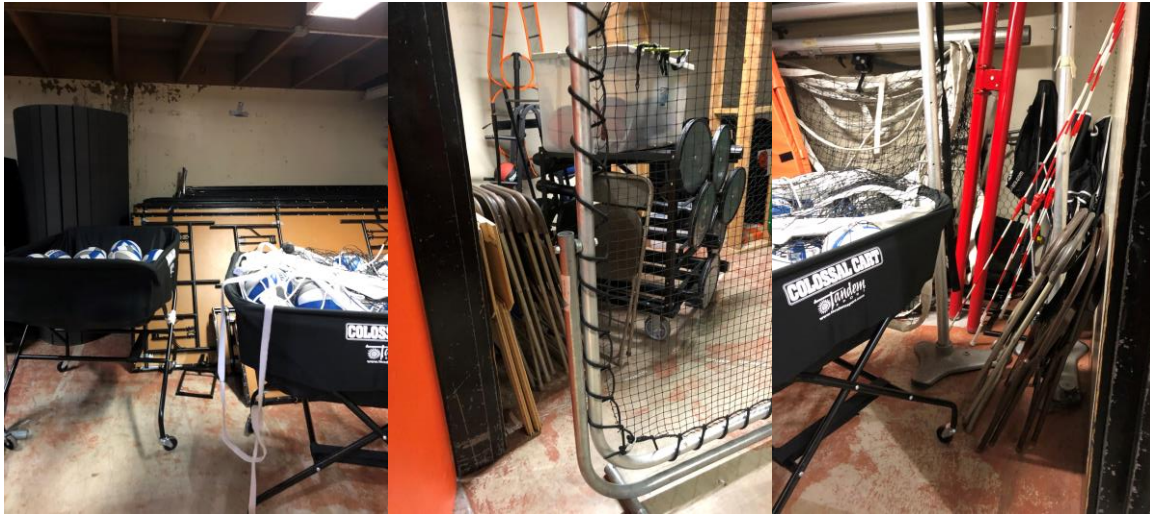
Signature _____

Delivery and installation dates may be subject to change without notice based on product availability and shipping conditions. Due to market volatility and freight challenges, manufacturers are implementing immediate tariffs with very short notice. Please note that these will be passed along as they are received. We apologize for the

*Quote valid for 30 days, with the exception of tariffs
Taxes As Applicable

Appendix E:

Gym storage unit used to store stage for graduation instead of equipment needed for classes



Fitness Center Equipment upholstery creating health and safety hazards





After 2 years of being a COVID Pandemic still is not cleaned properly daily with evidence of dust dirt on fitness equipment



Track is falling apart with health and safety hazards



Lassen Community College
Status of Curriculum Reviews

**Physical Education Instructional Program Review
Status of Curriculum Review April 5, 2022**

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed <i>Date here if last review 4 years or more</i>	Course SLO mapping reviewed
HLTH 2 Personal Health	03/15/2022		05/04/2021
HLTH 25 Understanding Nutrition	03/15/2022		05/04/2021
PE 15 Introduction to Kinesiology	03/15/2022		05/04/2021
PEAC 2A Men's Varsity Soccer	03/15/2022		05/04/2021
PEAC 2B Pre-Season Skills and Conditioning for Soccer	03/15/2022		05/04/2021
PEAC 2C Women's Varsity Soccer	03/15/2022		05/04/2021
PEAC 2D Off-Season Skills and Conditioning for Soccer	03/15/2022		05/04/2021
PEAC 5A Men's Varsity Basketball-Fall	03/15/2022		05/04/2021
PEAC 5A.02 Men's Varsity Basketball-Spring	03/15/2022		05/04/2021
PEAC 5B Pre-Season Skills and Conditioning for Basketball	03/15/2022		05/04/2021
PEAC 5C Women's Varsity Basketball-Fall	03/15/2022		05/04/2021
PEAC 5C.02 Women's Varsity Basketball-Spring	03/15/2022		05/04/2021
PEAC 5D Off-Season Skills and Conditioning Basketball	03/15/2022		05/04/2021
PEAC 6 Men's Varsity Wrestling	03/15/2022		05/04/2021
PEAC 6B Pre-Season Skills and Conditioning for Soccer	03/15/2022		05/04/2021
PEAC 6D Off-Season Skills and Conditioning for Wrestling	3/15/2022		05/04/2021

PEAC 7 Men's Varsity Baseball	03/15/2022		05/04/2021
PEAC 7D Off-Season Skills and Conditioning for Baseball	03/15/2022		05/04/2021

Lassen Community College
Status of Curriculum Reviews

PEAC 9 Women's Varsity Volleyball	03/15/2022		05/04/2021
PEAC 9B Pre-Season Skills and Conditioning for Volleyball	03/15/2022		05/04/2021
PEAC 9D Off-Season Skills and Conditioning for Volleyball	03/15/2022		05/04/2021

PEAC 9D Off-Season Skills and Conditioning for Volleyball	03/15/2022		05/04/2021
PEAC 10 Women's Varsity Softball	03/15/2022		05/04/2021
PEAC 10D Off-Season Skills and Conditioning for Softball	03/15/2022		05/04/2021
PEAC 16 Walking for Fitness	03/15/2022		05/04/2021
PEAC 32D Fitness Center	03/15/2022		05/04/2021
PEAC 34 Golf Skills	03/15/2022		02/15/2022
PEAC 44 Yoga	03/15/2022		05/04/2021
Degrees & Certificates	Committee Review Completed		Program PSLO mapping reviewed
AA Kinesiology	03/15/2022		04/05/2022
AA University Studies: Emphasis in Physical Education	03/15/2022		04/05/2022
AA General Studies: Emphasis in Physical Education	04/06/2021 Inactive		

Carrie Nymán
Carrie Nymán, Subject Area Faculty

4/6/22
Date

Frank Avilla
Frank Avilla, Subject Area Faculty

4/19/22
Date

Chad Lewis
Chad Lewis, Curriculum and Academic Standards Committee Chair

4/12/22
Date

Michell Williams
Michell Williams, Interim Dean of Instruction

4/20/2022
Date