

2020/21 PHYSICAL EDUCATION IPR

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Approved by Academic Senate: 3/10/21

Presented to Consultation Council: 5/17/21

Accepted by Governing Board: 6/8/21

SECTION I: 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, three degrees.
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.

- 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 three 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.
- AA General Studies: Emphasis in Physical Education – this associate degree offers students a degree completion option without the intensive science courses, primarily Anatomy & Physiology, necessary for transfer. As a result, transfer is not guaranteed with this degree.

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 2015 (see Figure 1.1 and Table 1.1).

Figure 1.1 FTES by Academic Year

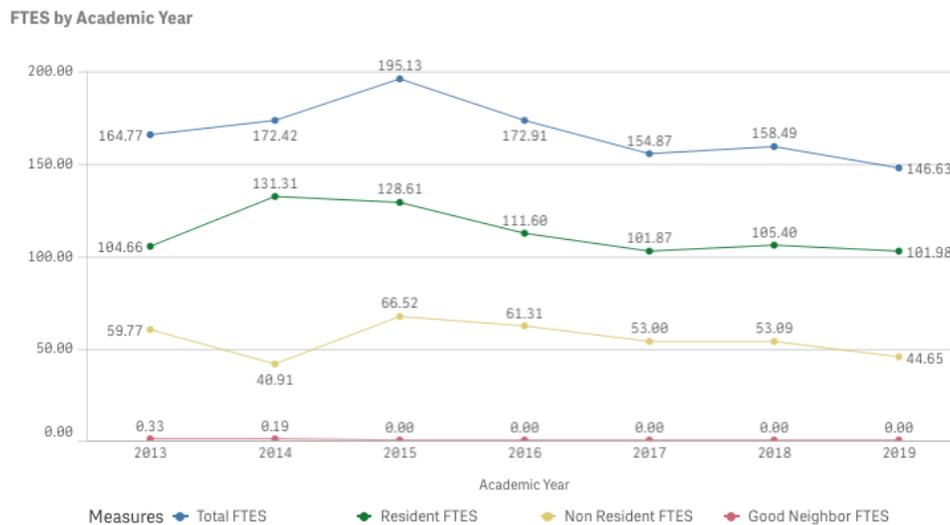
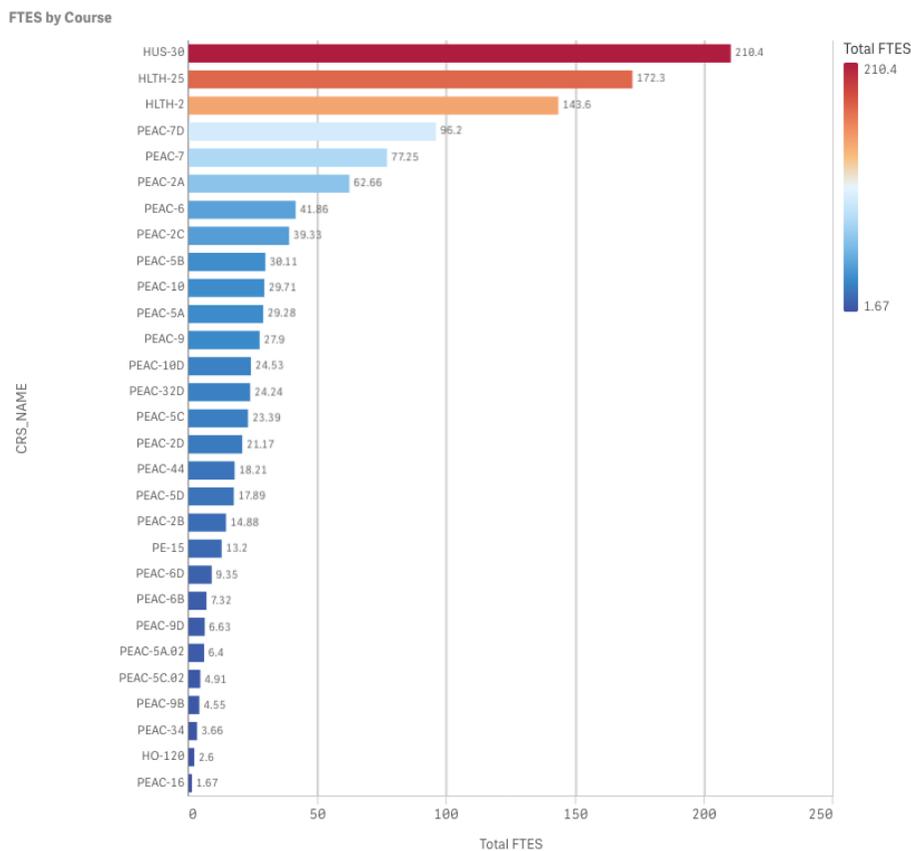


Table 1.1 FTES by Year

FTES by Year						
Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change	
Totals	785.43	379.26	0.52	1,165.21	-	
2019	101.98	44.65	0.00	146.63	-7.48%	
2018	105.40	53.09	0.00	158.49	2.34%	
2017	101.87	53.00	0.00	154.87	-10.44%	
2016	111.60	61.31	0.00	172.91	-11.39%	
2015	128.61	66.52	0.00	195.13	13.17%	
2014	131.31	40.91	0.19	172.42	4.64%	
2013	104.66	59.77	0.33	164.77	-	

Following Title 5 revisions restricting repeatability in 2012, physical education enrollments dropped. 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 part of the physical education program. Inclusion of this course in Figure 1.2 calls into question the full 47-page data set provided by the Office of Institutional Research.

Figure 1.2 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. Together with HUS 30 in the data provided, despite it being erroneously included as part of the physical education program, comprised from 41%-47% of total program FTES 2015-2019 (Table 1.2). As part of the Incarcerated Education program, multiple sections of HLTH 25, HLTH 2, and HUS 30 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 2016-2017 decline in enrollments being nearly completely accounted for by declines in these three courses (from 87.7 of 195.1 total program FTES in 2015 to 70.8 of 172.9 total program FTES in 2016), some declines in physical education/kinesiology program FTES, 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).

Table 1.2 FTES by Course, Academic Year, and Semester

FTES by Course, Academic Year and Semester												
Course	Academic Year and Semester											
	2013			2014			2015			2016		
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP
HLTH-2	14.5	4.0	2.8	12.8	5.6	6.5	14.6	8.6	4.9	9.4	7.7	
HLTH-25	9.5	13.0	6.5	9.9	12.4	5.3	8.0	13.3	3.3	8.8	12.0	
HO-120		0.1			0.1		0.1	0.1		0.1	0.2	
HUS-30	2.2	10.0	17.7	2.8	20.8	16.2	3.1	15.3	13.2	12.5	13.2	
PE-15		2.3			0.9			1.3			2.0	
PEAC-10			4.1			0.0			4.5		9.1	
PEAC-10D		4.0			4.0			3.6			4.5	
PEAC-16				0.8			0.4				0.5	
PEAC-2A		10.7			5.0			15.3			11.7	
PEAC-2B	3.8			1.6			5.0			1.7		
PEAC-2C		5.3			5.0			8.7			7.0	
PEAC-2D			0.7			3.6			7.3		4.4	
PEAC-32D		2.9	2.2		1.6	2.1		1.7	1.7		1.5	
PEAC-34					0.4			1.4			0.6	
PEAC-44		2.6	1.8		1.6	1.0		0.9	1.4		1.7	
PEAC-5A		6.7			4.4			3.9			4.2	
PEAC-SA.02											2.1	
PEAC-5B		4.7			4.4			3.6			4.8	
PEAC-5C		5.1			4.4			4.2			1.9	
PEAC-5C.02											1.0	
PEAC-5D			2.2			3.7			3.3		2.1	
PEAC-6		6.7			5.9			7.3			5.7	
PEAC-6B	1.4			1.0			2.3			0.5		
PEAC-6D			1.0			1.3			1.6		0.7	
PEAC-7			9.1			10.6			10.7		11.0	
PEAC-7D		9.0			12.6			12.6			15.8	
PEAC-9		5.3			4.6			2.7			3.0	
PEAC-9B	1.1			0.6			0.7			0.4		
PEAC-9D			1.0			1.3			1.0		0.9	
Semester and Annual Totals	8.5	99.5	56.7	16.2	97.9	58.3	23.2	103.8	68.1	10.8	94.4	67.6
		164.8			172.4			195.1			172.9	

Course	Academic Year and Semester								Course Totals	
	2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA		SP
HLTH-2	2.8	6.4	9.7	3	7.6	5.8	3.4	6.1	7.4	143.6
HLTH-25	3.3	7.9	15.2	2.6	8.9	11.3	2	7.6	11.5	172.3
HO-120	0.152		0.335	0.152		0.146	0.21	0.341	0.55	2.6
HUS-30	3.1	11.8	8.8	2.6	12.5	13.8	8.3	9.9	12.6	210.4
PE-15		2.2			3.2				1.3	13.2
PEAC-10			4			4			4	29.7
PEAC-10D		2.664			2.976			2.744		24.5
PEAC-16								4.667		1.7
PEAC-2A		9.667			5.667			4.667		62.7
PEAC-2B	1.006			1.166			0.631			14.9
PEAC-2C		5			5			3.333		39.3
PEAC-2D		2.298				2.872				21.2
PEAC-32D		1.6	1.8		1.5	1.1		1.1	1.9	24.2
PEAC-34			0.707			0.619				3.7
PEAC-44		1	1.5		0.9	1.4		0.8	0.9	18.2
PEAC-5A		2.933			3.771			3.352		29.3
PEAC-SA.02			1.371			1.486			1.486	6.4
PEAC-5B		4.32			4.32			4.021		30.1
PEAC-5C		2.933			2.514			2.305		23.4
PEAC-5C.02			1.486			1.143			1.257	4.9
PEAC-5D			2.381			2.21			1.92	17.9
PEAC-6		2.667			5.667			8		41.9
PEAC-6B	0.32			0.68			1.069			7.3
PEAC-6D			1.005			1.436			2.298	9.4
PEAC-7			11.33			12.95			11.66	77.3
PEAC-7D		15.44			16.53			14.22		96.2
PEAC-9		4			5			3.333		27.9
PEAC-9B	0.594			0.68			0.437			4.5
PEAC-9D			1.158			1.303				6.6
Semester and Annual Totals	11.27	80.52	63.07	10.88	86.05	61.57	16.05	71.82	58.77	1165.2
		154.9			158.5			146.6		

Declines in PEAC enrollments also occur when intercollegiate athletic team rosters are lower than usual, which often occurs during coaching transitions. 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 2014 Planning Agenda:

The AA-T in Kinesiology was completed in fall 2014 and effective fall 2015. Since inception, four AA-T in Kinesiology degrees have been granted, which exceeds all physical education degrees earned over the fifteen year-period ending with the 2014 IPR. More information about degrees is included in Section III.A. Degrees and Certificates.

PLANNING AGENDA:

None

II STUDENT OUTCOMES

A. TRENDS AND PATTERNS IN STUDENT OUTCOMES

As of the 2014 Physical Education IPR, no physical education degrees had been earned by student since 2005-2006, and only three had been awarded in the previous 14 years. 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

Academic Year	Award	Award Count
Totals		18
2015	AA General Studies: Emphasis in Physical Education	1
2015	AA University Studies: Emphasis in Physical Education	1
2016	AA General Studies: Emphasis in Physical Education	2
2016	AA University Studies: Emphasis in Physical Education-IGETC	2
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

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-related baccalaureate degrees with at least one of these also earning a Master’s degree (according to the student). Given that there were no program-related AA degree completions recorded in 2014 IPR, it is exciting to see both the increase of degrees awarded and the evidence that students continued to complete related BA/BS degrees.

Table 1.4

Transfers: LCC Physical Education (PE) Graduates who Transferred to another Institution and Achieved a Higher Award since May 2012

Degree Type	Degree Title	Award Year	College/University	State
Bachelor Of Science	Community Health Sciences	2019	University Of Nevada-Reno	NV
Bachelor Of Science	Exercise Science	2019	Lubbock Christian University	TX
Bachelor Of Bus Admin	Sports Management	2018	York College	NE
Bachelor Of Arts	Human Performance & Sport	2017	New Mexico Highlands University	NM
Bachelor Of Arts	Athletic Training	2016	Otterbein University	OH

RETENTION AND SUCCESS

According to Table 1.5 Student Success and Retention, both success and retention have increased since 2013. This is very encouraging.

Table 1.5 Student Success and Retention

Student Success and Retention

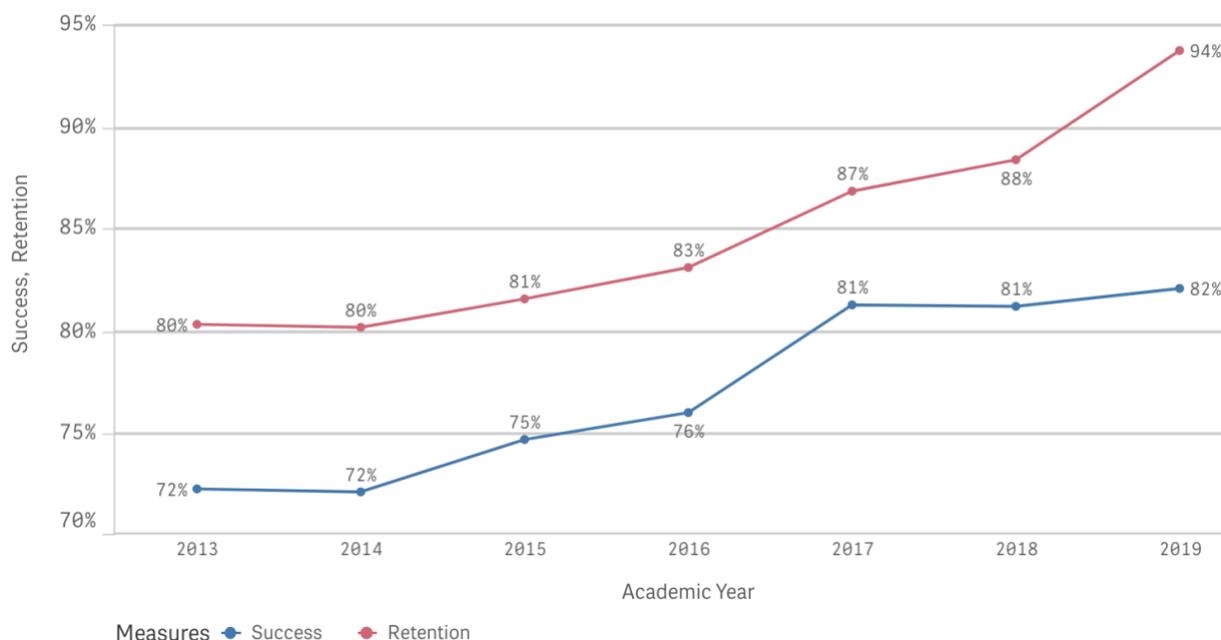
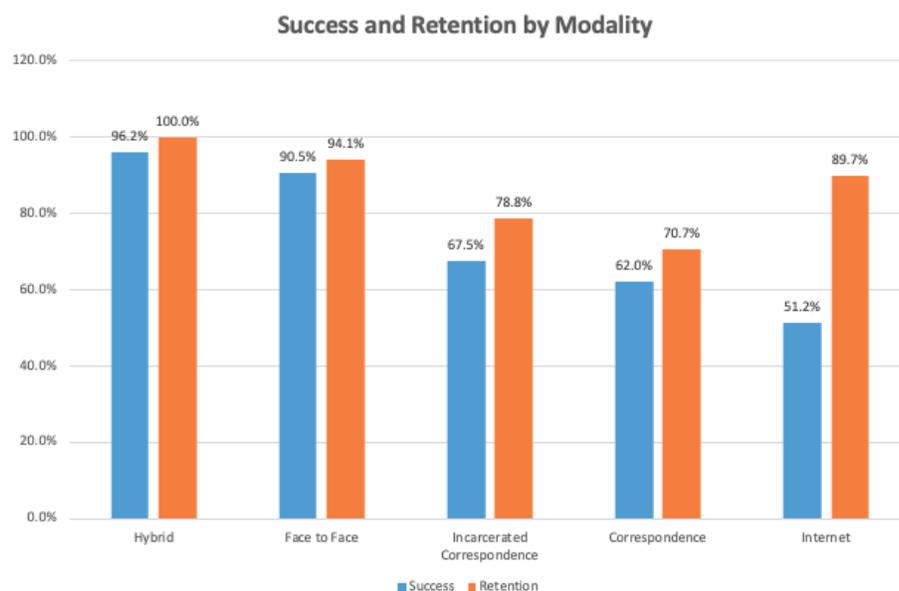


Table 1.6 Success and Retention by Modality



In looking further into overall success and retention by modality for the period 2013-2019, 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.

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 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.

PLANNING AGENDA:

1. 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.
2. There should be a college-facilitated repository for SLO results that can be regularly accessed by instructors.
3. There needs to be an institutional plan for regularly completing SLO assessments at course and program levels to ensure all SLOs are evaluated on a regular basis.

C. STUDENT EVALUATION SUMMARY

Students have completed student surveys since 2016, but it is unclear where the results are held as they were not made available to faculty with the rest of the data for IPRs. As a result, there are no new survey results to review.

In reviewing student surveys from the 2014 IPR, students commented on enjoying classes, but multiple comments were made about the need to have a more clean, better maintained and more up-to-date fitness facility and locker rooms. Students commented on the poor condition of the track. Students expressed a concern that wrestling mats and wrestling room floor are not regularly cleaned and disinfected, which could increase risk of fungal disease transmission between students. Students also indicated there was a need for bathrooms closer to the track and softball fields. Finally, students commented on the need for better climate control in the Fitness Center. 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.

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 collaborate environment for accomplishment of personal fitness and/or team goals (iSLO 1, 2, 4)
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society (iSLO 2)
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness (iSLO 3, 4)
7. Demonstrate an understanding of the basic methodologies of science (iSLO 3)

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

PLANNING AGENDA:

1. Review and revise program SLOs to remove expectation that physical education majors are all athletes. (Continued from 2014 IPR)
2. Inactivate AA General Studies: Emphasis in Physical Education

B COURSES

Very few course changes have occurred since the 2014 IPR, which included significant changes in courses. The Curriculum Review Form is attached.

Enrollments in fitness and activity classes that do not have an athletic emphasis are low, especially since repeatability was limited. If new courses are proposed, consideration for potential enrollments must be considered. Community service courses are an option for new activity courses, which could allow the college to offer additional classes, although not for credit and therefore cannot be included on a transcript, while also determining if there is enough interest to sustain the potential credit courses.

As is noted in the Facilities section of this IPR, physical education and athletics indoor facilities, including the Sports Center, Fitness Center, and Wrestling, are severely impacted by regularly scheduled classes and practices. Further, regular cleaning and maintenance is difficult to maintain given the back-go-back scheduling and amount of traffic through the facilities. One such facility, the Fitness Center, was once used as an open workout space where students could come and go as they pleased. In the early 2000s, coaches and volunteer assistant coaches were paid to oversee the Fitness Center. This proved very problematic during the FCMAT and Minimum Conditions investigations 2005-2006, and resulting recommendations were to use the Fitness Center for instructional classes only, including athletes under the direct supervision

of their coaches. This works occasionally, but the facility doors are often left open in the evenings or are opened before and after scheduled classes for unsupervised student, including student-athlete, use. This practice should not continue. The facility should remain unlocked unless a class is in session or a coach is facilitating and supervising the workouts of their student athletes. If there is an interest in students having access in the evening, dorm staff should supervise those hours and a regular schedule should be established. To leave the room open for unsupervised workouts exposes the college to increased wear and tear on equipment, ultimately impacting instructional classes, and potential theft or loss of fitness equipment like weight plates, dumbbells, bars, and mats. Further, arrangements need to be made for deep cleaning after evening sessions so that the facility is clean and safe for morning classes; historically, with the room being left open, the room is dirty in the morning and weights are strewn about the room, leaving the first instructor of the day to pick up weights and restore order in order to safely facilitate instruction during class.

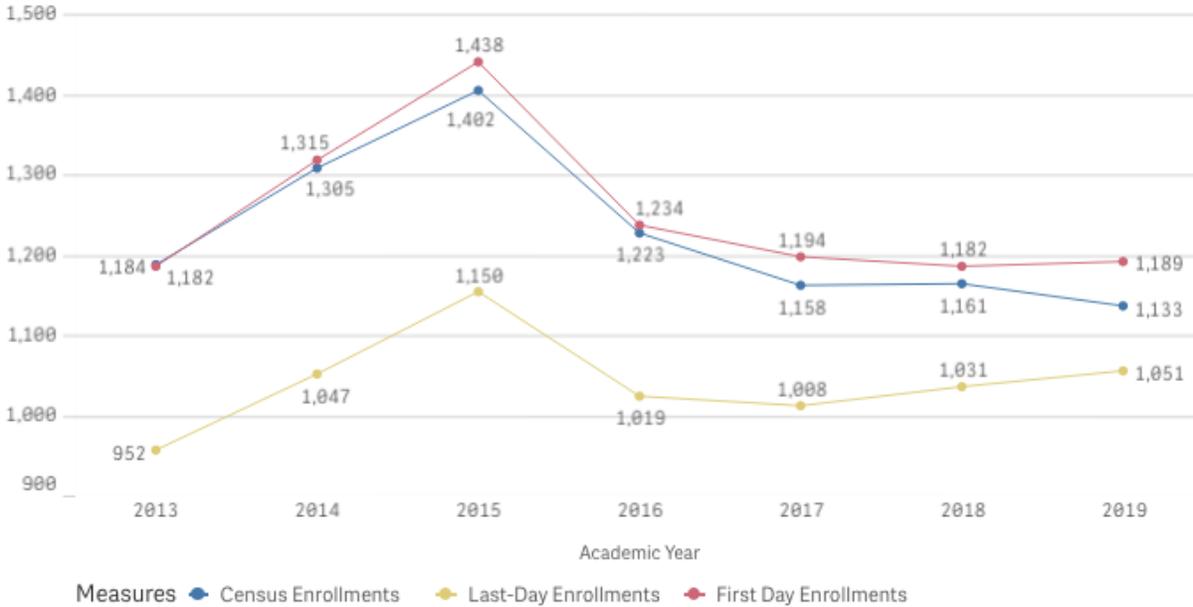
PLANNING AGENDA:

None

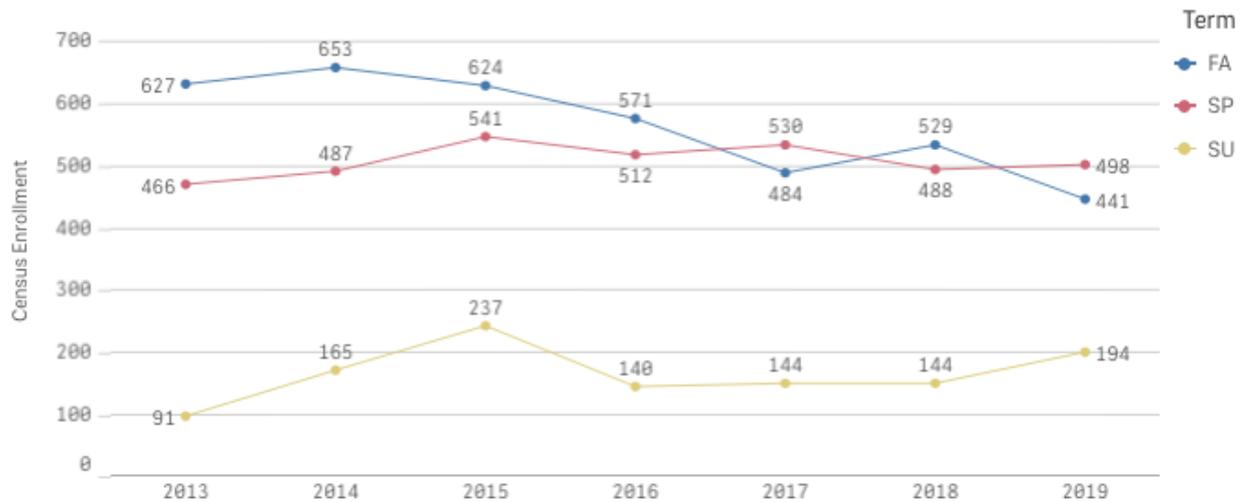
C. SCHEDULING AND ENROLLMENT PATTERNS

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.

Enrollment by Academic Year



Census Enrollment by Term



Most of the enrollments in PEAC classes are athletics-related. For the fitness classes most often taken by general students (PEAC 14, 16, 32D and 44), more community activities exist for people to choose from with more schedule and drop-in flexibility. People can work out at a gym/fitness club in town rather than come to Lassen College for a class, or they might go walk/run on the Bizz Johnson Trail or in Susanville Ranch Park. These are all lower cost options than taking a class at Lassen College, and these options allow people to be far more flexible with the timing of their workouts than the Lassen College schedule allows.

Repeatability has impacted general fitness and activity class enrollments. People who are interested in these classes and are committed to attending have often already used their allowable enrollments, so Lassen College can no longer collect FTES for these students. These students can audit activity classes, but the audit fees mandated by Title 5 don't result in much fiscal benefit for Lassen College. If the Board of Governors takes action to change Title 5 audit fees, then the college could more aggressively promote auditing to fill classroom space when courses have lower enrollment.

Enrollments in HLTH 2, HLTH 25, and HUS 30 are largely determined by demand amongst incarcerated students as most sections are taught via correspondence and all three courses fulfill a general education requirement.

PLANNING AGENDA:

1. Advertise the availability of scheduled fitness classes on campus using social media and other available media sources.

D. ARTICULATION/INTEGRATION OF CURRICULUM

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

E. EQUIPMENT

The primary capital outlay equipment used within the physical education program is in the Fitness Center. Current cardio machines include two treadmills, one elliptical, one elliptical cross trainer, two recumbent bikes, one spin bike, and one recumbent stepper. There is not currently a replacement schedule for any equipment in the Fitness Center.

Since 2014, most weight machine stations have been replaced. There is also a power rack and adjustable weight bench. All are in good functioning order, and some have been re-upholstered since 2014, but because of the amount of use, upholstered surfaces on many machines need repair/re-upholstering.

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.

Treadmill decks and belts need to be replaced at least every other year depending on amount of use; decks and belts costs approximately \$1,000 each. Regular replacement should be scheduled and budgeted for to maximize safety and lifespan on equipment. The need to regularly replace decks, belts, and repair broken pieces of equipment highlights the need for a regular service contract and regular maintenance.

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.

Update to 2014 Planning Agenda

The request of a minimum budget of \$5,000 for equipment maintenance and repair was prioritized in 2016 but never funded, although the LCC Foundation did assist with the purchase of 2-3 new pieces of equipment (two treadmills and a free stride trainer) since 2015. This remains an immediate need, as does the prior request for \$5,000 for purchase of new equipment (both large pieces and those for personal use during class). The need to establish a service and repair contract with a professional fitness equipment servicing company like Commercial Fitness Equipment was also prioritized but not funded; this continues to be a need.

PLANNING AGENDA: (ALL CONTINUED FROM 2015 IPR)

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.
5. Re-upholster all upholstered surfaces on weight stations and benches as needed.

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.

PRIORITIZED RECOMMENDATIONS REQUIRING INSTITUTIONAL ACTION FOR INCLUSION IN EDUCATIONAL MASTER PLAN: 2020 PHYSICAL EDUCATION IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Ensure that all physical education facilities are kept clean including Fitness Center, wrestling room, gym	Immediate/on-going (continuing from 2014 IPR)	Additional custodial hours	Address a health and safety concern. Prevention of fungal and communicable diseases.

	and locker rooms. Specifically, ensure that wrestling room floors and mats and Fitness Center equipment are regularly disinfected.			Facilities and equipment that are more appealing to students.
2, 3, 4	Budget a minimum of \$5,000 annually for equipment maintenance and repair.	Immediate inclusion in budget process for 2015-2016 budget (continuing from 2014 IPR)	\$5,000	Better functioning and safer machines; longer machine life-span which decreases costs overall
2, 3, 4	Budget a minimum of \$5,000 to purchase new equipment (or replace old equipment), including equipment for individual student use during classes	Immediate inclusion in budget process for 2015-2016 budget (continuing from 2014 IPR)	\$5,000	Better functioning and safer machines; up-to-date equipment and technology
2, 3, 4	Maintain budget for and a contract with a professional fitness equipment servicing company for bi-annual servicing and repair of Fitness Center machines and equipment	Immediate/on-going (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/on-going (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
2, 3	Advertise fitness classes on campus using flyers on bulletin boards and in the community via the college's social media	On-going (continuing from 2014 IPR)	\$0 – utilize existing advertisement opportunities	Increased FTES potential

	and other community media options.			
3, 4	Re-upholster all upholstered surfaces on weight stations and benches in Fitness Center.	Immediate	\$2,500	Address health & safety concern! More professional and clean facility; safer surfaces; easier to clean and maintain; easier to prevent disease transmission
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.

SECTION TWO: HUMAN RESOURCE PLANNING

PROGRAM STAFFING

Current staffing for the physical education program includes the following full-time faculty:

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

Since the 2014 IPR, the only personnel change was the retirement of full time faculty member (Ross Brosius) in 2019; he was the lone full-time faculty member with a full load in physical education and health. As of spring 2021, nearly two years later, he has not been replaced. Some of the class sections he 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.

There is some concern that some sections taught by Brosius were not offered in the year following his retirement; this may have been remedied in 2020-21, but it is difficult to know for sure since data provided for this IPR is only through 2019. In the event courses were or will be canceled, disrupting the scheduling/advising plan, student progress toward degree completion could be delayed. 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.

Update on 2014 Planning Agenda:

Begin strategizing course offerings to determine whether the full-time HLTH/PE faculty member. This did not occur prior to Ross Brosius' retirement. While his load is currently being covered by existing split-load full-time or adjunct faculty members, it is imperative that the full-time position be replaced.

PLANNING AGENDA:

Hire FT faculty member in Physical Education/Kinesiology/Health to address needs following Ross Brosius' 2019 retirement.

PROFESSIONAL DEVELOPMENT

Program faculty annually complete flex requirements. However, most professional development is done at the expense of the faculty member; attendance at discipline-related conferences or events is cost prohibitive. This is a deterrent to faculty in most disciplines on campus. Funding is needed for full and part-time faculty, ideally on an annual basis and, if not possible, on a rotating basis.

PLANNING AGENDA:

Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding (continuing from 2014 IPR)

STUDENT OUTCOMES

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

PLANNING AGENDA:

None

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF

None

PRIORITIZED RECOMMENDATIONS REQUIRING INSTITUTIONAL ACTION FOR INCLUSION IN HUMAN RESOURCE MASTER PLAN: 2020 PHYSICAL EDUCATION IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
2, 3	Hire FT faculty member in Physical Education/Kinesiology/Health to address needs following Ross Brosius' 2019 retirement.	Immediate	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

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. 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. At some point, these two spaces were taken over for storage of the stage used for graduation, further limiting storage options for physical education and athletics. These two storage units need to be returned to physical education and athletics use.

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. 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. 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 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.

Update to 2014 Planning Agenda:

The same planning agenda items were included in the 2014 IPR as are included in this IPR. Little to no progress has occurred in this 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.

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF

None

PRIORITIZED RECOMMENDATIONS REQUIRING INSTITUTIONAL ACTION FOR INCLUSION IN FACILITIES MASTER PLAN: 2020 PHYSICAL EDUCATION IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Improve air flow/air exchange and heating/cooling in the Fitness Center and wrestling rooms with ceiling-mounted room fans, exhaust fans, or other appropriate equipment.	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.
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.

SECTION FOUR: TECHNOLOGY PLANNING

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. The 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.

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF

None.

PRIORITIZED RECOMMENDATIONS REQUIRING INSTITUTIONAL ACTION FOR INCLUSION IN TECHNOLOGY MASTER PLAN: 2020 PHYSICAL EDUCATION IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	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.

Lassen Community College
Status of Curriculum Reviews

**Physical Education Instructional Program Review
Status of Curriculum Review May 6, 2021**

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed	Course SLO mapping reviewed
HLTH 2 Personal Health	05/04/2021	<i>Date here if last review 4 years or more</i>	05/04/2021
HLTH 25 Understanding Nutrition	01/21/2020		05/04/2021
PE 15 Introduction to Kinesiology	05/04/2021		05/04/2021
PEAC 2A Men's Varsity Soccer	04/06/2021		05/04/2021
PEAC 2B Pre-Season Skills and Conditioning for Soccer	05/04/2021		05/04/2021
PEAC 2C Women's Varsity Soccer	04/06/2021		05/04/2021
PEAC 2D Off-Season Skills and Conditioning for Soccer	04/06/2021		05/04/2021
PEAC 5A Men's Varsity Basketball-Fall	01/19/2021		05/04/2021
PEAC 5A.02 Men's Varsity Basketball-Spring	01/19/2021		05/04/2021
PEAC 5B Pre-Season Skills and Conditioning for Basketball	01/19/2021		05/04/2021
PEAC 5C Women's Varsity Basketball-Fall	01/19/2021		05/04/2021
PEAC 5C.02 Women's Varsity Basketball-Spring	01/19/2021		05/04/2021
PEAC 5D Off-Season Skills and Conditioning Basketball	01/19/2021		05/04/2021
PEAC 6 Men's Varsity Wrestling	05/04/2021		05/04/2021
PEAC 6B Pre-Season Skills and Conditioning for Soccer	05/04/2021		05/04/2021
PEAC 6D Off-Season Skills and Conditioning for Wrestling	04/06/2021		05/04/2021
PEAC 7 Men's Varsity Baseball	04/06/2021		05/04/2021
PEAC 7D Off-Season	04/06/2021		05/04/2021

Lassen Community College
Status of Curriculum Reviews

for Baseball		
PEAC 9 Women's Varsity Volleyball	04/06/2021	05/04/2021
PEAC 9B Pre-Season Skills and Conditioning for Volleyball	04/06/2021	05/04/2021
PEAC 9D Off-Season Skills and Conditioning for Volleyball	04/20/2021	05/04/2021
PEAC 10 Women's Varsity Softball	04/06/2021	05/04/2021
PEAC 10D Off-Season Skills and Conditioning for Softball	04/06/2021	05/04/2021
PEAC 14 Bowling	Inactive 05/15/2018	05/04/2021
PEAC 16 Walking for Fitness	05/04/2021	05/04/2021
PEAC 32D Fitness Center	05/04/2021	05/04/2021
PEAC 34 Golf Skills	03/16/2021	05/04/2021
PEAC 44 Yoga	05/04/2021	05/04/2021
Degrees & Certificates		
AA Kinesiology	04/06/2021	
AA University Studies: Emphasis in Physical Education	04/06/2021	
AA General Studies: Emphasis in Physical Education	04/06/2021 Inactive	
General ED Area E2	05/15/2018	

Carrie Nyman

May 6, 2021

Carrie Nyman, Subject Area Faculty Signature

Date



5/6/2021

Chad Lewis, Curriculum and Academic Standards Committee Chair Signature

Date

Roxanna Haynes

Digitally signed by
Roxanna Haynes
Date: 2021.05.06
18:53:10 -07'00'

Roxanna Haynes, Interim Instructional Dean

Date