

El Camino College
Kinesiology
Department Program
Review

Program Review Committee
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El Camino College
Department of Kinesiology
Program Review Fall, 2006

Data Collection Methods

The Kinesiology Department Curriculum Committee composed of Tom Storer, Traci Granger, and Charleen Zartman met frequently during the early portion of Fall Semester, 2006, to draft and finalize survey instruments for Program Review. Input was solicited from the three constituency groups, Students, Faculty, and Classified Staff in the Department of Kinesiology. The survey instruments were designed to comprehensively obtain student, instructor, and staff opinions regarding operational aspects of the Physical Education portion of the Kinesiology Department. Insights gained from these stakeholders would then be used to guide future growth and development of the department while simultaneously addressing areas in need of improvement.

With the help of the Office of Institutional Research, surveys for students, instructors, and staff were finalized, printed, and distributed to all members of each of the three groups surveyed. Students completed the surveys in class over a period of two class sessions to allow for absentees. Instructors and staff were allowed to complete surveys at their leisure.

All completed surveys were sent to the Office of Instructional Research for analysis. These data were then further analyzed and summarized by the members of the Kinesiology Department Curriculum committee noted above. This report contains the results of these analyses. Tables accompanying each of the three sections, Students, Faculty, and Staff are contained at the end of their respective sections.

Section I. Student Survey

Student Survey Areas

1. Demographics and Student Profile
2. Course Offerings and Scheduling
3. Student Retention
4. Instructor Effectiveness
5. Facilities and Equipment

Survey Results: Demographics and Student Profile

Demographics

A total of 1377 students (629 male, 46%) enrolled in Fall Semester, 2006 Physical Education classes responded to the student opinion survey (Table 1-A).

Table 1A. Gender Distribution

Response	Frequency	Percent
Male	629	45.7
Female	748	54.3
TOTAL	1377	100

This represents a response rate of 88% of students enrolled at the time the survey was administered. Their age, and race/ethnicity distribution is reported in Tables 1-B, and 1-C, respectively. Women

outnumber men by approximately 8% and the traditional “college-age” of 18-22 years is the largest fraction (57%) of students taking Physical Education courses. Latinos (32%), White (25%), African-American (19%), and Asian-American (14%) students comprise the predominant

Table 1B. Age Distribution

Response	Frequency	Percent
Under 18	45	3.3
23-27	188	13.8
28-34	105	7.7
35-40	65	4.8
41-50	77	5.7
51-60	43	3.2
61-70	17	1.3
71-80	10	.7
Over 80	3	.2

Table 1C. Race/Ethnicity Distribution

Response	Frequency	Percent
African American	238	19.1
Asian American	180	14.4
White	318	25.5
Latino	401	32.1
Native American	14	1.1
Pacific Islander	35	2.8
Filipino	62	4.9

race/ethnicity groups. These distributions are similar to those obtained from the 2006 El Camino College Student Profile, n= 23,928 (Table 2). In the campus wide survey, the 18-22 year old age group was most represented (50%) and 43% of all who responded were men. Latinos

comprised 32%, Whites 21%, African Americans 18%, and Asian-Americans 14% of the campus-wide survey. Thus, the group of 1377 students participating in the Physical Education Student opinion Survey was reasonably representative of the ECC population.

Table 2. ECC 2006 Student Profile			
Category	Characteristic	Fall 2006	
		n	%
<i>All Students</i>		23,928	100.0
Gender	Female	13,106	54.8
	Male	10,805	45.2
Age	Under Age 17	478	2.0
	17	703	2.9
	18	3,011	12.6
	19	3,085	12.9
	20	2,502	10.5
	21	1,969	8.2
	22	1,377	5.8
	23	1,097	4.6
	24	979	4.1
	25-29	2,847	11.9
	30-39	2,805	11.7
	40-49	1,740	7.3
	50-64	1,054	4.4
65+	278	1.2	
Ethnicity	African-American	4,355	18.2
	Amer Ind/Alaskan	101	0.4
	Asian	3,265	13.6
	Filipino	906	3.8
	Latino	7,557	31.6
	Pacific Islander	231	1.0
	White	5,043	21.1
	Other	454	1.9
	Unknown or Declined	2,016	8.4

The gender proportion of our survey (46% men) was similar to that of the ECC campus. However, the Physical Education Department might consider closing the small gender gap by developing courses that might have a greater appeal to men. Many of our most highly enrolled Physical Education courses tend to favor women (Aerobics, PE 300, and Yoga, PE 254). While students of both genders are permitted and encouraged to participate in any Physical

Education course, some course content and execution does tend to draw more of one gender than another.

As with the Physical Education Department Student Opinion Survey, the 2006 ECC Student Profile reported that the majority of students attending PE classes and all classes at ECC were in the 18-22 year age bracket. However, the over 60 age group is the fastest growing age group in the nation and the emphasis on healthy aging has become a national initiative. Results from the present study on 1377 students enrolled in Fall 2006 Physical Education courses suggest that older students (over age 50) are significantly under-represented with only 5.4% of the total sample. This is nearly identical to the 5.6% of students over age 50 reported in the ECC campus wide survey. The Physical Education department should consider the development of more courses that would appeal to the senior population specifically. These should be courses that are health and quality of life related and easily accessible.

Student Profile

Analysis of the Physical Education Department Student Opinion Survey indicated that 29% of the respondents were first semester students, 37% had been at ECC 2-4 semesters, and 33% had attended 5 semesters or more. In Fall semester 2006, the majority of students had a course load of 11-14 units with 79% carrying seven units or more. Fifty percent of the students completing this survey were taking a PE class for the first time. Most students (56%) admit to working more than 15 hours per week; 32% work less than 5 hr/wk. Most students have other time obligations of less than 15 hours per week (80%) while 6% have other obligated time in

excess of 35 hours per week (Table 3A). We were also interested in how much time our students work and have other obligated time such as participating on a sports team or in club, church or other organized activities (Table 3B). We were interested in these data primarily because of how outside demands impact on class attendance and retention. It has been our experience that some students drop our classes because of financial obligations and/or family

Response	Frequency	Percent
less than 5	441	32.40
5-14	153	11.24
15-24	247	18.15
25-34	223	16.39
35 or more	297	21.82

Response	Frequency	Percent
less than 5	605	45.12
5-14	474	35.35
15-24	136	10.14
25-34	40	2.98
35 or more	86	6.41

and the obligations need to work. Strategies might be developed to address these needs particularly by increasing on-line learning. While this might prove to be more challenging in physical activity courses, other more lecture based courses might be good targets for such an approach.

Our students typically (92%) do not attend other colleges and 68% possess a high school diploma. Eight percent of those surveyed have received an AA/AS or Certificate and 19% have earned an undergraduate or graduate degree.

Only 4% of the students surveyed indicated that they have a physical disability. This may be somewhat misleading since we did not include our Adapted Physical Education students in this survey. They will undergo a separate program review. We asked a question directed at students who acknowledged a disability regarding whether their instructor modified their course to make reasonable accommodations. Based on the distribution of responses, it is

possible that students did not interpret this question correctly. Nevertheless, it is our aim as instructors in the Kinesiology Department to make every reasonable accommodation to our students with disabilities. This point should be reviewed with instructors regularly.

The majority of our students have not declared a major (27%). Students with majors in the Health Sciences and Athletics Division and the Business Division account for 30% of our Physical Education students (15% each). The majors who have the lowest participation are from Mathematics, Humanities, Natural Sciences and Industry and Technology. As a Department, we should consider directing promotional efforts across campus, but perhaps emphasize those divisions with the fewest students enrolling in our classes.

Student Opinion: PE Courses

The clear majority of students enroll in PE courses to stay eligible for financial aid (58%). Thirty percent of our students enroll because they enjoy physical activity, while only 11% enroll to satisfy a graduation requirement. These are clarifying data, suggesting that the Department of Kinesiology should strive harder to promote the value and enjoyment of life-long physical activity. This objective is one that has been spoken about since the time of Aristotle (*“For both excessive and insufficient exercise destroy one's strength, and both eating and drinking too much or too little destroy health, whereas the right quantity produces, increases or preserves it.”*) but by 2007 has met with only limited success; only 23% of American adults meet current guidelines for physical activity. However, the Kinesiology Department should work to develop new ways to stimulate participation. This might include development of new, desired courses (in progress – see below), and different methods of course delivery.

Survey Results: Course Offerings and Scheduling

We were interested in knowing the relative popularity of our physical education courses by determining the number of times students enrolled in a particular course both for the current semester (Fall 2006) and historically. Table 4 displays these data. Both during Fall 2006

Table 4. Popularity of Physical Education Courses				
	Fall 2006	% All Fall 2006 Students	All semesters	% All semesters
Aerobics	208	13%	368	13%
Badminton	70	4%	115	4%
Baseball	45	3%	89	3%
Basketball	97	6%	146	5%
Bowling	52	3%	88	3%
Exercise Science (PE)	69	4%	96	3%
Golf	47	3%	69	2%
Martial arts (Boxing, PE 135)	153	10%	211	7%
PE Majors courses	36	2%	53	2%
Physical	98	6%	145	5%
Racquetball	30	2%	56	2%
Soccer	88	6%	131	5%
Softball	34	2%	57	2%
Swimming (also includes diving, WSI, and Lifeguard training)	210	13%	345	12%
Tennis	118	8%	156	6%
Volleyball	79	5%	149	5%
Walking	79	5%	116	4%
Weight training	240	15%	404	14%
Total	1565		2820	

and historically, the courses with the highest enrollments have been Weight Training, PE 54, (15% of total students enrolling), Aerobic Fitness, PE 300 (13% of total students enrolled in PE activity courses), and Swimming courses (13%). It should be mentioned that at the time of the development of this survey, Yoga, which has turned out to be an extremely popular class, had

not been offered in the PE curriculum. Preliminary data show that enrollment is higher than that for Aerobic Fitness.

We were interested in knowing the best times to schedule PE courses based upon student preferences. Results of the present survey suggest that the clear majority (44% of students surveyed) preferred classes scheduled between 9:00 am and 12:00 noon. This was followed by 21% of students surveyed who preferred early morning classes (6:00 am to 9:00 am). Late afternoon times (3:00 pm to 6:00 pm) was the least preferred time (8%) while 12% noted a preference for early afternoon (12:00 pm to 3:00 pm). Only 2% were interested in taking a PE course after 9:00 pm. This suggests that scheduling PE classes during the morning hours would accommodate the preferences of most students.

We followed up the time preference question noted above with two additional and related questions to confirm student response patterns. Question 24 asked if the PE classes that students wanted to enroll in were scheduled at convenient times. Seventy-seven percent of the respondents replied in the affirmative. However, 29% of the respondents indicated that they could not enroll in their preferred PE class because of inconvenient scheduling. Only 10% reported that they could not enroll in a PE class because it was full. Lessons learned from these data suggest that, in general, PE classes are being offered at times that are convenient to students. There does not seem to be strong justification for altering the current scheduling of PE classes. An inadvertent omission in the survey was an option to indicate a preference for weekend classes. We therefore do not know whether such offerings would be fruitful. Limited recent experience suggests that the few PE courses offered on Saturday have been successful. It is also possible that the respondents to the current survey would not be the ideal sample to

poll for the value of weekend classes. This is an area that should merit further discussion and study.

With the increasing application of distance learning and especially on-line learning, we asked students if they would be interested in taking a “PE course” on-line, i.e., via the Internet. Seventy-seven percent of the respondents replied “NO,” that they would not be interested in an Internet PE course. Similarly, we asked if students would be interested in taking a PE class via instructional television. Virtually the same number of students, 75%, responded that they would not. While conducting a PE activity class via the Internet is not unprecedented, anecdotal comments from students question whether there would be adequate motivation to perform the activity, adequate skill instruction, and most importantly adequate coaching based on performance. These concerns must be addressed before quality PE activity courses can be offered through a distance learning medium.

Recognizing the long duration of a 16 week semester and the number of students finishing a class versus those starting the class, we were interested in knowing if students would be interested in participating in courses over a more compressed time frame, e.g., 8 weeks given the requirement for the same total number of hours. Fifty-seven percent of the respondents indicated that they would NOT be interested in such a compressed course. However, the data also suggest that a large 43% of the respondents might be interested in such a course structure. Given that a shorter, condensed time frame is more likely to bring about fitness and skill related changes in performance, the Kinesiology Department should discuss the feasibility of offering some sections of selected courses in a compressed time period.

We were also interested to know if students would be interested in a PE course format offered at other Southern California Community Colleges, e.g., Golden West, Orange Coast College, Mt SAC, Santa Monica College). This alternative format is known as open entry, open exit. Such a format is conducted under the supervision of a credentialed instructor but students may start the class within a certain window of time, i.e., in the first six weeks of a semester, and then finish the course after meeting all requirements any time prior to the end of the semester. Students attend on an arranged time basis with funding based on positive attendance. The vast majority, 84%, indicated that this format would be of interest. Among the reasons that students expressed interest in this option is because they could not enroll in PE classes they wanted because of inconvenient scheduling (74%). As we seek to attract and retain students in our courses, the option to enroll, complete, and attend with more freedom seems to appeal to many. This approach has been successfully used by others and might be discussed in future Kinesiology Department curriculum meetings as an option for selected courses that might benefit from this format.

Although the Physical Education activity course curriculum is large, the Program Review Team and Department Curriculum Committee were interested in knowing students might be interested in additional courses that might be developed for inclusion in our course offerings. To that end, students responded to the question “The PE courses I would like to see offered at El Camino College would be: **Table 5** (below) contains student responses to this query. The courses that the current students seem most interested in include 1) **Hip-Hop Aerobics** (28%), 2) **Cardio-Kickboxing Aerobics** (25%), 3) **Karate** (21%), 4) **Boot Camp Fitness** (21%), and 5) **Bicycling**. Student interest in these courses should help drive development of future PE course

offerings in the Kinesiology Department. Students were also asked to identify the courses they were least likely to take. We report here, Table 6, the bottom 10 preferred choices. While

TABLE 5 The PE course(s) I would like to see offered at El Camino College

1. hip-hop aerobics
2. cardio-kickboxing
3. surfing
4. karate
5. Pilates
6. Boot Camp Fitness
7. Tae Kwon Do
8. swimming for conditioning
9. bicycling
10. stretching

these choices represent the majority opinion of the 1300 plus students surveyed, many of the courses in this bottom ten have specialization such as the Applied Exercise Physiology, Advanced Football Techniques, Motivation and the Athlete, Applied Kinesiology, Athletic Training, and

the Theory of Sport classes. Some of these classes were ranked high by faculty as will be

TABLE 6 The PE course(s) I would least likely enroll in.

40. Parcourse
41. Fitness
39. Applied Exercise Physiology
38. Advanced Football Techniques
37. Intramural sports competition
36. Motivation and the athlete
35. Applied Kinesiology
34. Athletic Training
33. Fly Fishing
32. Theory of Sport (numerous options)
31. Fast pitch softball

described in the next section.

Students were asked if PE courses should have a grade or credit/no credit option. The results were evenly split between the two and the majority (43%) indicated that it did not matter which grading method was used. This response is

not likely to have a great deal of impact on the grading methods used in our classes.

Survey Results: Retention

Student retention is a major campus-wide objective. Hence, we were interested in obtaining student opinions that are directly related to retention.

Students enroll in PE activity courses mostly because they “want to improve my fitness” (44%); other main reasons for enrolling in PE activity courses included goals to “improve health” (18%) and “learn a new skill” (17%). As the Kinesiology Department looks to the future, the addition of new curriculum that focus on fitness and health related courses would be consistent with the results of this portion of the survey.

The wide majority of students believe that they can attain the objectives of PE classes (87%) and know what they are trying to learn (82%). The students surveyed agreed that the responsibility for learning rests with them (82%). The surveyed students report a high level of agreement with the statement “I am enthusiastic about learning in my PE class” (88%) and 95% of the survey students expect to be successful in their PE course. These opinions might be considered to be consistent with a good environment for student retention.

Of the 1377 students surveyed, 88% reported that they plan to enroll in other PE courses at ECC and 93% reported that they would take another class offered by their current instructor. These data further suggest that the Physical Education Activities Program is well appreciated by at least the students currently enrolled in our classes and that the courses have value.

Eleven percent of the student surveyed indicated that that they would not take another PE course at ECC. The majority of these students indicated fulfilling graduation requirements (41%) or lack of time in their schedule (38%) to take another class. Other responses included “available courses do not meet my needs” (12%), “I don’t like PE” (6%), and “I had a poor previous experience” (4%). Of concern in these remarks is the response that our current courses do not meet the needs of at least the 22% of the students so responding. Attention to

new course development and utilizing the data obtained in this survey may help provide course offerings that will be attractive to more students.

Directly addressing the issue of retention, we asked survey respondents to indicate how many PE courses they had enrolled in at ECC but did not complete. Seventy-three percent of students surveyed have not dropped PE classes. The most frequently reported reasons for dropping was students were too busy (27%) needed time to focus on other classes (22%) or family demands (18%). Only 7% had dropped a class because they were not satisfied. We interpret these data in a very positive light. While we strive for 100% retention, it is inevitable that there will be some drop out. Our focus should be on ensuring satisfaction for all out students. We may consider developing an “exit” survey to ascertain reasons for dropouts.

When asked to consider, in general, all PE courses students have taken, 95% reported being “perfectly satisfied” or “satisfied” with the course. However, 13% indicated that they were not satisfied in a specific course, primarily because the course did not meet their expectations (5% of total sample). Other reasons for dissatisfaction included instructor difficulties (2.8% of total sample), and “I was not motivated to do well in the class” (2.5%). A clearer course description in the College Catalog and Schedule of Classes might help alleviate the greatest problem, albeit a relatively small one, in class satisfaction.

We asked students to identify from a list of factors those aspects that they perceived were important for students’ expectation and satisfaction for a course. Students reported that the number one factor that is important to them regarding course expectations is to learn to improve skill or fitness (69%). Also important for determining expectations were a) good instructor communication (49%), b) an instructor that treats students fairly (48%), c) an

instructor that is patient (48%), d) an instructor that provides motivation (47%), and e) an instructor that is well prepared (46%). The least important reason from the options available was the need for the instructor to serve as a role model (27%). Thus, the most important determinants that set a student's expectation in a course are the likelihood of improving a motor skill and/or physical fitness along with instructor qualities of good communication, fairness, patience, motivation, and preparedness.

Students reported that the five most important aspects of a PE course that would be needed for them to be satisfied with the course were

1. Improvements in fitness and health
2. A course that is fun
3. A course that fits the student's schedule
4. Skill improvement
5. Weight loss

It will be important that these data are communicated to the Kinesiology faculty for self-assessment. Employing the insights gained from student factors that impact on course expectations and satisfaction should result in improvements in those areas along with improved enrollment and retention.

Survey Results: Instructor Effectiveness

This section of the survey was meant to solicit student viewpoints concerning the effectiveness of instructors in several aspects of course conduct. Overall, Kinesiology professors teaching Physical Education classes received high marks in this survey area.

- Students reported that "Learning, participating and improving was more important than earning a particular letter grade (80%)

- Over 90% of the students surveyed reported that
 1. They had learned something valuable
 2. PE courses are important, life-enhancing classes
 3. Their PE class has reinforced the importance of regular exercise for good health
 4. Their PE class helped them understand the importance of regular exercise in life
 5. The PE class has helped the student to not only learn a skill (or become more fit) but also to understand why they should perform or train in a particular way.
 6. They have been satisfied with the result obtained from my fitness class.
 7. They are more motivated to be physically active
 8. They have become more of a student of the sport or fitness activity
 9. They have gained enough knowledge to perform an activity more effectively and with greater understanding.
- 80% of the student's surveyed received course outlines for their course. It is important that this improve to 100%.
- 96% of the students indicated that their instructors provided adequate instruction and demonstrated that they were up to date with the material they teach.
- **94% of students surveyed acknowledged that the instructor helped them to learn at their own pace and was dedicated to helping them achieve success.**
- 86% of the respondents believed that they felt like valuable members of the class

Time spent in instruction

- 32% of the students taking PE classes estimated that over 75% of class time was spent receiving instruction
- 26% of the respondents indicated that less than 25% of class time was spent in instructional time.

Survey Results: Facilities and Equipment

Overall, 64% of students indicated that the facilities and equipment used for their classes were good or outstanding. However, this suggests room for improvement in that 36% felt they were average or lower.

According to survey responses, 85% of the students indicated that the facilities were comfortable and inviting and that the equipment was clean and in good repair.

70% of the students surveyed were aware that a Fitness Center was available but less than half of those actually use the fitness center. Those who do use the fitness center do so one or two days per week primarily between 6 am and noon (67%).

Summary Section I, Student Survey

A total of 1377 students enrolled in the Fall 2006 semester completed the Student Opinion Survey, representing 88% of the students currently enrolled. This is an excellent response rate and should therefore provide reasonable ability to generalize the findings of this survey to future students. Forty-six percent of our students were men suggesting a gender discrepancy of about 111 students. This is not significant since it reflects the ECC Fall 2006

student population. Nearly 60% of the students were in the 18-22 year age group. While this is typical older adults aged 50 and over are under-represented relative to both the general population and the overall campus community. Classes for Senior Fitness are in place, but additional classes and marketing that targets this group would be important.

Our students tend to carry a course load of between 11-14 units, work 15 hours per week or more and typically do not have significant obligated time outside of class and employment responsibilities. Together, our students average a course load of 13 units and work 12 hours per week. Using a Carnegie unit approach for determining time to be spent in class and study, this averages a total of about 49 hours per week of obligated time. It might be worthwhile, therefore, to recognize that many of our students have full schedules. Finding ways to motivate these students to maintain class performance as a high priority will do much for their successful completion of the course.

One of the most significant and somewhat disturbing findings of this survey is the observation that the clear majority of our students (58%) enroll in Physical Education classes to stay eligible for financial aid while only 30% enroll because they enjoy physical activity. The Kinesiology Department might consider developing new strategies for student recruitment that focuses on the health, fitness, cosmetic, and personal enjoyment benefits of life-long physical activity. Among strategies to be considered is the development of new courses of contemporary interest as well as alternative methods of course delivery such as open entry-open exit and compressed classes.

According to the present survey, our classes are offered at the times most students (77%) find convenient. Alternatives might include greater flexibility through open entry-open

exit classes and weekend scheduling. A large percentage of students (77%) indicated that they would NOT be interested in taking a physical activity class on-line and 75% indicated that they would NOT be interested in taking an activity class through instructional television. While this makes some logical sense, it suggests the need for very creative approaches to on-line learning for PE classes as well as focused discussion among faculty and expert distance educators to determine feasibility of distance learning applications for physical education.

Eighty-four percent of the survey respondents, over 1150 students, indicated an interest in open entry-open exit classes. This format would allow students to enroll at various times throughout the semester, attend class on an arranged time basis, and exit the course after completion of all course requirements. This format would not be appropriate for all classes, but certain fitness or exercise science related classes might be good candidates for this format.

Students are interesting in new offerings from the Kinesiology department. Specifically, there is high interest in **Hip-Hop Aerobics, Cardio-Kickboxing Aerobics, Karate, Boot Camp Fitness, and Bicycling**. This is consistent with student interest in fitness related courses (see page 12, above). Kinesiology Department faculty with expertise in these areas should consider proposing new courses in these as well as other areas deemed important. For example, results of the faculty survey conducted as part of this program review suggested that **Surfing, 10K/Marathon Training, Fitness Swimming, and Theory of Coaching** courses would be well-received. Fulfilling the needs of the community is one of the college's mandates. The Kinesiology Department can contribute to this objective by including courses within the curriculum that have academic merit as well as high student interest. The courses noted above contain these ingredients for success.

Although most students enroll in PE courses to maintain financial aid, other primary objectives are “improving fitness”, “improving health”, and learning a new skill.” Future Kinesiology course offerings should address these student-centered objectives.

The instructional program seems to be successful in developing student belief that they can attain course objectives (87%) and an understanding that the responsibility for learning rests with them. Further, our courses seem to have developed an enthusiasm to learn (88%), and high expectations for success (95%). These student-reported attributes are consistent with maintaining high rates of retention. As a further outcome, 88% of the surveyed students plan to take a future physical education course at ECC; 93% indicated that they would like to take another course from their current instructor. Seventy-three percent of the student respondents indicated that they had not dropped physical education courses in which they had previously enrolled. Ninety-five percent of the students surveyed indicated that they were “perfectly satisfied” with their physical education course. Overall, students gave Kinesiology faculty high marks for instructor effectiveness. Taken together, these are very powerful data suggesting that the Kinesiology department instructional program provides a high level of student satisfaction.

From our survey results, students expect to learn or improve fitness or skill (69%) and expect their instructors to provide good communication, fair treatment, patience, motivation and be well prepared. From the accompanying Kinesiology Department faculty survey, instructors believe, in general, that they are fulfilling these expectations. In addition, as previously stated, students want their courses to be fun and enjoyable and in many cases,

stimulate weight loss. Kinesiology Department faculty should work towards ensuring that these general student expectations are met.

Finally, 64% of the students surveyed indicated that the facilities and equipment used for their classes were good or outstanding. Thirty-six percent believed that facilities and equipment were average or below average. Since we did not request comments on facilities and equipment specific to the course we do not know whether student opinion is consistent with faculty opinion in this area. We do know that overall, the majority of faculty and staff believe that specific facilities, e.g., PE2, PE 3, PE 26, PE27. PE 28, PE 51, PE 52, PE 230, the Sand Volleyball Courts, the Track, and the Track Field are in need of improvement. Similarly, these facilities are also in need of equipment upgrades.

Overall, students have given high marks to the Kinesiology Department instructional program and have expressed a high degree of satisfaction with courses, professors, and instruction. Insights were gained in the areas of new course offerings, alternative course delivery formats, reasons for taking PE classes, and facilities used. These data should be presented to the Kinesiology faculty with plans for discussion and implementation of the few areas in need of improvement.

Section II. Kinesiology Faculty Survey Responses

PART 1. Faculty demographics, professional preparation, job responsibilities

At the time of this survey there were 18 fulltime faculty and 25 adjunct faculty. By 2008, this has changed to 16 fulltime and 31 adjunct faculty. Unlike the other five departments comprising the Division of Health Sciences and Athletics, (Athletics, Nursing, Radiation Technology, Respiratory Care, and Special Resource Center), the Kinesiology Department has no Department Chair or Director. **This is seen as a shortcoming and an area in need of further study. A Kinesiology Department Chair** Eleven full-time and nine part-time Kinesiology Department faculty members responded to the survey. Half of the respondents indicated that in addition to their duties at El Camino College, they also taught at another college or university. Inasmuch as the survey was not analyzed separately for full-time versus part-time faculty, we do not know how many full- or part-time instructors also work elsewhere. Given the distribution of full- and part-time respondents, it appears that at least one full-time faculty may also teach elsewhere.

Length of employment ranged between less than five years (1) to 31 years or more with an

Table 1. Length of employment at El Camino College

Response	Frequency	Percent
Less than 5 years	1	5.00
5-10 years	6	30.00
11-15 years	2	10.00
16-20 years	6	30.00
21-25 years	2	10.00
26-30 years	0	0.00
31 years or longer	3	15.00

average of approximately 17.5 years of service. Table 1 summarizes kinesiology faculty employment longevity. Seventy-nine percent of the respondents indicated that their undergraduate degree was in physical education, exercise science, kinesiology, or health leaving 21% with undergraduate degrees outside the discipline. Graduate degrees, usually thought to be minimal

qualification for faculty positions at ECC, were typically in Physical Education, Exercise Science, Kinesiology, or Health (5%), but surprisingly, 45% of current full- and/or part-time faculty have

graduate degrees outside the discipline; only two teaching faculty in the Kinesiology department has a graduate degree in Health Education. This is of interest because of the very large number of Health Education courses that are taught within the Kinesiology department. Additional certifications held by current full- and part-time faculty include CPR (7/12 responses, 58%), First Aid (7/12 responses, 58%), AED (4/12, 33%), ACSM Health/Fitness Instructor (2/12, 17%) and Yoga Alliance (2/12, 17%). Of significance is small number of instructors who are CPR, First Aid, and AED certified. Beyond formal academic preparation, certification by nationally recognized expert groups such as the American College of Sports Medicine, National Strength and Conditioning Association, National Academy of Sports Medicine, American Heart Association, American Red Cross, and others provide instructors with more contemporary knowledge that can be directly applied to classroom practices. Additionally, certification provides an opportunity to keep abreast with the ever evolving fields that are included in the domain of Kinesiology through subscriptions to professional journals and the opportunity to network with other similarly minded professionals. **The need for obtaining and/or maintaining current certification in these and other professional areas should be discussed.**

The faculty are diverse in their teaching responsibilities (Table 2). Ninety percent teach fitness or

Table 2. Faculty Teaching Responsibilities

Faculty Teaching Areas	Yes	No	Percent Yes
Do you teach Health Education or First Aid?	10	10	50%
Do you teach in the Fitness or Exercise Science area (e.g., PE1, PE 2, PE54, PE101, PE 300, PE 254, PE 260, PE 270, PE 280)	18	2	90%
Do you teach lifetime individual sport activities, e.g., tennis, racquetball, golf?	10	9	53%
Do you teach team type sport activities, e.g., basketball, soccer, volleyball?	9	10	47%
Do you teach PE major courses	2	18	10%
Do you teach aquatic courses?	7	13	35%
Do you coach?	9	7	56%

exercise science courses, 53% teach individual lifetime sport activities such as tennis or golf, 47% teach team sport activities such as soccer or volleyball, 35% teach aquatic (*space) courses, and only 10% teach PE major courses. In addition to Physical Education

courses, 50% of the faculty also teach Health and/or First Aid. Nine out of 16 respondents indicated

coaching as an additional responsibility. **Thus, faculty in the Department of Kinesiology tend to teach in multiple subject areas each requiring their own separate preparation and course materials.**

In general, faculty members are given an opportunity to request a teaching assignment.

Table 3. Faculty teaching interests			
Response	Frequency	Percent	Mean: -
PE-1 Conditioning	7	41.18	
PE-2 Walking	3	17.65	
PE-4 Basketball	1	5.88	
PE-7 Baseball	1	5.88	
PE-8 Fire Fitness	0	0.00	
PE-14 Boxing	0	0.00	
PE-54 Wt Trng	2	11.76	
PE-74 Soccer	0	0.00	
PE-101 Beg Sr Fit	5	29.41	
PE-102 Adv Sr Fit	3	17.65	
PE-135 Athl Cond	4	23.53	
PE-204 Badminton	1	5.88	
PE-208 Bowling	1	5.88	
PE-220 Naginata	0	0.00	
PE-221 Def Tactics	0	0.00	
PE-222 Fencing	1	5.88	
PE-224 Golf	1	5.88	
PE-232 Rqtball	3	17.65	
PE-238 SloPitch	2	11.76	
PE-240 Begin Swm	1	5.88	
PE-241 Int/Adv Swim	0	0.00	
PE-242 LifeGuard	0	0.00	
PE-243 Wt Saf Instr	1	5.88	
PE-244 Diving	0	0.00	
PE-245 Water Aerobics	2	11.76	
PE-251 Tennis	2	11.76	
PE-253 Volleyball	0	0.00	
PE-256 Yoga	4	23.53	
PE-260 Basic Ex/Nut	4	23.53	
PE-270 Sport Nutrition	2	11.76	
PE-280 Exercise/Nutrn	2	11.76	

While this may be beneficial for some in terms of specific courses and specific teaching hours, it may also limit access to teaching certain classes by others.

We were interested in knowing if Kinesiology faculty would be interested in teaching courses that they were not currently teaching (Table 3).

The greatest interest was for teaching PE 1, Physical conditioning with 41% (7/17) of the respondents who are not now teaching the course expressing interest in doing so. Other high interest courses were Senior Fitness (PE 101-102), Yoga (PE 254), and Basic Principles of Exercise and Nutrition (PE 260). **In the future, teaching assignments might be given after taking into consideration faculty teaching preferences.**

While this has been an unwritten practice for a number of years, **consideration should be given to establishing a policy whereby faculty are given the opportunity to try new courses. It is**

also important to note, however, that apart from the interest noted above, it appears that most faculty are content with their current teaching assignment and are not especially interested in teaching other courses.

Proposing New Courses: Growth of a department hinges in part on faculty proposing new courses that are relevant, contemporary, and meet student needs. Faculty interests in proposing new courses is shown in Table 4. A clear majority, **55% of the 20 faculty respondents, indicated that they**

Table 4. Faculty interests in new course proposals			
Response	Frequency	Percent	Mean: -
Sport Psychology	6	30.00	
Sport Sociology	2	10.00	
Theory of coaching a specific sport	11	55.00	
Sports journalism	0	0.00	
Sports management	1	5.00	
Exercise physiology	1	5.00	
Kinesiology/bio mechanics	0	0.00	
Kick boxing	2	10.00	
Fitness and Weight Control	6	30.00	
Stretching	6	30.00	
Track and Field Activities	0	0.00	
Lap Swimming	4	20.00	
Pilates	3	15.00	
Tai Chi	3	15.00	
Inline Skating	2	10.00	
Surfing	4	20.00	
Triathlon Training	2	10.00	
10K/Marathon Training	4	20.00	

would be interested in proposing courses that address the theory of coaching a particular sport. Other courses that faculty may be interested in proposing include Fitness and Weight Control, Stretching, Lap Swimming, Surfing, and 10K/Marathon Training. **Of these, Surfing, Swimming for Conditioning, and Stretching were identified in the top 10 student choices for new curricula.** Although high on the faculty list for new course proposals, **Theory of Coaching a particular spot ranked 32nd out of 40 in student preferences.** More discussion among faculty and prospective students as well as long range departmental

planning should help determine future course offerings.

Faculty training. Kinesiology faculty would prefer to attend in-service training where topics focused on their areas of specialization (90%). Of least interest was in-service training on teaching methodologies (45%). **Future Flex Day activities might emphasize in-service training sessions specific to instructor content specializations.**

Professional Activities: Eighty-four percent (16/19) of the full- and part-time Kinesiology faculty are engaged in professional activities at the local, state, and/or national level. The Kinesiology faculty members tend to maintain currency by reading professional journals, attending meetings of their professional organizations, and perform Internet searches for supplemental information. Regarding the latter, there is still a significant number of Kinesiology Department instructors who are not “Internet friendly.” For these individuals, special training sessions should be offered. Anecdotally, those instructors less familiar with technology have requested instruction by expert users within the department.

Faculty Sense of Acknowledgement. The faculty is generally split on their opinions regarding the degree to which the Department of Kinesiology and/or ECC adequately acknowledge teaching excellence or professional accomplishments. The majority (55% and 60%) do NOT believe that the college adequately acknowledges teaching excellence or personal/professional accomplishments, respectively. Acknowledgement at the Department level fairs only slightly better; 55% of the respondents noted adequate departmental acknowledgement for teaching excellence; 50% of the faculty indicated that the department adequately acknowledges personal and/or professional achievements. **It is recommended that the Kinesiology Department consider developing a mechanism by which its faculty members can be appropriately celebrated for their accomplishments in teaching, professional, and personal arenas. This mechanism should include a plan to forward**

these acknowledgements to a target person at the College. Celebrations of success can only benefit the college by improving the image of the department as well as its faculty.

PART 2. Facilities and Equipment

The majority of the faculty teaches in PE 29, a weight training facility, PE 3, a second weight training facility, PE 26-27-28, lecture rooms, the track, and the swimming pools. The number of respondents who identified use of a particular facility was used as the base to calculate percentages of 1) “Does the facility meet your needs” and 2) “which of the facilities you use is **NOT** clean and orderly.” Table 5 displays the details of these responses. Fifty-four percent of the faculty responding indicate that the facilities they use meet their

Table 5. Facilities

Facility	Faculty Use of facility		Meet Needs		NOT Clean and Orderly		Needs repair/paint		Equipment is adequate for needs	
	N	%	N	%	N	%	N	%	N	%
PE 2	5	25%	3	60%	1	20%	1	20%	1	20%
PE 3	7	35%	3	43%	1	14%	5	71%	3	43%
PE 26, 27, 28	6	30%	3	50%	5	83%	4	67%	3	50%
PE 29	8	40%	4	50%	1	13%	5	63%	4	50%
PE 51	2	10%	1	50%	2	100%	2	100%	2	100%
PE 52	5	25%	3	60%	2	40%	4	80%	2	40%
PE 204	3	15%	2	67%	0	0%	1	33%	2	67%
PE 209	5	25%	3	60%	2	40%	2	40%	2	40%
PE 228-229	5	25%	2	40%	3	60%	3	60%	2	40%
PE 230	2	10%	1	50%	2	100%	0	0%	0	0%
Baseball Field					No Responses					
Exercise Science Lab	1	5%	1	100%			1	100%	1	100%
Fitness Center	2	10%	2	100%	2	100%	0	0%	1	50%
North Gym	3	15%	2	67%	1	33%	1	33%	3	100%
North Field					No Responses					
Pools	6	30%	4	67%	1	17%	1	17%	2	33%
Sand volleyball	3	15%	0	0%	3	100%	2	67%	0	0%
South Gym	4	20%	2	50%	3	75%	2	50%	3	75%
South field	1	5%	0	0%	0	0%	0	0%	0	0%
Stadium	2	10%	2	100%	0	0%	1	50%	2	100%
Tennis courts	1	5%	1	100%	0	0%	0	0%	1	100%
Track	7	35%	2	29%	3	43%	4	57%	1	14%
Track Field	2	10%	0	0%	1	50%	2	100%	0	0%
Training Rooms	2	10%	1	50%	0	0%	1	50%		
	Mean	19%		54%		42%		48%		49%
	High	40%		100%		100%		100%		100%
	Low	5%		0%		0%		0%		0%

needs. Of particular note are the following: 100% of the faculty using the Exercise Science Lab, Fitness

Center, Stadium, and Tennis Courts indicate that those facilities meet faculty needs. In contrast, none of the

faculty (0%) using the Sand Volleyball Courts, South Field, or the Track Field indicate that those facilities meet their needs and therefore suggest further examination. Other facilities of concern are PE 3 (43%), PE 228 (40%), South Gym (50%), the Track (29%), and the Training Rooms (50%); the percentages in parentheses indicate the percentage of respondents that indicate facility adequacy. Overall, 45% of the faculty using a specific facility identified their facilities as NOT clean and orderly. Of note are PE 51, PE 230, the Fitness Center, the Sand Volleyball Courts, and the Track Field in which 100% of users report those facilities as NOT clean and orderly. Conversely, facilities reported as relatively clean and orderly (responses less than 50%) are PE 2, PE 3, PE 29, PE 52, PE 204, PE 209, North Gym, the South Field, the Stadium, the Tennis Courts and the Training Rooms. The facilities identified as in greatest need of repair and/or paint included PE 52, PE 51, the Track Field, PE 3, PE 26, 27, 28, PE 29, the Sand Volleyball Courts, and the Track. **A plan should be established to place these facilities high on the priority list for needed repairs and/or painting.** Regarding equipment, faculty identified the following facilities with the greatest need to improve/replace equipment: PE 230, the Sand Volleyball Courts, the South Field, and the Track Field. Other areas in need of attention are PE 2, the Pools, and the Track.

In summary, many of the Kinesiology facilities meet the needs of faculty and are kept relatively clean and orderly. However, there are several notable exceptions to this observation that should be addressed. In addition, equipment in some facilities is in need of replacement and/or repair. There is currently a faculty member dedicated to overseeing facilities, but more authority should be given to improve his effectiveness. A priority list should be established in order to systematically recommend and receive the most important improvements.

Other Equipment and Resources: Most faculty members indicated that technology, e.g., computers, and computer data projectors, is adequate to meet both personal and classroom needs with the possible exception of classroom media consoles and Smart Boards. The great majority of faculty does not make use of

library resources for either themselves or their students. In spite of this, four out of eight instructors believe that campus library resources are adequate. The observation that only one-fifth of the total number of respondents to this survey answered this question suggests that library resources are either unknown or unused. **It may be worthwhile to invite Library staff to a Kinesiology Department meeting to review how faculty and their students can make good use of the Library's capabilities.**

Faculty Evaluations and Teaching Practices: Sixty-five percent of the respondents believe that the faculty evaluation process is effective in identifying instructor strengths, weaknesses, and areas of improvement. Unfortunately, the majority (84%) of Kinesiology faculty believe that the Kinesiology Department does not provide opportunities to observe and coach others on effective teaching practices nor do they believe that instructors that teach the same course work cooperatively in planning instructional activities. **These are areas that should be studied further with consideration given to a mentoring program as well as periodic internal review of course instructional methods by all who teach a given course. This would facilitate consistency among instructors and undoubtedly improve the overall delivery of our courses.**

A slight majority, 55%, of the faculty, indicates that they teach Friday classes and all but 4/20, 21%, indicate a willingness to teach on Friday. **Distribution of faculty across Friday classes improves facility utilization and provides greater variety for class scheduling. However, a difficulty to overcome is the rather traditional shunning of Friday classes by many students, particularly those who take Kinesiology classes. Use of more Friday class times might be considered.**

Seventy percent of the respondents indicated that overall class sizes were appropriate. It is difficult to assess this response as the extent to which actual class sizes meet the specified class size. For example, we do not have data that indicates whether a PE 54, weight training, class with a specified size of 30 actually contains 30 students throughout the semester. Thus, no definitive evaluation can be made at this time regarding

appropriateness of class size. **It would be advisable, however, for the Department Load Committee to review these practices.**

Committee Work and Community Service: The majority of faculty in the Kinesiology has not served on either Division/Department committees (45%) or campus-wide committees (60%) in the past 3 years. However, half of the faculty respondents (10/20) indicated that ALL Kinesiology faculty members should serve equal time on these committees. Most faculty, 63%, are, however, involved in some aspect of community service such as public speaking, youth programs senior programs, etc. **These data suggest a need to establish rotating campus committee assignments so that all Department faculty have the opportunity to actively participate in the decision making process and to relieve other faculty of their long-standing commitments to committee work. Also, the extent to which faculty are involved in public service to the community should be recognized.**

Campus Relationships: One-hundred percent of the Kinesiology faculty report that they have a positive working relationship with one-another, and with Kinesiology Department Classified Staff. This percentage drops slightly to 85% when relating working relationships between faculty and administration and 55% of respondents indicate that they have access to the college President and Vice-Presidents. **Overall, campus faculty relationships appear sound, especially within the Kinesiology Department.**

The Kinesiology faculty was asked to respond to several questions concerning SLOs. The responses to these questions are summarized in Table 7.

Student Learning Outcomes (SLOs): Faculty was asked to choose from a list the three SLOs that they believed were most important. The survey results indicated the following three SLOs as most important:

1. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (90%)
2. Choose from a variety of adult forms of sport those activities that enrich students' quality of life. (53%)

3. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (37%)

Kinesiology department faculty should consider incorporating these majority opinions into specific program level SLOs.

The Classroom Environment: Kinesiology faculty was asked to give its opinion on the consistency among Kinesiology faculty in the practice of the following class management areas. Options were Agree (Yes, there is consistency), Disagree (No there is not consistency), or indicate they did not know.

Table 6 indicates that most Kinesiology faculty members do not know whether there is consistency among the class management practices

queried. **This suggests a need to review and/or develop written policies on these matters so as to ensure relative consistency across faculty.**

Faculty Opinion Regarding New Faculty

Hires: The Kinesiology were asked to give

their opinion as to the teaching cluster which is in greatest need of new hires either for program development or for replacement of retired instructors. Faculty identified the Exercise Science and Fitness course areas as most needed with 53% of the respondents so identifying each of these clusters. Forty-seven percent suggested that sports psychology faculty should be considered among the next new-hires followed by activity course instructors (40%), Kinesiology Major course instructors (33%), and instructors for teaching coaching theory (33%), sports administration (20%), and aquatics (13%). **If faculty input is to be considered in selecting expertise for new faculty, the areas of exercise science, fitness, and activity courses should be considered first.**

Table 6. Is there consistency among Kinesiology faculty in the following class management areas?

	Percent responses		
	YES	NO	Don't Know
Children in he classroom	25	20	55
Grading	30	30	40
Extra Credit	35	25	40
Make up for missed classes	40	25	40
Course outlines	35	25	40
Enforcing dress code	40	45	45
Teaching attire	30	40	30

Part 3. Faculty Opinion Survey on Student Learning Objectives; Curriculum; Implementation of Instruction; Student, Instructor, and Dean Evaluation; Personnel Qualifications; Department Leadership; Professional Development; College Climate; Student and Instructor Characteristics; Public Relations; Safety and Medical Requirements

- 1. Introduction.** This portion of the Kinesiology Program Review reports faculty opinion in the areas described above. The intent of this opinion survey was to gather as much information as possible in myriad dimensions of faculty involvement. A Likert scale allowing faculty to express their level of agreement six discrete descriptors (strongly agree, agree, neutral, disagree, strongly disagree, and don't know) was provided for nearly 100 questions in 11 separate areas. Full-time and part-time responses are pooled, although this may be a limitation to interpretation of the data. Areas are evaluated with descriptive statistics as well as an overall description of responses.
- 2. Student Learning Objectives.** On average, over 50% of the faculty strongly agreed or agreed with all the statements concerning SLOs although approximately 30% of the 20 person sample did not know enough about SLOs to make a response. From these data, it is apparent that about half of the faculty members responding, full- and part-time combined, are in need of a better understanding of student learning objectives. It is possible that this split represents the 11:9 ratio of full-time to part-time instructors who completed the survey. While all faculty should be thoroughly familiar with SLOs, it may be appreciated that part-time faculty may not have the same depth of understanding and implementation as full-time faculty. An important Kinesiology Department objective, therefore, is to develop a mechanism where are faculty are thoroughly familiar with SLOs and make full use of them in their teaching, evaluation, and course development.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5= strongly disagree; 6 = don't know

Kinesiology Student Learning Outcomes

	1	2	3	4	5	6
Written SLOs are Available for Review	15	30	15	0	0	40
Kinesiology SLOs represent the potential contributions of activity to well-being	25	60	0	0	0	15
Kinesiology student learning outcomes represent both professional and community values to assure their local relevance	5	68	15	0	0	11
Faculty and administrators know the Kinesiology student learning outcomes	5	35	10	20	0	30
The Kinesiology student learning outcomes are consistent with ECC student learning outcomes	5	40	10	0	0	45
Written and measurable student learning outcomes are specified for each teaching area in Kinesiology	5	40	15	10	0	30
Student learning outcomes are divided into a range for instructional levels that represent low to high degrees of student mastery.	10	30	25	5	0	30
Mean	10%	43%	13%	5%	0%	29%

3. Curriculum Organization - SLOs. A bare majority expressed strong agreement or agreement with statements on curriculum organization relative to SLOs. Thirty percent of the respondents did not know enough about the topic area, on average, to express an opinion. In addition, 17% of the respondents were “neutral” also suggesting no opinion. It is apparent therefore, that Kinesiology faculty should become better grounded in the relationship between SLOs and curriculum organization.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5= strongly disagree; 6 = don't know

Kinesiology Curriculum Organization

	1	2	3	4	5	6
Student learning outcomes that define each goal are organized into a logical progression	5	60	10	0	0	25
The curriculum progression was developed using the expertise of instructors and administrators representing each level of the Kinesiology curriculum	10	50	15	0	0	25
The number of student learning outcomes included at each level of the Kinesiology curriculum match the time needed for the students to achieve the outcomes.	5	30	25	5	0	35
The student learning outcomes represent all of the content of the Kinesiology and curriculum.	0	40	25	5	0	35
The student learning outcomes within the Kinesiology department curriculum are appropriate for the courses in which they appear.	5	50	10	0	0	35
Mean	5%	46%	17%	2%	0%	31%

4. Implementation of Instruction. The vast majority of Kinesiology faculty, 74%, was in agreement with the positive statements contained in this survey area. Neutral responses, disagreement, and no opinion were minimal suggesting good overall implementation of good instructional practices within the Kinesiology Department.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Implementation of Instruction

	1	2	3	4	5	6
Instructors at each level of the Kinesiology curriculum are teaching learning outcomes in accordance with the educational plan.	15	55	10	5	0	15
Instructional materials and activities are directly related to the student learning	25	50	5	5	0	15
Class time is used for appropriate learning tasks	25	45	15	0	0	15
Lessons are implemented in accordance with daily instructional plans	30	20	25	5	20	
Students are assembled for instruction according to need, ranging from	15	45	20	0	0	20
Instructors demonstrate thorough understanding of effective instructional	40	35	20	0	0	5
Instructors use informal evaluation techniques to guide appropriate feedback	25	40	20	0	0	15
Instructors provide sufficient opportunities for students to practice and acquire	47	42	11	0	0	0
Specific, immediate and constructive feedback is regularly given during	45	35	15	0	0	5
Students with special needs are identified and the proper support is provided	25	50	25	0	0	0
Class management results in an orderly but comfortable environment	40	55	5	0	0	0
Students are expected to give their "best efforts."	70	30	0	0	0	0
Minimal instructional time is lost to taking attendance, forming and changing	20	60	10	5	0	5
Homework related to the achievement of Kinesiology student learning	25	35	30	0	0	10
Instruction is guided (assessment and prescription) by student status on clearly	16	58	11	11	0	5
Standard class routines are explicitly taught to the students in the first few	40	55	5	0	0	0
Student-instructor ratios are consistent with those recommended for other	10	40	20	15	0	15
Mean	30%	44%	15%	3%	1%	8%

5. Student Evaluation. Apart from regular reporting of student status to the student, the majority of faculty provide for appropriate student evaluation. A faculty discussion on the value of reporting a student's status relative to the important criterion performance levels in a class might be undertaken. Otherwise only a small number of faculty respondents have a need to improve their awareness of student evaluation processes (2-3 individuals). This might take the form of inclusion of this information in a regularly reviewed Kinesiology Department faculty handbook.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Student Evaluation

	1	2	3	4	5	6
Student achievement of the student learning outcomes is observed and	20	55	5	10	0	10
Student success levels are known and used by the faculty for curriculum	5	45	25	15	0	10
Results of student success are incorporated into instructional plans for	25	50	5	15	0	5
I regularly provide progress reports to students that clearly portray their						
performance with respect to performance criteria and course objectives	35	40	15	5	5	0
Student's status relative to important criterion performance levels is reported						
to students	20	15	20	20	5	20
Mean	21%	41%	14%	13%	2%	9%

6. Curriculum Evaluation. It is apparent from the summary results of this section of the questionnaire that Kinesiology faculty members are in need of greater knowledge of the department's curriculum and how it is evaluated. Only 35% (7 individuals) strongly agreed or agreed with the questions on knowledge of curriculum evaluation. This might be improved upon by increasing the involvement of more faculty in the curriculum process through proposing new courses or serving on the department, division, or college curriculum committees. Inasmuch as curriculum drives instruction, it is important that all instructors become fully aware of the curriculum evaluation process.

Kinesiology Department Curriculum Evaluation

	1	2	3	4	5	6
A written plan for regularly evaluating the Kinesiology curriculum exists	0	40	0	25	5	30
The degree to which students attain the student learning outcomes of the						
Kinesiology program is annually reported and available for review	0	20	15	25	10	30
The degree to which students attain the student learning outcomes of the						
Kinesiology curriculum is used for curriculum revision	0	35	15	10	10	30
Data collection procedures result in obtaining valid and reliable data	10	30	15	10	5	30
Kinesiology curriculum evaluation includes both self-study and external review	15	35	10	5	5	30
Appropriate comparison groups are used to accurately interpret results of						
Kinesiology curriculum evaluation	0	10	25	5	10	50
Evaluation results are available to interested members of the community	5	0	10	10	5	70
There is a strong written rationale supporting the test instruments used in the						
evaluation. Of Kinesiology Department curriculum	5	35	5	10	5	40
There is convincing evidence that the Kinesiology curriculum is described well						
enough so that it can be replicated by other instructors in other Centers in	15	45	5	5	0	30
Instructors use formal assessment of students' progress to evaluate Kinesiology						
curriculum effectiveness.	20	35	15	10	0	20
Where evidence of Kinesiology curriculum ineffectiveness is obtained, the						
reasons for these deficiencies are systematically sought	10	30	5	10	5	40
Changes in the Kinesiology curriculum are regularly made on the basis of						
evidence	5	25	5	10	5	50
Mean	7%	28%	10%	11%	5%	38%

7. Personnel Qualifications. The vast majority of Kinesiology faculty believes that there is adequate support staff (secretaries, custodians) and use classroom volunteers. Faculty state that they have a comprehensive understanding of guidelines for effective instruction, an understanding of the relationship between Kinesiology courses and student learning, and how to evaluate Kinesiology curriculum. This latter response (65% agreement) is not in agreement with the Curriculum Evaluation area noted above. It is important, therefore that all Kinesiology department instructors develop a better understanding of all aspects of curriculum. A forum for this objective should be sought.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Personnel Qualifications

	1	2	3	4	5	6
Appropriate support staff (i.e. secretaries, custodians, and aides) are available to the Kinesiology faculty	40	45	0	10	5	0
I use volunteers regularly to assist me in my courses	10	30	15	30	0	
The Kinesiology faculty have a current and comprehensive understanding of					0	
The relationship between the courses in Kinesiology and student learning	10	50	15	15	5	5
Guidelines for effective instruction	20	60	15	0	0	5
The relationship between student learning outcomes and student evaluation procedures	11	42	32	5	5	5
How to evaluate and improve the Kinesiology curriculum	10	55	15	15	0	5
Mean	17%	47%	15%	13%	2%	4%

8. Factors Affecting Curriculum Implementation. Most faculty members believe that curriculum and instructional procedures are adequately monitored so that they can be used in curriculum review and development. This is typically achieved through faculty observation and report. Of some concern is the 40% faculty disagreement with the statement “The Kinesiology Department facilities are sufficient to meet curricular needs. This is reflected in previous sections of this review that specifically outlines which facilities are in greatest need of repair. Similarly, over half the faculty report the opinion that instructional equipment is insufficient to meet curricular needs. As with the earlier statements on the need to improve some Kinesiology facilities, there is the clear opinion that equipment must follow suit.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Curriculum Factors Affecting Implementation

	1	2	3	4	5	6
The Kinesiology curriculum and instructional procedures are monitored to ensure that they are used in curriculum review and development	15	45	5	10	5	20
The instructional materials are sufficient to meet curricular needs	10	40	30	10	0	10
Instructional equipment within the Kinesiology Department is sufficient to meet curricular needs	0	45	10	35	5	5
The Kinesiology Department facilities are sufficient to meet curricular needs	0	32	5	53	5	5
Mean	6%	41%	13%	27%	4%	10%

9. Kinesiology Department Leadership. This Program Review was conducted in Fall Semester of 2006

during Dr. Ian Haslam’s second semester as Dean. The faculty opinions proffered in this section is therefore likely to reflect on their interactions with Dr. Haslam. Eighty-six percent of the faculty

Kinesiology Department Leadership

	1	2	3	4	5	6
The Dean exemplifies ethical behavior in the performance of his duties	65	30	0	0	0	5
The Dean can articulate the value of exemplary Kinesiology curriculum	70	25	0	0	0	5
The Dean conveys high expectations for both faculty and students	80	15	0	0	0	5
The Dean is characterized by						
strong leadership	55	35	5	0	0	5
effective communication	45	35	5	10	0	5
accessibility	42	42	5	5	0	5
self-confidence	63	26	0	0	0	11
respect and appreciation for others	58	26	5	5	0	5
recognizing the accomplishments of others	45	35	10	0	0	10
openness to logical change	45	40	10	0	0	5
initiative	61	33	0	0	0	5
enthusiasm	63	31	0	0	0	5
The Dean facilitates the implementation of the Kinesiology curriculum	55	40	0	0	0	5
The Dean facilitates the use of guidelines for effective instruction	50	40	5	0	0	5
The top priority of the Dean is teaching excellence	45	35	0	0	0	20
A system of evaluating Deans, which is similar in scope to that suggested for evaluating instructors, is in place	15	30	10	10	35	
Mean	54%	32%	3%	2%	2%	7%

surveyed expressed strong agreement (54%) or agreement (32%) with the positive statements in this section of department leadership. In the worse case, only two individuals reported that communication between themselves and the Dean was ineffective. Unfortunately, at the time of this writing, Dr. Haslam has left the college leaving the Kinesiology Department with a temporary replacement Dean without either a background in the discipline or the clear leadership qualities evidenced by Dr. Haslam. It is of significant importance that El Camino College makes a concerted effort to recruit and hire a Dean of the caliber of Dr. Haslam. At best, the department is adequately managed at present but without real leadership. The future growth and direction of the Kinesiology department hinges in large part on this leadership.

10. Kinesiology Instructor Evaluation. With the notable exception of strong disagreement with the statement “A reward system for teaching excellence and improvement is in place”, faculty gave high marks to questions related to the instructor evaluation process; nearly 80% of the faculty survey respond in the positive (strongly agree, agree) to questions in this area. However, faculty also believes that there is no reward system for teaching excellence or improvement. This is an area that might be brought to discussion and subsequent action through Kinesiology Department faculty meetings.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Instructor Evaluation

	1	2	3	4	5	6
There is an instructor evaluation plan in place that includes specific procedures and performance criteria	30	50	10	10	0	0
Instructor evaluation is viewed as a positive, cooperative team approach (instructor and evaluator) to improving instruction	25	55	15	5	0	0
The evaluation process is effective in distinguishing between effective and ineffective instruction and perhaps more importantly, results in	15	60	10	10	5	0
A reward system for teaching excellence and improvement is in place	5	0	5	55	15	20
Mean	19%	41%	10%	20%	5%	5%

11. Kinesiology Professional Development. Over half the Kinesiology faculty question whether staff development programs are based on needs identified through evaluation of curriculum and instructional procedures, provide programs relevant to their responsibilities, or provide

Kinesiology Department Professional Development

	1	2	3	4	5	6
The ECC staff development program is based on needs identified through evaluation of the curriculum and its instructional procedures	15	25	20	25	0	15
I am able to obtain information that provides me with research on effective teaching	20	55	25	0	0	0
The ECC staff development program is relevant to my assigned responsibilities	5	20	30	25	10	10
Staff development provides opportunities for instructors to observe and coach others on effective teaching practices	10	25	20	35	5	5
There are financial resources and time available to me annually for attending off-campus conferences or workshops to improve instructional practices or I am involved in professional organizations at the local, state, and/or national level	10	35	5	25	15	10
Mean	18%	34%	18%	18%	5%	7%

opportunities to observe others on effective teaching practices. The Kinesiology faculty reported, however, a high level of involvement (95%) in their respective local, state, and/or national organizations. These data suggest that Kinesiology faculty might submit specific program ideas to

the Faculty/Staff Development Committee, suggesting those topics that would be most meaningful and relevant to them.

12. College Climate. Faculty and staff generally work cooperatively with colleagues to plan and instruct students (75% positive responses). Faculty also believes that there is a positive working relationship among Dean’s curriculum coordinators, instructors, and students (65%). Negative

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department College Climate	1	2	3	4	5	6
I work cooperatively with my colleagues to plan and to instruct students	50	25	10	15	0	0
Conflict resolution practices are defined, fair and consistently applied	20	15	35	15	0	15
Accomplishments of faculty and staff are appropriately recognized	10	35	20	20	10	5
Accomplishments of students are appropriately recognized	5	55	30	5	5	0
There is a positive working relationship among administration, Deans, Kinesiology curriculum coordinators, instructors, and students	25	40	10	20	5	0
Mean	22%	34%	21%	15%	4%	4%

reports (disagree, strongly disagree) are seen in the area of conflict resolution (50% believe conflict resolution practices are not defined, fair, or consistently applied) and recognition of faculty and staff accomplishments (55% did not agree with this statement. However, the faculty did agree (60%) that student accomplishments are recognized. Some attention should be given to the perception of inadequate faculty/staff recognition for accomplishments as this appears to be a reoccurring theme in this review.

13. Kinesiology Department Student Characteristics. Overall, faculty give students high marks for positive characteristics in the areas of goal attainment (90% agreement), accepting responsibility
 1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Student Characteristics		1	2	3	4	5	6
Students believe they can attain the Kinesiology course objectives		45	55	0	0	0	0
Students recognize that the responsibility for learning rests with them		30	55	10	5	0	0
Students are characterized by an enthusiasm about learning		25	30	25	20	0	0
Attendance is high		25	30	30	15	0	0
Students expect to be successful		26	42	32	0	0	0
	Mean	30%	42%	19%	8%	0%	0%

for learning (85%), and having the expectation of success (68%). Only about half of the faculty sees the students as 1) having an enthusiasm for learning (55%), 2) and exhibiting good attendance (55%). These data suggest that faculty could work harder stimulating greater enthusiasm and improved attendance; both these are difficult areas to change and often outside the instructor's control. Motivation is best when self-generated and attendance is affected by many factors outside the instructional environment. Nevertheless, the need for greater attention to motivation and attendance can be reviewed with faculty.

14. Kinesiology Department Instructor Characteristics. It is clear from this portion of the survey, as well as previous portions, that there is a need for more of the Kinesiology Department faculty to participate in curriculum and instructional improvement. As previously mentioned only about 35% of the faculty are active in these roles. The response to the question is this area perfectly agrees with that earlier observation. There is a need, therefore, to establish a systematic method of rotating faculty through those committees and assigned tasks that focus on curriculum and instructional improvement. On a very positive note, 100% of the Kinesiology Department professors agree that they maintain an environment that consistently challenges students to achieve state objectives.

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Instructor Characteristics

	1	2	3	4	5	6
All Department faculty willingly participate in Kinesiology curriculum and instructional improvement.	5	30	15	40	5	5
I maintain a class environment in which students are consistently challenged to achieve stated objectives	50	50	0	0	0	0
Mean	28%	40%	8%	20%	3%	3%

15. Kinesiology Department Public Relations. Most (65%) of the Kinesiology Department faculty agree that they are involved with and support other areas of the college. This bodes well for a cohesive college environment. It is somewhat discouraging that 35% of the faculty were either neutral on this question or did not know. Perhaps a plan for enhanced campus involvement can be proffered through increased awareness and opportunities provided by Staff development or through

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Public Relations

	1	2	3	4	5	6
I have good access to and communication with college administration	5	35	25	30	5	0
The students, community, administration, and faculty hold the Kinesiology curriculum in high esteem	0	45	20	20	5	10
I am aware of current activities and plans for the future that affect the Kinesiology Department instructional program	15	45	25	15	0	0
I am involved with and support other areas of the college	15	50	30	5	0	0
Mean	9%	44%	25%	18%	3%	3%

16. Department initiatives. Kinesiology Department faculty (60%) tends to be aware of current activities and plans for future instructional programs within the department. However, this leads to 40% who either are neutral on this concept or disagree (15%). All faculty members should be aware of and contribute to present and future instructional programs. This objective should be a Kinesiology Department priority. Faculty tends to be either neutral or disagree with their sense of good access to and communication with college administration. Mechanisms for access to and communication with upper level management (Vice Presidents and the President/Superintendent)

should be clarified such that faculty either satisfactorily use appropriate chains of command (Dean, Union representatives), or make use of advertised administration access, e.g., Tuesdays at 2:00 open office time with the President and well as regularly published weekly hours for access to the Vice-President of Academic affairs. Perhaps more faculty need to become aware of these opportunities.

17. Kinesiology Department Safety and Medical Requirements. There is strong agreement among Kinesiology Department faculty that that they are familiar with procedures for recording and filing accident reports. The 5% (two individuals) who were neutral on this question suggests that annual or semester reminders of these important procedures be given. A full 40% of the faculty disagree with the statement that first aid supplies are readily available; 5% of the faculty were neutral on this question suggesting a level of uncertainty. If first aid supplies are not readily available, a procedure should be in place that effectively deals with applications of first aid procedures. This may, in fact, be the case given the close proximity o the Student Health Center to most Kinesiology

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Kinesiology Department Safety and Medical Requirements

	1	2	3	4	5	6
I am familiar with the procedures for recording and filing accident reports	35	60	5	0	0	0
First aid supplies are readily available to me	15	40	5	35	5	0
I am qualified to administer first aid	35	35	20	10	0	0
I obtain health history information from my students in order to identify potential medical problems that might occur during participation in my classes	35	30	15	15	5	0
Appropriate first aid and/or emergency care are defined and used to guide and care for all injuries	20	50	25	5	0	0
Guidelines for prevention of injuries (including re injury) are described and practiced by the Kinesiology faculty	25	25	25	0	10	15
Mean	28%	40%	16%	11%	3%	3%

Department facilities. Nevertheless, steps should be taken to provide instructors with a written policy on the application of first aid, the provision of first aid materials, or alternative procedures if first aid materials are not available. This constitutes the implementation of the campus emergency plan. Unfortunately, communication with areas who could invoke this plan is poor. Many of the

Kinesiology facilities do not have telephones or quick access to them. This is a point for future discussion and resolution. In a related question, 30% of the Kinesiology faculty either were non-committal (neutral) or disagreed with the statement that appropriate first aid and/or emergency care are defined to guide and care for all injuries. Clearly, a review of the campus emergency plan would be of value.

Seventy percent of the Kinesiology Department faculty indicates that they are qualified to administer first aid. The remaining 30% should be so instructed so that 100% of the Kinesiology faculty can provide this important service. Given the physical nature of Kinesiology department class activities and the (small) inherent risk of injury, it would be prudent for all instructors to be properly certified in first aid, CPR and AED. Sixty-five percent of the faculty tends to obtain health history information from their students in order to identify preexisting medical conditions that might be exacerbated during class. Providing even a brief, validated health history questionnaire such as the Par-Q (Physical Activity Readiness Questionnaire), a seven item survey, would be helpful in this regard and should be discussed at the department level for possible universal adoption.

Summary Section II, Faculty Opinion Survey and Recommendations for Improvement

Taking all survey questions together, 62% of the Kinesiology Faculty surveyed (12/20) strongly agreed or agreed with the positive statements contained in the 16 areas evaluated. This leaves 13% with no opinion (neutral), 12% that disagree, and 12% who don't know the answer to questions posed. As mentioned at the outset of this review, a limitation of the study is the fact that full-time and part-time responses were not differentiated. It is possible that the 12 individuals who stated agreement, on average comprised all 11 full-time responders. Nevertheless, there seems to be a clear need to review and/or develop a number of

important areas within the Kinesiology Department. These can be summarized as follows. An action plan for effecting necessary changes is recommended.

1. **Professional Preparation.** The need for obtaining and/or maintaining current certification in CPR, AED, First Aid, and professional organizations should be reviewed.
2. **Faculty Teaching and Preferences.** Currently faculty members request their own selection of courses and schedule. Most teach several different types of classes, each requiring their own preparation. Many faculty members have expressed interest in teaching courses they have not previously taught. A mechanism might be considered whereby faculty has the opportunity to rotate teaching assignments and schedules.
1. **New Course Proposals.** Fifty-five percent of the faculty is interested in proposing new courses. This interest should be capitalized on and goals set to improve the Kinesiology curriculum with student desired and academically appropriate new courses. Specific courses that have high student interest are Hip-Hop Aerobics, Cardio-Kickboxing Aerobics, Karate, Boot Camp Fitness, and bicycling. Faculty with interest in one or more of these classes should be encouraged to submit new course proposals.
2. **Staff Development.** Faculty tend to rate Flex Day programs as irrelevant to their specialized interests and have expressed a desire for training sessions that are specific to instructor content specializations. These ideas should be submitted to the Flex Day Coordinator.
3. **Faculty Computer and Technology Training.** Several Kinesiology Department faculty members could benefit from computer training. Anecdotally, many have expressed instruction that is facilitated by expert users within the department. A mechanism that achieves this objective should be put in place.

4. **Celebration of Faculty Achievements.** Faculty tends to deny that neither the Department nor the College adequately celebrates their teaching, professional, and/or personal accomplishments. A mechanism should be established whereby faculty successes are published within the Department, the Division, and the College.
5. **Facilities in Need of Maintenance and Repair.** Kinesiology Department faculty has identified several department facilities that are in not clean and orderly and in significant need of repair. These include PE 3, PE 26, 27, 28, PE 29, PE 51, PE 52, PE 230, the Fitness Center, the Sand Volleyball Courts, the Track Field, and the Track. A plan should be established to place these facilities high on the priority list for needed repairs and/or painting. A priority list should be established in order to systematically recommend and receive the most important improvements.
6. **Instructional Equipment.** Faculty members also identified facilities with the greatest need to improve/replace equipment contained therein. These include: PE 2, PE 230, the Pools, the Sand Volleyball Courts, the South Field, and the Track Field.
7. **Use of Library Resources.** The majority of Kinesiology faculty does not make use of library resources either for themselves or for their students. It may be worthwhile to invite Library staff to a Kinesiology Department faculty meeting to review how faculty and their students can make good use of the Library's capabilities.
8. **Faculty Mentoring Program.** A mentoring program, particularly for new and part-time instructors should be considered.
9. **Friday Teaching.** Fifty-five percent of Kinesiology Department faculty, including full- and part-time instructors report teaching on Friday. Additional Friday scheduling might be considered.

10. **Class Size.** Faculty has expressed the observation that class sizes are appropriate. It is unknown however whether this opinion is based on the possible disparity between actual class size at the time of survey completion and the college load committee recommended class size. It is recommended that the Department Load Committee revisit class load size and make appropriate recommendations.

11. **Need for increased faculty involvement in department, division, and campus-wide committees.**

There is a need for greater involvement of all Kinesiology Department faculty members to serve on department, Division, and college-wide committees. Efforts to establish a rotating pattern of faculty assignments to the various department, division, and campus committees should be undertaken.

12. **Community Service.** Most Kinesiology Department instructors (63%) are involved in community service but typically receive no campus recognition for this involvement.

13. **Overall, Campus Relationships** appear to be sound, especially within the Kinesiology Department.

16. **Student Learning Objectives:**

- a. A mechanism should be developed whereby all Kinesiology Department faculty members are better versed in development and application of Student Learning Objectives.
- b. Three primary program level SLOs were identified by faculty. These included:
 - i. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (90%)
 - ii. Choose from a variety of adult forms of sport those activities that enrich students' quality of life. (53%)

- iii. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (37%)

Kinesiology department faculty should consider incorporating these majority opinions into specific program level SLOs.

17. **The Classroom Environment:** There is a need to review and/or develop written policies in the area of classroom management in order to establish consistency and fairness across courses and instructors. See Table 6.
18. **Faculty Opinion Regarding New Faculty Hires:** Current Kinesiology faculty recommend that consideration for new faculty hires first be given to individuals with expertise in the areas of Exercise Science and Fitness. Following this, faculty with expertise in sport psychology, teaching of activity classes, and Kinesiology Major courses are recommended.
19. **Curriculum Organization – SLOs.** It is recommended that faculty develop a better understanding of the relationship between SLOs and curriculum organization. This is likely to require department level in-service training and practice.
20. **Implementation of Instruction.** Overall, Kinesiology Department faculty agrees that they exhibit good implementation of instructional practices.
21. **Student Evaluation.** There is a need to discuss ways in which faculty can report a student's status relative to the important criterion performance levels of the course. A small number of Kinesiology instructors might benefit from improved knowledge of the student evaluation process. This could take the form of guidelines provided in a department faculty handbook.

22. **Curriculum Evaluation.** The majority of Kinesiology Department faculty is in need of greater knowledge of the department's curriculum and how it is evaluated. Involvement of more faculty as noted above, in the curriculum process may be value in improving this area.
23. **Personnel Qualifications.** Faculty believes that they have a comprehensive understanding of the guidelines for effective instruction, and the relationship between Kinesiology courses and student learning. The section on **Curriculum Evaluation** above notwithstanding, faculty also believes that they have a good understanding of how to evaluate curriculum. These somewhat conflicting opinions should be discussed and resolved.
24. **Factors Affecting Curriculum Implementation.** The greatest need for improvement in curriculum implementation is improvement in the quality of department facilities and equipment.
18. **Kinesiology Department Leadership.** Overall, the leadership evaluation of Dr. Ian Haslman, Dean of the Division of Health Sciences and Athletics at the time this Program Review was undertaken was extremely positive and indicated strong leadership qualities. It is important that El Camino College makes a concerted effort to recruit and hire a Dean of the caliber of Dr. Haslam. The future growth and direction of the Kinesiology department hinges in large part on such leadership.
25. **Kinesiology Instructor Evaluation.** Although faculty gave high marks to the instructor evaluation process, faculty also expressed need for a mechanism for acknowledging and celebrating faculty teaching excellence and personal successes.
26. **Kinesiology Professional Development.** Ninety-five percent of Kinesiology faculty is involved in local, state, and/or national professional organizations. Staff Development Programs were reported as not relevant to Kinesiology Department faculty needs. The Department should provide

suggestions to the Staff/Faculty Development Committee for programs of greater relevancy and value.

27. **College Climate**. Kinesiology faculty acknowledges strong working relationships within the Department. However, conflict resolution procedures and methods for faculty recognition should be studied.
28. **Kinesiology Department Student Characteristics**. Survey results suggest that faculty could take a more active role in providing student motivation and in improving attendance. Ideas for implementing these student attributes should be discussed.
29. **Kinesiology Department Instructor Characteristics**. More faculty participation in Kinesiology Department curriculum and instructional improvement is needed. Methods to achieve these objectives should be studied and implemented.
30. **Kinesiology Department Public Relations**. Faculty in the Kinesiology Department believes that they need better access to, and communication with, campus administrators. Procedures to gain appropriate access and communication should be reviewed.
31. **Kinesiology Department Safety and Medical Requirements**. Campus emergency plans should be reviewed and practiced. Improved communication, e.g., telephones should be available to every instructor at every Kinesiology Department facility. The need for immediate access to first aid supplies should be reviewed. Faculty should periodically undergo recertification in CPR, AED, and First Aid, preferably through on-campus training programs.

Section III, Kinesiology Classified Staff Survey Responses

This survey was developed by the Kinesiology Department Program Review Committee with input from classified staff. As such, it is more likely to address issues of concern to the staff and their interrelationship with the department as a whole. As with the faculty and student surveys, a Likert scale indicating six levels of agreement (1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know) was provided. Staff members were instructed to select the level of agreement most consistent with their opinion on each of twenty questions.

PART 1. Staff demographics and job responsibilities

Eight full-time Kinesiology Department staff responded to the survey representing 100 percent of Kinesiology Department classified employees. Three employees work in the Division office as secretaries or clerks, two work in the department physical education equipment rooms, one is primarily responsible for Physical Education facilities and four individuals are associated with athletic facilities. It is sometimes difficult to differentiate physical education from athletic facilities due to their multi-purpose functions.

Three employees have worked at ECC for over 21 years, two for 11-15 years, two for 5-10 years, and 1 less than 5 years. On average, Kinesiology department staff has been employed approximately 11-15 years.

Staff employees were asked about their preferred working hours. Only two of the eight respondents indicated a preference for the hours they were currently working. Other preferences were spread throughout the day with times ranging between 7:00 am to 3:00 pm and 12:00 noon to 8:00 pm. In a related question, Kinesiology department classified staff tend to agree (63%) that their working hours provide adequate support to department needs. Only one person disagreed with this statement while one was neutral and one did not know if this was the case. Given the observation

that staff has preferences for working hours other than those currently assigned, discussions with staff and the Dean may allow alternate working hours when consistent with department needs. Such flexibility may be viewed as a positive sign exhibiting good will towards employees.

Generally, there is good communication among Kinesiology Department classified staff, between staff and faculty, and between staff and other ECC classified staff. Poorer communication between staff and administration was noted and is suggested as an area for improvement. A summary of these data maybe found in Table 1.

Kinesiology Department classified staff tend to opine that their job related skills and training are satisfactory and meet their needs as evidenced by an overall 84% agreement in all these areas. The remainder of the responses was neutral suggesting on opinion on the questions in this segment of the survey. Table 2 summaries these data.

While there seems to be overall satisfaction with the work environment, equipment, supplies, and facilities with which to perform their jobs (57% strongly agree or agree), classified staff identify certain areas in need of improvement (Table 3). Specifically, facility and equipment maintenance and repair is sub-optimal and generally speaking work areas are in need of improved maintenance and cleanliness. These concerns are reoccurring themes also seen in the Faculty and Student opinion surveys.

Table 4 contains a summary of Kinesiology classified staff opinions on working conditions and job satisfaction. The staff responded favorably to most items in this section of the questionnaire averaging 79% strong agreement or agreement overall. A possible exception is the opinion by most that there are not opportunities for job advancement. This concern might be taken under advisement given that most employees are interested in improving their job status. In a related question, Kinesiology Department classified staff reported that insufficient job related training (80%), inadequate

equipment and/or supplies (60%), and faculty demands (60%) would be chief among the factors that would affect work efficiency. Also mentioned as adversely affecting work efficiency were coworkers who were chronically late (40%) or chronically absent (20%). Chief among factors affecting work efficiency was inadequate equipment or supplies. As shown in Table 2, this problem does not seem to presently exist.

Overall, Kinesiology Department classified staff seems satisfied with departmental communication, their specific job related skills and training, and working conditions and job satisfaction. There is expressed **concern with respect to maintenance and cleanliness of facilities**. Clearly, the reoccurring theme of these problems throughout the Program Review demands serious attention.

Finally, there is no mechanism in place for community evaluation of the Kinesiology program.

Additional input from key stakeholders within the community should be solicited, perhaps in the form of an Advisory Panel. Additional guidance in establishing a plan for the El Camino College District community should be sought from campus administrators.

Responses to Questions Concerning Kinesiology Department Classified Staff

1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree; 6 = don't know

Percentage of faculty Responding

	1	2	3	4	5	6
Table 1. Kinesiology Department Staff Communication						
There is good communication among Kinesiology Department classified staff	0	62.5	25	12.5	0	0
There is good communication between Kinesiology Department classified staff and Kinesiology Department faculty	0	87.5	12.5	0	0	0
There is good communication between Kinesiology Department classified staff and Kinesiology Department administration	0	25	37	12.5	25	0
There is good communication between Kinesiology Department classified staff and other ECC classified staff, e.g., maintenance and facilities personnel	12.5	50	37.5	0	0	0
Mean	3%	56%	28%	6%	6%	0%

Table 2. Job Related Skills and Training

I have had adequate computer training	12.6	57.1	12.3	0	0	0
Training seminars specific to my job are available	37.5	50	12.5	0	0	0
Training Seminars related to my working conditions are available	25	62.5	12.5	0	0	0
Training Seminars related to personal growth are available	25	62.5	12.5	0	0	0
Training Seminars related to management skills are available	28	57.1	14.3	0	0	0
Mean	26%	58%	13%	0%	0%	0%

Table 3. Work environment, equipment, and supplies, facilities

I have adequate equipment with which to do my job	12.5	50	12.5	25	0	0
I have adequate supplies with which to do my job	12.5	75	0	12.5	0	0
Repairs to facilities and equipment are performed in a timely manner	0	50	12.5	25	12.5	0
The area(s) in which I work are clean and well maintained	0	25	37.5	7.5	0	0
Mean	6%	50%	16%	18%	3%	0%

Table 4. Working conditions and Job Satisfaction

I have opportunities to advance in my job	0	42.9	0	42.9	14.3	0
I receive adequate training when assigned new job responsibilities	0	50	37.5	12.5	0	0
I know the specific supervisor to whom I report	50	50	0	0	0	0
My working conditions allow me to work effectively	25	50	0	25	0	0
I am valued and appreciated on my job	25	75	0	0	0	0
My problems and concerns are solved in a timely manner	0	62.5	37.5	0	0	0
My co-workers and I perform as a well functioning team	25	75	0	0	0	0
My co-workers and I contribute equally to the success of the Kinesiology	25	75	0	0	0	0
Mean	19%	60%	9%	10%	2%	0%

Overall	Mean	14%	54%	14%	8%	2%	0%
	sd	15%	22%	14%	12%	6%	0%
	low	0%	25%	0%	0%	0%	0%
	high	50%	88%	38%	43%	25%	0%

SECTION IV Facility Needs and Cost Estimates

Facility Needs and Cost Estimates

As described in the 2008-2009 Annual Unit Plan, the division offers over 250 sections of Fitness and Physical Activity sections with over 12,000 students enrolled in one or more classes. Facilities are in poor condition, outdated, dirty, and inadequately designed, sized, and equipped for current coursework. Despite these limitations, physical activity and fitness courses are thriving with only a few exceptions. These exceptions are in direct proportion to inadequate facilities and/or equipment.

Some courses have maximized their respective facilities, for example, swimming and yoga, with more student interest than the facilities can accommodate. The pool is inadequate in size for existing courses and the athletic teams. New course development and the opportunity to offer more sections of swimming are constrained by inadequate facilities in which to do so. A new Fitness Swimming course was developed and approved by the College Curriculum Committee in Fall of 2006. This course has yet to be taught because of scheduling difficulties based on the ability of the facility to accommodate more than one class per hour. Many faculty members feel that a new 50 meter pool facility should be a primary concern for the division. Yoga, the fastest growing course in the division, is forced into less than optimal facilities that do not maintain a quiet, environment appropriately sized for the classes.

Most faculty offices have original furniture from the 1960's (North Physical Education faculty offices) and 1970's (South Physical Education faculty offices). In addition to the newly installed Smart Classrooms in PE 228, 229, and 209, faculty have requested smart classroom upgrades for lecture demonstration in classrooms, PE 204, PE 26, 27 and 28.

According to the faculty survey, the areas currently in need of repair are PE 52 where aerobic and fitness classes are offered, PE 51 where Body Conditioning and PE 54 classes are offered, PE 3 and PE 29, where more weight training classes are held.

In reviewing the Unit Plan, Faculty Survey, and Enrollment trends, the following are the top ten facility needs for the Physical Education Area. Specific areas from which these recommendations were drawn are indicated.

#1. PE 51/52

Renovate PE exercise rooms PE 51 and PE 52. Replace worn, portable and movable walls with permanent room separation between 51 and 52 and between both rooms and the North Gym. The rooms must be sound proofed if used for yoga. Also replace lights, mirrors and add new sound systems. **Estimated costs-\$32,000. – Enrollment trends; Unit Action Plan**

#2. PE 26, 27, 28 and 204

Make into smart classrooms, paint, change flooring, window coverings, lights and add air conditioning in 26, 27, and 28. **Estimated costs-- \$45,000 -- Unit Action Plan**

#3 Repair the ceiling in PE 3 and PE 2. The ceiling tiles are loose and falling down on students during classes. These modifications are important inasmuch as new and very popular boxing and other martial arts courses use PE 2 throughout the day. Additionally, yoga classes are occasionally scheduled in this facility. PE 3 is used throughout the day for both regular PE 54 weight training classes as well as for spill over adapted PE classes. **Estimated costs-- \$4500 -- Safety**

#4 South Gym

The roof is leaking, and new windows are needed. **Estimated costs--? -- Safety**

#5. PE 29

Replace flooring/mirror and lights. Also too small for the type of weight room as presently used. Could be a perfect cardio room if other facilities pick up existing weight classes. **Estimated costs-- \$25,000 for renovation. Additional \$50,000 to equip if transformed to cardio room -- Unit Action Plan**

#6. North Gym

Remove decorative colored ceiling disks from the ceiling of the North Gym and paint; add a new sound system with speakers and wireless microphone for the north gym; add 100 new lockers for men and women and separate with a partition. **Estimated costs: \$55,000 Unit Action Plan**

#7. Racquet Ball Courts are currently not used because of leaking and cracking. If this building is retained, it could be converted to weight rooms, combative rooms, team rooms, or an athletic training room. However, it might be a better choice to raze the building and expand the track field space.

Estimated costs: \$50,000 Unit Action Plan

#8. Expand the Fitness Center on the east side into the existing men's locker room thus doubling it's size. Currently all PE classes use the fitness center as well as El Camino College faculty and staff. The floor space is over-crowded with equipment and there is no room for popular alternative forms of conditioning such as core strengthening and implement training. **Estimated cost: 25,000 Unit Action Plan**

#9. Update faculty offices with new desks, chairs, dividers, carpet, paint and file cabinets

Estimated costs \$20,000 Unit Action Plan

#10. A new 50 meter pool.

The existing pool is not large enough to meet the demand of the classes, athletic teams and the community. This is a primary concern of the division, and perhaps can be addressed and funded in the near future. Because of its large expense, (Estimate \$1.5 – 3 million), it occupies this tenth priority position. If funding was available in that amount, it would be the department's number one facility priority.

The following is a complete list of the 27 areas that need attention in our area. This list was proved by Tom Hazell, who has been assigned to oversee facility and equipment needs for the department.

- 1. Sand Volleyball Courts**

- a. new sand

- b. lights
- c. poles
- d. line ropes
- e. seating - student/spectator

2. **North Gym**

- a. remove panels
- b. lights
- c. motorized gym divider curtain
- d. sound system
- e. up-grade Women's Basketball locker room
- f. equipment room up-grade
- g. Internet connections - Women's Basketball coaches office/ equipment rm.
- h. front entry lobby

3. **PE 51**

- a. flooring
- b. lights
- c. mirrors
- d. sound system
- e. weight equipment
- f. air conditioning
- g. paint
- h. new solid walls to replace 50 year old curtains
- i. Internet connection/phone

4. **PE 52**

- a. mirrors
- b. sound system
- c. new solid walls to replace 50 year old curtains
- d. air conditioning
- e. Internet connection/phone

5. **PE 25**
- a. wall to enclose concession area
 - b. Internet connection/phone
 - c. flooring
 - d. lights
 - e. air

6. **PE 26, 27, 28**
- a. smart classrooms
 - b. air conditioning
 - c. flooring
 - d. lights
 - e. paint

9. **PE Patio Bathrooms**
- a. clean
 - b. remodel

10. **PE Faculty Offices**
- a. new furniture
 - b. flooring
 - c. air conditioning

11. **PE 3**
- a. mirrors
 - b. flooring
 - c. ceiling
 - d. lights
 - e. sound system
 - f. weight equipment
 - g. storage area

12. **PE 2**
- a. mats
 - b. lights
 - c. ceiling
 - d. paint
 - e. combative equipment

13. Men's Locker Room

- a. new lockers
- b. remodel shower area
- c. create team rooms
- d. storage

14. Men's Locker Equipment Room

- a. storage area
- b. flooring
- c. washer/dryer
- d. lights
- e. tools

15. Racquet Ball Courts

- a. build regulation courts with wooden floors
- b. lights
- c. roof
- d. air conditioning
- e. enclose seating area

15a Racquet Ball Court Replacement

This is a six court facility with interior dimensions of each court measuring 24 feet by 48 feet. This is double the regulation size. It was designed as such in the 1960's to accommodate 24-30 students per class, 4-5 per court. They are unappreciated by students and community who use them because of lack of regulation size. Instruction in the popular game of racquetball is ineffective and unwanted in these courts because game skills, strategies, and tactics are not transferrable to regulation play.

- a. convert two courts into weight rooms
 - 1. equipment
 - 2. lights
 - 3. mirrors
 - 4. flooring

- b. convert two courts to combative areas
 - 1. equipment
 - 2. lights
 - 3. flooring
 - 4. mirrors

c. convert two courts to Yoga/Pilates areas

1. equipment
2. lights
3. flooring
4. mirrors
5. sound system

16. Murdock Stadium

- a. complete renovation
- b. score board
- c. field sodding
- d. lights
- e. seating
- f. press box

17. Field House

This facility is to be remodeled as part of the bond assuming that funds remain available to do so.

- a. locker rooms
- b. storage - equipment
- c. storage - carts/liners/ ect
- d. flooring
- e. team rooms
- f. weight room
- g. coaches offices
- h. washer/dryer area
- i. athletic training area

18. North Field

- a. lights
- b. turf
- c. seating
- d. enlarge for soccer

19. Baseball Field

- a. dug outs
- b. lights
- c. seating
- d. concession
- e. bathrooms
- f. grounds
- g. press box
- h. batting cages
- i. back stop
- j. field equipment

20. Softball Field

- a. lights

21. Tennis

GOOD

22. Pool

- a. replace existing pool with a 50 meter pool facility. See above.

22a Pool Building (if new 50 meter pool built in new location)

Consider multifunctional building to include the possibilities of containing the Fitness Center and/or athletic training room, classrooms, etc.

23. Exercise Lab

- a. flooring
- b. lights
- c. equipment

24. Fitness Center

The primary need for the fitness center is space. The facility is undesirable because of crowding, lack of cleanliness, inadequate floor space, and other accoutrements typically found in fitness centers in the community college setting and in the private sector.

- a. flooring
- b. lights
- c. equipment
- d. sound system

25. Training Room

The head athletic trainer was consulted for her opinion of training room needs. The following are her responses.

The original facilities master plan calls for the main training room to be located within the field house. I am proposing a new location for this facility based on several reasons:

- More centralized location - the field house is too far from the pool and both gyms
- Separate facility for privacy - every athlete has access to the locker room
- A location within the field house locker room promotes loitering and unnecessary crowding
- Secure area with minimal access is essential due to expensive equipment and private medical files

An ideal location for the new training room facility would be the racquetball courts or fitness center building. These locations provide easy access to all athletic fields, gyms, and the pool. Proximity to the track is important for gait analysis, football and softball practice supervision, and quick response times in case of an emergency. This new facility must be large enough (minimum 1200 sq. ft.) to house offices for three athletic trainers, a doctor's exam room, treatment area, rehabilitation area, taping tables, cabinets, storage, hydrotherapy area, employee lockers, and a cart parking space. This new location would also allow for windows to view the surrounding athletic fields and a climate control system which is essential for dealing with heat illness in the summer months. I have an architectural design of an ideal training room which can be altered based on the location.

We would still have an additional training room in the field house for use during football games and storage only. This training room would be about 25% larger than the existing field house

training room and must have room for an ice machine, whirlpool, treatment and taping tables, and storage.

Minimal current needs for existing facilities are as follows

- a. flooring
- b. lights
- c. equipment
- d. storage
- e. training tables
- f. other

26. Women's Locker Room

Team rooms for VB, Ten, Softball, Swimming, WP

27 2nd Floor - Women's Locker Room

- a. get rid of dance rooms and convert to Yoga/Pilates
- b. up-grade faculty offices - furniture
- c. smart classrooms
- d. first aid room equipment
- e. sound systems

Section V. Staffing

The following staffing report is based on the current Health Sciences and Athletics Action Plan

Objective 1: Replace full-time baseball coach and full-time football coach with new instructors. These faculty are to replace faculty who have retired in recent years. Estimated Costs: \$200,000.

Objective 2. Assistant Athletic Director with primary responsibility of eligibility verification.

Objective 3. Part-time clerical position to support ongoing activities of the El Camino College Athletic Hall of fame. This would be on an hourly basis

Objective 4. Full-time clerical position (Clerical I) in HAS office to carry out functions as front desk person. Estimated costs, \$25,000 in addition to the \$25,000 received to fund an hourly position. The casual (hourly) position is inadequate to fulfill the functions of this clerical position.

Objective 5. Ten month fulltime Exercise Laboratory technician for exercise lab abd fitness center. This should be an ongoing position and was previously funded from 1980 nthrough 2002 when lost to attrition. The need is for the conduct of exercise fitness evaluations and for supervision of the fitness center, thus allowing increased hours of operation throughout the Fall and Spring semesters.

Presently, the position is filled on a hourly basis with the employee limited to 170 hr/yr. The position requires education at at least the baccalaureate level as well as specific certifications.

Although not listed on the Unit plan, the following staffing needs have been identified.

1. The need for succession planning. The Kinesiology department faculty are long in their tenure and with many approaching retirement in the next 5-10 years. Plans for replacement and continuity of programs should be established.
2. Kinesiology Department Chair or Director. The Kinesiology Department is the only department in the HSA division without a Chair or Director. There is a need for specific professional leadership in the Kinesiology department that would foster growth in the department's direction, academic offerings, faculty involvement, student enrollment, and community partnerships. In addition, the Kinesiology department's facilities are the largest on campus and present significant challenges in use, maintenance, and scheduling. A department Chair or Director could ease this burden from the dean who is also managing five additional departments within the division.

The Chair/Director would also assume responsibilities for managing SLOs, curriculum development, faculty participation in committee work, and provide experienced, professional guidance in these areas. There has been little in the way of such leadership for many years due to the shared vice-president and dean responsibilities of our former dean, his ultimate retirement, and subsequent replacement, save for one year, with managers having no background in the Kinesiology discipline. While this has not been essential for fulfilling the managerial role of the HSA dean, it has led to stagnation in growth and improvement in Kinesiology. Future directions of our department include increasing the academic rigor of Kinesiology course offerings, mentoring and monitoring programs for faculty, especially adjunct faculty, programs, development of certificate programs such as a Personal Trainer Certificate. The addition of a Kinesiology Department Chair or Director would increase the growth and productivity of the Kinesiology Department exponentially and is strongly recommended.