

Physical Education

Department Program

Review

January 2021

Report prepared by Russ May Development

Input provided by the following faculty:

Debbie Jensen, Tom Caines, Chris Richardson, Jennifer O'Conner

DEPARTMENT OVERVIEW

The Cerritos College Physical Education Department supports Physical Education Majors, Kinesiology Majors, and Exercise Science Majors to complete lower-division coursework and preparation for transfer. The Physical Education program is designed to provide instruction that enhances the cognitive, affective, and psychomotor learning domains. We provide students opportunities to gain experience in and knowledge of physical fitness concepts, proper development, and execution of motor/sport skills appropriate for personal growth, healthy living practices, lifetime wellness practices, appropriate stress reduction techniques, weight management techniques, and specific sport and physical skill development.

The Adapted PE Program provides equal access and learning opportunities for all students with all ability levels. There are a variety of classes offered in Adapted PE that are designed primarily for students with disabilities. The Adapted PE program provides a safe and universal access learning environment for all students.

The Physical Education department provides courses that will fulfill the health and wellness proficiency requirement of the Associate of Arts Degree, the Cal State University general education requirements in Area E for self-development. Our courses are designed to prepare students in two majors for an A.A. degree in Physical Education and Physical Education- Exercise Science- Athletic Trainer. We offer a Career and Technical Education Certificate Program in athletic training aide. Courses also supplement majors in the related areas of Women's Studies, Public Health, and Dance.

Faculty, Staff, and Management Resources

In 2014 the HPEDA Division went through a restructuring and was re-named Kinesiology Division with one instructional dean for Physical Education, Health, Kinesiology, Dance, and Athletics. The Physical Education department exists under the Kinesiology umbrella with instructors teaching courses in several departments, including Kinesiology, Athletics, Health, Dance, and Physical Education. Our division currently has 17 Full-time faculty with 13 teaching part of their full-time load in Physical Education. Only one instructor has a full-time teaching load in Physical Education that is in Adapted Physical Education.

Physical Education currently has a chair position shared by two full-time faculty with a majority of their teaching load dedicated to Physical Education courses. We hold monthly Division meetings, department meetings as well as chair meetings with the Division Dean. Agenda items are generated by the faculty during department meetings and reviewed in chair meetings, and placed on the division meeting agenda to be discussed by the entire division. We have a divisional secretary that manages academic and administrative duties and an account technician responsible for ordering and procuring equipment, repairs, and budget. Locker rooms are maintained and supervised by full-time locker-room attendants that also set up, arrange and maintain physical education equipment for classes conducted on the fields, gymnasium, fitness lab, combatives room, swimming pool, tennis courts, stadium, track, adaptive PE lab, and weight room.

In the Spring of 2020, there were 135 sections of Physical Education, with 74 of those sections taught by full-time faculty. In the Fall of 2020, The number of sections offered fell to 75, with 39 sections taught by full-time faculty. Our department is heavily dependent on part-time faculty. Several of our courses such as yoga and Pilates require very specific knowledge, training, and experience provided by our part-time faculty. Many PEX classes require specialization. For example, our yoga classes are based in Hatha yoga, and our instructors have training, experience, and certification in this area. Our self-defense and martial arts classes also require specialized training that our part-time instructors provide. Many of our instructors have also taught in the fitness industry, run private fitness and martial arts studios bringing new and innovative ideas to our department.

Facilities:

The facilities in the physical education area are very diverse and meet the need of the various groups on campus. The quality of instruction in our classes is very dependent upon and connected to the quality of equipment and the condition of the facility. The following is a description of the significant facilities and their current or projected state.

Physical education office/locker room

The Kinesiology building was completed in 2018 and contains classrooms, offices, locker rooms, weight room, fitness lab, adaptive physical education lab, equipment storage, laundry facilities, training room, and student leisure space. There are nine faculty offices which house 14 full-time faculty, and other full-time faculty have offices elsewhere. The Kinesiology building has offices for the division secretary, athletic secretaries, sports information director, athletic eligibility specialist, and instructional dean. There is a meeting room in the center of the building used for division and department meetings. Men's and Women's locker rooms are located on the first floor and are designed for our physical education students. The facility contains shower facilities, student lockers, restrooms, equipment storage, and laundry facilities. The locker room provides accessibility for students with disabilities with private accommodations for all students. Locker rooms are centrally located and maintained, and supervised by locker room attendants.

Fitness Lab

Located on the ground floor on the south side of the Kinesiology building is the state-of-the-art fitness lab in 2018. This area is used primarily for cardiovascular fitness activities and group fitness classes. This area contains an office with audio-visual equipment that includes several large-screen monitors and audio equipment. The fitness lab has, exercise bikes, ellipticals, treadmills,

stair climbers, rowing machines, free weights, resistance machines, and personal exercise equipment such as resistance bands and foam rollers. This area can comfortably accommodate classes of 40 or more individuals for various types of fitness instruction.

Adapted PE Lab

The Adapted PE Gym is a state-of-the-art, fully accessible gym designed for all ability levels. It shares a wall and has access with a sliding door into the weight room. There are many cardiovascular machines, including 3 treadmills (2 Sci-Fit, 1 Bio-dex Treadmill), two arm ergometers that can be used sitting or standing, two recumbent bikes (can be used with just the arm attachments and/or legs), one elliptical (has stationary bars so that you can step on safely from behind), two upright bikes (pedals are interchangeable depending on how much leg support a student needs), 2 Bio-steps (stepper machines that mimic the walking pattern), and 2 Moto-Meds (capabilities for active and passive movement). Both the arm ergometers and recumbent bikes have seats that can come off the ramp and allow a wheelchair or scooter to come up onto a machine. This allows a student the choice to use their chair if that is what they prefer to do. All cardiovascular machines can track student's progress. There are also various strength machines including a leg press machine, a rickshaw (machine to help students build the muscles that are used primarily for wheelchair transfers), a weightlifting island (chest press, row, deltoid press, latissimus dorsi pull-down, and pulleys), two hydraulic total body 6-in-1 machine for upper and lower body (hydraulic machines remove the eccentric phase of muscle contraction where injuries tend to occur), and various free weights, medicine balls, swiss balls, and balancing disks. There are also have multiple fine motor skill activities to help the student in any area of fitness. In addition, there are various attachments for all machines that help students grip and have additional arm and leg support as needed. The room is equipped with flat-screen TVs around the room and a smartboard to help display class content to assist in student learning and interaction. It has an accessible water fountain, an emergency button for safety, a sink, and a small office area.

In addition, the gym has the specialized equipment, including the Bio-dex Treadmill with Music-Assisted Therapy. The treadmill has a dual force plate system built in that tracks students' steps, cadence, step length, stride length and real-time step feedback. The room also has a partial body-weight supporting system to help support students who cannot bear all of their weight while on the treadmill or other gym activities. The room has a set of parallel bars designed to help students with any fitness designed to help students with any fitness component, providing extra support for them as needed. The sit-to-stand machine helps students get stronger in their lower extremities and improve their daily living activities in various ways. The gym also has a plyo-back rebounder designed to help students practice their motor skills and balance. In addition, the gym is equipped with a standing tilt table and a standing glider to allow students to weight bear who do generally not usually get to stand.

Track and Field/Stadium

The track has a state-of-the-art all-weather Mondo surface installed in 2007, and the area for discus, javelin, hammer, and shot put has been expanded and renovated. Funds for this renovation were a combination of a grant from AAF of \$50,000 and GO Bond monies. Since 2007 the Track outlived its lifespan and has seen excessive wear and tear, and has severe damage and holes. The football field also was renovated in 2019 with the installation of an artificial surface. The artificial surface will allow for heavier use by physical education and athletic classes. It is to mention that although these areas have been replaced, they are surrounded by an aging and crumbling stadium that is often used for several of our PEX conditioning classes. The concrete stairs and structure have exposed rebar in many places and needs to be addressed. Several missing bleachers need to be replaced as well. Renovation to the stadium and press box has been in the planning stages for several years and were currently passed up for renovation with our last GO bond.

Swimming Pool Complex

Our Cerritos College Aquatic Center is used for instructional classes, community education programs, and athletic competitions for the Cerritos College swim, dive, and water polo teams. The aquatics center was completed in 2009 and has two new swimming pools built with separate heating controls allowing one pool to be warmer for water aerobics and adapted swimming. The 25-yard adaptive swimming pool has a total of 6 swimming lanes used for several instructional classes: novice/beginning swim classes, water aerobics, adaptive swim, and therapeutic exercises. There is also a more effective ramp for access and an adapted alcove for people with disabilities. The 35-meter competition pool has two 1-meter diving boards and two 3-meter boards and a timing system (outdated) for swim meets and practice needing immediate replacement. In addition, there is a restroom facility near the pool deck. Shade structures were recently added in 2020 to complete the pool project. GO Bond monies funded this project.

Strength and Performance Center

The Strength Performance Center opened for classes in Jan 2019 and it's considered to be the best (SPC) in California at the Community College level. In its 2,300 sq ft, it contains some of the top equipment. It can train up to one hundred students at one time. With space and equipment, there is nothing it can't provide for our students. It can strength train, cardio, agilities, flexibility training, significant core development, etc. For student safety, the facilities offer access through a large set of double doors and a rear exit for security and fire. Temperature is never an issue with central heating/AC and four large fans to constantly circulate air. This classroom facility is used six days a week, with peak hours being Mon-Th 8 am-9 pm. Classes include but are not limited to Wt. Training, Power Lifting, Fitness as well as others.

Gymnasium

The gymnasium is the site for various activities from morning to night every day of the week including weekends. It is a versatile facility with three basketball courts that convert to five volleyball courts and 8 badminton courts. The floor space is used for other activities such as Aerobics, set Aerobics, self-defense, adapted sports, as well as other school activities. A large gym curtain can be lowered to divide two courts and provide protection and sound reduction when two classes are concurrently being offered. The gymnasium also has two sets of bleachers that are motorized and can be brought out for events on the main floor, interactive classrooms, yoga room, equipment storage, and men's and women's basketball team rooms. In general, the gymnasium is

| a very valuable classroom for our area, and it was recently renovated.

Tennis Courts

There are currently 12 lighted tennis courts used for classes every day of the week, including Saturdays. Courts are used for competitive tennis teams and physical education classes. There is a need for new surfacing and repair to several of the courts.

Soccer Field

The soccer field meets our needs but will need to be leveled and replanted in the next 1-2 years and converted to an artificial surface to help with maintenance and overuse. This grass facility has also been used for golf and conditioning classes as well as community events. The scoreboard is outdated and needs to be replaced and lighting installed to capture maximum use potential. Restrooms were added in 2018, providing close access.

Baseball Field

The facility is used by the baseball team and for physical education classes. This field was renovated 8 years ago. The bleachers, press box, dugouts, and batting cages need total renovation and are in several stages of disrepair. Field maintenance is a constant undertaking to prevent safety hazards from un-even playing surfaces, erosion, and invasive weed species. Scoreboards are so outdated they cannot be repaired and need immediate replacement. Outfield fences need to be replaced and are a safety hazard due to the lack of padding and maintenance. The team clubhouse is dilapidated and does not possess wifi, video monitors, or internet connection.

Golf

Our advanced golf classes play at a local golf course, which requires a yearly fee paid by our division. The beginning golf classes used to practice on the open fields. However, the construction of the central plant has taken the space away previously used for on-campus instruction. We are experiencing difficulties trying to find space on campus for these classes.

South Utility Field

This open grass area is used by various sports teams and physical education classes. This open area provides space for athletic team conditioning, fitness courses, and special events. This area is currently being used as a staging area for campus construction for the next year or so. There is speculation that this area will not be returned to its original purpose and transformed for other purposes such as parking. This space is critical to our needs, and would like to see the area returned to its previous state with field turf instead of grass to help with maintenance and multi-use purposes.

Field House and Field

Cerritos College Fieldhouse was the 1st building built on campus in 1959. The Fieldhouse is a multi-use facility with two large meeting/locker rooms, two office spaces, two Instructor locker rooms, one training room and a secured equipment area. The Fieldhouse is home to Football in the Fall Semester housing over 120 student-athletes and is also used as

instructional space. During the spring and summer semesters, the Fieldhouse has been home to baseball and track and field teams serving as a locker room and an instructional space for well over 100 student-athletes. The facility has been marked for a replacement for over ten years and has yet to be addressed for replacement. This facility is also used for community events and fundraisers annually, from local high school graduations to CIF events and many more. The Fieldhouse is the oldest building on campus and is the only original building standing that has not to be restructured.

The field directly behind the field house is used for instructional space by athletic classes Football, track, and Soccer as well as PEX courses Flag Football, Soccer, track and field, walking and conditioning. This field is a natural grass surface that has been marked for upgrades and possible artificial turf for over ten years as well. This field services hundreds of students per year and well as community events and fundraisers.

Combatives Room

Previously known as the weight room, this building was refurbished in 2019. The combatives room contains wrestling mats, wall padding, self-defense equipment, audiovisual equipment, an office, and a restroom for housing our collegiate competitive wrestling teams and Martial Arts style combatives courses. The sturdy floor mats provide an optimum area for a class such as self-defense, Taekwondo, Judo, mixed martial arts, and wrestling to be safely conducted.

Team Rooms

In 2020 the athletic team room complex was completed, providing much-needed locker room space and instructional area to our athletic teams. These areas contain personal lockers, showers, restrooms, audio-visual equipment, and storage areas for our athletic teams. These areas provide exceptional instructional and team meeting areas.

Teaching Effectiveness and Activities

Physical Education offers students the opportunity to learn the concepts and skills necessary to achieve and maintain a better quality of health, wellness, and physical efficacy. Students are presented with specific knowledge, skill, and practice techniques within a curriculum based on movement skills, intellectual development, physical fitness, and healthful living practices. Individual instructors use various techniques, which they have found to be adequate to their particular subject. Our physical activity courses involve learning a motor skill, which can be presented in a demonstration of the whole skill, parts of the skill or a combination. This can be in the form of a demonstration by the instructor or skilled student or a handout or video tutorial from a DVD, YouTube, or other website. Drills are necessary for strengthening the learning of a motor skill, and problem-solving activities are required to promote the learning of more complex skills. Other effective instruction methods involve

visual and verbal cues, decision-making scenarios, situation recognition cues, and teaching aids, such as cones. Verbal cues or instruction help to direct the student to become aware and recognize specific parts of a skill. Verbal feedback and skill analysis of the performance is also crucial to learning, retention, and skill mastery. Visual cues are also used as an aid to improved skill performance. An example of a visual target or obstacle would be cones set to a specific area on a tennis court that students would want to place the ball on a particular stroke. Many of our instructors also use training devices such as a tennis ball machine or a basketball shooting machine to aid in practicing increasing the number of repetitions and therefore mastering the specific motor skill. In many situations, our courses require the use of special equipment such as nets, goals, foam rollers, kickboards, resistance bands, spin bikes, heart monitors, etc. The need to constantly replace and repair equipment puts a strain on the limited equipment budget.

The fitness areas of the Kinesiology complex offer specialized environments to provide the appropriate learning environment for our courses. We have yoga and Pilates areas that are quiet and equipped to teach the particular techniques of Hatha yoga. The combatives area is equipped with padded floors, walls, and self-defense dummies to meet the needs of courses, such as personal self-defense, wrestling, and mixed martial arts. The group fitness room contains specialized equipment for spin classes, resistance band training, and TRX training. Many of our instructors have also taught in the fitness industry and bring new and innovative ideas that reflect current trends to our department.

Our physical education courses also involve cognitive development, particularly in fitness and wellness and team sports. Teaching methods such as group discussions, podcasts, zoom meetings, and multi-media presentations are used to cover such issues as the principles of fitness, sportsmanship, safety, game strategy, game rules, and the philosophy of physical disciplines. Students now can take courses remotely or in hybrid format. This provides the students' flexibility to work from home to practice their skills or schedule other classes.

In the Spring of 2020, there were 135 sections of Physical Education, with 74 of those sections taught by full-time faculty. In the Fall of 2020, The number of sections offered fell to 75, with 39 sections taught by full-time faculty. Here is a summary of the drop in FTEF over the last two years:

Spring 2019= 95.9 FTEF
Fall 2019= 97.5 FTEF
Spring 2020= 79.15 FTEF
Fall 2020= 72 FTEF

The Physical Education Department offers two Associate of Arts Degrees for transfer, and one Certificate Program.

- Physical Education Associates in Arts Degree for Transfer
- Physical Education-Exercise Science- Athletic Trainer
- Athletic Trainer Aide Certificate of Achievement

In addition to courses offered for Physical Education Majors, the department offers several

General Education Courses and Courses that meet the Health and Wellness Proficiency Requirement for the Associate in Arts Degree for General Education Plan A.

- Adapted Activities - PEX 100, 100A
- Adapted Aquatics - PEX 105, 106, 106A
- Adapted Fitness - PEX 101, 102, 104, 109
- Adapted Individual Sports - PEX 108
- Adapted Muscular Conditioning - PEX 103, 103A
- Adapted Team Sports - PEX 107, 107A
- Aerobics - PEX 110, 111, 112, 113
- Badminton - PEX 156, 161, 162, 261
- Baseball - PEX 163, 263
- Basketball - PEX 165, 166, 265, 266
- Bowling - PEX 167, 267
- Cardiovascular Fitness- PEX 118, 119, 120, 121, 122, 132
- Cheer - PEX 169, 170, 171, 271
- Football - PEX 172, 272, 274
- General Fitness - PEX 124, 126, 130
- Golf - PEX 176, 276
- Indoor Fitness - PEX 134, 135, 136
- Muscular Conditioning - PEX 145, 245, 246
- Pilates - PEX 155, 156, 157
- Self Defense - PEX 147, 148, 149, 150, 249
- Soccer - PEX 177, 178, 179, 278
- Softball - PEX 181, 281, 282
- Swimming - PEX 184, 185, 186, 284, 285
- Tennis - PEX 188, 189, 288, 289
- Volleyball - PEX 191, 192, 291, 292
- Walking, Jogging and Running - PEX 138, 139, 140, 141, 142, 240
- Water Aerobics - PEX 116, 117
- Wrestling - PEX 194
- Yoga - PEX 151, 152, 153

Section 1: INSTITUTIONAL AND SURVEY DATA

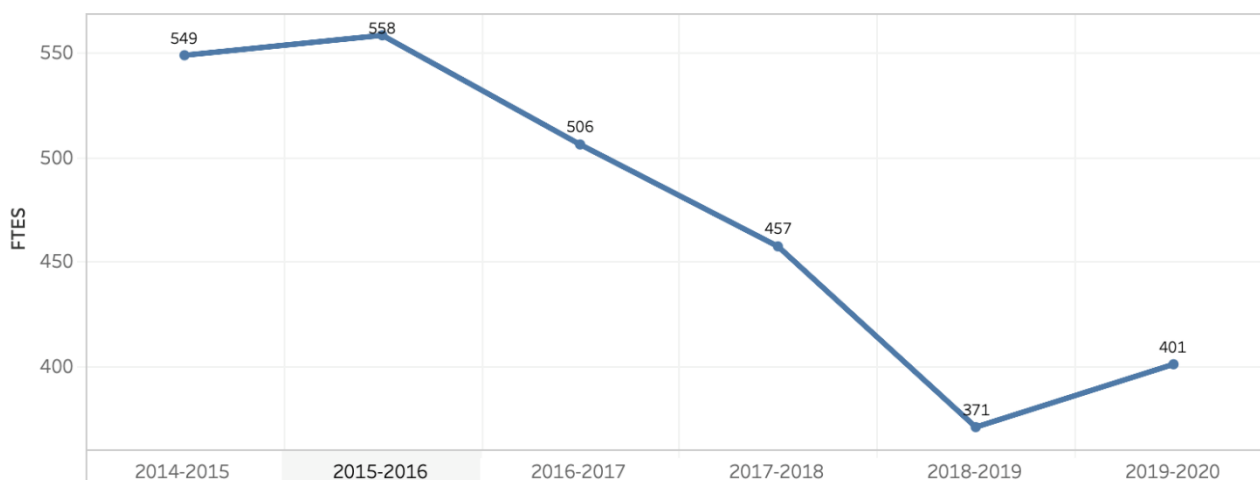
The student and faculty survey data supplied by the Office of Institutional Effectiveness, Research and Planning were not yet available.

WSCH (Weekly Student Contact Hours)

Specific WSCH data is not available from the Cerritos College Department of Institutional Effectiveness, Research and Planning

FTES (Full-time Equivalent Students)

Full-Time Equivalent Students (FTES)



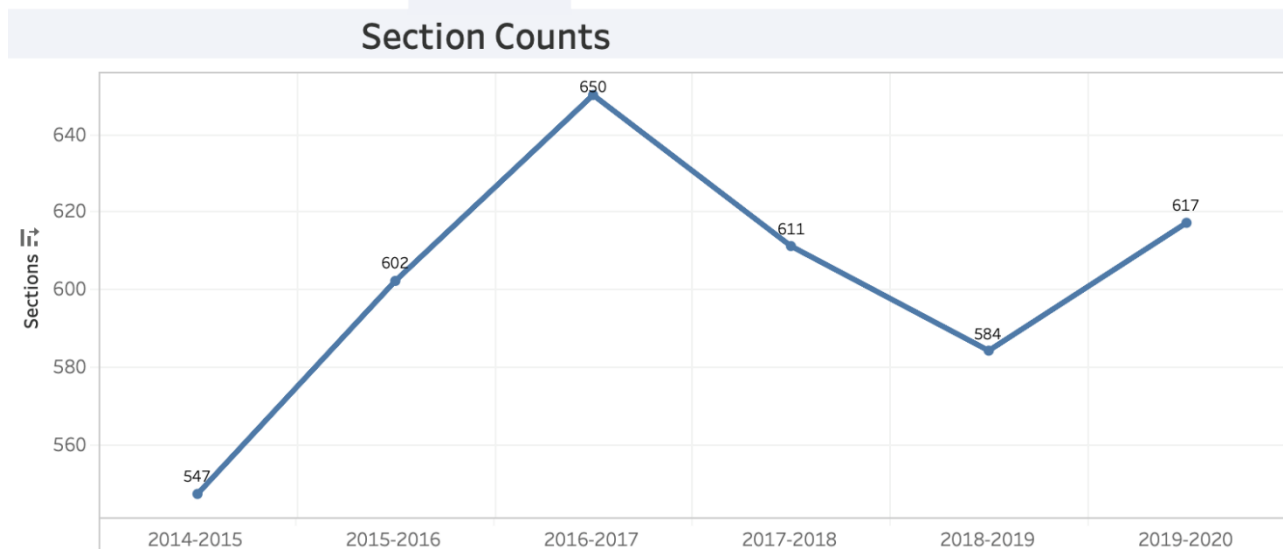
There was a steady decrease in FTES for the Physical Education Department. In the 2014-2015 academic year, FTES was 558 and over the 5 years, FTES fell to the lowest level of 371 in 2018-19. The 2018-2019 academic year has shown a rebound to 401 FTES due to the opening of the Kinesiology Building and the upgraded facilities and the creation of new PEX courses. The Adapted PE dept is a big part of the revitalization due to the increased capacity to handle more students hiring our Adapted PE director Jennifer O'Connor.

FTEF (Full-time Equivalent Faculty)

Spring 2019= 95.9 FTEF
Fall 2019= 97.5 FTEF
Spring 2020= 79.15 FTEF
Fall 2020= 72 FTEF

The reduction of FTEF is directly related to the retirement of several full-time faculty over the last few years. These positions have not been replaced. The Physical Education Department and the Kinesiology Division have lost 5 full-time faculty in the previous five years and have become dependent on part-time faculty. We currently have one part-time faculty member who teaches 100% of her load in PE and all of it in Adapted PE. Most of our retired faculty were also coaches and physical education instructors with valuable expertise and experience that also created a reputation on campus that promoted enrollment in Physical Education courses.

ENROLLMENT

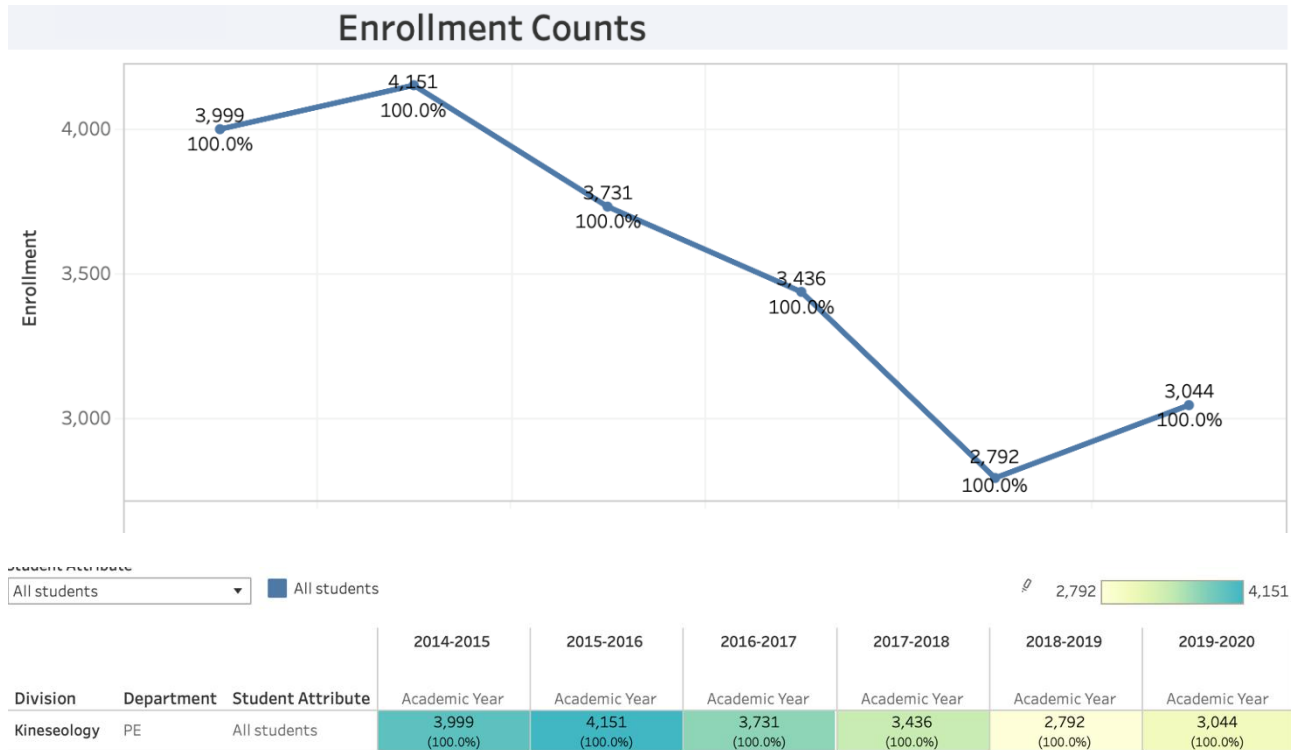


Enrollment and sections offered have been trending downward since peaking in 2016-17 with 650 sections. The number of sections rebounded in 2019-20 with 617 offered. This steady decline can be attributed to two items: Repeatability and removal of Physical Education from graduation requirements. To combat this trend, we created families of courses to allow students to advance and continuing in activity classes of their choice, resulting in growth in 2019-20. Combining classes within a family and offering them at the same time has proved to be very valuable in increasing enrollment and providing opportunities for students with different skill levels to participate. Combining similar sections increases awareness of the “family” of classes and encourages students to continue their skill development. Combining Novice, Beginning, and Intermediate sections prevent courses from being dropped due to low enrollment and encourage re-enrollment in the next level in the series.

Several new courses were designed to meet the changing student demand to reflect current social trends and needs to encourage enrollment. Several of our new courses were specifically designed to meet the needs of students in adaptive physical education and dance and provide a great example of cross-curriculum development and creativity. The following courses added in 2020 are examples of how Physical Education has evolved:

- PEX 104D- Introduction to Adapted Dance
- PEX 107- Adapted Team Sports
- PEX 122- Cross Fit Training and Functional Exercises
- PEX 132- Indoor Cycling
- PEX 136- Stretch and Relaxation
- PEX 137- Cardio Barre Conditioning
- PEX 148C- Brazilian Jiu-Jitsu, Conditioning
- PEX 150- Mixed Martial Arts
- PEX 157- Dance Conditioning and Alignment
- PEX 248- Brazilian Jiu-Jitsu, Intermediate

The demand for specialized courses that reflect current social trends and inclusiveness continue to drive our department to provide opportunities to our students changing needs while promoting department goals.



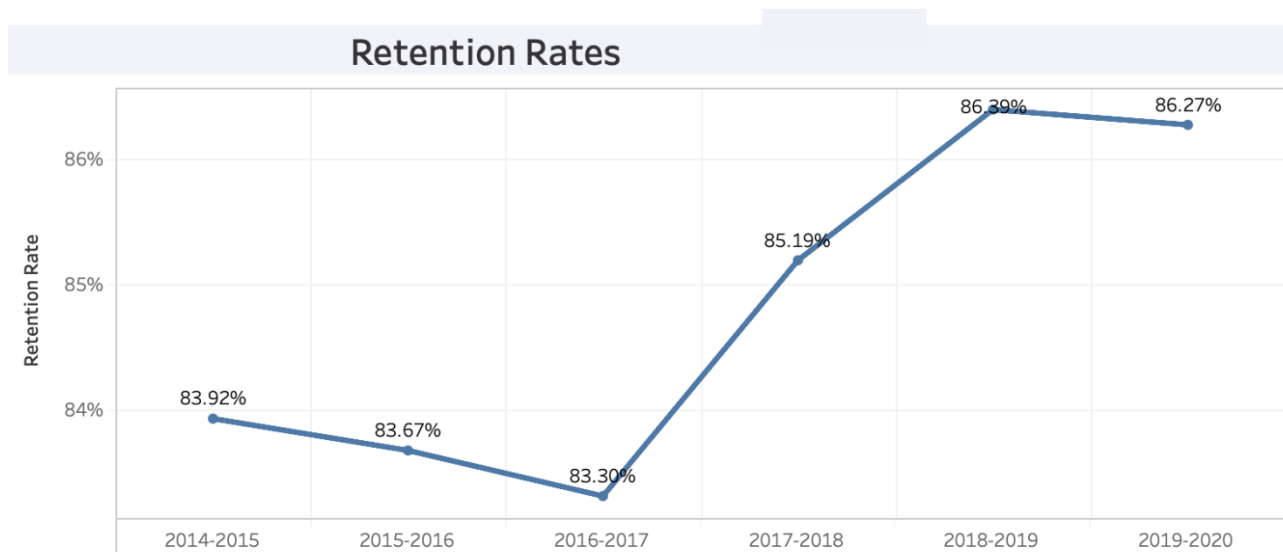
Student enrollment in Physical Education has seen sharp reductions after peaking 2015-16 with 4,151 students. Enrollment dropped for three straight years, hitting the lowest point in 2018-19 with 2,792, reducing 1,359 students. 2019-20 has seen a slight increase to 3,044 students. These numbers reflect the impact of repeatability on PEX courses over three years as well as the reduction in full-time faculty due to retirement. The goal is to overcome that impact with new course offerings and the creation of course families allowing students to continue in courses or activities they want to remain active in.

Within our course offering, we have several groups that remained popular during this 6-year cycle. Basketball, Swimming, Circuit Weight Training, Yoga, and General Fitness is maintaining solid numbers. One area of our course offerings that have seen consistent reductions is Aerobics, due to low popularity and the growth in other fitness trends, such as yoga, Pilates, and personal fitness classes that are specialized. The need to provide courses that meet the current social trends in fitness and physical education will be vital to maintaining growth and stability in the department.

The completion of the Kinesiology building 2018 has opened up tremendous potential to meet the demands of our students. The updated facilities will allow for a greater number of course offerings and flexibility in the time courses are offered. The state-of-the-art teaching areas lend themselves dynamic classes and instruction students desire. Personal Fitness courses saw growth in 2019-20 as a result of the newly complete facilities. Team sports

classes can now operate at optimum times due to increased space available, and the adaptive PE program is seeing steady growth due to the completion of the adaptive P.E. lab. Our environment is comfortable, compatible, accessible, and inspiring Cerritos College students to become physically active.

COURSE RETENTION RATES

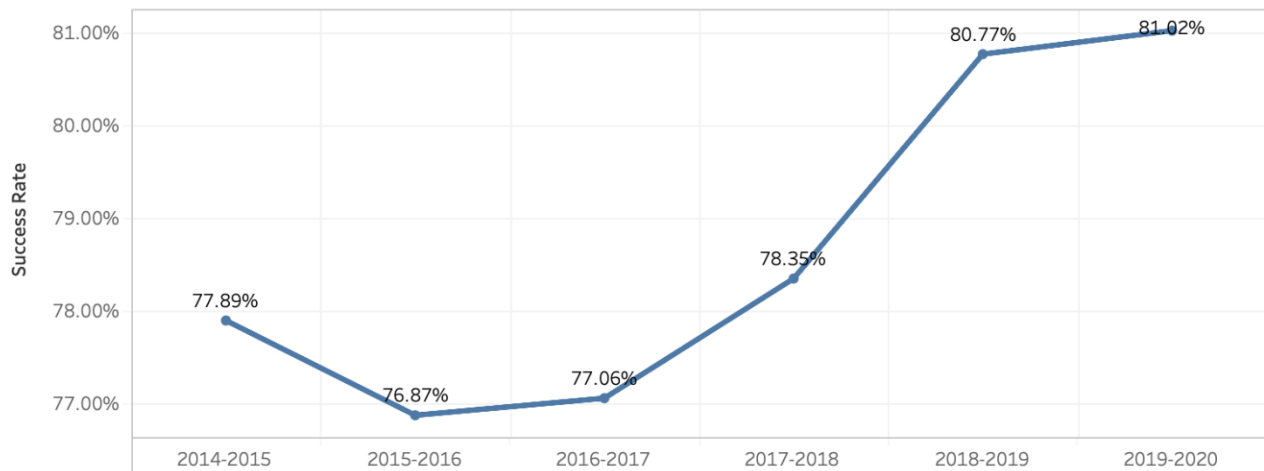


Completion rates are high across the board for the Physical Education Department. The majority of Physical Education courses have completion rates in the 80% to 100% range. We saw a slight dip in 2019-20 after three years of growth, peaking at 86.39%. Students have been highly successful due to the wide variety of courses offered that meet student interests and the dedicated staff who teach their expertise. The new facilities have also created enthusiasm and interest in our Physical Education Courses that continue to see exceptional retention rates.

Although the retention rates overall are very good, we saw over a percentage point drop for Hispanic/Latino students from 2018-19 to 2019-20 from 86.36% to 85.08%, which is a concern after 3 years of growth. White students saw the most significant drop from 2018-19 to 2019-20 with a reduction of over 4.5%. For African American students, a 5% gain was accomplished from 2016-17 to 2019-20, showing a successful upward trend.

SUCCESSFUL COMPLETION RATES

Success Rates



Success rates in Physical Education overall have shown tremendous growth since 2015-16. The overall rate of 81.92% is one of the highest on campus. African Americans have made over a 7% gain from 2018-2019 to 2019-20 which mirrors retention rates for this segment of the overall student population. Hispanic/Latino showed a slight decline over that reporting period dropping by over 1.5%. The other group that saw a decrease from 2019 to 2020 was Native Hawaiians and Pacific Islander, which fell by 7%. All other subgroups saw modest increases.

DEGREES AND CERTIFICATES AWARDED

Over the seven years from 2013/2014 through the 2019-2020 academic year, the Physical Education Department saw very few degrees or awards. In 2014-15 there were 2 Physical Education-Fitness Trainer AA degrees awarded and 1 in 2016/17. There was 1 Physical Education AA degree awarded in 2015-16. These are disappointing numbers that reflect the current trends in Physical Education. However, the total number of awards can improve with a renewed emphasis on physical education in the K-12 curriculum.

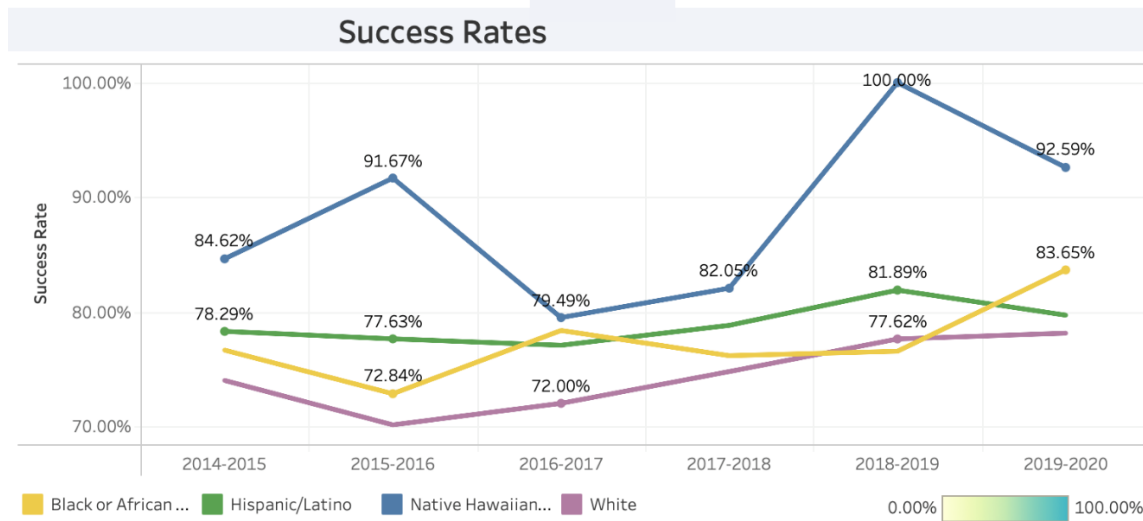
We did not receive data that disaggregated program awards by age, ethnicity, or gender. But we do know that completion and success in individual courses within the programs is high for all groups.

The average course completion rates for all ages in the 2018-2019 academic year were high, ranging from 80% to 91%. The percentages were distributed throughout the age groups. Students in the age 19 or less age group and the 20-24-year-old group had completion rates of 83%, students in the 35-49 years of age group had a success rate of 75%, and students in the age 50 or more category had a 65% completion rate. The average success rates were reasonable across all age groups ranging from 65% to 83%. The younger age groups tended to skew in the higher range. However, ages five and oversaw a drop from 74% in 2016-17 to 65% in 2019-20

The average course completion rates for all ethnicities were high, with a range of 78% to 93% completion. Success rates were also reasonable across ethnicities, with a range of 75%

to 93%.

Native Hawaiian Pacific Islanders students were on the high end of the range at 92% course success, and White students were on the lower end of the range at 78% course success. Hispanic/Latino had a success rate of 79%, and African Americans succeeded at a rate of 83.65%. While these percentages are still a reasonable success rate, the department needs to examine if any underlying factors are facilitating this difference in course success.



DEMOGRAPHICS OF STUDENTS IN PROGRAM (ethnicity, gender, age, etc.)

The students taking classes in the Kinesiology Department skews a little younger than the overall college. Physical Education students 19 years of age or younger represent 31.8% of those enrolled, students 20-24 years of age represent 43.9% of those enrolled, and students 25-34 years of age represent 17.34%. The college average for students 19 years of age or younger is 22.5% and 34.3% for those ranging from 20-24 years of age.

The ethnicity of students taking classes in the Physical Education Department is similar to the college demographics. Hispanic or Latino students represent 65% of P.E. students while the college percentage is 68%. There is also a slight difference with the Black or African American students in the Physical Education department, who represent 12% of those enrolled in P.E. Classes. In comparison, the college average is only 2%.

The Physical Education Department has slightly more males (52%) than females (45%). In contrast, the college average is the opposite with 46% male and 52% female.

CURRICULUM AND COURSE OUTLINES (See Appendix D)

STUDENT SURVEY RESULTS

Results of the student survey were not available and will be included in the next draft.

PROGRAM SLOs FOR COURSES

Student Learning Outcome (SLO) assessment is a valuable tool for instructors to understand

students' achievement and adjust teaching methods to support student success. The most recent SLO report for the Physical Education Department covers the semesters from Fall 2016 to Spring 2019. During the period of this report, the Kinesiology faculty reported 2495 course assessments. Students scored 66.17% good, 29.58% satisfactory, and 7.25% emergent. These percentages were mostly similar for the courses reporting data, however, there was great inconsistency in the reporting of SLOs. Several reasons may explain the inconsistent reporting of SLOs; low faculty compliance due to a large proportion of classes being taught by part-time faculty or full-timers only teaching 1 course in the KIN department 2) the frustration faculty feel when trying to utilize eLumen for SLO assessment. In addition to sending email reminders about SLO assessment, the Kinesiology Department will host an eLumen/SLO assessment training for part-time Kinesiology faculty to increase SLO assessment.

As you can see from the most recent SLO faculty participation chart, Physical Education was only able to assess 20% of the courses from Fall of 2020. That number will need to be improved upon and is a goal moving forward. SLO's for all PEX courses will be reviewed and amended where need be to assess student learning accurately.

Faculty Participation Report
 Semester: Fall 2020
 Division: HPEDA

Department	Classes Held	Classes Assessed	Percentage Assessed
ATH	21	3	14%
DANC	62	34	55%
HED	42	17	40%
KIN	30	21	70%
PEX	76	15	20%
Totals	231	90	39%

This report represents the total number of classes held and the number of classes where assessments were completed. Courses that include both a lab and lecture component were counted as one class. The source of the information is the "Faculty Participation" report in eLumen

Physical Education Department SLO's

- A variety of motor skills and abilities related to lifetime leisure activities
- Improved understanding of the importance of maintaining a healthy lifestyle
- Improved understanding of movement and the human body
- Improved knowledge of rules and strategies of particular games and sports
- Self-confidence and self-worth as they relate to physical education recreation

programs.

Section 2: SWOT ANALYSIS

STRENGTHS

- 1. Emphasis on Fitness and Wellness** –The pandemic highlighted the significant risk from being inactive, overweight, and sedentary, creating a growing need and interest in physical fitness, physical activity, and mindfulness provided by physical education. More students see the importance of a healthy balanced lifestyle to combat obesity, mental health challenges, and disease. Statistics have shown a strong correlation between physical activity and academic performance.
- 2. Facilities-** The facilities at Cerritos College are state of the art, offering an incredible array of fitness and exercise equipment in a comfortable, safe, and engaging environment. The Completion of the Kinesiology building in 2018 added to the already first-class gym, fields, courts, track, and swimming pool. These facilities allow us to offer a wide range and variety of specialty classes in a comfortable environment. They are the best in the state and rival most fitness clubs.
- 3. Quality Faculty** –A high percentage of students reported feeling respected by Physical Education Faculty and found them welcoming in and outside of the classroom. Many of our faculty bring specialization and knowledge from professional experience outside the campus.
- 4. Adaptive PE program-** The adapted PE program offers a wide variety of courses with universal access in a safe environment with high-quality specialized instructors. The new state-of-the-art facilities have created an incredible learning setting with limitless opportunities for students. The dedicated work of Jennifer O'Connor has made this program one of the best in the state.
- 5. Student interest in taking more Physical Education Courses** – A high percentage of students expressed interest in taking another Physical Education Class and were satisfied with the courses being offered. Students would like to continue building physical and technical skills to enhance a healthy balanced lifestyle.
- 6. Offering pattern matches students' desires** – Students reported interest in taking classes mostly Monday through Thursday during the 8:00 AM to 12:00 PM time blocks. It appears that we have been responsive to students' needs since the most significant percentage of our course offerings are during these days and times. We also offer Friday morning classes that have been successful, especially in the morning time blocks.
- 7. Development of specialized physical education courses** – We recently developed several new courses to meet the needs of students and mirror current trends in physical education. We have created several new courses in mixed martial arts, fitness, and adaptive that are very popular

WEAKNESSES

- 1. Not enough full-time faculty** – Within the Physical Education Department, we have seen recent growth, but most of our courses are taught by part-time faculty. There is one full-time faculty member in our Division that teaches 100% of her load in adaptive physical education and is a very specialized position. Most of the full-time faculty in the Kinesiology Division divide their teaching load between Athletics, Health, Kinesiology, Dance and Physical Education, therefore dividing their focus. The Department Chair position is currently occupied by two faculty members with a majority of their teaching load in Physical Education and are not 100% Physical Education instructors. It will be challenging to grow, change, and meet our goals when there are not enough fulltime faculty to help with that work. The prevalence of part-time instructors has made it difficult to build continuity.
- 2. Reduction of influence and involvement on Campus-** With many of our full-time faculty splitting their attention among the various departments in our Division, the physical education voice has been reduced in the decision-making bodies on campus. The Physical Education department agenda and influence are often muted and nonexistent within campus committees and decision-making groups. We simply do not have enough influence on campus with most of our faculty being part-time, thus affecting our visibility and importance in campus matters.
- 3. Lack of follow-up and tracking of majors to encourage completions** – Tracking and follow-up of students pursuing our degrees and certificates have been inconsistent because of lack of full-time faculty to help and inconsistent funding to hire an hourly to help.
- 4. Not all faculty complete SLO assessments** – While faculty are reminded each semester, not all complete the SLO assessments. This may also be related to the fact that most individuals teach only 1 Kinesiology Course or part-time. It makes it challenging to develop cohesion in the department and encourage a culture of participation in SLO assessment.
- 5. Outreach to high school programs is minimal** – Due to lack of full-time faculty, it is difficult to balance all the department responsibilities and add on-site visits/ outreach.
- 6. Perception of Physical Education-** There is a common perception that physical education is a lesser discipline not equal to the other academic disciplines on campus. Physical Education is not a severe major or school of thought. This perception has limited opportunities for cross-curricular involvement and growth that would benefit overall student performance.
- 7. Sanitation and Safety-** Due to the recent Covid-19 pandemic, we are becoming increasingly aware of the need to disinfect and sanitize our facilities. We are poorly equipped and have very few employees or custodial staff dedicated to this task. Gym, fitness lab, strength and performance center, adaptive PE lab, and locker rooms require a focused maintenance and cleaning schedule that is far greater than currently

in place.

- 8. Field and facility maintenance-** The completion of the Kinesiology building in 2018 vastly expanded our teaching space and, combined with our existing facilities, has created a need for maintenance and upkeep. We do not have enough personnel to maintain and service our area properly.

OPPORTUNITIES

- 1. Growth of General Education Requirements** – Currently, the only A.A. degree graduation plan with a Physical Education requirement is Plan A. There is the potential of adding a Physical Education requirement to Plan B and C in the Health and Wellness Proficiency that we would like to see added for A.A. completion.
- 2. Develop new course offerings** – Develop new courses that meet the popular fitness and activity trends such as pickleball, women’s wrestling, and mixed martial arts (MMA)
- 3. New Facilities** – The Physical Education Department just moved into a brand-new building. For the first time, we have a dedicated adaptive P.E. teaching lab, group fitness room, and extensive fitness lab to go along with our impressive strength and conditioning center. It is expected that this will improve the quality of our teaching and the specialized equipment that we can house.
- 4. Development of new certificate programs** – There has been discussion about adding a coaching certificate or youth sports certificate. These have had success at other institutions and would meet a critical community need.
- 5. Explore new articulation agreements and dual enrollment opportunities with local high schools or districts** – The department has seen success with the existing CALAPS alignment. We want to explore if other options exist to develop new high school articulation agreements or add a dual enrollment opportunity for students.
- 6. Develop guided pathway** – Work with the guided pathways project to develop a clear path to help facilitate successful program completion by students without roadblocks.

THREATS

- 1. Repeatability-** This is a major threat to our department. Students often want to repeat a course and are unable to due to the state rules on repeatability.
- 2. Elimination of P.E. as a graduation requirement-** Removal or reduction in physical education requirements for graduation is a threat.
- 3. Reduced need for Physical Education teachers K-12-** Reductions to physical education requirements in grades K-12 have created less of a need for physical education positions at that level, thus reducing the number of P.E. majors.

4. **Lack of access to Anatomy and Physiology Classes** – Physical Education Majors often report having difficulty getting into the Anatomy and Physiology Classes required for the Physical Education AA degree.
5. **Inability to hire new full-time faculty** – due to the current state budget and campus hiring procedures, it is unlikely that we will get to hire a new full-time faculty member anytime soon.
6. **Declining enrollment statewide** – Declining enrollment across the state continues to make scheduling a challenge. We have been fortunate to grow in certain areas, but declining campus enrollment may inhibit this.
7. **COVID and other communicable diseases**- The Covid-19 pandemic has caused a high level of concern regarding sanitation and disinfecting work-out areas such as gyms, weight rooms, wrestling rooms, etc prevent the spread of disease. Outbreaks such as Covid-19 could cause the shutdown of our facilities and reduced enrollment over the fear of this threat.
8. **eLumen difficulties** – eLumen is challenging to use and is not an intuitive system. This may be another reason why SLO assessment is not consistent.
9. **Deteriorating Stadium, track, Fieldhouse, baseball and grass fields** are some of the oldest facilities on campus that are in various advanced stages of disrepair, and need upgrade. They present various safety, accessibility, and functional issues.

Section 3: PROGRAM GOALS

	Goal	Action to betaken	Completion Timeline	Person Assigned
W 1	Increase Physical Education Department Full-time Faculty	Continue to follow the Faculty Hiring Prioritization Committee Procedure (FHP)	Yearly	May
T 7 W 7	Hire hourly worker to help with sanitation of facilities and outreach	<ul style="list-style-type: none"> • Research funding resources • Apply for funding sources • Include request in Unit Plan • Submit a request for hourly hire to Division 	FA 2021	May/Macias

		Dean		
W 4 T 8	80% of SLOs assessed at least once per year	<ul style="list-style-type: none"> • Conduct eLumen training session for adjunct faculty as part of department meeting (Fall 2021, Fall 2022, Fall 2023) • Provide incentives for SLO assessment 	2023-2024 Academic Year	O'Conner
O 5 W 5	Improve high school outreach	<ul style="list-style-type: none"> • Attend at least one high school fair each semester • Continue to participate in campus counselors fair • Explore additional high school articulation agreements and dual enrollment opportunities (Fall 2020) 	2021-2022 Academic Year	Richardson
S 1 W 8	Purchase new and replacement equipment	<ul style="list-style-type: none"> • Research funding resources (Fall 2021, Spring 2022) • Apply for funding sources (Fall 2021, Spring 2022) • Include in Unit Plan (yearly) 	2021/2022 Academic Year	Caines
W 6 W 2 O 1	Increase awareness of all programs	<ul style="list-style-type: none"> • Work with the graphics department to update program brochure (Fall 2022) 	2021/2022 Academic Year	O'Conner/Abing

		<ul style="list-style-type: none"> • Develop promotional video (Fall 2021, Spring 2022) • Update Webpage (Yearly) • Advertise on campus monitors and marques. (Beginning Fall 2021) • Meet with Public Affairs to develop additional strategies for increasing program awareness on campus (Spring 2022) 		
O 2 T 4	Explore the possibility of developing an Anatomy and Physiology Course specifically for our programs	Connect with Department Chairperson for the Anatomy and Physiology Department to discuss the possibility of an Anatomy and Physiology Class targeted for our programs and taught in our teaching lab.	2020/2021 (begin conversation) 2021/2022 (write course and submit to the Curriculum Committee) 2022/2023 (schedule course) 2023/2024 (offer course)	Artiaga

O 4	Develop one new Certificate Program	<p>Research development of a Coaching or Youth Sports Certificate Program</p> <ul style="list-style-type: none"> • Review programs in community colleges and CSU's in our area (2021-2022) • Review Labor Market data (2021/2022) • Hold Meeting to discuss program Spring 2022 	<p>2021/2022 Academic Year (research) 2022/2023 (write)</p> <p>Offer 2023/24</p>	Richardson & Natividad
O 1 O 6 S 1 S 2	Bridge Physical Education with other disciplines on campus and incorporate PE across the curriculum	<ul style="list-style-type: none"> • Attend department meetings across campus to discuss opportunities (Fall 2021/ Spring 2022) • Invite instructors across campus to visit and use facilities(Fall 2021/ Spring 2022) • Promote the goals of the PEDAL program 	(Fall 2021/ Spring 2022)	Jensen/May

O 6	Develop a guided pathway for each Physical Education Program	<ul style="list-style-type: none"> • Develop Guided Pathway for the Physical Education AA (Fall 2021) • Develop Guided Pathway for all Certificate Programs (Spring 2022) 	2021/2022	Kozlowski/ Abing
W 7	Certified lifeguards on deck for Adapted PE aquatic classes and general aquatic courses	<ul style="list-style-type: none"> • Hire certified lifeguards (Fall 2021) 	2021/2022	Abing/ Macias
S 2 W 7 W 8 W 9 O 3	Develop a comprehensive facilities maintenance program for safety, sanitation, disinfecting, repair and upkeep. Create maintenance and cleaning schedules for each facility.	<ul style="list-style-type: none"> • Work with the Facilities division to hire or assign more groundskeepers, custodians or support staff. 	2021/2022	Caines/May

