

**Academic Affairs Program
Review Self Study 2010-2011**

PHYSICAL EDUCATION DIVISION – OVERVIEW

College Mission: *“Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.”*

Division Mission: *“The Physical Education Division seeks to provide through instruction and activity, an environment promoting lifelong fitness and wellness through a holistic experience including both the mental and physical components of learning. The Division endeavors to meet the interests of all students encompassing skill development, physical fitness, artistic enrichment or career objectives.*

Check the boxes which best describe how your Division supports the college’s mission.

- Transfer to a four-year university
 - Courses meet MPC AA/AS GE requirements
 - Courses meet IGETC/CSU GE requirements
 - Program supports four-year lower division requirements
- Develops occupational skills
 - Program offers MPC Certificate and/or degree
 - Program influenced by advisory committee reports/recommendations
 - Program need evident through labor market information
- Supports students’ development of basic skills
- Supports life-long learning

Program Description:

Briefly describe how your Division supports the college mission.

The Physical Education Division supports the mission of the college by providing a wide variety of instructional courses in a number of different departments. These courses are beneficial to students with interest in transfer, career and life-long learning opportunities. The Division has developed a Mission Statement which supports the college Mission Statement.

The Division Mission Statement reads as follows:

The Physical Education Division seeks to provide through instruction and activity, an environment promoting lifelong fitness and wellness through a holistic experience including both the mental and physical components of learning. The Division endeavors to meet the interests of all students encompassing skill development, physical fitness, artistic enrichment or career objectives.

Briefly describe the Division and list all departments or areas within it.

The Division is made up of several departments which support a common theme of human movement and how it promotes the idea of healthy living and wellness. Through movement and education the department uniquely addresses both the physical and mental needs of students and a holistic approach to well-being.

The Division's courses are broken into the following departments or areas of emphasis.

1. *Adapted Physical Education*

Although it is a categorical program the Adapted courses are part of the Physical Education Division. The department's program offers a number of courses for students who have special needs for physical activity.

2. *Physical Education*

The Physical Education Department consists primarily of courses designed to enhance skills for participation in games or sports such as golf, tennis, volleyball and several more. Intercollegiate Athletic courses are also a part of this program although the program review of athletics is completed through Student Services.

3. *Dance*

The Dance Department offers courses in a variety of dance forms and in multiple skill levels. The Dance Department also supports students' performance interests by sponsoring Fall and Spring Dance Concerts.

4. *Physical Fitness*

The Physical Fitness Department is the largest in the Division in terms of FTES development. The Physical Fitness Department encompasses both the open lab Fitness and Weight Training Center and group instruction offered in the dance building and swimming pool. The department also supports the vocational programs of Massage Therapy and the Fitness Instructor Training Program.

5. *Massage Therapy*

Although the Massage Therapy program is not an official department, it is reviewed independently for program review purposes. Massage courses are listed under Physical Fitness. The Massage Therapy program consists of courses leading to certificates and degrees and the ability to work as a massage therapist. Like other certificate/degree programs, the department utilizes courses offered in Physical Fitness and from other divisions on campus to fulfill certificate/degree requirements.

Describe the current staffing of the Division, including full time and adjunct faculty, classified staff and student workers.

The Physical Education Division staff consists of nine full-time faculty and three permanent classified employees: one twelve month employee and two eleven month employees. Most full-time employee duties are split between departments. Six full-time faculty members split assignments between Physical Education, Physical Fitness and Intercollegiate Athletics. Mark Clements, who is a categorically funded instructor, teaches Adapted Physical Education and has taught in the Physical Education Department. Kim Fujii entire teaching load is in the Physical Fitness Department. Walter White's teaching load is split between the Dance and the Physical Fitness Departments.

	Physical Education	Physical Fitness	Dance	Athletics	Adapted
Lyndon Schutzler	X	X	X	X	X
Walter White		X	X		
Kim Fujii		X			
Mark Clements	X				X
Mike Rasmussen	X	X		X	
Cass Jackson	X	X		X	
Wendy Bates	X	X		X	
Blake Spiering	X	X		X	
Daniel Phillips	X	X		X	
Christine Hunsley	X	X	X	X	X
Jeff McCart	X	X	X	X	X
Renee D'Acquisto	X	X	X	X	X

The Division employs 35 adjunct faculty members and one part-time, 19 hour per week instructional aide in the Fitness and Weight Training Center. In Adapted Physical Education, there are two, 16 hour per week aides. The Division also employs student workers in the Fitness Center, Equipment Room and the Division Office.

The adjunct faculty serves the following Departments:

Physical Education	Physical Fitness	Dance	Massage Therapy
Bielski, Mike	Olson, Lydia	Butler, Janet	Tuff, Paul
Hausmann, Gretchen	Gamble, Erin	Di Palma, Alicia	Ono, Chiyoko
Hazdovac, Mary	Chung, Shirley	Garcia, Kimie A.	Johnson, Linda M.
McCart, Jeff	Osgood, Sharon	Boomer-Adams, Jacquie	Pias, Char
Moore, Kit	Sare, Dawn	Ross, Deanna	
Reimedio, Ryan	Scott-Behrends, Jim	Haro, Paula	
Russo, Justin	Vitanza, Liz	Sinclair, Jamaica	
Servi, Amy	Trendt, Ted	Chatwin, Diane	
Tran, Vi	O'Hare, Erin	Keindl, Pamela	
Trendt, Ted	Moldenhauer, Michele	Groves, Laurie	
Valdez, Valentina	Hazdovac, Mary		

Discuss the adequacy of your staffing to meet your Division's mission.

The Physical Education Division has been understaffed for quite some time. Approximately 60% of all Division courses are staffed by adjunct faculty which is in opposition of the statewide goal for 75% of courses to be taught by full-time faculty. During the 1990's and early 2000's a number of full-time faculty retired and were not replaced in kind. The Dance Department, with a

wide variety of courses, traditionally had two full-time instructors, but has survived with one for a number of years. Six of our 12 athletic teams are coached by adjunct staff although a full-time commitment is required for a successful program. Current critical needs include a full-time dance instructor and a Physical Education/Physical Fitness instructor/coach who would coach a women's sport while satisfying Title IX equity concerns.

The Massage Therapy Program is staffed by adjunct faculty with minimal support from the Division and college other than a space in which to teach. Lead instructor, Paul Tuff, works many more hours than he is compensated for with coordination hours. The coordinator hours are funded by the Massage Therapy lab by means of minimal charges for massages provided by students in the program. Consideration should be given to establishing a district budget for coordination time and reduce the reliance on student generated funding. The student funds could then be used to enhance the program by meeting other needs such as equipment replacement.

EXTERNAL FACTORS

Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.

State Budget

Division

Like other Divisions on campus, the dismal State budget has impacted programs. Despite having adequate enrollments, the Division has eliminated sections in order to reduce the adjunct budget. Approximately 70 instructional hours per week are no longer offered. Although hours of instruction on the main campus have been reduced, the Division is planning to offer courses at the Marina Education Center in the Fall of 2011. The current budget is uncertain so it remains to be seen how this will be managed.

Physical Fitness

The loss of State instructional equipment funds used to purchase Fitness Center and Adapted PE equipment has made the purchase of replacement or new equipment impossible. This in turn has made the equipment repair budget for Physical Fitness inadequate. The Fitness Center services approximately 1750 individuals per semester.

Dance

Reduction in discretionary budgets utilized primarily to fund the fall and spring dance concerts has impacted student learning because of loss of production capabilities. College budget contributions which were meager at previous funding levels have been reduced by 30% or more.

Physical Education

Physical Education Department funds have been reduced in order to support Fitness Center equipment needs. The ability to replace equipment and purchase new training aids is very limited.

State Regulations

In times of State budget reductions, Physical Education is scrutinized for cost savings. Since our last program review, SB 338 was implemented which limited the ability of the Division to enroll K - 12 students and eliminated programs at local high schools along with popular youth summer sports camps offered on campus.

Most recently the Chancellor's Office notified the college it would no longer fund non-credit Physical Education courses. The Division had used these courses to enable students who had maximized repeats in a course or area to continue to be involved in the Division's programs. As a result, a number of long-time students are no longer able to access certain courses and associated facilities.

Because of the effect on these students, Division faculty has given considerable time and thought to the possibility of offering fee based community service courses. These courses would be similar to credit courses utilizing existing MPC facilities. By regulation all costs associated with fee based courses must be covered by the participants. After careful analysis, the Division has concluded it is not in the interest of the Division or the college to offer and administer community service courses at this time. Foremost in the decision, is the thought that with limited resources, time and effort is better spent on credit courses. Ultimately, how the State and MPC accommodates life-long learners will be an administrative decision. Implementation of a community education program will involve many departments in cooperation with instruction.

Describe how your Division coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

The Physical Education Division coordinates with other divisions as follows:

1. The Dance Department relies on the Drama Department to provide access to the theatre for the fall and spring dance concerts. While Drama Department staff is helpful, the schedule has been less than accommodating; the weeks of Halloween, spring break and graduation have been the norm.
2. The Division works with the Math Department to provide classroom space in the lower gymnasium. We limit access to the basketball courts during scheduled math classes.
3. The MATE and MAST programs and classes utilize open hours in the pool for instruction.
4. The Division Office works extensively with the Events Coordinator on rentals of the Physical Education/Athletic facilities including the gymnasium, fields and pool. Additional staff could be used in this area because of the complexity of the activities.
5. The Division closely works with the Facilities Department regarding maintenance needs of intensely used facilities including the gymnasium, fitness center, fields, pool and dance/fitness/adapted PE building.
6. The Division has worked closely with various campus committees on the planning and renovation of the Physical Education Division facilities with Measure I bond funds. Much work has been completed with the lower gymnasium, pool and tennis courts projects in the planning stages.
7. Division faculty and staff have served and currently serve on: Equivalency Committee, AAAG, SSAG, College Council, Academic Senate, and Facilities Committee.

Additionally, faculty and staff are involved with campus events sponsored by the MPC Foundation and Alumni Association.

DIVISION IMPROVEMENT PLANS (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
<input type="checkbox"/>	Improve overall enrollment.	This is not a current pursuit. The Division has eliminated courses due to budget concerns and anticipates further reductions. Despite a climate of reduction, the overall enrollment has grown.
<input checked="" type="checkbox"/>	Improve FTES/FTE ratio.	With the Physical Fitness Department leading the way, the Division has an excellent FTES/FTE ratio. The goal is continual improvement.
<input checked="" type="checkbox"/>	Improve ratio of full-time to part-time FTE.	The Division has a poor full-time to part-time FTE ratio. The Division provides tremendous FTES despite a low number of full-time faculty. While budget reductions do not allow this issue to be addressed, requests for additional full-time faculty will continue to be made through college processes. The ratio has improved slightly through course reductions and the resulting loss of adjunct faculty teaching hours.
<input checked="" type="checkbox"/>	Increase enrollment of underrepresented groups.	The Division is currently more diverse than the campus as a whole.
<input type="checkbox"/>	Improve coordination with other programs on campus.	
<input checked="" type="checkbox"/>	Improve involvement with the community.	The Division staff is perhaps the most involved with the community on campus. Recruiting and fund raising activities require staff to visit local campuses and events and interact with local businesses/community members. Additionally, thousands of community members attend MPC and other athletic events on campus. Staff is very visible during these activities. The Division sponsors fall and spring dance concerts which draw large crowds to see students perform.

Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

The results were analyzed by status as a full-time or part-time employee. Twenty (74.1%) of the survey respondents are part-time employees, and the remaining seven (25.9%) are full-time. The majority (71.4%) of the full-time employees have worked at MPC for more than 10 years. Slightly fewer than half of the part-time employees have worked for MPC for more than 10 years; by contrast, nearly one out of three part-time employees has worked for MPC for five years or less.

Employees in the PE division work at a variety of times during the week, from daytime to evenings to weekends. Part-time employees are more likely to work during the evening than at other times.

The survey asked employees to rate their level of satisfaction with the physical aspects of their working environment (room cleanliness, lighting, temperature, and furniture). A larger percentage of full-time employees (85.7%), than part-time employees (52.9%) expressed dissatisfaction with the cleanliness of the rooms. Similarly, 57.1% of full-time faculty (vs. 37.5% of part-time faculty) were dissatisfied with the temperature of the rooms. There was generally high satisfaction with the room lighting (71.4% of fulltime and 87.5% of part-time were satisfied) and room furniture (85.7% of full-time and 66.6% of part-time were satisfied).

Overall, both full-time employees and part-time employees are satisfied with technology. All of the full-time employees indicated satisfaction with both the technology available and the technology support. Among part-time employees, 81.3% were satisfied with the technology available for their use, and 86.6% were satisfied with the technology support.

A higher percentage of part-time employees (72.2%) than full-time employees (28.6%) feel that they have adequate supplies to do their job.

The survey asked faculty and staff how comfortable they feel with various procedures—turning in final grades, adding or dropping students, handling student complaints, and handling unavoidable absences. All (100%) of the respondents to these items indicated that they feel very comfortable or somewhat comfortable with these procedures. There were no major differences between full-time and part-time employees.

The survey asked faculty and staff how comfortable they feel requesting information or assistance from the division chair, department chair, and division office manager. Overall, both full-time and part-time employees indicated that they are comfortable requesting information or assistance from the division chair (92% indicated comfortable), department chair (96% indicated comfortable), and division office manager (100% indicated comfortable).

Employees were also asked to rate how comfortable they feel encouraging students to use a number of support services.

The survey also assessed satisfaction with various aspects of the curriculum, including the offerings, course outlines, and learning outcomes. Only one part-time employee expressed dissatisfied with the course description; the remaining employees expressed satisfaction. Furthermore, all full-time and part-time employees expressed satisfaction with the content of the courses, course objectives, class assignments, and methods of evaluation for the courses.

The survey also gathered information about faculty awareness of learning outcomes. The table below shows that full-time faculty has a higher level of familiarity than do part-time faculty with learning outcomes, not only for their own courses, but for other courses in the department.

Please tell us how familiar you are with...	Full-time	Part-time
learning outcomes for the COURSES YOU TEACH		
very familiar	6	8
somewhat familiar	1	3
not familiar	0	3
	7	14
learning outcomes for OTHER COURSES in your department		
very familiar	3	0
somewhat familiar	4	8
not familiar	0	5

	7	13
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learning outcomes for the DEPARTMENT		
very familiar	5	2
somewhat familiar	2	6
not familiar	0	6
	7	14

Finally, the survey asked about employees' satisfaction with the administrative support for the division and how valued they felt as an employee. There was 100% satisfaction with the administrative support for the division. Furthermore, the table below indicates that most employees feel valued most of the time.

Do you feel valued as an employee of this division?	Full-time	Part-time
Absolutely	3	12
Usually	3	4
Sometimes	2	2
Never	0	0

Briefly describe what plans are being made for improving the Division's programs. Attach the prioritized Action Plan for the Division.

Courses

The Division will continue to examine course offerings and schedule to meet student needs. In some cases, new methods are utilized in order to reinvigorate existing courses. Examples include Zumba emphasis in the Aerobic Fitness class, Zumba-toning emphasis in the Body Sculpting class, or new resistance activities in the Circuit Training class. In addition, the Orientation for Athletes course has been converted to an on-line class for Fall 2011. The Division will look at adding kinesiology major courses in response to the new transfer programs emphasis at the State level as directed by SB1440.

Staff discussions concerning student learning have been valuable and in many cases, have led to instructional improvement. Fitness Center students now have access to on-line information and quizzes. Student orientations may be reviewed on-line as well.

Facilities

The Division has benefited from initial bond projects involving the fields and gymnasium. Further improvements are planned. The renovation plans for the lower gymnasium have been completed and approved by the State Department of Architects. The project is scheduled to begin in the Summer of 2011. Planning for renovation of the pool and tennis courts is largely completed. The hope is for construction to begin in the Fall 2012. Both projects will enhance instruction and increase the efficiency of Division operations.

In order to maintain these new or renovated facilities, the Division will continue to support the requests for Facilities Department staff increases.

Directives concerning Physical Education - The Division will monitor and respond to State mandates affecting its programs whatever direction is prescribed in anticipation of better funding cycles in the future.