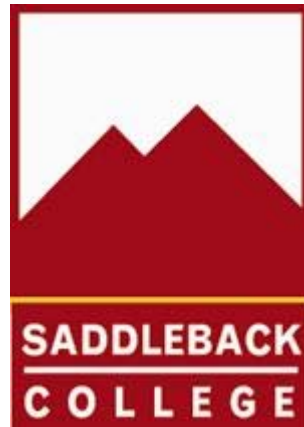


**Saddleback College  
Program Review for Kinesiology  
(Formerly Physical Education)**



**Submitted Spring 2007**

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## Program Review Team Members and Approvals

Program Review Team Chair:

**Jan Duquette**

Program Review Team Members:

**Nancy Bessette  
Brandee Craig  
Claire Elkins  
Jennifer Higginson  
Karen Jacobsen  
Dorothy Garant  
Sharon Haas**

**Mark Blethen  
Bill Brummel  
Steve Crapo  
Bill Cunerty  
Jack Hodges  
Sommer McCartney  
Mark McElroy**

Approvals:

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Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction

## Program Review Checklist

Date Completed	Action
Spring 2005	Contact Program Review Chair for orientation
Fall 2005	Form Program Review Team
Fall 2005	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2005	Solicit input from faculty and students
Fall 2005	Determine if additional research is needed
Spring 2006	Contact College Research Analyst if necessary
Fall 2006	Write Program Review report
Spring 2006	Submit report to Dean and Program Review Chair for approval
Spring 2006	Report submitted to Academic Senate for approval
Spring 2006	Report submitted to Office of Instruction for approval
Spring 2007	Report submitted to College President and the Office of Institutional Effectiveness
Spring 2007	Report posted to the IE web site
Spring 2007	Presentation to the Planning and Budget Committee

## **Section I: Program Overview**

### **A. The Mission of the Program and its Link to the College's Mission and Goals**

**Kinesiology provides a critical element in a comprehensive, well-balanced educational program. The learning opportunities offered in this area can be an essential factor to the optimum development of a student in all areas of life; physical, mental, emotional, and social. Kinesiology courses contribute significantly toward the achievement of desirable educational outcomes, such as transfer to four-year colleges and universities, and prepares students for successful outcomes through the means of physical activity and related experiences.**

**Saddleback College students enrolled in Kinesiology will have meaningful classes which satisfy the Life Skills requirement for General Education. Kinesiology 107 – Survey and Assessment of Fitness will provide the one unit necessary for the General Education Requirement towards the Associate of Arts, and Associate in Science Degree. The Kinesiology Department offers a wide variety of courses in the areas of Aquatics, Combative Skills, Fitness, Individual Sports, Team Sports, and Training and Theory.**

### **B. Historical Background and Unique Characteristics of the Program**

**Kinesiology, formerly known as Physical Education, has grown in many positive ways since the first courses were offered when Saddleback College opened in 1968. The prime focus in the discipline of Kinesiology (the study of movement), is on the holistic development of each student. Kinesiology goals in the following areas include the three domains of learning experiences; psychomotor, cognitive, and affective.**

- **Understanding of Kinesiology, focusing on guiding students in how to learn, understand and apply physical and mechanical principles, to develop and maintain a level of fitness appropriate to the students' changing needs. Knowledge bases for the curriculum in this area include Introduction to Kinesiology and Fundamentals of Human Movement**
- **Fitness for Life, helps students develop positive self-esteem and form a realistic personal body image, to understand physical and emotional growth, accept personal qualities, capabilities and**

limitations in themselves and others to achieve individual excellence. The knowledge bases for the curriculum include; Lifetime Fitness, Survey and Fitness Assessment, and a multitude of other Fitness courses.

- Social Development and Interaction through courses in Kinesiology helps students develop the skills needed to participate with others in a productive, healthy manner, not only in class, but in all areas of social interaction. Students develop and demonstrate the skill needed for leadership, teamwork, critical thinking, controlling aggression, and cooperating in a group effort to achieve a common goal. Knowledge bases for curriculum in this area include; Aquatics, Combative Skills, Individual and Team Sports, and Training and Theory courses.
- Assessment of Fitness is an essential requirement for the General Education course of study. Every student at Saddleback College is assessed on all components of fitness; Cardiovascular Endurance, Flexibility, Body Composition, Muscle Strength/Endurance, Skill-Related Fitness and Aquatic Ability. Also included in this course are the aspects of Fitness Screening (including risk factors for heart disease), Lifestyle, Nutrition, Stress Management, and Fitness for Life. To profit from the benefits of exercise and movement, and to develop essential skills in physical activities suitable for lifelong participation, students will complete an 8 week course in KNES 107 Fitness Assessment.
- Department Title, Degree and Certificate Programs include the new name in 2006 to Kinesiology. Majors may now focus in one of five areas; 1) Sports Medicine, 2) Kinesiology, 3) Physical Education, 4) Sports Management, and 5) Health, Fitness, and Nutrition.

### **C. Progress Since the Last Program Review**

**The last program review was addressed in 1991. Therefore, in the past 15 years numerous changes have taken place. For a five year period, Physical Education and Athletics, was combined with Fine Arts, as one huge Division. Funding was cut in half, administrative problems existed, faculty, staff, and students were not served. Fortunately, in 2005 the Divisions were separated, and all areas have been much improved for the ultimate benefit of the students.**

**Funding and budgets have been restored to a manageable amount. A new Lifetime Fitness Center in the 600 building was opened on campus. This facility includes a lecture area which was critically needed. A Gaucho Strength Center was renovated from the old racquetball courts. Athletic fields for team sports have been improved. Full time faculty replacements have been filled and Kinesiology now has 14 full time instructors (7/7).**

#### **D. Current Strengths, Opportunities, and Challenges**

**The Kinesiology Department at Saddleback College is a leading example of outstanding academic instructors who are highly specialized in specific areas, and are exceptional educators.**

**Aquatics courses have become increasingly popular, and can be attributed to the aquatics coordinator, who also serves as the swimming and water polo team coordinator. We have also added several associate faculty aquatics instructors who are knowledgeable and enthusiastic and are able to motivate their students and improve their performance.**

**In an effort to meet student needs, a variety of fitness courses are offered, one of the most popular courses is KNES 67, Lifetime Fitness. KNES 67 is an open access class and allows students flexibility in their schedule. Other popular course offerings include; Bowling, Cardio Kickboxing, Pilates Conditioning, Surfing, and Power Yoga. These classes usually close and are taught by both full and part time instructors.**

**Students now may use various classrooms which have been upgraded with new equipment and technology; such as the Gaucho Strength Center and the Lifetime Fitness Center. All classrooms are internet ready, and many have computer projection systems installed to offer state of the art technology using Power Point presentations, and options for teaching live with internet capabilities.**

**All faculty and staff have computers in their offices, and have received in-service training in various software programs including; Excel, Word, Power Point, Blackboard, and My Site. Every faculty member is required to submit grades online, and must use APC Codes to allow late adds in closed classes. Email is used daily, and new printers, and duplicating machines has taken instruction and communication with students to a higher level. Many instructors have their own website, and students can retrieve information such as course syllabi, grading, assignments, and more at anytime.**

**Due to budget limitations, teaching facilities, such as the tennis courts, practice fields, and classrooms have not received adequate instructional upgrades. The facilities in the Kinesiology Department make up a large percentage of the campus and are constantly on display to the community through athletic contests and the community education program.**

## Section II: Review Report

### A. Faculty and Staff

The Kinesiology Organizational Chart in Section IV A. illustrates the current faculty and staff profile. There are 14 full time certificated faculty, 7 women, and 7 men. One 60% faculty member teaching Dance and Fitness courses. Approximately 20+ part time associate faculty members complete the instructors in Kinesiology. (Aquatics with 3; Combative Skills with 4; Fitness with 8; Individual Sports with 4, and Team Sports with 3)

There are 8 classified staff members: Two Administrative Assistants (1 for Kinesiology Division, and 1 for Athletics); Two Athletic Trainers; Three Equipment Staff, and One Sports Information Officer.

### B. Curriculum and Instruction

Curriculum has been completely changed from Course ID of PE to KNES to reflect the current trends in this discipline, and to align with major studies at four year colleges and universities. Nearly 100+ courses were taken to curriculum for revisions, title changes, and Title V updates in Fall 2005.

New and revised courses approved in the past 5 years include: Cardio Kickboxing, Bowling, Cycling/Spinning, Muscle Toning for Women, Surfing, Power Yoga, Fundamentals of Human Movement, Methods of Teaching Golf, Pilates Conditioning, Lifetime Fitness, Walking for Fitness and Mental Skills for Sports for Sports Performance.

The new edition to the General Education Requirement, which was a one unit offering of Survey and Assessment of Fitness, in 1993 has had the most positive impact on our Division. Students have many positive comments about taking this class and how it has changed their lifestyles for the better. Many have stopped smoking, and began an exercise program for life, and have gained knowledge about components of fitness and how to plan a sensible workout.

In the Fall of 2005 the AA degree in kinesiology was updated to align itself with other degrees in the kinesiology. Required courses were outlined in the major with the emphasis on the Associated of Arts Degree. The Saddleback College Kinesiology courses have been articulated with the University of California and the California State University systems.

### **C. Student Success**

**Students taking classes in Kinesiology have a variety of fitness courses to choose from. Classes are offered 6 days a week, some beginning at 6:30 AM until 10 PM at night to accommodate those that work 8-5 jobs, and Saturday classes also are very successful.**

**Lifetime Fitness (KNES 67) has been a positive improvement for students to have the option of open access during any of the class offerings in a newly equipped fitness center in building 600.**

**In April 2006, the Board of Trustees approved a Lifetime Fitness membership for those interested in purchasing a semester or year pass to work out during exclusive hours; early morning, noon, evenings, and Saturdays.**

**Students have earned their AA Degrees at Saddleback College with Certificates in Kinesiology (formerly Physical Education), and transferred to many four year institutions. Scholarships have been awarded to many students in our Kinesiology program.**

**The dynamic learning environment in Kinesiology, enables students to enjoy a comprehensive, broad range of high-quality courses to enable students to pursue their educational objectives and career goals. Students may begin classes in Kinesiology at a beginning level and progress to Advanced in many skill oriented courses.**

### **D. Facilities, Technical Infrastructure, and Resources**

**Kinesiology has the largest instructional area at Saddleback College. There are 8 Tennis Courts, 2 Swimming Pools (1 competitive and 1 shallow), Baseball Field, 2 Softball Fields, 1 Football Field and Track, 1 multi purpose practice field, 1 Gaucho Strength Center, 1 Lifetime Fitness Center (600), Locker rooms/Equipment/Sports Medicine (100), Gymnasium/Foyer (200), 1 Classroom, 1 Combative room, 1 Weight room, 1 Rhythmic Activities room (300), Golf Driving Range with 4 offices and lecture room (500), and Kinesiology and Athletics Building (400), for faculty and staff offices, and a conference room**

**All classrooms are equipped with computer/internet connections. There are adequate resources to support the instruction currently.**

### **E. Service, Community Outreach, and Economic Development**

**Senior Day is helpful to students during the Spring, and the Saddleback website, My Site, and message boards are great!**

## **Section III: Needs Assessment**

### **A. Human Resource Needs**

**The staff in human resources has been helpful during the Search Committees meetings to find new, full time, faculty and staff. Most of our hiring process experiences have been positive and successful.**

### **B. Instructional Needs**

**During the next 5 years there will be approximately 5+ full time faculty retiring. It is IMPERATIVE to replace these certificated positions! Most of our instructors In the Division of Kinesiology and Athletics have a 55% coaching assignment, along with their teaching assignment at least one semester, and some have a coaching assignment for both Fall and Spring semesters.**

**There are very few faculty who do not have coaching assignments, and they are the same few that serve on most of the college committees, year after year. When the full time instructor, who serves as Department Chairperson retires, it will be ESSENTIAL to hire someone in Kinesiology with extensive background in Kinesiology (BA and MA), with emphasis on curriculum and instruction. The time involved for submitting curriculum, creating schedules Fall, Spring, and Summer, evaluating part time faculty, and keeping up with budget/instructional needs is a full time job in itself.**

**Also needed are at least one more full time classified staff to work in the office with budget and accounting for this huge Division needs with Kinesiology and Athletics (19 sports).**

### **C. Research Needs**

**Saddleback College has a full time Research and Planning Analyst. This is an excellent resource for researching statistical data related to any aspect of programs, student tracking, success, etc.**

### **D. Technical, Equipment and Other Resource Needs**

**Equipment needs to be upgraded which would involve a increase in our current budget. Repair of all the equipment should also be increased to accommodate the needs of the Gaucho Strength Center, the Lifetime Fitness Center, and the Weight Room alone.**

**OSH has been adequate, but there always exists a need for more every year when we offer new courses, and have more sections which are in demand by the students, such as Health courses, Yoga courses, and Fitness Assessment courses for the GE Requirement.**

**Desks in the offices which are ergonomically correct should be a priority, since all staff have computers. Most desks are the originally ones in the offices, since 1968. Also needed are more printers; pool area, football offices, and golf building.**

**Budgets should be increased at least 15% to adjust for inflation and purchase more needed equipment for the classrooms and students.**

#### **E. Facilities Needs**

**Critical is a new soccer field. The master plan does include this, but it is years away. The east practice field is truly unsafe for students with uneven playing surfaces, and not maintained.**

**Converting part of the men's locker room/team room would accommodate fitness classes which need more space.**

**We need additional lecture space to accommodate more Health sections, Training and Theory classes, and Special Topics classes.**

**Classrooms are not maintained. The student survey showed that most students are disgusted with the lack of cleanliness, and trash that is not picked up on a daily basis. Most rooms are cleaned ONLY when work orders are submitted.**

**Problems with the HVAC system (cooling/heating) continues to be a problem. Temperatures in the 300, 400, and 600 building are never consistent and are the chief complaint of students and faculty.**

#### **F. Marketing and Outreach Needs**

**Kinesiology does a great job with marketing its programs and classes. Many instructors have their own website, and computers enable faculty to communicate with students and the community via the internet. The student message board on the entry way to Saddleback College has helped students be aware of many events on campus. Saddleback does a good job with outreach information.**

## Section IV: Appendices

### A. Program Organizational Chart

#### PHYSICAL EDUCATION DEPARTMENT

#### ADMINISTRATIVE DEAN, TONY LIPOLD

##### Classified Staff

Senior Adm. Assistant - Maggie Cheng

Athletics-Administrative Assistant - Jess Perez

Equipment Personnel

Jim Fagan

Efren Malagon

Kathleen Brennan

Sports Information Officer - Jerry Hannula

Athletic Trainers - Brad McReynolds and Debbie Kerr

Academic Department Chair - Jan Duquette

##### Full-time Certificated Faculty

Nancy Bessette

Mark Blethen

Brandee Craig

Bill Brummel

Jan Duquette

Steve Crapo

Claire Elkins

Bill Cunerty

Dorothy Garant

Jack Hodges

Sharon Haas (60%)

Sommer McCartney

Jennifer Higginson

Mark McElroy

Karen Jacobsen

## B. Five-Year Program Staffing Profile

<b>POSITION</b>	2001	2002	2003	2004	2005	Change
<b>Administration</b>	2	2	2	2	1	50%
<b>Classified FT</b>	6	6	6	6	6	0
<b>Classified PT</b>	0	0	0	0	0	0
<b>FT Faculty</b>	12	12	12	13	14	20%
<b>PT Faculty</b>	20	20	20	20	22	20%

C. SLO Assessment Forms

**PHYSICAL EDUCATION**  
**September 2006**

I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results
<p><b>SC Goal:</b> Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.</p> <p><b>Kinesiology Goal:</b> Kinesiology provides students with a variety of physical activity classes to ensure lifelong fitness, an essential factor for student development in all areas of life.</p>	<p>1. Students will demonstrate improvement in various components of fitness.</p> <p>2. Students will demonstrate cognitive knowledge of fitness terminology and training in a specific subject area.</p>	<p>1. By the end of the semester 70% of students will improve on post fitness tests as compared to pre test.</p> <p>2. 70% of students will correctly answer embedded questions on a written exam in the specific subject area.</p>	<p>1. On the post fitness test 75% of the students recorded improvement.</p> <p>2. 80% of the students scored 70% or higher on the embedded questions on the written exam.</p>

I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results
	<p>3. Students will correctly perform the skills or strategy for a particular fitness activity or sport.</p>	<p>3. 70% of students will correctly perform a learned skill or strategy.</p>	<p>3. 78% of students in the team sports classes demonstrated improvement on skills executed.</p>

<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>Expanded Statement of Institutional Purpose</b>	<b>Program Student Learning Outcomes</b>	<b>Assessment Method and Criteria for Success</b>	<b>Assessment Results</b>

I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results

**D. Data Sets**

**PE  
Program Review Data Set  
September 2006  
PE  
Program Review Data Set**

The following pages include:

1. **Course Section Count**
2. **C1 & End of Term Headcount**
3. **Overview of Courses, Grades, Success/Retention**
4. **Course Grades, Success/Retention**
5. **PE Program Students' Duplicated Headcount**
  - a. **Gender**
  - b. **Zip Code**
  - c. **Age Groups**
  - d. **Ethnicity**
  - e. **Educational Goal**

**Data Source: SOCCCD Management Information System (MIS) Data  
Warehouse September 2006  
Prepared by Denice Inciong, Research and Planning Analyst, Saddleback  
College**

# Course Section Count

## PE Courses Course and Section Count by Term and Year

	Fall					Summer						2001	2002
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006		
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
PE 1	4	4	1	2	1	0	2	1	3	1	1	5	
PE 2	3	4	4	4	6	0	0	0	0	0	0	0	
PE 3	4	4	1	1	1	0	2	1	3	1	1	5	
PE 4	6	5	4	4	3	1	2	1	1	2	1	5	
PE 5	4	5	3	5	6	2	2	2	3	5	2	7	
PE 6	9	13	14	15	20	3	6	3	5	7	5	5	
PE 7	2	3	3	3	3	0	0	1	1	1	1	3	
PE 8	1	1	1	1	1	1	1	1	1	1	1	1	
PE 9	1	2	2	3	3	0	0	0	0	0	0	0	
PE 11	0	0	0	0	0	0	0	0	0	0	0	1	
PE 12	0	0	0	0	0	0	0	0	0	0	0	1	
PE 13	0	0	0	0	0	0	0	0	0	0	0	0	
PE 17	0	0	0	0	0	0	0	0	0	1	1	0	
PE 18	0	0	0	0	0	0	0	0	0	1	1	0	
PE 19	0	0	1	3	2	0	0	0	1	2	2	0	
PE 20	8	7	7	7	6	3	2	0	4	4	6	10	
Total	42	48	41	48	52	10	17	10	22	26	22	43	

**PE Courses  
Course and Section Count by Term and Year**

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	
PE 21	8	7	7	7	6	1	1	0	1	2	3	13
PE 22	3	2	1	1	1	2	2	3	1	1	1	3
PE 23	2	2	3	3	2	2	0	2	0	1	1	1
PE 24	3	3	4	4	4	2	2	2	2	2	2	4
PE 25	4	4	4	4	4	1	1	2	2	2	2	4
PE 26	1	1	1	1	1	3	3	0	0	2	1	0
PE 27	2	2	2	2	3	0	0	0	0	1	1	0
PE 28	8	10	12	13	11	2	1	2	3	3	3	7
PE 29	3	3	3	3	2	1	1	0	1	1	2	2
PE 30	1	1	2	2	2	0	0	0	0	0	0	0
PE 31	0	2	2	2	2	0	0	1	0	0	1	0
PE 33	0	1	1	2	2	0	0	0	0	0	0	0
PE 34	0	1	1	2	2	0	0	0	0	0	0	0
PE 35	0	1	1	1	1	0	0	0	0	0	0	0
PE 36	0	1	1	1	1	0	0	0	0	0	0	0
Total	35	41	45	48	44	14	11	12	10	15	17	34

**PE Courses**  
**Course and Section Count by Term and Year**

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	
PE 40	0	0	1	1	1	0	0	0	0	0	0	0
PE 41	1	1	1	3	3	1	1	1	1	2	2	2
PE 42	3	4	4	9	7	1	1	1	3	4	4	3
PE 43	1	2	4	6	5	0	0	0	2	3	3	1
PE 44	1	2	4	9	8	1	2	2	3	5	5	1
PE 45	0	0	0	1	0	1	1	1	1	1	1	0
PE 50	0	0	1	1	1	0	0	0	1	0	1	0
PE 65	0	0	2	2	5	0	0	0	1	1	1	0
PE 67	0	0	0	8	7	0	0	0	0	1	0	0
PE 70	1	1	1	1	2	2	2	2	2	3	2	2
PE 71	1	1	2	2	2	2	2	2	3	2	2	2
PE 72	1	1	1	1	1	1	1	1	1	2	1	0
PE 73	1	0	0	1	0	1	1	1	2	2	1	2
PE 74	1	1	1	1	1	1	0	0	1	1	1	1
PE 75	1	1	1	1	1	0	0	0	0	0	0	0
<b>Total</b>	12	14	23	47	44	11	11	11	21	27	24	14

**PE Courses**  
**Course and Section Count by Term and Year**

	Fall					Summer						2001	2002
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006		
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count		
PE 76	2	1	1	1	1	0	0	0	0	0	0	1	
PE 77	1	0	0	1	0	1	2	1	1	1	1	1	
PE 78	0	0	0	0	0	1	2	1	1	1	1	1	
PE 79	2	1	3	2	3	1	1	1	1	1	1	0	
PE 80	0	0	0	0	0	4	4	4	4	4	3	3	
PE 90	0	0	1	1	1	0	0	0	0	0	0	0	
PE 93	2	2	2	2	2	2	2	1	2	2	1	2	
PE 94	1	1	1	1	1	1	1	0	1	1	1	1	
PE 96	0	0	0	1	1	0	0	0	0	0	0	0	
PE 103	0	0	0	1	1	0	0	0	0	1	1	0	
PE 107	9	9	7	7	7	2	4	3	4	3	4	12	
PPE 1	0	0	0	0	1	0	0	0	0	0	0	1	
PPE 2	0	0	0	0	0	0	0	0	0	1	0	0	
PPE 3	0	0	0	0	0	0	0	0	0	0	0	1	
PPE 4	0	0	0	1	1	0	0	0	0	0	0	1	
PPE 101	1	1	1	1	2	0	0	0	0	0	0	0	
PPE 105	0	2	1	1	1	0	1	1	1	0	0	0	
PPE 117	1	1	2	1	1	0	0	0	0	0	0	1	
<b>Total</b>	<b>19</b>	<b>18</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>12</b>	<b>17</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>25</b>	

# C1 Headcount

**PE Courses  
C1 Headcount by Course/Term/Year**

	Fall					Summer						2001	2002	
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006			
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
PE 1	68	61	13	9	13	.	43	11	31	27	18	55		
PE 2	100	106	104	131	131	.	.	.	.	.	.	.	.	.
PE 3	57	50	20	11	15	.	40	22	34	15	11	62		
PE 4	160	124	69	110	87	34	63	35	26	33	20	109		
PE 5	79	67	54	65	55	97	79	100	110	129	86	157		
PE 6	184	170	176	225	242	32	42	48	54	64	43	132		
PE 7	69	101	94	81	62	.	.	18	22	16	20	73		
PE 8	29	21	26	18	35	31	34	10	15	10	40	19		
PE 9	23	73	80	91	73	.	.	.	.	.	.	.	.	.
PE 11	.	.	.	.	.	.	.	.	.	.	.	15		
PE 12	.	.	.	.	.	.	.	.	.	.	.	9		
PE 13	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PE 17	.	.	.	.	.	.	.	.	.	20	17	.		
PE 18	.	.	.	.	.	.	.	.	.	11	2	.		
PE 19	.	.	23	59	53	.	.	.	21	48	51	.		
PE 20	178	211	178	156	148	87	69	.	79	93	56	177		
<b>Total</b>	<b>947</b>	<b>984</b>	<b>837</b>	<b>956</b>	<b>914</b>	<b>281</b>	<b>370</b>	<b>244</b>	<b>392</b>	<b>466</b>	<b>364</b>	<b>808</b>		

**PE Courses  
C1 Headcount by Course/Term/Year**

	Fall					Summer						2001	2002
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006		
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
PE 21	68	59	63	65	64	20	8	.	21	9	26	133	
PE 22	72	61	22	22	14	40	41	59	12	19	15	46	
PE 23	33	26	50	58	51	18	.	15	.	21	15	14	
PE 24	59	79	68	96	91	33	27	45	61	69	61	71	
PE 25	44	67	41	32	28	14	20	33	15	17	13	50	
PE 26	11	14	16	8	4	24	41	.	.	10	12	.	
PE 27	20	21	26	26	31	.	.	.	.	8	7	.	
PE 28	392	443	387	454	341	87	42	65	113	85	72	325	
PE 29	104	94	80	100	61	0	15	.	38	21	32	71	
PE 30	15	11	13	6	14	.	.	.	.	.	.	.	
PE 31	.	53	65	64	55	.	.	26	.	.	28	.	
PE 33	.	19	34	45	39	.	.	.	.	.	.	.	
PE 34	.	14	4	8	8	.	.	.	.	.	.	.	
PE 35	.	9	20	15	12	.	.	.	.	.	.	.	
PE 36	.	13	9	8	9	.	.	.	.	.	.	.	
<b>Total</b>	<b>818</b>	<b>983</b>	<b>898</b>	<b>1007</b>	<b>822</b>	<b>236</b>	<b>194</b>	<b>243</b>	<b>260</b>	<b>259</b>	<b>281</b>	<b>710</b>	

**PE Courses  
C1 Headcount by Course/Term/Year**

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	
PE 40	.	.	30	28	25	.	.	.	.	.	.	.
PE 41	19	21	22	36	39	12	18	32	18	23	19	33
PE 42	46	78	82	99	74	14	15	22	35	64	57	39
PE 43	7	11	16	22	22	.	.	.	14	21	10	7
PE 44	30	40	78	111	96	46	94	47	59	52	38	28
PE 45	.	.	.	0	.	18	5	13	9	9	10	.
PE 50	.	.	18	14	21	.	.	.	19	.	6	.
PE 65	.	.	41	44	70	.	.	.	18	16	13	.
PE 67	.	.	.	172	134	.	.	.	.	22	.	.
PE 70	25	15	20	18	21	15	15	34	17	25	7	42
PE 71	16	10	30	28	20	12	3	11	25	15	16	27
PE 72	17	16	33	24	20	11	22	7	9	6	8	.
PE 73	19	.	.	17	.	11	22	29	26	25	27	24
PE 74	24	37	42	25	34	13	.	.	27	11	17	14
PE 75	18	17	17	19	15	.	.	.	.	.	.	.
<b>Total</b>	<b>221</b>	<b>245</b>	<b>429</b>	<b>657</b>	<b>591</b>	<b>152</b>	<b>194</b>	<b>195</b>	<b>276</b>	<b>289</b>	<b>228</b>	<b>214</b>

**PE Courses  
C1 Headcount by Course/Term/Year**

	Fall					Summer						2001	2002
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006		
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount		
PE 76	22	29	31	24	13	.	.	.	.	.	.	16	
PE 77	9	.	.	22	.	7	24	19	15	16	9	8	
PE 78	.	.	.	.	.	8	20	6	19	9	10	11	
PE 79	53	61	49	57	56	13	25	29	34	21	29	.	
PE 80	.	.	.	.	.	100	90	102	109	139	99	51	
PE 90	.	.	30	25	24	.	.	.	.	.	.	.	
PE 93	78	53	49	50	43	31	72	31	50	63	16	70	
PE 94	43	30	39	33	32	24	39	.	27	29	21	44	
PE 96	.	.	.	1	3	.	.	.	.	.	.	.	
PE 103	.	.	.	15	26	.	.	.	.	14	22	.	
PE 107	197	211	174	205	212	51	67	65	85	84	109	210	1
PPE 1	.	.	.	.	14	.	.	.	.	.	.	13	
PPE 2	.	.	.	.	.	.	.	.	.	0	.	.	
PPE 3	.	.	.	.	.	.	.	.	.	.	.	16	
PPE 4	.	.	.	13	18	.	.	.	.	.	.	39	
PPE 101	13	19	12	11	12	.	.	.	.	.	.	.	
PPE 105	.	48	22	32	21	.	28	31	23	.	.	.	
PPE 117	12	17	18	21	22	.	.	.	.	.	.	9	
<b>Total</b>	<b>427</b>	<b>468</b>	<b>424</b>	<b>509</b>	<b>496</b>	<b>234</b>	<b>365</b>	<b>283</b>	<b>362</b>	<b>375</b>	<b>315</b>	<b>487</b>	<b>4</b>

# End of Term Headcount

## PE Courses End of Term Enrollment by Course/Term/Year

	Fall					Summer						2001	2002
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006		
End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
PE 1	69	61	13	13	13	0	45	11	35	27	18	55	
PE 2	102	108	105	131	140	0	0	0	0	0	0	0	
PE 3	59	50	20	11	15	0	42	22	37	15	12	62	
PE 4	163	125	73	112	87	35	63	37	27	36	22	109	
PE 5	84	68	55	97	94	98	84	107	111	134	86	157	
PE 6	207	203	184	228	245	45	48	50	55	66	56	134	
PE 7	72	105	94	83	63	0	0	18	22	16	20	73	
PE 8	29	21	26	19	35	31	36	10	15	10	40	19	
PE 9	23	74	81	92	73	0	0	0	0	0	0	0	
PE 11	0	0	0	0	0	0	0	0	0	0	0	15	
PE 12	0	0	0	0	0	0	0	0	0	0	0	9	
PE 13	0	0	0	0	0	0	0	0	0	0	0	0	
PE 17	0	0	0	0	0	0	0	0	0	20	17	0	
PE 18	0	0	0	0	0	0	0	0	0	11	2	0	
PE 19	0	0	23	59	53	0	0	0	21	48	51	0	
PE 20	181	212	183	159	149	99	72	0	87	93	62	177	
Total	989	1027	857	1004	967	308	390	255	410	476	386	810	

**PE Courses  
End of Term Enrollment by Course/Term/Year**

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
PE 21	70	59	63	65	64	22	8	0	21	11	26	134
PE 22	74	63	22	22	14	40	43	65	18	20	15	46
PE 23	33	26	53	59	51	23	0	15	0	21	16	14
PE 24	61	80	71	96	91	37	28	47	63	69	62	71
PE 25	46	69	42	32	28	16	22	34	18	17	13	50
PE 26	11	14	16	8	4	38	44	0	0	15	13	0
PE 27	20	23	26	27	35	0	0	0	0	8	7	0
PE 28	407	455	394	458	344	96	42	68	113	86	72	349
PE 29	104	95	86	102	61	11	29	0	40	21	32	71
PE 30	17	11	17	15	23	0	0	0	0	0	0	0
PE 31	0	54	66	65	55	0	0	28	0	0	28	0
PE 33	0	20	34	45	40	0	0	0	0	0	0	0
PE 34	0	15	5	8	8	0	0	0	0	0	0	0
PE 35	0	9	20	15	12	0	0	0	0	0	0	0
PE 36	0	14	9	8	9	0	0	0	0	0	0	0
<b>Total</b>	<b>843</b>	<b>1007</b>	<b>924</b>	<b>1025</b>	<b>839</b>	<b>283</b>	<b>216</b>	<b>257</b>	<b>273</b>	<b>268</b>	<b>284</b>	<b>735</b>

**PE Courses**  
**End of Term Enrollment by Course/Term/Year**

	Fall					Summer						2001	2002
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006		
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
PE 40	0	0	30	28	25	0	0	0	0	0	0	0	0
PE 41	19	21	22	36	39	12	18	32	18	23	20	33	
PE 42	47	80	83	102	74	14	15	22	37	64	57	39	
PE 43	7	11	19	22	22	0	0	0	14	21	10	8	
PE 44	31	42	78	112	96	47	95	47	59	52	38	28	
PE 45	0	0	0	1	0	21	6	13	9	9	10	0	
PE 50	0	0	18	14	22	0	0	0	19	0	6	0	
PE 65	0	0	42	44	72	0	0	0	18	16	13	0	
PE 67	0	0	0	173	135	0	0	0	0	22	0	0	
PE 70	25	15	20	18	21	19	18	34	17	28	7	43	
PE 71	16	10	31	29	20	16	5	11	29	16	16	28	
PE 72	17	17	33	25	20	12	24	7	9	7	8	0	
PE 73	19	0	0	18	0	11	22	32	30	27	27	24	
PE 74	31	38	46	25	35	18	0	0	27	13	18	14	
PE 75	19	17	17	19	15	0	0	0	0	0	0	0	
Total	231	251	439	666	596	170	203	198	286	298	230	217	

**PE Courses  
End of Term Enrollment by Course/Term/Year**

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	
PE 76	23	31	31	24	15	0	0	0	0	0	0	16
PE 77	9	0	0	22	0	7	24	19	19	16	9	8
PE 78	0	0	0	0	0	8	21	8	20	9	10	11
PE 79	53	63	55	63	58	26	30	29	38	27	29	0
PE 80	0	0	0	0	0	104	104	123	119	147	107	53
PE 90	0	0	30	25	24	0	0	0	0	0	0	0
PE 93	81	54	49	50	45	41	79	32	52	63	17	71
PE 94	43	31	40	33	32	24	39	0	28	29	21	45
PE 96	0	0	0	1	3	0	0	0	0	0	0	0
PE 103	0	0	0	17	28	0	0	0	0	14	22	0
PE 107	206	223	175	217	215	70	89	72	96	94	120	220
PPE 1	0	0	0	0	14	0	0	0	0	0	0	13
PPE 2	0	0	0	0	0	0	0	0	0	1	0	0
PPE 3	0	0	0	0	0	0	0	0	0	0	0	16
PPE 4	0	0	0	19	18	0	0	0	0	0	0	39
PPE 101	13	19	14	12	17	0	0	0	0	0	0	0
PPE 105	0	50	22	32	21	0	31	33	27	0	0	0
PPE 117	12	17	19	21	22	0	0	0	0	0	0	9
Total	440	488	435	536	512	280	417	316	399	400	335	501

# Summary of Courses, Grades, Success/Retention

## PE Courses Summary of All Courses by Grade/Success/Retention

		Grades								
		A	B	C	CR	D	F	I	NC	W
		Count	Count	Count	Count	Count	Count	Count	Count	Count
2001	Spring	1210	249	124	67	28	77	2	15	384
	Summer	707	54	41	45	10	19	0	15	85
	Fall	1450	192	104	104	30	41	0	20	381
2002	Spring	1449	190	132	148	35	67	11	34	279
	Summer	857	67	36	46	4	34	1	20	69
	Fall	1560	231	164	140	38	70	2	40	312
2003	Spring	1480	272	158	146	39	98	9	27	310
	Summer	741	65	28	33	9	39	2	17	30
	Fall	1569	215	135	120	44	94	5	42	261
2004	Spring	1692	231	149	207	46	103	8	56	274
	Summer	873	85	45	137	9	53	1	24	65
	Fall	1743	226	114	362	30	100	1	62	391
2005	Spring	1620	231	133	359	63	96	10	118	180
	Summer	990	59	44	155	11	22	4	20	68
	Fall	1640	200	151	288	43	85	3	67	246
2006	Spring	1544	214	137	322	45	91	7	70	242
	Summer	800	48	31	130	14	28	0	24	57

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (NC, W, I, XX).

**PE Courses  
Gender by Year/Term  
Duplicated Headcount**

		F		M		X		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	1100	48.6%	1162	51.3%	1	.0%	2263	100.0%
	Summer	514	49.4%	527	50.6%	0	.0%	1041	100.0%
	Fall	1315	52.5%	1187	47.4%	1	.0%	2503	100.0%
2002	Spring	1290	52.2%	1179	47.7%	1	.0%	2470	100.0%
	Summer	649	52.9%	575	46.9%	2	.2%	1226	100.0%
	Fall	1496	53.9%	1277	46.1%	0	.0%	2773	100.0%
2003	Spring	1478	54.7%	1223	45.2%	3	.1%	2704	100.0%
	Summer	466	45.4%	559	54.5%	1	.1%	1026	100.0%
	Fall	1486	56.0%	1168	44.0%	1	.0%	2655	100.0%
2004	Spring	1610	55.2%	1301	44.6%	4	.1%	2915	100.0%
	Summer	668	48.8%	699	51.1%	1	.1%	1368	100.0%
	Fall	1767	54.7%	1464	45.3%	0	.0%	3231	100.0%
2005	Spring	1632	55.0%	1334	44.9%	2	.1%	2968	100.0%
	Summer	708	49.1%	733	50.8%	1	.1%	1442	100.0%
	Fall	1544	53.0%	1370	47.0%	0	.0%	2914	100.0%
2006	Spring	1559	56.0%	1224	44.0%	0	.0%	2783	100.0%
	Summer	668	54.1%	567	45.9%	0	.0%	1235	100.0%

**PE Courses by Zip Code  
Duplicated Headcount**

		Saddleback Zip		Irvine Zip		Out of District or Missing		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	1980	87.5%	63	2.8%	220	9.7%	2263	100.0%
	Summer	885	85.0%	35	3.4%	121	11.6%	1041	100.0%
	Fall	2113	84.4%	76	3.0%	314	12.5%	2503	100.0%
2002	Spring	2115	85.6%	62	2.5%	293	11.9%	2470	100.0%
	Summer	1057	86.2%	54	4.4%	115	9.4%	1226	100.0%
	Fall	2346	84.6%	119	4.3%	308	11.1%	2773	100.0%
2003	Spring	2297	84.9%	141	5.2%	266	9.8%	2704	100.0%
	Summer	811	79.0%	61	5.9%	154	15.0%	1026	100.0%
	Fall	2194	82.6%	109	4.1%	352	13.3%	2655	100.0%
2004	Spring	2468	84.7%	129	4.4%	318	10.9%	2915	100.0%
	Summer	1124	82.2%	66	4.8%	178	13.0%	1368	100.0%
	Fall	2715	84.0%	119	3.7%	397	12.3%	3231	100.0%
2005	Spring	2543	85.7%	97	3.3%	328	11.1%	2968	100.0%
	Summer	1133	78.6%	81	5.6%	228	15.8%	1442	100.0%
	Fall	2428	83.3%	91	3.1%	395	13.6%	2914	100.0%
2006	Spring	2350	84.4%	66	2.4%	367	13.2%	2783	100.0%
	Summer	989	80.1%	40	3.2%	206	16.7%	1235	100.0%

**PE Courses  
Age Group Distribution by Year/Term  
Duplicated Headcount**

		Age Groups											
		Below 17		18-21		22-25		26-35		36-50		51-65	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	44	1.9%	966	42.7%	272	12.0%	352	15.6%	417	18.4%	167	7.4%
	Summer	51	4.9%	450	43.2%	111	10.7%	142	13.6%	156	15.0%	98	9.4%
	Fall	63	2.5%	1108	44.3%	301	12.0%	362	14.5%	432	17.3%	193	7.7%
2002	Spring	51	2.1%	1054	42.7%	309	12.5%	338	13.7%	444	18.0%	212	8.6%
	Summer	70	5.7%	480	39.2%	178	14.5%	184	15.0%	192	15.7%	89	7.3%
	Fall	67	2.4%	1276	46.0%	341	12.3%	394	14.2%	436	15.7%	206	7.4%
2003	Spring	78	2.9%	1216	45.0%	349	12.9%	380	14.1%	445	16.5%	185	6.8%
	Summer	77	7.5%	456	44.4%	106	10.3%	132	12.9%	152	14.8%	77	7.5%
	Fall	127	4.8%	1200	45.2%	315	11.9%	364	13.7%	419	15.8%	192	7.2%
2004	Spring	10	.3%	1401	48.1%	359	12.3%	405	13.9%	459	15.7%	239	8.2%
	Summer	43	3.1%	578	42.3%	181	13.2%	218	15.9%	207	15.1%	113	8.3%
	Fall	51	1.6%	1426	44.1%	435	13.5%	424	13.1%	535	16.6%	291	9.0%
2005	Spring	14	.5%	1318	44.4%	390	13.1%	401	13.5%	492	16.6%	276	9.3%
	Summer	42	2.9%	614	42.6%	185	12.8%	217	15.0%	208	14.4%	134	9.3%
	Fall	37	1.3%	1430	49.1%	377	12.9%	341	11.7%	402	13.8%	251	8.6%
2006	Spring	18	.6%	1298	46.6%	392	14.1%	338	12.1%	421	15.1%	237	8.5%
	Summer	24	1.9%	535	43.3%	189	15.3%	158	12.8%	180	14.6%	125	10.1%

**PE Courses  
Ethnicity by Year/Term  
Duplicated Headcount**

		Ethnic Groups												
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2001	Spring	228	10.1%	69	3.0%	310	13.7%	18	.8%	28	1.2%	32	1.4%	1399
	Summer	106	10.2%	44	4.2%	125	12.0%	13	1.2%	12	1.2%	10	1.0%	641
	Fall	198	7.9%	103	4.1%	315	12.6%	17	.7%	44	1.8%	46	1.8%	1585
2002	Spring	226	9.1%	97	3.9%	308	12.5%	20	.8%	30	1.2%	22	.9%	1561
	Summer	94	7.7%	63	5.1%	163	13.3%	12	1.0%	24	2.0%	9	.7%	738
	Fall	269	9.7%	96	3.5%	373	13.5%	23	.8%	29	1.0%	23	.8%	1742
2003	Spring	273	10.1%	106	3.9%	350	12.9%	14	.5%	37	1.4%	19	.7%	1687
	Summer	92	9.0%	65	6.3%	146	14.2%	12	1.2%	17	1.7%	6	.6%	598
	Fall	267	10.1%	107	4.0%	313	11.8%	15	.6%	34	1.3%	23	.9%	1689
2004	Spring	276	9.5%	148	5.1%	374	12.8%	16	.5%	32	1.1%	27	.9%	1811
	Summer	145	10.6%	82	6.0%	208	15.2%	9	.7%	13	1.0%	11	.8%	772
	Fall	308	9.5%	130	4.0%	416	12.9%	26	.8%	44	1.4%	42	1.3%	2012
2005	Spring	310	10.4%	136	4.6%	357	12.0%	12	.4%	37	1.2%	25	.8%	1838
	Summer	131	9.1%	102	7.1%	217	15.0%	8	.6%	10	.7%	23	1.6%	824
	Fall	294	10.1%	159	5.5%	388	13.3%	19	.7%	37	1.3%	38	1.3%	1782
2006	Spring	246	8.8%	147	5.3%	380	13.7%	21	.8%	36	1.3%	32	1.1%	1732
	Summer	122	9.9%	103	8.3%	178	14.4%	13	1.1%	22	1.8%	19	1.5%	671

**PE Courses  
Educational Goals by Year/Term  
Duplicated Headcount**

	2001				2002				2003				2004			
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
AA/AS and transfer	493	21.8%	621	24.8%	528	21.4%	651	23.5%	725	26.8%	744	28.0%	833	28.6%	863	26.8%
Transfer w/o AA/AS	145	6.4%	171	6.8%	160	6.5%	172	6.2%	174	6.4%	179	6.7%	220	7.5%	243	7.5%
AA/AS w/o transfer	17	.8%	26	1.0%	23	.9%	14	.5%	25	.9%	27	1.0%	22	.8%	20	.7%
2-yr Voc. w/o transfer	47	2.1%	73	2.9%	48	1.9%	90	3.2%	79	2.9%	76	2.9%	92	3.2%	104	3.2%
Voc. certif. w/o transfer	165	7.3%	174	7.0%	187	7.6%	253	9.1%	236	8.7%	236	8.9%	289	9.9%	298	9.1%
Discover interests	138	6.1%	214	8.5%	175	7.1%	176	6.3%	155	5.7%	139	5.2%	153	5.2%	144	4.4%
Acquire job skills	197	8.7%	221	8.8%	218	8.8%	229	8.3%	219	8.1%	193	7.3%	228	7.8%	254	7.7%
Update job skills	93	4.1%	86	3.4%	88	3.6%	87	3.1%	78	2.9%	80	3.0%	80	2.7%	92	2.8%
Maintain cert. or lisc.	15	.7%	13	.5%	11	.4%	19	.7%	13	.5%	16	.6%	12	.4%	17	.5%
Ed. development	590	26.1%	570	22.8%	648	26.2%	562	20.3%	574	21.2%	543	20.5%	588	20.2%	712	22.2%
Basic Skills	20	.9%	26	1.0%	30	1.2%	63	2.3%	54	2.0%	55	2.1%	57	2.0%	84	2.6%
HS or GED	16	.7%	14	.6%	19	.8%	34	1.2%	44	1.6%	38	1.4%	1	.0%	4	.1%
Undecided	325	14.4%	292	11.7%	332	13.4%	420	15.1%	328	12.1%	327	12.3%	336	11.5%	392	12.0%
Unknown	2	.1%	2	.1%	3	.1%	3	.1%	0	.0%	2	.1%	4	.1%	4	.1%
<b>Total</b>	<b>2263</b>	<b>100.0%</b>	<b>2503</b>	<b>100.0%</b>	<b>2470</b>	<b>100.0%</b>	<b>2773</b>	<b>100.0%</b>	<b>2704</b>	<b>100.0%</b>	<b>2655</b>	<b>100.0%</b>	<b>2915</b>	<b>100.0%</b>	<b>3231</b>	<b>100.0%</b>

**E. Student Questionnaire**

**STUDENT SURVEY**

**Health, Physical Education, Recreation**

What is your Major?

- A. Health
- B. Recreation Management
- C. Physical Education/Kinesiology
- D. Other or Undeclared

Status at Saddleback College

- A. Part time student
- B. Full time student
- C. New student
- D. Returning student

How many PE classes have you taken at Saddleback?

- A. One
- B. Two – four
- C. Five or more
- D. None

What new courses would you like to see offered?

- A. Core Training or Functional Training
- B. Water Aerobics or Deep Water Exercise
- C. Beach Activities – Kayaking, etc.
- D. Other

What are some of the reasons for dropping classes:

- A. Work related
- B. Overloaded with academic classes
- C. Dissatisfied with instructor
- D. Other

Comments on locker rooms/showers, safety, security, air conditioning/heating, cleanliness of rooms or other areas:

## **Program Review – Student Questionnaire (500) Response Summary**

The majority of students answering these questions were undeclared in their majors, a mixture of both full and part time students, and taken at least one physical education class.

New classes suggested by students included: Core Training, Cross Training, Triathlon Training, Flag Football, Beach Activities (Kayaking, Rowing, Sailing), Equestrian, Dance Styles, and various martial arts (Jujitsu, Tae Kwon Do, etc.)

Reasons for dropping classes at Saddleback involved: Overloaded with academic classes; Work Related; Dissatisfied with Instructor; Class was not what they expected; Personal (bored, bad time, too difficult, driving distance, family, stress, medical, and immaturity); and Limits on Repeatibility.

LOCKER ROOMS: Most students do NOT use the locker room or showers, those who do, are mostly swimmers. Many do not know where they are. Some state they do not have time to use. Others prefer showering at home. Restrooms are dirty. Students do NOT like community showers. Need to improve cleanliness. Water temperature needs regulating.

SAFETY: In the women's locker rooms, students do NOT feel safe. Most anyone, male or female, may walk in at any time. There is no security. Students NEVER see an Attendant. (Top of door should be kept open). Women's locker room seems deserted and is uncomfortable being there alone.

FACILITIES: More AIR in PE 600 for Spin classes. Too HOT in the GYM. Ants. Most need CLEANING. Yoga Room (306) too COLD. Hard to concentrate when temperature is too HOT. Weight training room (307) too HOT. Mirrors are broken, unsafe, unstable (GYM). Gym floor dirty. Doors to Gym dirty. Bathroom doors in 300 building don't work. Showers unsanitary. Carpets not Clean in 304.

**CLEANLINESS:** 307 Floor is continually DIRTY. Most rooms in 300 building are horrible! Dirt can be seen and felt everywhere. All rooms need REGULAR CLEANING. Filthy, grimy, walls & mirrors dirty.

**CLASS DAYS/TIMES:** Most students prefer mornings. Others evenings. Days for most are MW and TR. Saturdays too.

**INSTRUCTORS:** Most students feel Kinesiology Instructors are Outstanding. Knowledgable, kind, helpful.

**DESIRED COURSES:** Team Bowling, Yoga for Kids, Archery, Foxtrot, Salsa, Ice Skating, Equestrian, Mountain Biking, Snowboarding, OPEN LAP TIME IN POOL, African Dance, Lacrosse, Fencing, Kendo, JuJitsu, Kung Fu, Tae Bo, Roller Hockey, Kayaking, Hiking, Racquetball, Hip Hop Dance.

## **COMMENTS**

- More Summer School classes
- More SS evening offerings of Health and PE 107
- No Heat in fitness classes (Except Yoga)
- PE should be more units to motivate lifelong fitness
- Turn OFF music in PE 600 – Lifetime Fitness Center
- Why doesn't MTVU televisions work in PE 600?
- Clean Classrooms
- Love that Saddleback offers PE to keep people healthy
- Clean Bathrooms – they smell
- Do NOT limit REPEATS in FITNESS classes
- Offer bowling Spring and Fall too
- Very pleased with Saddleback
- Clean --- Vacuum
- More evening options
- Nice to be able to make up missed classes