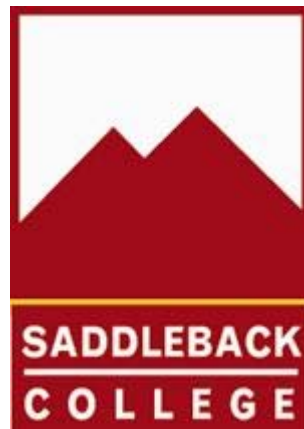


Saddleback College Program Review For Recreation



Submitted Fall 2007

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Program Review Team Members and Approvals

Program Review Team Chair:

Jan Duquette

Program Review Team Members:

Mark McElroy
Steve Crapo

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

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

Recreation offers students the opportunity to develop their learning specifically for a Recreation Administrator Major, and transfer to 4 year colleges with Outdoor Recreation emphasis. Character development is enhanced through classes such as REC 104 - Camping and Outdoor Education classes, and in Fall 2008 a new class, REC 100 – Introduction to Recreation. Students develop intellectual growth through completing these two 3.0 unit lecture courses. A follow up class, REC 102 – Recreation Planning and Leadership, will be offered in Spring 2009, which will include a dynamic and diverse learning environment for this major area.

B. Historical Background and Unique Characteristics of the Program

There have been 2 retired faculty which formerly instructed classes in the recreation area for 1) Camping, 2) Backpacking, and 3) Beach Activities. There were 2 classes offered years ago; Introduction to Recreation and also Recreation Fieldwork (Supervised). Only recently, were any courses offered in Recreation, and that one class REC 104 – Camping and Outdoor Education is offered in the Spring.

C. Progress Since the Last Program Review

1991 was the last program review completed, and it was very vague at best. Only 1 or 2 faculty participated in writing the report. Currently, input has been from 3 full time tenured faculty and has been extensively reviewed, including completion of the Student Learning Outcomes, which was submitted Spring 2007.

D. Current Strengths, Opportunities, and Challenges

Challenges have been that the Recreation area of our Division has been somewhat neglected, by not having all former lecture classes, and various activity classes offered. Last year at curriculum we proposed reactivating these former courses and should be on tract by offering these classes for transfer to four year colleges. One full time professor has excellent lecture experience and is willing to promote these core classes in the Recreation area and possibly develop a program for a certificate in Recreation if students desire.

Section II: Review Report

A. Faculty and Staff

At the writing of this program review there is only one full time instructor assigned to teach REC 104 – Camping and Outdoor Education classes. This instructor will also promote and offer additional classes alternating semesters: Fall – REC 100 Introduction to Recreation and in the Spring – REC 102 Recreation Planning and Leadership.

B. Curriculum and Instruction

Fall 2006 three new courses were approved to enhance the Recreation area of Kinesiology and Athletics Division:

- REC 100 – Introduction to Recreation
- REC 102 – Recreation Planning and Leadership
- REC 105 – Supervised Recreation Field Work

It is hoped that these courses will enhance students to enroll for transfer credit to four year colleges and universities. In addition, it is likely there will also be an Outdoor Recreation Certificate program developed, to articulate with other colleges. The following has been proposed:

Fall	REC 100 - Intro. To Recreation	3 Units
Spring	REC 102 – Recreation Planning and Leadership	3 Units
Summer	REC 105 – Supervised Field Work	3 Units
	HLT 2 – Responding to Emergencies/CPR	<u>1.5 Units</u>
		10.5 Units

Students must take 3 units of any of the following courses:

REC 104 – Camping and Outdoor Education	3 Units
KNES 33,34,35,36 – Surfing I, II, Int. Adv.	1 Unit
KNES 63 – Rock Climbing	1 Unit
KNES 68 – Walking for Fitness	1 Unit
KNES 69 – Trail Hiking	1 Unit
KNES 74 – Slow Pitch Softball	1 Unit
KNES 81 - Beach Volleyball	1 Unit

Total of 13 Units Required for Certificate
Other lower division transferable courses (SDSU)

Future proposed curriculum include:

- KNES 82 – Beach Activities
- KNES 83 – Ultimate Frisbee
- REC 106 – Camping and Our Surfing Environment

C. Student Success

There has not been tracking of student success or input in the last 15 years. This is one area which more emphasis should be placed.

D. Facilities, Technical Infrastructure, and Resources

Classrooms used for lecture are PE 304 and PE 600. These rooms need additional upgrades, such as fans in 600, blinds, carpet, and new desks in both rooms. Technology has been improved greatly over the past 15 years.

E. Service, Community Outreach, and Economic Development (optional)

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 from this Division. It is **IMPERATIVE** to replace these certificated faculty positions. Most of the instructors in the Division of PE/Kinesiology and Athletics have a 55% coaching assignment, along with their teaching assignment for at least one semester. Instructors who will be hired in the future should have some experience in the lecture area, especially in the Recreation area if possible.

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 the programs, student tracking, success, etc. Recreation statistics will need to be updated after the following year, 2008-2009, when the new courses in Recreation have been offered, to analyze the need for students.

D. Technical, Equipment and Other Resource Needs

The need to upgrade the current classrooms, 304, 501, and 600 will need to be accomplished in the next academic year. New desks for students, new instructor desks, which are computer friendly, and audio/visual needs should be fulfilled also. Technical support is also needed in these rooms.

E. Facilities Needs

Rooms needs to be modernized. In 304, new carpet, new desks, window blinds, instructors' desk. More lecture classroom space is need to accommodate more sections for Recreation courses. **CONVERT** Locker rooms to **LECTURE ROOMS**.

F. Marketing and Outreach Needs

Emphasis should be placed on marketing classes to the community and local recreation programs.

Section IV: Appendices

A. PE/Kinesiology and Athletics Organizational Chart

**Dean and Athletic Director
Tony Lipold**

Senior Administrative Asst.

Maggie Cheng

Admin. Asst. (Athletics)

Jess Perez

Athletics – Coaches

Baseball	Jack Hodges	Soccer	Brandee Craig
Basketball M	Bill Brummel	Softball/Golf W	Nick Trani
Basketball W	Fentriss Winn	Swimming M	Pat Higginson
Cross Country	Mark Blethen	Swimming W	Jennifer Higginson
Football	Mark McElroy	Tennis M	Alec Horton
Golf M	Mike Rae	Tennis W	Jay Amos
Volleyball	Carmen Stratton	Water Polo MW	Jennifer Higginson
Asst. Baseball	Sommer McCartney	Asst. Football	Steve Crapo

Equipment Specialists

Jim Fagen
Efren Malagon
Kathleen Brennan

Athletic Trainers

Brad McReynolds
Debbie Kerr

Dance, Health, Kinesiology, Recreation

Academic Chair

Jan Duquette

<u>Dance</u>	<u>Health</u>	<u>Kinesiology</u>	<u>Recreation</u>
Dorothy Garant	Nancy Bessette	Nancy Bessette	Mark McElroy
Sharon Haas	Mark Blethen	Mark Blethen	
	Claire Elkins	Bill Brummel	
	Karen Jacobsen	Brandee Craig	
	Sommer McCartney	Steve Crapo	
		Jan Duquette	
		Claire Elkins	
		Sharon Haas	
		Jennifer Higginson	
		Jack Hodges	
		Karen Jacobsen	
		Sommer McCartney	
		Mark McElroy	

B. Five-Year Program Staffing Profile

Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2002	2003	2004	2005	2006	
Administration	2	2	2	2	1	-50%
Bargaining Classified Staff FT	4	4	4	4	4	0
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT	1	1	1	1	1	0
Faculty PT						

C. SLO Assessment Forms

**RECREATION
May 2007**

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Re
<p>SC Goal: Provide access for the community to the educational, cultural, and recreational resources of the College.</p> <p>Recreation goal: Recreation courses provides students with self discovery and practical use of learned skills to explore a variety of experiences related to active and leisure activities.</p>	<p>1. Recreation students will be able to describe the lifelong benefits obtained by participating in recreation and outdoor activities.</p>	<p>1. 70% of the students in recreation will correctly answer the embedded questions on a written assignment.</p>	<p>1. Over 85% of the students retained in the recreation classes correctly answered questions on the written assignment.</p>	<p>1. Instructors wi the same teachi methods and co evaluate the stu progress in futur classes.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Res
	2. Students will describe various recreational sites available in Orange County.	2. 70% of the students in recreation courses will compile a journal or portfolio on recreation sites in Orange County.	2. 90% of the students in the recreation course compiled a journal on recreation sites in Orange County.	2. Instructor will encourage students to use the recreation sites in Orange County and participate in activities outside of class.

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Res
	3. Students will be able to plan and participate in recreational field trips	3. 70% of the students will pass a final exit exam with embedded questions pertaining to specific field trips.	3. 85% of the students completing the course successfully answered questions pertaining to specific field trips that were embedded in the final exit exam.	3. Retain the same teaching methods and continue to evaluate students progress in future classes.

D. Data Sets

Health and Recreation Program Review Data Set November 2006

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. **Health and Recreation 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 November 2006
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College**

Course Section Count

Health and Recreation Courses Course and Section Count by Term and Year

	Fall					Summer						2001	2002	2003
	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	Section Count
HLTH 1	10	10	10	8	9	1	2	2	4	4	3	9	9	
HLTH 2	2	2	0	0	2	0	0	0	0	0	0	2	2	
HLTH 3	1	2	2	2	3	1	1	0	0	0	0	1	2	
REC 104	0	0	0	0	0	0	0	0	0	0	0	0	1	
Total	13	14	12	10	14	2	3	2	4	4	3	12	14	

C1 Headcount

Health and Recreation Courses C1 Headcount by Course/Term/Year

	Fall					Summer						2001	2002	2003
	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
HLTH 1	309	317	298	280	304	41	74	59	116	100	84	244	246	
HLTH 2	53	54	.	.	47	.	.	.	.	.	.	45	49	
HLTH 3	15	56	69	60	45	27	24	.	.	.	.	30	54	
REC 104	.	.	.	.	.	.	.	.	.	.	.	.	0	
Total	377	427	367	340	396	68	98	59	116	100	84	319	349	

End of Term Headcount

Health and Recreation Courses End of Term Enrollment by Course/Term/Year

	Fall					Summer								
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	2001	2002	2003
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	End of Term Enrollment
HLTH 1	318	318	304	284	306	46	77	59	120	103	85	246	247	
HLTH 2	62	63	0	0	51	0	0	0	0	0	0	45	55	
HLTH 3	17	58	69	61	46	28	24	0	0	0	0	30	54	
REC 104	0	0	0	0	0	0	0	0	0	0	0	0	32	
Total	397	439	373	345	403	74	101	59	120	103	85	321	388	

Summary of Courses, Grades, Success/Retention

Health and Recreation Courses Summary of All Courses by Grade/Success/Retention

		Grades										
		A	B	C	CR	D	F	I	NC	W	XX	Total
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
2001	Spring	127	68	33	1	8	35	3	3	26	17	327
	Summer	48	9	3	1	1	2	1	0	3	6	74
	Fall	155	74	53	4	10	37	5	1	42	16	397
2002	Spring	152	84	50	4	12	32	1	1	37	15	388
	Summer	63	21	4	0	0	4	1	0	2	6	107
	Fall	143	103	49	2	14	55	4	1	48	20	439
2003	Spring	186	91	39	2	6	43	13	2	54	26	462
	Summer	27	14	6	1	0	3	0	0	3	5	59
	Fall	148	75	40	2	11	32	13	1	34	17	373
2004	Spring	164	78	30	1	5	44	2	2	30	14	370
	Summer	82	15	4	0	2	6	2	0	3	6	120
	Fall	153	53	31	0	5	45	6	1	39	12	344
2005	Spring	134	67	28	4	10	30	2	2	21	11	309
	Summer	51	25	11	1	1	5	1	0	5	3	103
	Fall	155	81	44	3	10	48	7	0	31	24	403
2006	Spring	179	65	20	5	13	29	7	0	38	22	378
	Summer	50	18	3	0	0	2	0	0	5	7	85

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 of students with A, B, C, CR, I, XX)

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 (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of HLTH 1 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

			Grades									
			A	B	C	CR	D	F	I	NC	W	XX
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
HLTH 1	2001	Spring	91	55	28	1	7	30	0	3	17	14
		Summer	37	2	0	1	0	1	0	0	1	4
		Fall	125	59	42	4	10	34	5	0	29	10
	2002	Spring	85	64	37	1	4	22	1	1	25	7
		Summer	53	14	2	0	0	3	0	0	2	3
		Fall	91	78	41	1	13	47	2	0	34	11
	2003	Spring	119	58	30	1	4	33	10	0	38	17
		Summer	27	14	6	1	0	3	0	0	3	5
		Fall	119	66	34	0	8	23	13	1	27	13
	2004	Spring	111	62	26	1	4	28	2	2	24	10
		Summer	82	15	4	0	2	6	2	0	3	6
		Fall	115	47	27	0	5	41	6	1	32	10
	2005	Spring	117	58	23	3	8	22	1	1	21	11
		Summer	51	25	11	1	1	5	1	0	5	3
		Fall	114	66	39	1	8	40	4	0	21	13
	2006	Spring	119	60	19	0	9	27	4	0	31	13
		Summer	50	18	3	0	0	2	0	0	5	7

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 of students with A, B, C, D, F, CR, N

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 (number of students with A

Summary of HLTH 2 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

			Grades								
			A	B	C	CR	D	F	I	W	XX
			Count	Count	Count	Count	Count	Count	Count	Count	Count
HLTH 2	2001	Spring	26	5	1	0	0	2	0	8	3
		Fall	19	14	11	0	0	3	0	10	5
	2002	Spring	22	8	5	0	5	3	0	6	6
		Fall	28	14	5	0	1	5	0	5	5
	2003	Spring	29	9	0	1	1	4	0	10	8
	2005	Fall	24	10	3	0	0	3	1	3	7
	2006	Spring	39	2	0	3	1	2	0	4	8

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 of students with A, B, C, D, F, CR, NC, W).

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 (number of students with A, B, C, D, F, CR, NC, I*, XX).

Summary of HLTH 3 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

			Grades										
			A	B	C	CR	D	F	I	NC	W	XX	
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	
HLTH 3	2001	Spring	10	8	4	0	1	3	3	0	1	0	
		Summer	11	7	3	0	1	1	1	0	2	2	
		Fall	11	1	0	0	0	0	0	1	3	1	
	2002	Spring	29	7	2	1	2	5	0	0	0	6	2
		Summer	10	7	2	0	0	1	1	1	0	0	3
		Fall	24	11	3	1	0	3	2	1	1	9	4
	2003	Spring	16	9	6	0	1	2	3	1	1	6	1
		Fall	29	9	6	2	3	9	0	0	0	7	4
	2004	Spring	28	7	2	0	1	6	0	0	0	6	4
		Fall	38	6	4	0	0	4	0	0	0	7	2
	2005	Spring	8	6	2	0	1	2	0	0	1	0	0
		Fall	17	5	2	2	2	5	2	2	0	7	4
	2006	Spring	6	3	0	0	0	0	0	2	0	3	1

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 of students with A, B, C, D, F, CR, NC, I*, XX).

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 (number of students with A, B, C, D, F, CR, NC, I*, XX).

Summary of REC 104 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

			Grades								Total
			A	B	C	CR	D	F	I	NC	Total
			Count	Count	Count	Count	Count	Count	Count	Count	Count
REC 104	2002	Spring	16	5	6	2	1	2	0	0	
	2003	Spring	22	15	3	0	0	4	0	1	
	2004	Spring	25	9	2	0	0	10	0	0	
	2005	Spring	9	3	3	1	1	6	1	0	
	2006	Spring	15	0	1	2	3	0	1	0	

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 of students with A,

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 (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

Health and Recreation Courses Gender by Year/Term Duplicated Headcount

		F		M		X		
		Count	Row %	Count	Row %	Count	Row %	C
2001	Spring	179	55.8%	142	44.2%	0	.0%	
	Summer	49	66.2%	25	33.8%	0	.0%	
	Fall	190	47.9%	207	52.1%	0	.0%	
2002	Spring	215	55.4%	173	44.6%	0	.0%	
	Summer	75	74.3%	26	25.7%	0	.0%	
	Fall	229	52.2%	210	47.8%	0	.0%	
2003	Spring	271	58.7%	191	41.3%	0	.0%	
	Summer	33	55.9%	26	44.1%	0	.0%	
	Fall	196	52.5%	176	47.2%	1	.3%	
2004	Spring	183	49.5%	187	50.5%	0	.0%	
	Summer	69	57.5%	51	42.5%	0	.0%	
	Fall	187	54.2%	158	45.8%	0	.0%	
2005	Spring	146	47.2%	163	52.8%	0	.0%	
	Summer	63	61.2%	40	38.8%	0	.0%	
	Fall	206	51.1%	197	48.9%	0	.0%	
2006	Spring	178	47.1%	200	52.9%	0	.0%	
	Summer	47	55.3%	37	43.5%	1	1.2%	

Health and Recreation Courses by Zip Code

Health and Recreation Courses by Zip Code Duplicated Headcount

		Saddleback		Irvine		Out of District		
		Count	Row %	Count	Row %	Count	Row %	
2001	Spring	291	90.7%	7	2.2%	23	7.2%	
	Summer	62	83.8%	2	2.7%	10	13.5%	
	Fall	328	82.6%	12	3.0%	57	14.4%	
2002	Spring	346	89.2%	8	2.1%	34	8.8%	
	Summer	92	91.1%	4	4.0%	5	5.0%	
	Fall	373	85.0%	16	3.6%	50	11.4%	
2003	Spring	410	88.7%	14	3.0%	38	8.2%	
	Summer	52	88.1%	2	3.4%	5	8.5%	
	Fall	320	85.8%	6	1.6%	47	12.6%	
2004	Spring	319	86.2%	11	3.0%	40	10.8%	
	Summer	104	86.7%	2	1.7%	14	11.7%	
	Fall	290	84.1%	15	4.3%	40	11.6%	
2005	Spring	277	89.6%	5	1.6%	27	8.7%	
	Summer	90	87.4%	2	1.9%	11	10.7%	
	Fall	346	85.9%	13	3.2%	44	10.9%	
2006	Spring	333	88.1%	9	2.4%	36	9.5%	
	Summer	80	94.1%	3	3.5%	2	2.4%	

Age Distribution by Year/Term

**Health and Recreation 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 %	Count
2001	Spring	6	1.9%	218	67.9%	51	15.9%	25	7.8%	19	5.9%	2	.6%	
	Summer	1	1.4%	33	44.6%	17	23.0%	14	18.9%	8	10.8%	1	1.4%	
	Fall	5	1.3%	277	69.8%	62	15.6%	30	7.6%	20	5.0%	3	.8%	
2002	Spring	7	1.8%	249	64.2%	56	14.4%	43	11.1%	26	6.7%	6	1.5%	
	Summer	2	2.0%	34	33.7%	28	27.7%	18	17.8%	16	15.8%	3	3.0%	
	Fall	6	1.4%	297	67.7%	79	18.0%	29	6.6%	23	5.2%	5	1.1%	
2003	Spring	17	3.7%	296	64.1%	67	14.5%	48	10.4%	29	6.3%	3	.6%	
	Summer	2	3.4%	24	40.7%	9	15.3%	11	18.6%	10	16.9%	3	5.1%	
	Fall	8	2.1%	289	77.5%	43	11.5%	22	5.9%	10	2.7%	1	.3%	
2004	Spring	2	.5%	257	69.5%	57	15.4%	32	8.6%	18	4.9%	4	1.1%	
	Summer	24	20.0%	57	47.5%	17	14.2%	14	11.7%	5	4.2%	3	2.5%	
	Fall	8	2.3%	250	72.5%	48	13.9%	26	7.5%	11	3.2%	2	.6%	
2005	Spring	4	1.3%	234	75.7%	48	15.5%	11	3.6%	11	3.6%	0	.0%	
	Summer	7	6.8%	57	55.3%	18	17.5%	12	11.7%	8	7.8%	1	1.0%	
	Fall	3	.7%	292	72.5%	69	17.1%	21	5.2%	14	3.5%	4	1.0%	
2006	Spring	4	1.1%	271	71.7%	57	15.1%	28	7.4%	16	4.2%	1	.3%	
	Summer	9	10.6%	49	57.6%	15	17.6%	7	8.2%	4	4.7%	1	1.2%	

Ethnicity by Year/Term

**Health and Recreation 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	Row %
2001	Spring	16	5.0%	4	1.2%	39	12.1%	2	.6%	2	.6%	4	1.2%	239	74.5%
	Summer	5	6.8%	1	1.4%	12	16.2%	0	.0%	0	.0%	1	1.4%	46	62.2%
	Fall	19	4.8%	22	5.5%	52	13.1%	4	1.0%	8	2.0%	4	1.0%	265	66.8%
2002	Spring	16	4.1%	16	4.1%	56	14.4%	3	.8%	4	1.0%	4	1.0%	258	66.5%
	Summer	9	8.9%	1	1.0%	18	17.8%	1	1.0%	1	1.0%	0	.0%	64	63.4%
	Fall	26	5.9%	21	4.8%	60	13.7%	4	.9%	7	1.6%	5	1.1%	299	68.1%
2003	Spring	34	7.4%	8	1.7%	51	11.0%	1	.2%	4	.9%	5	1.1%	334	72.3%
	Summer	5	8.5%	2	3.4%	3	5.1%	1	1.7%	1	1.7%	1	1.7%	42	71.2%
	Fall	13	3.5%	28	7.5%	48	12.9%	4	1.1%	2	.5%	7	1.9%	253	67.8%
2004	Spring	21	5.7%	14	3.8%	49	13.2%	1	.3%	4	1.1%	9	2.4%	254	68.6%
	Summer	12	10.0%	7	5.8%	14	11.7%	1	.8%	0	.0%	3	2.5%	79	65.8%
	Fall	24	7.0%	13	3.8%	22	6.4%	2	.6%	4	1.2%	3	.9%	255	73.9%
2005	Spring	21	6.8%	14	4.5%	44	14.2%	2	.6%	4	1.3%	2	.6%	204	66.0%
	Summer	14	13.6%	5	4.9%	9	8.7%	1	1.0%	1	1.0%	3	2.9%	65	63.1%
	Fall	38	9.4%	22	5.5%	58	14.4%	2	.5%	6	1.5%	9	2.2%	246	61.0%
2006	Spring	20	5.3%	10	2.6%	49	13.0%	3	.8%	4	1.1%	7	1.9%	260	68.8%
	Summer	4	4.7%	2	2.4%	8	9.4%	1	1.2%	2	2.4%	2	2.4%	54	63.5%

Educational Goals by Year/Term

Health and Recreation Courses Educational Goals by Year/Term Duplicated Headcount

	2001				2002				2003				2004				Spring
	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	104	32.4%	124	31.2%	121	31.2%	146	33.3%	158	34.2%	152	40.8%	145	39.2%	147	42.6%	122
Transfer w/o AA/AS	39	12.1%	43	10.8%	42	10.8%	41	9.3%	56	12.1%	33	8.8%	46	12.4%	26	7.5%	34
AA/AS w/o transfer	1	.3%	5	1.3%	6	1.5%	0	.0%	4	.9%	3	.8%	1	.3%	1	.3%	0
2-yr Voc. w/o transfr	4	1.2%	11	2.8%	10	2.6%	11	2.5%	22	4.8%	10	2.7%	12	3.2%	7	2.0%	9
Voc. certif. w/o trans	21	6.5%	46	11.6%	42	10.8%	50	11.4%	55	11.9%	53	14.2%	52	14.1%	40	11.6%	47
Discover interests	30	9.3%	30	7.6%	26	6.7%	30	6.8%	22	4.8%	21	5.6%	13	3.5%	18	5.2%	15
Acquire job skills	31	9.7%	33	8.3%	35	9.0%	41	9.3%	38	8.2%	26	7.0%	21	5.7%	33	9.6%	17
Update job skills	3	.9%	8	2.0%	5	1.3%	9	2.1%	8	1.7%	6	1.6%	4	1.1%	6	1.7%	5
Maintain cert. or lisc	1	.3%	3	.8%	2	.5%	1	.2%	2	.4%	1	.3%	1	.3%	2	.6%	1
Ed. development	24	7.5%	25	6.3%	28	7.2%	24	5.5%	23	5.0%	8	2.1%	18	4.9%	12	3.5%	7
Basic Skills	2	.6%	1	.3%	1	.3%	0	.0%	0	.0%	2	.5%	1	.3%	3	.9%	3
HS or GED	4	1.2%	1	.3%	1	.3%	3	.7%	7	1.5%	1	.3%	2	.5%	5	1.4%	2
Undecided	57	17.8%	67	16.9%	69	17.8%	83	18.9%	66	14.3%	57	15.3%	53	14.3%	45	13.0%	47
Unknown	0	.0%	0	.0%	0	.0%	0	.0%	1	.2%	0	.0%	1	.3%	0	.0%	0
Total	321	100.0%	397	100.0%	388	100.0%	439	100.0%	462	100.0%	373	100.0%	370	100.0%	345	100.0%	309

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 Repeatability.

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. Knowledgeable, 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