



HEALTH, PHYSICAL EDUCATION, AND EXERCISE STUDIES PROGRAM REVIEW 2008-2009

COLLEGE MISSION

The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high-quality general education, transfer programs, career technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.

HEALTH, PHYSICAL EDUCATION, AND EXERCISE STUDIES (HPEES) PROGRAM REVIEW

A. STAFFING

- 1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).**

As of Spring Semester 2009 there were 20 program classes taught by full-time faculty and 109 classes taught by part-time faculty. This ratio is disproportional for several reasons. First, the HPEES Program faculty is composed of only 5 full-time faculty members as opposed to 20 part-time faculty members. Additionally, these statistics are impacted by the fact that the lifelong fitness courses taught in the Feather River Fitness Center has numerous sections.

- 2. How does the current staffing structure positively and/or negatively affect the program?**

The positives of the current staffing structure begin with the 5 full-time faculty members. At Feather River College there are 26 full-time faculty members and 20% of those are in the HPEES program. This allows the HPEES program to have more full-time faculty members serving on campus committees and therefore creating a positive presence on campus.

The negatives of the staffing structure include the lack of a HPEES program coordinator designee from one of the five full-time faculty members. As a result, there is no one person with overall authority over the HPEES Program. There has been no one person responsible for advising students, scheduling courses, sequencing courses, selecting and evaluating faculty, recruiting students or marketing the program. No one has taken responsibility

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Program Coordinator: --

--@frc.edu • 530.283.0202, ext. --

<http://www.frc.edu>

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for such activities as curriculum development, assessment, revision and updating of Title V Outlines.

3. What are the objectives and goals in staffing to make this program more effective?

The ultimate objective and goal is to select an HPEES program coordinator to be responsible for the scheduling, staffing, recruiting, assessing, and marketing of the program. Additionally, due to the size of HPEES faculty, the Program is sufficient in size to stand alone as a division separate from other academic divisions. Current faculty believe that standing alone as a division, HPEES faculty will have a stronger voice on the academic issues at the college. There is no doubt that the lack of designated leadership has impacted the success of this Program to date.

B. CURRICULUM, INSTRUCTION & ASSESSMENT

1. Describe the educational path(s) that the program's course offerings provide (basic skills, general education, certificate, associate degree, and/or transfer).

The Health, Physical Education, and Exercise Studies (HPEES) Degree Program was created to prepare Feather River College students who have earned a two-year degree to transfer to schools of HPEES in various related disciplines, such as health education, athletic training, sports medicine, exercise science, kinesiology, physiology of exercise, adaptive physical education, and coaching.

The curriculum emphasizes general education courses that will assist the student in undertaking upper-level coursework at a university, while enhancing their admissions profile and increasing their chances of acceptance to a HPEES program at a four-year college or university.

In 2006, approximately 40% of full time college students at Feather River College participated in intercollegiate sports. A survey of those students indicated that 80% of respondents were interested in taking courses in a Health, Physical Education, and Exercise Studies degree program. Accordingly, an Associate of Science Transfer Program was created, as well as a Certificate of Achievement in Health, Physical Education, and Exercise Studies; a Certificate of Completion in Athletic Training; and a Certificate of Completion in Coaching. This degree and the certificates were presented to and approved by the college and the Chancellor's Office of the California Community Colleges. The degree and certificate offerings are as follows:

CORE COURSES AND RECOMMENDED GENERAL EDUCATION COURSES

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Course No.	Course Name	Minimum Units
PE 133	Introduction to Kinesiology	3
PE 141	Principles of Fitness and Performance	3
PE 143AD	Principles of Fitness and Performance Lab	1
PE 172AD	Beginning Lifelong Fitness	1
PE 194	Principles of Physical Education	3
PE 220	Management and Care of Athletic Injuries I	3
BIOL 110	Human Anatomy (also counts as B1 below)	4
HLTH 100	Principles of Healthful Living	3
PE Electives	Physical Education Electives	6
	TOTAL REQUIRED	27
	RECOMMENDED GENERAL EDUCATION COURSES	
Area A1 – ENGL 101	Composition and Reading I	3
Area A2 – ENGL 102 * OR ENGL 103	Introduction to Literature Critical Thinking and Writing	3
Area B1 – BIOL 110	Biology 110 – Anatomy (note required above)	4
Area B2 – MATH 110	Mathematics 110	4
Area B3 – CSCI 102	Computer Literacy – Introduction to Computer Science	3
Area C	Arts/Humanities - Any 3-unit course from CSUGE Area C1 – Arts (3)	3
Area D – PSY 102	Introductory Psychology (3)	3
Area E – HIST 108 OR HIST 110 OR POL 101	The U.S. to 1877 (3) The U.S. since 1877 (3) Government and Politics in the U.S. (3)	3
	TOTAL GENERAL EDUCATION RECOMMENDED	26
Electives	From any discipline	9
	TOTAL MINIMUM UNITS	62

*Not accepted by UC system.

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FRC MAJORS HEALTH, PHYSICAL EDUCATION, AND EXERCISE STUDIES

Course No.	Course Name	Minimum Units
PE 133	Introduction to Kinesiology	3
PE 141	Principles of Fitness and Performance	3
PE 143AD	Principles of Fitness and Performance Lab	1
PE 172AD	Beginning Lifelong Fitness	1
PE 194	Principles of Physical Education	3
PE 220	Management and Care of Athletic Injuries I	3
BIOL 110	Human Anatomy (also counts as B1 below)	4
HLTH 100	Principles of Healthful Living	3
PE Electives	Physical Education Electives	6
Total Required		27
ASSOCIATE DEGREE REQUIREMENTS		
Major Requirements		27
FRC General Education Requirements		24
Elective Courses		9
Total Associate Degree Requirements		60

Feather River College Certificate of Achievement in Health, Physical Education, and Exercise Studies

PE 133	Introduction to Kinesiology (3)	3
PE 141	Principles of Fitness and Performance	3
PE 143AD	Principles of Fitness and Performance Lab	1
PE 172AD	Beginning Lifelong Fitness	1
PE 194	Principles of Physical Education	3
PE 220	Management and Care of Athletic Injuries I	3
Any PE course	Physical Education electives	6
Any PE activity course	Physical Education electives	2
Total		22

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Feather River College Certificate of Completion in Athletic Training

PE 220	Management and Care of Athletic Injuries I	3
PE 222	Management and Care of Athletic Injuries II	3
PE 223	Observation and Practicum of Athletic Training	3
BIOL 110	Human Anatomy	4
BIOL 112	Human Physiology	4
	Total	17

Feather River College Certificate of Completion in Coaching

PE 125/Hist 124	Sports in American History	3
PE 132	Sports in Society	3
PE 160	Psychology of Coaching	3
PE 220	Management and Care of Athletic Injuries I	3
	Total	12

2. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.

This is the first program review for the Health, Physical Education and Exercise Studies Program since it was created, approved, and implemented as a program by the Chancellor's Office in 2006.

a. Curriculum (including articulation and course scheduling)

Written course outlines are available for all program courses. Course outlines are undergoing revision to include Student Learning Outcomes. Course syllabi are submitted each semester in which a program course is taught. These syllabi are maintained in the Instruction Office.

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At the time the request was made to the Chancellor's Office to accept this new program, courses within the proposed program were compared to four-year schools within California and Nevada. The purpose of this research was to determine which courses already articulated and which courses might articulate with four-year schools for seamless student transitions. Unfortunately, although there is a designated Articulation Officer at the college, course outlines have not been revised to include Student Learning Outcomes and are not yet suitable for presentation to other colleges for consideration. However, the following comparisons were made with various colleges and universities to which our students transfer.

Course Comparisons for Potential Articulation Purposes

FRC Course #	FRC Course Title	School Compared With	Course #	Course Title	Comm. College Articulation Agreement
PE 130	Principles of Strength and Conditioning	CSU San Diego	No equiv. Course		
		Cal State Northridge	KIN 241 KIN 241L	Movement Forms – Exercise (1); Movement Forms – Exercise Lab (1)	College of the Canyons: PHYS ED 102; Principles of Physical Fitness and Conditioning
		CSU Fresno	KIN 165	Performance Related Fitness (3)	
		CSU Fullerton	KNES 351	Principles of Conditioning (3)	
		Univ. of Nevada Las Vegas	PED 391 KIN 308	Conditioning and Training Principles Scientific Basis of Strength Development	
		UNR			
		CSU Chico	PHED	Principles of Strength and	

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			173	Conditioning (3)	
		CSU Sacramento	KINS 144	Analysis of Weight Training	
		CSU Sonoma	KIN 460	Conditioning Health/Performance (3)	
		Tusculum	PHED 185	Cardio Vascular Fitness & Training	
PE 133	Introduction to Kinesiology	CSU San Diego	ENS 210	Introduction to Kinesiology (2)	Palomar: PE 100 – Intro to Physical Education (3)
		CSU Northridge	KIN 240; KIN 296	Conceptual Basis of Kinesiology (1); Selected Topics in Kinesiology (1-2);	
		CSU Fresno	KIN 30	Introduction to Kinesiology: Historical and Professional Foundations (3)	Bakersfield: PHED B40 – Intro to Physical Education (3)
		Univ. of Nevada Las Vegas	KIN 172	Foundations of Kinesiology (3)	
		UNR			
		CSU Chico	PHED 114	Embodied Knowledge/Kinesiology (3)	
		CSU Fullerton	KNES 202	Introduction to Kinesiology	
		CSU Sonoma			
		University of Pacific			
PE 172AD	Beginning Lifelong Fitness	CSU San Diego		Note: activity course elective	
		CSU			

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		Northridge			
		CSU Fresno			
		Univ. of Nevada Las Vegas			
		UNR			
		CSU Chico			
		CSU Sonoma	No equiv. course		
PE 194	Principles of Physical Education	CSU San Diego	ENS 210	Introduction to Kinesiology (2)	Palomar: PE 100 – Intro. to Phys. Ed (2)
		CSU Northridge	No equiv. course		
		CSU Fresno	KIN 153	Principles of Physical Education (3)	
		SW Minnesota		Intro to Health & Physical Education	
		Tusculum	PHED 200	Intro to Health & Physical Education	
		Univ. of Nevada Las Vegas	PED 170	Intro to Physical Education	
		UNR	Victor Valley: PE 140 – Care and Prevention of Injuries Related to Physical Activity (3)		
		CSU Chico	PHED	Principles of Physical	Butte College:

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			104	Education (3)	KINES 153 – Principles of Physical Education: Philosophical, Psychological, and Sociological (3)
PE 196	Fitness/Wellness	CSU San Diego	No equiv. Course		
		CSU Northridge	HSCI 131	Health and Society (2)	
		CSU Fresno	KIN 20 KIN 32	Fitness Development (1); Lifetime Fitness and Wellness (2)	
		Laverne University	MSS 151	Health and Physical Fitness Strategies	
		St. Mary's Kansas	PE 250	Lifetime & Wellness	
		SW Minnesota		Physical Fitness Concepts	
		Tusculum	PHED 201	Foundation of Physical Education & Wellness	
		Univ. of Nevada Las Vegas	KIN 175	Physical Activity and Health	
		UNR			
		CSU Chico	NFSC 123	Nutrition and Physical Fitness	
PE 220	Management and Care of Athletic Injuries	CSU San Diego	ENS 265	Techniques in Athletic Training (1)	

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	I				
		CSU Northridge	KIN 337	Prevention and Care of Athletic Injuries I	
		CSU Fresno	HS 48	First Responder and Emergency Care (3)	
		Univ. of Nevada Las Vegas	SIM 101 HED 170	Introduction to Athletic Training Advanced First Aid	
		UNR			
		CSU Chico	NFSC 025	Basic Nutrition	
		CSU Fullerton	KNES 200	Intro to Athletic Training (3)	Victor Valley: PE 141 Athletic Training I (3) OR Victor Valley: PE 140 – Care and Prevention of Injuries Related to Physical Activity (3)
		CSU Sacramento	KINS 156A	Emergency Response	
		CSU Sonoma	KIN 340	Emergency Response (3)	
		St. Mary's Kansas	PE 181	First Aid/CPR	
		SW Minnesota		First Aid & Safety	
		Point Loma Nazarene	ATR 102	Risk Management & Emergency Response	
		Tusculum	PHED 115	Community First Aid, CPR, & Safety	
		University	SPTS 25	Advanced First Aid	

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		of the Pacific		OR Current first aid and adult CPR w/AED certification	
		Vanguard	EXSS 185	First Aid	
		Azusa Pacific University	AT 160 AT 101	Acute Care of Injury and Illness (2) Intro to Athletic Training (1)	
PE 222	Management and Care of Athletic Injuries II	CSU San Diego	ENS 265 ENS 365 ENS 289	Techniques in Athletic Training Mechanism of Sports Injury Pre-Professional Practice in Athletic Training I	
		Azusa Pacific University	PE 366 AT 220	Care & Prevention of Athletic Injuries Risk Management for the physically active	
		CSU Northridge	KIN 338	Techniques of Athletic Training I (2)	
		CSU Fresno	KIN 38	Introduction to Athletic Training (3)	Bakersfield College: PHED B39A-Prevention & Care of Athletic Injuries (3); Fresno City College: PE 20—Care & Prevention of Athletic Injuries (3)
		CSU Fullerton	KNES 200	Intro. To Athletic Training	
		Point Loma	KPE 200	Intro to Athletic Training	

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		St. Mary's Kansas	PE 280	Care & Prevention of Athletic Injuries	
		SW Minnesota		Prevention & Care of Athletic Injuries	
		Tusculum	ATEP 262	Basic Athletic Training	
		University of Pacific	SPTS 27	Intro to Athletic Training	
PE 223	Observation & Practicum	CSU San Diego	ENS 289 ENS 265L	Pre-Professional Practicum in Athletic Training (1) Techniques in Athletic Training Lab	
		CSU Northridge	KIN 337 L or KIN 338-L	Prevention & Care of Athletic Injuries I Laboratory (1); Techniques in Athletic Training Lab I (1)	College of the Canyons: PHYSED 110L- Prevention & Care of Athletic Injuries Laboratory (1)
		CSU Fresno	KIN 43	Preliminary Athletic Training Lab (1-2)	
		CSU Chico	No equiv	Course	
		CSU Sacramento	KINS 195C	Observation in Athletic Training (Phase I)	
		Laverne University	MSS 237	Techniques & Observation in Athletic Training	
		Point Loma University	KPE 280L	Intro to Athletic Training Lab	
		Univ. of Nevada Las Vegas	SIM 102	Intro. To Athletic Training Laboratory (1)	
		Tusculum	ATEP 131	Clinical Experience	
		UNR		No Undergrad. Program	
		University of Pacific	SPTS 89B	Practicum in Athletic Training I	

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Scheduling courses for the new HPEES Program major has been problematic as there has been no one to coordinate the new program. Therefore, certain courses have not been offered in a logical sequence in order to allow students to complete the course offerings. The program curriculum is supported by the strong relationship between staff and student: the various athletic training courses are low student-to-teacher ratios and students have opportunities for employment as student trainers for sports practices and competitions. The HPEES program is already three years old; it has yet to be formally recognized or staffed with a program coordinator. The current faculty believes that once a program coordinator or division chair is in place then the existing courses will be revised as needed. New courses and additional sections will have to be created to continue to meet the increased enrollment of HPEES students.

b. Instructional methodology (e.g., distance education)

Instructional Methodology incorporates theoretical, suppositional and practicum through inquiry and discovery in the process of progressing from competency to proficiency. Instructional Methods include lecture, discussion, small-group activities, projects, research papers, demonstration, audio-visual, observation and laboratory practice. One of the full-time instructors and several part-time instructors have utilized interactive web-based instruction.

c. Assessment

Multiple Methods of Evaluation/Assessment include: tests, quizzes, projects, papers, student demonstrations, journal writing, reflective papers, portfolio development, instructor critique, and student self-assessment. Some tests may include recall of necessary factual information, questions requiring analysis, comparison, and application of theory. In lab classes, students are expected to utilize their classroom instruction as the foundation for direct experience in their specific field. Students create and evaluate their projects, assess their skills, and reflect on their experiences. In other classes, students are required to solve problems related to hypothetical situations and write papers to develop philosophically and theoretically sound responses.

Strengths of instructional methods include the combination of theory and experiential learning. A variety of methods are used to engage students in their own learning and to actively discover methods and concepts. Approaches are varied to accommodate diverse learning styles. Hands-on experiences are regularly included in every course. The laboratory experience is not limited to one site, thus allowing students to experience a variety of program

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variations. Students have opportunities to practice their skills and begin to develop their unique philosophy and style.

3. What has been achieved in program and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment.

This is the first program review for the Health, Physical Education and Exercise Studies Program. Faculty members have not completed Title V revisions for Program courses; therefore, the HPEES program is also currently developing a SLO assessment rubric for PE courses. Due to the lack of leadership status of a designated HPEES Program Coordinator or a division chair with some knowledge of the Program, these difficulties remain.

4. What are the program's strengths and weaknesses in the area of curriculum and instruction?

The strength of the Health, Physical Education and Exercise Studies Program is based on the concept that the individual courses currently required for major or certificate students could be proposed for articulation to courses of lower division four-year college programs. At the time of creation, a comparative study was made of four-year college catalogs including California State University, Fresno; California State University, San Diego; California State University, Chico; California State University, Northridge; and University of Nevada, Las Vegas. This study showed that the majority of courses offered at FRC for the HPEES major are formally articulated with those colleges or have comparable undergraduate courses at the other campuses. All courses are transferable and many are CSUGE or IGETC certified. An in-depth review of pre-requisite courses and major preparation courses was conducted to ensure that students would be academically competitive with students at the four year colleges/universities.

The program continues to be weak in some areas of instruction for several reasons because at the time the program was developed, faculty members were identified who could teach the various courses in the degree and certificate programs. The full-time HPEES instructors with potential to teach these courses often double as head athletic coaches. Hence, the coaching requirements and responsibilities of intercollegiate athletics demand extraordinary time, energy, resources and commitment from these faculty members. Scheduling becomes problematic, as all athletic teams require a specific sequence of courses. These specific sequences include study-hall, weight training, theory, and advanced athletic courses which include practice times and intercollegiate competition. Therefore, scheduling is difficult in

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meeting the unique needs of HPEES students in that course offerings vary from semester to semester.

5. What are the objectives and goals in curriculum and instruction to make this program more effective?

The HPEES Program, as previously mentioned, would benefit from being managed like other academic programs at Feather River College. In order for this to be accomplished, several things would have to occur, including:

- The selection or appointment of a Program Coordinator with responsibilities of course selection, instructor selection, course sequencing, and student advising.
- Creation of marketing materials and website to advertise program.
- Recruiting efforts for Program at various high school and/or college fairs.
- Introduction of program degree and certificates to other faculty to encourage student interest in the HPEES program.

Current HPEES faculty believe that the Program would be better served if HPEES and Athletics became a sole division with its own designated Division Chair. This same individual could also bear the responsibilities of Program Coordinator for HPEES.

C. PHYSICAL RESOURCES

1. How is the program affected by the size, type and quality available?

a. Physical space and facilities

Budgetary considerations continue to impact the Health, Physical Education and Exercise Studies Program. The degrees and certificates in Health, Physical Education and Exercise Studies include both lecture and activity courses in Physical Education as well as Health. The Athletic Training Certificate requires a practicum in athletic training. The Teaching/Coaching Certificate requires a course in Management and Care of Athletic Injuries, which involves interaction with athletes on the field, or in the gymnasium. Facilities such as classrooms, locker room space, training room, laboratory space and outdoor fields used by HPEES students for lab activities and athletic training practicum continue to be insufficient to meet the needs of the HPEES student population.

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b. Information technology

Facilities and computers are available for all college students on campus. The HPEES department has added a classroom with 10 computers for student use. FRC is among the nation's leaders in student-to-computer ratio.

c. Library holdings

Library holdings are sufficient to meet the needs of the Program. The Library personnel are receptive to ordering new materials as needed. Also there is a Nursing Program and a Biology Department on campus and some materials overlap.

d. Instructional equipment and supplies

Due to the economy and State of California budgetary issues, new instructional equipment and supplies needed for this Program are lacking. Multiple instructional equipment (i.e. camcorder and flat-screen television monitor) purchased through budgeted instructional line-item accountability has been lost and not replaced. It must be noted that the need not only continues, but has accelerated. The HPEES program continues to grow but has never been provided with sufficient equipment and supplies which would create more than minimal instructional experiences for students.

2. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

Although this is the first program review for the HPEES program, there have been few changes in the HPEES Program's facilities or technical infrastructure. Changes that have been made have benefited athletic programs. The HPEES program was unfortunately created at a time when the budgetary support needed for a new program was not available.

3. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to program goals?

The projected facility and technology needs of the HPEES program include updating and expanding existing facilities on campus such as:

- The addition of a new weight room and cardio-room for HPEES major courses;

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- Locker room upgrades for male and female HPEES students;
- An auxiliary storage room for tables, chairs, course equipment and supplies for use by to benefit HPEES classroom experience;
- Expanded Athletic training practicum and HPEES lab facilities;
- A new field clubhouse for courses such as softball, being offered as electives for the HPEES Program;
- A new fiber-optic phone communication system, new computers in classrooms lacking such equipment, and updated software for the computers;
- New video and editing equipment for use in major and elective courses;
- The addition of a new on campus field-house/gym would allow for better scheduling of HPEES courses throughout the entire day and would also help the HPEES program ease in to a compressed calendar schedule in the future.

The program goals include better recruiting and marketing which will increase student numbers and interest in the HPEES program. Updated facility and technology will attract more students, retain more students, and provide better educational opportunities for students.

D. STUDENT RETENTION AND SUCCESS

1. Describe any significant trends within the student demographics of the program.

	Majors	Graduates
Spring 2007	10	
Fall 2007	23	
Spring 2008	22	
Fall 2008	35	
Spring 2009	*37	5

*These are approximate numbers.

It was difficult to determine student demographics that were exclusive to actual HPEES majors as many of the courses taken by HPEES students are not specific to that major but are required of other disciplines as well. However, attempts were made by the Institutional Researcher to isolate students who were declared HPEES majors. With the addition of the new Banner computer software on campus, obtaining HPEES specific student major information will become more accessible.

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Program statistics indicate that the number of majors doubled after one semester and tripled in the first year of the program's being offered to FRC students. It is interesting to note this growth even with a lack of marketing or active recruitment of students for the HPEES program.

Gender	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Female	5	13	11	23
Male	5	10	11	12

Male and female student numbers remained constant for three semesters and then female student majors almost doubled the number of male student majors. Female student majors increased approximately 400% while male student majors increased 100%. If that statistic is accurate, it is uncertain as to why that might have occurred; however, it might be that coaches of women's athletic teams successfully marketed the HPEES Program more so than the coaches of men's athletic teams.

The HPEES Program needs to start an aggressive marketing and recruitment effort to attract not only more full-time students, but more male student majors in particular.

Race	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Asian	0	0	0	0
African-American	1	5	5	12
Caucasian	0	14	13	16
Hispanic	8	1	4	5
Native American	0		0	1
Unknown	1	3		1

The diversity of students at Feather River College is reflected in the diversity of students within the HPEES Program.

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Program Coordinator: --

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<http://www.frc.edu>

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HEALTH, PHYSICAL EDUCATION, AND EXERCISE STUDIES PROGRAM REVIEW 2008-2009

WSCH/FTEF CALCULATIONS – Fall 2008

Class	Index	Instructor	# of Students	Type	Hrs/Week	WSCH	Load	FTEF	WSCH/ FTEF	Ratio By Instructor
PE 194	129F	White	24	Lec	3	72	3	.20	360.00	360.0
PE 220	137F	Nunez	19	Lec	3	57	3	.20	285.00	
PE 223	138F	Nunez	6	Lab	3	18	3	.20	90.	375.0
Total							9	.60		

Non-PE Courses Fall 2008

Class	Index	Instructor	# of Students	Type	Hrs/Week	WSCH	Load	FTEF	WSCH/ FTEF	Ratio By Instructor
BIOL 110	225F	Hurlburt	20	Lec	3	60	5.4	.36	166.67	166.67
BIOL 110	067F	Cross	17	Lec	3	51	5.4	.36	141.67	141.67
HLTH 100	179F	White	18	Lec	3	36	3	.20	180.0.	255.0
Total							13.8	.92		

WSCH/FTEF CALCULATIONS – Spring 2009

Class	Index	Instructor	# of Students	Type	Hrs/Week	WSCH	Load	FTEF	WSCH/ FTEF	Ratio By Instructor
PE 133	264S	Nunez	11	Lec	3	33	3	.20	165.0	
PE 222	345S	Nunez	8	Lec	3	24	3	.20	120.0	
PE 223	346S	Nunez	7	Lab	3	21	3	.20	105.0	390.0
PE 141	265S	Baumgartner	18	Lec	3	54	3	.20	270.0	270.0
Total							12	.80		

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HEALTH, PHYSICAL EDUCATION, AND EXERCISE STUDIES PROGRAM REVIEW 2008-2009

Non-PE Classes Spring 2009

Class	Index	Instructor	# of Students	Type	Hrs/Week	WSCH	Load	FTEF	WSCH/FTEF	Ratio By Instructor
BIOL 110	207S	Hurlburt	20	Lec	3	60	3.0	.20	300.0	
BIOL 110	207S	Hurlburt	20	Lab	3	60	2.4	.16	375.0	675.0
BIOL 112	134S	Cross	23	Lec	3	69	3.0	.20	345.0	
BIOL 112	134S	Cross	23	Lab	3	69	2.4	.16	431.25	776.25
HLTH 100	218S	White	40	Lec	3	51	3	.20	255.00	255.00

Six semesters of data do not exist for this program. Statistics were provided for two semesters and varied from instructor to instructor. Consistency is not apparent based on data provided. Additional research is needed to determine how the Program actually compares to other programs.

E. SUCCESS AND RETENTION

Statistics were received for Feather River College and Statewide Student Success and Retention. Limited statistics were received for HPEES Program students in ten classes found below. Some comparisons could be made, but realistically, a more efficient analysis will be possible once the new campus computer system provides better statistics for individual classes and major students.

It should be noted that the institutional researcher indicated difficulty in determining who were HPEES majors and which courses were exclusively for those majors; thus these statistics appear to be incomplete at this time. Some of the classes were offered only in an Independent Study format so it was difficult to retrieve accurate numbers of those students.

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HEALTH, PHYSICAL EDUCATION, AND EXERCISE STUDIES PROGRAM REVIEW 2008-2009

Statewide Comparison of Feather River College Student Success and Retention Rates for Fall 2004

Discipline	FRC Success Rate*	Statewide Success Rate	FRC Retention Rate**	Statewide Retention Rate
Administration of Justice	85.71	81.17	98.32	91.97
Animal Science	67.4	67.04	93.39	91.91
Anthropology	54.17	67.36	95.83	80.49
Art	85.29	72.36	95.59	84.37
Biology	79.12	64.91	88.11	80.78
Business	66.67	65.02	87.12	82.83
Chemistry	64.86	65.92	83.78	79.03
Computer Science	68.42	64.22	89.47	82.19
Construction Technology	75.93	82.59	87.04	91.05
Early Childhood Education	83.74	75.06	92.68	87.59
Emergency Medical Technician	84.21	71.1	97.37	87.85
English	69.16	65.2	90.97	82.12
Forestry	62.5	72.36	79.17	88.04
History	69.23	61.36	96.58	81.01
Mathematics	52.27	54.15	86.82	75.83
Nursing	87.27	84.39	90.91	92.51
Office and Career Technology	66.91	60.63	91.37	79.96
Physical Education	73.95	73.26	96.57	84.14
Physics	44.44	69.42	77.78	80.51
Political Science	91.49	64.22	95.74	82.66
Sociology	78.89	65.45	94.0	84.11
Spanish	66.67	67.02	89.74	80.34

Class	Success Spring 2007	Retention Spring 2007	Average GPA Spring 2007	Success Fall 2007	Retention Fall 2007	Average GPA Fall 2007
PE 133	71.4%	100%	2.26			
PE 141	71.4%	100%	2.39			
PE 143AD	100%	100%	4.0			

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PE 194	85.7%	100%	2.88	100%	100%	3.36
PE 220				94.1%	100%	3.16
PE 222						
PE 223				100%	100%	4.0
BIOL 110				96.3%	96.3%	
BIOL 112	75.0%	79.2%	2.55			
HLTH 100				100%	100%	3.2

Class	Success Spring 2008	Retention Spring 2008	Average GPA Spring 2008	Success Fall 2008	Retention Fall 2008	Average GPA Fall 2008
PE 133	81.9%	100%	2.87			
PE 141	69.2%	93.6%	3.13			
PE 143AD						
PE 194				72.0%	84.0%	2.78
PE 220				63.2%	100.0%	2.67
PE 222						
PE 223				83.3%	100%	4.0
BIOL 110	72.2%	83.3%	2.4	80.0%	91.4%	2.59
BIOL 112	91.3%	91.3%	3.22			
HLTH 100	82.4%	100%	2.64	92.9%	92.9%	2.82

*Success Rate: percentage of enrollments with grade of A, B, C, or CR

Retention Rate: percentage of enrollments with grade of A, B, C, D, F, CR, NC, or I

PE 133: Kinesiology

PE 141: Principles of Fitness and Performance

PE 143: Fitness and Performance Lab

PE 194: Principles of Physical Education

PE 220: Management and Care of Athletic Injuries

PE 222: Management and Care of Athletic Injuries II

PE 223: Observation and Practicum of Athletic Training

BIOL 110: Human Anatomy

BIOL 112: Physiology

HLTH 100: Principles of Healthful Living

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FRC and statewide Success and Retention Rates for Physical Education in Fall 2004 were compared to Success and Retention Rates for the HPEES Program for the Spring 2007, Fall 2007, Spring 2008, and Fall 2008 Semesters. In comparison, HPEES Success and Retention Rates favor those of Physical Education and other academic programs. However, it is difficult to say that HPEES major students are showing rates that exceed those of other program students as other types of majors are also enrolled in these classes. These statistics did show that Program courses were not offered sequentially, nor were the courses offered in most cases unique to the HPEES Program.

Although the Success and Retention Rates for the PE 220, PE 222, and PE 223 classes – Management and Care of Athletic Injuries, Management and Care of Athletic Injuries II, and Observation and Practicum of Athletic Training – favorably compare to those of other classes and other programs, it must be noted that these courses routinely have far fewer students than those of other major classes.

Another year of statistics and an additional group completing the program should provide a better analysis of the success of this program.

2. What are the program's strengths or weaknesses in the area of student retention and success?

Although statistics provided are questionable in terms of accuracy, based on what was received, the following strengths and weaknesses can be suggested.

Strengths

- Student Retention Levels are very high;
- Low student-to-teacher ratios in Athletic Training courses;
- Some major courses are offered sequentially;
- Average grade point averages are above a C average.

Weaknesses

- Limited data is available;
- Data does not reflect statistics specific to program;
- Rates illustrate the lack of sequencing of courses;
- It is difficult to determine actual success of students in the HPEES major as some students in the Health 100 class are NOT HPEES majors.

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3. What objectives and goals are needed to better ensure student retention and success?

To better ensure student retention and success, several items need to occur, including:

- Designation of a Program Coordinator who can obtain and/maintain Program statistics to ensure statistics collected reflect Program student success and retention rates;
- Designation of a process by which Program students can be assisted in sequential course selection;
- Creation of a process by which HPEES instructors can assist students and provide for referral to appropriate student services available as needed to help students be successful;
- Efforts by all HPEES instructors to determine Program Student Learning Outcomes to assist students in successfully completing the Program and transferring to four-year schools or successfully completing certificate programs.

E. COMMUNITY SERVICE

If program faculty and staff are tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development, please respond to the following.

1. In what types of community outreach does the program engage, and how is the program's academic and professional expertise extended to the local communities?

As an HPEES program we participate in various types of community service. The HPEES program promotes lifelong fitness throughout Plumas County through various HPEES course offerings. These courses are taught by the instructors in HPEES who also perform community outreach and consulting. The types of community outreach are reading with children in the classroom and organizing a P.E. activity class for the local elementary teachers. The consultations with community leaders are related to the HPEES faculty's Advanced/Intercollegiate course content and expertise.

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F. ADVISORY COMMITTEES

If there is a program Advisory Committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

There is no program Advisory Committee at this time for this Program, since this is the first HPEES Program Review. The task of the first HPEES Program Review was assigned to a HPEES tenured full-time faculty member. Through numerous emails that were sent to HPEES full-time faculty and Associate Faculty, a collaborative effort was started on this project. Each faculty member was asked to review and respond to any issues or discrepancies within the Program Review draft outline. Then an informal advisory group compiled information to work on finalizing the HPEES program review. With the informal advisory group and web-based responses, the final draft for the HPEES Program Review was completed.

G. RECOMMENDATIONS

It is recommended that an individual be recruited, selected, appointed, or hired to be the HPEES Program Coordinator. This individual should be experienced in or willing to learn skills in marketing, curriculum development, articulation and advising of students. This individual should maintain program statistics to better ascertain the strengths and weaknesses of this major and the various certificates. This individual should supervise and coordinate efforts of all program instructors in better supporting and increasing program offerings. This individual should become knowledgeable in issues related to improving program facilities, equipment, and supplies.

Depending on administrative, faculty, and budgetary considerations, the individual serving as Program Coordinator of the HPEES Program could be considered as a separate Division Chair who could better represent the Program and its faculty to other campus entities.

If economic considerations preclude hiring of new personnel, the following recommendations, with no additional expense to the college, are suggested:

- Designate a current faculty member as Interim Program Coordinator to act as advisor to students and potential students. This faculty member can be given release time to perform the important functions associated with this position. This individual will create marketing handouts; speak to student athletes and others about programs; ensure courses are offered sequentially and frequently enough for students to be successful, as well as other duties to support the enhancement of this Program;

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- Have Interim Program Coordinator collaborate with Public Information Officer to develop and disseminate marketing brochures; create and update website as needed with accurate information related to program offerings;
- Ensure Program curricular materials are in compliance with campus policy;
- Determine current faculty members' course strengths and interests for future teaching opportunities; locate other potential faculty members as needed;
- Have all HPEES Program instructors and athletic coaches unite to market and recruit students to this Program; utilize the strengths of all instructors to enhance opportunities for students and potential students.

H. APPENDICES

1. SLO Assessment Forms should be attached for the previous years, depending on the program's review cycle.
2. DATA SETS
 - a. Demographic Information (duplicated headcount): Gender, Ethnicity
 - b. Number of Students with Declared Majors in Program
 - c. Number of Courses Offered
 - d. Number of Sections Offered
 - e. C1 Duplicated Headcount (first census data)
 - f. End-of-term Duplicated Headcount
 - g. Average Enrollment per Section
 - h. Weekly Student Contact Hours / Full-time Equivalent Faculty (WSCH/FTEF)
 - i. Student Retention Rate
 - j. Student Success Rate (C or better)

[NOTE: Request data from Institutional Researcher]

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THE PROGRAM REVIEW PROCESS

Program review ensures that the college's academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:

1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.

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