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AN EVALUATION OF THE PHYSICAL EDUCATION INSTRUCTIONAL
PROGRAMS OF SELECTED COMMUNITY COLLEGES IN THE
STATE OF WASHINGTON

A Thesis
Presented to
the Faculty of the Department of
Physical Education
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Hazel M. Leland
June 1967

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

With the rapid growth of the community college movement, an examination of new and established programs of physical education is needed. "When we remember that one student in every four began his program of higher education last year in a two-year college, and that an estimated 80 per cent of all college-bound high school graduates will enroll in such institutions by 1970 . . ." (27:52), the junior college has become an important part of higher education.

The curricula of these junior colleges are as varied as the student population with special emphasis upon individualized education. The realization of this educational goal has an important implication upon the role physical education should play. Most texts and journals agree that the objectives of junior colleges throughout the nation should be to help develop the skills and knowledges that enable a person to think effectively, act competently, and function completely. These objectives apply not only to physical education but to English, mathematics, the humanities, and the physical and social sciences as well.

In 1963, the Report of the President's Commission on Higher Education aptly stated the role of the junior college:

In a democracy the individual comes first. We are irrevocably committed to the principle that every individual should have the opportunity to progress as far as his interests and capabilities will permit. This means that everyone who can profit from a college education should have a chance to acquire it, but it does not suggest that everyone should have the same education (25:2).

The importance of physical education on the college level is clearly stated by Voltmer and Esslinger:

If boys and girls have been given the proper physical education program in their precollege career, they will be prepared to continue in several activities in which they have some skill and which they have learned to enjoy before entering college. They will now be more concerned with their future leisure-time recreative activities than they have been heretofore, and consequently there will be an increased interest in adult play activities. This preparation for leisure is in harmony with the purpose of the college. Unfortunately, however, very few students enter college with an adequate background in physical education, and in the past, far too many have graduated from college with the same disadvantage. The wide differences in the previous preparation of college students present a problem for the curriculum in physical education (31:106).

The purpose of this study is not, therefore, to present the justifications for having a physical education program in the curricula of community colleges, but to attempt to evaluate the program as it now exists in the selected community colleges in the State of Washington.

A report on the sixty-fourth annual conference of the College Physical Education Association is reviewed here. It provides a perspective on the role of physical education.

Health--the health of the student may be related to all phases of education. He should become aware of the functional uses of his body in its present status, and become aware of the problems it may encounter in later life. He should realize the importance of exercise in general body conditioning and the need for physical activity throughout life.

Leisure-Time Skills--the leisure-time skills which may be included in the college program may provide a means for continual physical activity throughout life and may offer a way in which to overcome the pressures and tensions of life today.

Sports--through sports in the classroom, and especially in the intramural program, the student will engage in a healthy form of recreation suitable through young adulthood and will be given a background which may increase his enjoyment as a spectator in later life.

Social Traits and Values--the physical education classroom offers a laboratory in which students, under proper leadership, may practice and learn desirable habits of social interaction (28).

An evaluation of any program--mathematics, social science or physical education--means an appraisal of something according to a set of values. According to Williams, et. al., "determination of standards, as well as appraising them, rests on effective evaluation" (32:316). The same authors give some basic theses of evaluation:

Evaluation refers to everything associated with the learning process--

Evaluation applies to all the objectives sought.

Evaluation represents a continuous process.

Evaluation involves many persons.

Whatever exists at all, exists in some amount.

Anything that exists in amount can be evaluated.

All evaluation is not perfect.

Evaluation is indispensable (32:318).

Specifically, to involve physical education in the above theses of evaluation the following seem appropriate:

Physical education is not something we do to or for the students; it is something which they must be stimulated to do for themselves through inspired teaching, guidance, and cooperative planning.

If physical education is to make its contribution to the general education of all students, then each student must be helped to understand what physical education is: what it means for him in terms of achieving his own particular levels of aspiration, and the part it plays in developing and preserving our democratic way of life both now and in the future.

To do this effectively, students must be brought into the planning process and helped in developing a program of physical education which not only takes into consideration the factors of individual health and growth development, but also the particular interests, capabilities, and vocational aspirations of the student.

It then becomes the responsibility of the department of physical education to provide the facilities, the instruction and guidance, and the opportunities for the student to achieve his own particular goals of physical education.

The criteria for evaluating the limit and amount of experiences to be expected of students should be based upon competencies acquired in the understandings, knowledges, attitudes, appreciations, and skills in physical education, rather than upon such traditional factors as taking courses, serving time, and accumulating credits (23:89-90).

The program of physical education offers college students the opportunities in the areas of physical, social, and emotional development. Our present society determines, to a

great extent, the purposes of general education. Because this society is continually changing, re-examination of purposes of physical education and evaluation of present programs are needed to determine whether the present programs meet the needs of college students today.

I. THE PROBLEM

Statement of the problem. The specific problem dealt with in this study was the evaluation of existing physical education instructional programs at five community colleges in the State of Washington. The purposes of this study were to: (1) determine the present status of philosophy and objectives of physical education, (2) determine the role of administration in developing general principles and policies as they relate to the instructional program, (3) determine the instructional programs of physical education at the selected community colleges, and (4) determine the evaluation methods used at each of the community colleges as these methods relate to the instructional program of physical education.

Importance of the study. The report of the Conference on Physical Education for College Men and Women clearly stated the need for evaluation of physical education programs on the college level. By following the general principles developed by the National Conference of 1954, and revised in 1959, this

writer believes a contribution in the field of physical education in community colleges in the State of Washington can be made in three ways: (1) by determining the present status of the existing physical education instructional programs, (2) by recommending improvements for the existing physical education instructional programs based on the identification of their strengths and weaknesses, and (3) by developing guidelines for future physical education instructional programs in the community colleges in the State of Washington.

Specifically, the conference report stated:

The program in physical education to be maximally effective must be subjected to continuous informal and periodic intensive evaluation (3:14).

Basic assumptions. To continue this study, certain basic assumptions have been made: (1) each of the individuals interviewed will answer all questions with objectivity; (2) the criteria used for evaluation of the physical education instructional programs has, at a minimum, face validity; and (3) an analysis of the physical education instructional programs can be made from the criteria developed by the National Conference of Physical Educators.

Limitations of the study. The study is delimited to: (1) the Washington Community Colleges located east of the Cascade Mountain Range: Big Bend, Columbia Basin, Spokane, Wenatchee, and Yakima; (2) a concentration on the physical

education instructional courses with no special emphasis upon competitive athletics or theory courses; (3) only the physical education chairman or the most qualified staff member would be interviewed.

II. DEFINITIONS OF TERMS USED

Activities. Activities are those planned phases of physical education which involve vigorous movement and are taught within the physical education department.

Administration. Administration is the organized authority responsible for coordinating the basic instructional program with other related areas within the school system.

Community college. A community college is an institution designed to give two years of public instruction beyond the twelfth year of school. (This term will be used interchangeably with "junior college").

Curriculum. Curriculum is the whole body of courses offered by an educational institution or by a department within an institution.

Physical educational instructional program. Physical education instructional programs are activity classes for which college men and women receive physical education credit. These courses may be either required of the entire student population or selected as electives.

Washington Conference Report. A report of the Conference on Physical Education for College Men and Women in 1954 at Washington, D.C. sponsored by the American Association for Health, Physical Education, and Recreation, College Physical Education Association, and the National Association for Physical Education of College Women.

CHAPTER II

REVIEW OF THE LITERATURE

To understand adequately the problems and the scope of evaluating the instructional programs of physical education in community colleges, it was necessary for this writer to: (1) review the objectives and philosophy of the community college as an educational unit, (2) review the literature concerning four-year college physical education activity programs which are applicable to the community college, (3) discover the reasons for an evaluation of physical education instructional programs, and (4) to review studies pertinent to the junior college physical education programs.

I. THE COMMUNITY COLLEGE

Though there has been a considerable amount of research concerning the community college as an educational unit, there have been few studies related specifically to physical education. Junior colleges of all types are integral parts of the entire American educational enterprise. The liberal arts college, the land-grant college, the public school, and the junior college are uniquely American. They share many common philosophical principles.

The first of these principles contends that a democratic society cannot exist without a well-educated citizenry.

Throughout our history, the social purpose of education has been paralleled by individual purpose. Thornton quoting from a 1940 text by Carl E. Seashore states:

'The American policy should be to give higher education to each individual somewhat in proportion to his natural ability and thus provide higher cultural education for every occupation to the extent that the expenditure can be justified in terms of the needs of the community, both economic and cultural' (30:33).

And from a March 1931 issue of the Junior College Journal:

'The junior college is designed to serve the whole population; the industrial types of students are no more entitled to the exclusive attention of the junior college than is the college-preparatory or the pre-professional group' (30:34).

These quotations review the general concept of the community college in the United States. Each state which has the community junior college system of education has formed laws regulating these colleges and specific objectives have been developed to fit the needs of that particular state.

The State of Washington defines the community college thus:

A community college shall be an institution established with the approval of the state board of education and maintained and operated by a school district, offering two-year post high school curricula of general education or vocational-technical education, or both. The community college shall offer:

- (1) Curricula designed as preparatory to admission to an institution of higher learning with advanced standing, or
- (2) Curricula designed as preparatory and/or as an extension to vocational-technical pursuits, or both, and may offer in addition thereto either or both of the following:

- (a) Curricula designed for adult education,
or
- (b) A continuing course of activities designed to fulfill the cultural needs of the community, including, but not limited to, lectures and lecture forums, art, science and natural history exhibits, seminars, discussion groups, library discussion groups, and consultative use of members of the faculty in the community (5:362-35; RCW 28.84.170).

The statements of the objectives for each of the community colleges can be found in the college catalogs. It is interesting to note the changes and additions to these objectives as the institutions develop over a period of years. The first statement of objectives for Yakima Valley College, for example, was printed in 1930-31. "At present two years of standard college work are offered" (34:1). By 1938-39 the mention of "terminal courses" is included in the objectives. The objectives for the 1966-67 school year are:

College Education--The first two years of college work, designed for those who plan to transfer to a four-year college or university.

General Education--Courses which prepare students for more effective personal, community and world life.

Technical-Vocational Education--Training for those students who expect to complete their formal education in one or two years. Vocational, technical, and semi-professional training is provided.

Community Service--Courses to meet the needs of all the other people living in the community, 18 years of age or older. The Evening College also offers courses for adults, leading to a high school diploma.

Guidance and Counseling--A program of testing and counseling designed to help each student choose his life work, and to discover his aptitudes and interests (35:9).

Excerpts from a speech by the U. S. Commissioner of Education, Francis Keppel, in 1963, describe the role of junior college as a 20th century phenomenon:

Junior colleges have a role and integrity of their own; and society has imposed upon them a challenge and a responsibility to provide both broad and specific educational opportunities for those who can benefit from them.

The unique characteristic of the junior college is its contribution to the community in particular and to society in general. Excellence in certain academic programs is one measure of success. But from the unity viewpoint, the junior college provides an upgrading of skilled personnel, and improves the educational, cultural and artistic climate of the area. Success is measured in terms of responsiveness to local needs.

Most important is the extent to which the college serves students and contributes to their success. Excellence for the students is measured by the institution's contribution to the maximum development of personal abilities and talents, within the context of the student's aptitudes, interests, and motivations.

The junior colleges of our Nation have a position of growing importance in our educational enterprise. For them, as for all educational institutions, standards of excellence must be such that what the student learns and the way he learns it can meet every test of tomorrow's world. And we cannot wait until tomorrow to educate for tomorrow's needs (13:329-330).

It is apparent from the writings of many authorities in community college education, that the two-year public institution of higher learning has become an important facet of education; it will continue to be important as long as the desire for a college education involves more and more high school graduates.

II. PHYSICAL EDUCATION ACTIVITY PROGRAMS IN THE FOUR-YEAR AND TWO-YEAR COLLEGES

The open door policy of junior colleges offers educational experiences to a number of students who might not attend four-year colleges. For many of these students, this college experience will be their last exposure to formal education. There are authorities who estimate that seventy per cent of the student population enrolled in community colleges will terminate their education at this level. This, alone, places a great deal of responsibility on the physical education department, as the curriculum should be designed to fit the needs of these terminal students as well as the transfer students. Even though the junior college is uniquely different from a four-year college in certain aims and objectives, many areas of learning are parallel. Leslie W. Irwin places the junior college and the four-year college in the same category when he states:

Because large numbers of students entering college are not thoroughly grounded in the fundamental skills of activities, it necessarily follows that the college program will need to stress this phase of physical education. In addition, the college program should be designed to stress recreation and leisure-time activities as well as physical conditioning (12:187).

Irwin continues by saying:

Although under ordinary circumstances the college program in physical education should be perhaps primarily concerned with the preparation of students in recreation and leisure-time activities, the curriculum must be adjusted and adapted

to the need at any given time, as for example, during a period of war (12:188).

In the Washington Conference Report, principles basic to the formulation of the physical education program for college men and women were developed which are applicable to the junior college and senior institutions. These principles are:

1. The well-rounded program should provide for experiences in the following: (1) Aquatics, (2) Body Mechanics, (3) Individual and Dual Sports, (4) Outing Activities, (5) Rhythmic Activities, (6) Sports Appreciation, and (7) Team Games.

2. The program should be planned to include orientation of all students with regard to purposes, policies, and opportunities in physical education.

3. The program should include co-educational activities which lend themselves to efficient and meaningful instruction for both men and women. By participating in a learning situation together, men and women are more apt to (1) develop a recognition of and a tolerance for differences in skill level not based upon sex, and (2) to assume their full share of responsibility in the game situation.

4. The instructional physical education program, in order to attain a minimum level of effectiveness, should be properly integrated with intramural sports, intercollegiate athletics, recreation, health, and with other college departments (3:7-8).

The emphasis placed upon the recreation and leisure-time activities on the college level is further stressed by LaPorte in a report prepared by the Committee on Curriculum Research of the College Physical Education Association, Sixth Edition:

At the college level he [the student] is then given the opportunity for advanced training in courses which have special appeal to him, with emphasis again on the type of activities that have possibilities for carry-over as life-time hobbies.

The college intramural program should give them adequate opportunity for participation in the team games if they wish it (16:33).

Though there are some similarities in the physical education programs at the junior college and at the four-year college, there are also some differences. This writer's investigation has revealed a limited number of references concerning physical education and the community college. Two very prominent authorities in community college education, James W. Thornton and Leland L. Medsker, briefly mention physical education in their texts. Medsker graphically displays: "Of a sample of 230 junior colleges in 15 states, 138 had physical education as a requirement and of that number, 82.6 per cent required physical education for graduation" (18:61). Thornton mentions briefly that: "Physical education is required for graduation in twenty-six of the thirty colleges, sometimes as a result of a prescription in state law" (30:203).

Other sources which might discuss physical education in the community college, such as the NEA Research Bulletin and Current Issues in Higher Education, failed to mention this area of education for the last six years. A thorough examination of the Journal of Health, Physical Education, and

Recreation from 1960 to the present time, reveals two articles dealing with physical education and the community/junior colleges. Erwin L. Harlacher states: "Foothill College in Los Altos Hills, California, is . . . specifically planned to meet the needs of a two-year college . . . the physical education facilities were designed to allow co-educational participation in every area of instruction (9:22-23). The most comprehensive report is to be found in the April, 1965, issue of the Journal of Health, Physical Education, Recreation. Feature articles by eleven authors help define the role of physical education in the junior college. Excerpts from these articles are:

Helen Jane Eiland

I am convinced that the major emphasis in junior college physical education programs should be on carry-over physical recreation activities. In our age of automation and sedentary occupations with ever-increasing amounts of leisure time, I believe that participation in physical recreation is one of the most important things that people must do to live effectively and with satisfaction . . . The 'team sports theme' should not be the focal point of our programs. Of the thousands of students entering junior colleges annually, most come from crowded high schools where a major emphasis has been on team sports and large group activities (8:34).

Sybil Hilton

Roughly seventy per cent of community college students will terminate their education at this level, while thirty per cent plan to go on for higher education. The contribution that physical education can make to these students is to give them physical recreation skills and interests that will enrich their leisure and stimulate a desire for lifelong fitness (10:35).

Richard Skimin

The physical education programs of the two-year colleges of the State University of New York should provide an opportunity for all students to develop skills in selected carry-over activities and to develop an appreciation for importance of physical fitness. Emphasis should be placed on the parallel development of the mind and body in obtaining skill and enjoyment (29:37).

Doreen Abbott

One of the physical education's major roles will be to prepare individuals to make worthy use of leisure time by participating in physical activities. This implies that programs would continue to emphasize activities which have carry-over value for leisure. . . Individuals will be responsible for their own leisure time activities so that physical education will have increased responsibility to teach the values of physical activity and the importance of maintaining a level of fitness for more complete living in a democratic society (1:44-45).

The significance of these articles is the emphasis upon the recreational types of activities.

Even though there have been few publications concerning physical education in junior colleges, the available literature placed major emphasis upon life-time and recreational forms of activity. Since there have never been any specific physical education aims and objectives formed for the junior college, this writer is willing to accept the statements, as quoted, in reference to the emphasis on physical recreation as the major role of the physical education departments in the community/junior colleges. This emphasis on physical recreation activity is further supported in The Physical Education Curriculum by William R. LaPorte.

III. EVALUATION OF THE PHYSICAL EDUCATION PROGRAM

Evaluating these objectives and policies of the physical education programs in the community colleges is an absolute necessity. As Voltmer and Esslinger state:

Any department that is to function adequately must have sound, well-established administrative policies, or guiding rules, as a basis on which to operate. Policies, unlike objectives, usually indicate the method of approach or means of procedure rather than the point to be gained . . . It is essential that all staff members, as well as the director, know the policies which are to serve as guides (31:51).

William LaPorte describes evaluation in another way: "If physical education is to serve the purpose for which it is intended; namely, the development of safety skills; the contributions to psychological development; and the contribution to social traits; certainly physical educators must never remain static" (15:8).

The responsibility for evaluation rests upon the administrator and the complete teaching staff. Hughes and French place the responsibility on the administration:

The organization and administration of a program of evaluation in physical education is an administrative responsibility. The operation and continual improvement of this program will do much to insure progress toward educational objectives. The administrator should see (1) that provisions are made to facilitate the use of evaluative procedures, and (2) that a program of in-service education is instigated to assist the staff in making the best use of such procedures (11:240).

The development and evaluation of a physical education program is the responsibility of the administrator and should be developed through democratic processes involving both faculty and students.

IV. REVIEW OF STUDIES ON THE JUNIOR COLLEGE LEVEL

A number of studies have been conducted on the secondary and elementary level using various evaluating criteria.

The better known measures of evaluation are:

Evaluative Criteria--1950 Edition. Cooperative Study of Secondary School Standards. Washington, D.C.: American Council on Education, 1950.

Elementary Evaluative Criteria. Boston University School of Education Research Project. Boston: Boston University School of Education, 1953.

A Score Card for the Evaluation of Physical Education Programs for High School Boys. Utah State Department of Public Instruction. Salt Lake City: State of Utah, Department of Public Instruction, 1949.

A Score Card for Evaluating Physical Education Programs for High School Boys, Bulletin No. E-2. Division of Health and Physical Education, California State Department of Education. Sacramento: California State Department of Education, 1931.

A Score Card for Evaluating Physical Education Programs for High School Girls, Bulletin No. E-3. Division of Health and Physical Education, California State Department of Education. Sacramento: California State Department of Education, 1931.

The Physical Education Curriculum. William Ralph LaPorte. Los Angeles: University of Southern California Press, 1951 (3:3).

There appear to be two measures for evaluating the physical education programs at the college level. The LaPorte Score Card No. II, revised for community colleges in 1952 by LaPorte at the request of Philip Pesco; and the Criteria for Appraisal of Instructional Programs of Physical Education in Colleges and Universities, developed in 1954 by the College Physical Education Association, the National Association for Physical Education of College Women, and the College Physical Education Section of the American Association for Health, Physical Education and Recreation.

In the LaPorte Score Card No. II, Revised, the ten areas to be studied remained the same as found in the Score Card for secondary schools. These are: Program of Activities; Outdoor Areas; Indoor Areas; Locker and Shower Areas; Swimming Pool; Supplies and Equipment; Medical Examinations and Health Service; Modified-Individual (Corrective) Activities; Organization and Administration of Class Programs; and Administrative of Intramural and Interschool Athletics. The revisions made by LaPorte changed the wording to be more applicable to the college situation. For example, he changed daily instruction to one semester or one quarter; daily participation to 45 to 60 minutes required of all students at least twice weekly; Principal's Office to Registrar's Office. He replaced the terms boys and girls with men and women, and Interscholastic Athletics with Intercollegiate Athletics.

Two studies were done in the State of Washington using the LaPorte Score Card No. II, Revised: Pesco's study, "A Survey of the Physical Education Curriculums, Facilities, and Administrative Organization in the Junior Colleges of the State of Washington, 1952" (24), and a follow-up study by McCarty, "A Survey of the Physical Education Departmental Organization, Curriculum, and Facilities in the Community Colleges of the State of Washington, 1964-65" (17).

The study by Pesco involved the nine existing junior colleges in 1952 and McCarty surveyed fifteen community colleges in operation during 1964-65. The purpose of both studies was to survey the provisions for physical education in the community colleges in the State of Washington, in order that the discovered problems might be corrected and the total program, including facilities, could show some improvements.

In comparing the results of these two studies, several points are worth mentioning. Both studies reveal a marked weakness in the modified (corrective) activities area, but there was a decided improvement in facilities, particularly in the indoor and locker area, over the span of sixteen years. However, the outdoor areas and swimming pool facilities were still below the established national average. The highest score in the ten areas surveyed was in organization and administration of class programs. This was true in both

studies. One area which scored poorly in both studies was that of required medical examinations of all students and the lack of a campus health service. Another area which scored very high in both studies was that of administration and organization of intramural and interschool athletics. The method of obtaining the necessary data for these studies was through a written questionnaire which was answered by the most qualified person at each of the community colleges.

To evaluate the physical education program using the criteria for appraisal as developed by the National Conference in 1954, involves not so much the physical dimensions of facilities for a college program, but the principles underlying desirable policies and practices. The four main areas are: Philosophy and Objectives; Administration; Program; and Evaluation. Chapter III will explain this particular tool of evaluation and the method and procedure used in obtaining the data required to complete this study.

CHAPTER III

CRITERIA FOR APPRAISAL OF INSTRUCTIONAL PROGRAMS OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

I. INTRODUCTION

During the 1952 meeting of the College Physical Education Association, the need for a national conference to work on principles and guides for physical education programs was discussed. In 1953 the same association recommended and approved the need for such principles and guides. The National Association for Physical Education of College Women was asked to join in the project and approval was granted by the Board of Directors. The American Association for Health, Physical Education, and Recreation offered to serve as the host organization for a joint conference on Physical Education for College Men and Women.

A planning committee meeting was held in New York City on April 22, 1954, at the time of the meeting of the American Association for Health, Physical Education and Recreation. Members of the committee were selected on the basis of geographic distribution as well as size and type of college. The officers of the three governing bodies were included in the list of conference personnel.

Problems for consideration were submitted and were classified into the following categories: philosophy and

objectives, administration, program, and evaluation. The criteria developed by these three organizations synthesized the recommendations concerning principles and underlying desirable policies and practices in instructional programs of physical education for college men and women.

In October of 1954 a conference was held in Washington, D.C., at which time the three groups concentrated on developing the criteria for evaluating and upgrading the college physical education programs. This report, titled Physical Education for College Men and Women, was then published by the American Association for Health, Physical Education, and Recreation (3).

These criteria for evaluating and improving the physical education instructional programs were fifty statements recommending desirable policies and procedures. Each of the fifty items were to be discussed by administrative and faculty personnel and a concensus reached concerning the extent to which the principle was operative within the department structure of policies and practices. A value scale was developed to determine the extent to which each item was operative. Ratings of 1 to 5 were used to indicate:

1. Principle is operative not at all.
2. Principle is operative very little.
3. Principle is operative to a moderate degree.
4. Principle is operative to a great degree.
5. Principle is completely operative.

No objective standards have been established for determining over-all categorical ratings.

II. DEVELOPING THE INTERVIEW SCHEDULE

The interview method of investigation was decided upon as the most objective means of evaluating the instructional program using the criteria developed by the Washington Conference. Responses to the questions could be more accurately evaluated in an interview discussion than they might be from a mailed questionnaire.

The use of this measuring tool in evaluating the instructional program necessitated the development of interview questions and the deletion of nine items in order to permit the interview to be conducted within one hour and adapt the questions to the community college level. The fifty evaluative statements developed by the Washington Conference Report, nine of which were deleted in this study, are listed in the appendix. The reasons for deletion of these nine items are also noted in the appendix. Trial interviews were conducted with college colleagues. This resulted in refining and clarifying several questions which had led either to lengthy answers, unsure meanings, or antagonism toward the interviewer. Through these practice sessions, the interview method was developed to last not more than one hour and to elicit objective answers. Duplicate sets of questions were then prepared for each school to be interviewed.

III. DETERMINING THE SAMPLE FOR STUDY

The first decision was to use the interview method as the most objective means of evaluating the instructional program. Considerations of time and distance were the determining factors in the selection of the community colleges to be included in this study.

The State of Washington presently has seventeen community colleges, five of which are located east of the Cascade Mountains. Thus these five were selected as the sample for this study. The schools and their locations are:

Big Bend Community College	- Moses Lake, Washington
Columbia Basin College	- Pasco, Washington
Spokane Community College	- Spokane, Washington
Wenatchee Valley College	- Wenatchee, Washington
Yakima Valley College	- Yakima, Washington

Appointment times were arranged by long distance phone calls to each of the out-of-town department chairmen. Reasons for the study and areas to be studied were explained to each person.

IV. CONDUCTING THE INTERVIEWS

A set of questions was prepared for each school interviewed. During the interview the responses were recorded as were additional comments pertinent to the question.

After all of the interviews had been completed, a rating for each question was assigned and numerical averages were determined for each of the four main areas of the study.

SUMMARY

Questions based on the criteria for appraisal of instructional programs of physical education in colleges and universities were used in personal interviews with the department chairmen at each of the five Washington State community colleges east of the Cascade Mountains. Responses to the questions were recorded and numerical ratings were later assigned to each response. This information was used to evaluate the instructional physical education programs at these community colleges.

CHAPTER IV

PHILOSOPHY AND OBJECTIVES

The formulation of a philosophy and objectives is a necessary step in evaluation. Questions of where we are, where we are going, and how we will arrive at a destination are basic for program development. Without some general agreement as to what these principles should be, the contribution physical educators make to general education in community colleges cannot be determined.

Developing a philosophy and specific objectives and having these in writing for all to inspect are essential when more than one person is involved with the instructional program. Thus, the role of physical education in relation to educational policies of the college is placed in perspective. The forming of guide lines or goals by the entire staff leads to a strong, well-balanced program that considers the needs and interests of the college student. These goals should involve the development and maintenance of maximum physical fitness, proficiency in useful physical skills, social and emotional stability, and the attainment of wholesome physical recreation skills and attitudes.

Acceptance of these goals by the staff will allow specific objectives for each phase of the program to be formed. In each area of work these objectives are the framework of a physical education program and should cover the

potential contributions of physical education in the areas of effective movement, skill in specific activities, efficient physiological function, and improved human relations.

Periodic re-evaluation of the philosophy and objectives is necessary to keep a program abreast of social changes. The evaluation of the program should be in terms of all of the objectives set up for the program (3:15).

The absence of a written statement of philosophy and objectives makes the evaluative process more difficult and the desired outcomes of the program more tenuous.

Criteria for appraising philosophy and objectives.

Four statements developed by the Washington Conference relative to philosophy and objectives were used for questions in the interviews.

The philosophy of the department has been formulated and written for all to inspect.

At the time of the study Big Bend indicated a desire for forming a philosophy; Columbia Basin mentioned that a philosophy was given the school superintendent; Spokane expected a philosophy to be in print by the spring of 1967; Wenatchee thought this might be done at some later time; and Yakima had formulated a philosophy for athletics but not specifically for physical education. Because evidence of a written philosophy was not available, a rating of one was given each college.

The philosophy is in agreement with the educational policies of the college.

Without available evidence, there was no way to judge whether the physical education philosophy was compatible with the educational policies of each college and therefore the ratings in this area were one.

The major objectives of the instructional program have been formulated in writing.

To the question relating to this statement, all five of the respondents said no. However, this writer is aware that objectives for courses are usually submitted by individual instructors for the accreditation reports. Again a rating of one was assigned for this area because of the responses of the chairman at each college.

The major objectives include the areas of effective movement; skill in specific activities; physiological function; human relations; knowledges, insights, and understandings.

The negative responses to the preceding statement made it necessary to give a rating of one to each school.

With the data presented in Table I and succeeding Tables, abbreviations are used in place of the proper name of each college and the ratings correspond to the Washington Conference Report (3:20).

Abbreviations:

- B.B.C.C. - Big Bend Community College
- C.B.C. - Columbia Basin College
- S.C.C. - Spokane Community College
- W.V.C. - Wenatchee Valley College
- Y.V.C. - Yakima Valley College

Ratings:

1. Principle is operative not at all.
2. Principle is operative very little.
3. Principle is operative to a moderate degree.
4. Principle is operative to a great degree.
5. Principle is completely operative.

Results: All of the five community colleges interviewed scored one on the rating scale. This indicated an absence of a written philosophy and objectives available for all to inspect. Table I shows the rating of each community college concerning philosophy and objectives of the instructional program of physical education.

Summary: The five community colleges interviewed did not have a written statement of philosophy developed by the entire staff or specific objectives for staff members and others to inspect. However, when each college is to be accredited by the Northwest Association of Secondary and Higher Schools, the objectives for each course taught are usually included in the report. This is done by individual instructors and not as a cooperative measure by the department, nor is this a comprehensive statement involving the total scope of the instructional physical education program.

The lack of written philosophy and objectives was a decided weakness at each of the five community colleges.

TABLE I

RATINGS OF THE FIVE COMMUNITY COLLEGES AS THEY
RELATE TO PHILOSOPHY AND OBJECTIVES

Maximum rating--5

Minimum rating--1

Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
Philosophy in writing . .	1	1	1	1	1
Written philosophy agrees with college philosophy .	1	1	1	1	1
Major objectives for courses in writing . . .	1	1	1	1	1
Objectives include effec- tive movement; skill in specific activities; physiological function; human relations; knowledges, insights, and understand- ings	1	1	1	1	1
Composite Ratings	1	1	1	1	1

CHAPTER V

ADMINISTRATION

The responsibility for evaluation rests upon the administrator and the complete teaching staff. The administrator is responsible for developing and establishing policies that serve as guide lines for the operation and improvement of the physical education program.

The organization and administration of a program of evaluation in physical education is an administrative responsibility. The operation and continual improvement of this program will do much to insure progress toward educational objectives. The administrator should see (1) that provisions are made to facilitate the use of evaluative procedures, and (2) that a program of in-service education is instigated to assist the staff in making the best use of such procedures (11:240).

The Washington Conference Report states:

It should be the responsibility of the administrator and the staff to make use of all available methods to assure a broad, well-organized program of physical education. Proper college administration groups should be kept informed of the scope and organization of the program and of the instructional methods being used.

The administrator should give equal consideration to the problem of both men and women in regard to policy, budget, use of facilities, equipment and scheduling of classes (3:9).

Thus, in the evaluation of a physical education instructional program, one area must include the role of the administrator and all facets relative to administration and administrative planning.

Criteria for appraising administration. The following statements developed by the Washington Conference relative to administration were used for questions in the interviews.

In the development and conduct of the physical education program the administrator has included both faculty and students.

This statement involved two separate answers. The involvement of the faculty in developing the physical education program and the democratic process of including students in such development. Each of the five community colleges interviewed indicated a complete involvement of the staff in the development and conduct of the physical education program but students were not consulted or considered in any phase of developing the physical education program. For this reason, the rating of five was assigned each of the colleges for involving the faculty, but a rating of one was given for excluding the students. This gave each college a composite rating of three.

The administrator has made a concerted attempt to explain the concept of physical education to the faculty, students, administration and community.

To objectively evaluate this statement each of the four areas--faculty, students, administration and community--had to be considered separately.

The respondents from Spokane and Yakima reported that they had explained the concept of physical education to the

faculty. The remaining three, Big Bend, Columbia Basin, and Wenatchee, indicated that no attempt had been made to explain the concept of physical education to the faculty. For these answers ratings of five were assigned Spokane and Yakima, and ratings of one to each of the remaining three colleges.

Informing the student population of the concept of physical education was not done at Big Bend, Columbia Basin, Wenatchee or Spokane. Yakima had made an effort to inform the students during the freshman orientation assembly and with a special bulletin given all students during registration each quarter. All five community colleges indicated the classroom as a means of reaching the students; where physical education is not a required subject, this method of communication would be inadequate. It is for this reason Yakima was assigned a rating of three. All others received ratings of one.

All respondents indicated that they had informed their administrations of the concept of physical education. Thus all schools were assigned ratings of five on the basis of these responses.

The community had not been adequately informed of the concept of physical education according to the answers given. The respondent at Big Bend recalled two speeches to town clubs; the division chairman at Columbia Basin had included information on the athletic program to the Quarterback Club; Spokane had made no attempt to inform the community on

physical education; and the division chairman at Yakima could remember no special effort to communicate the concept of physical education to the community. Thus ratings of two were assigned Big Bend, Columbia Basin, and Wenatchee. Spokane and Yakima received ratings of one.

Determining scores for this statement involved rating each of the four specific areas separately. An average could then be made and a composite rating was then assigned each college. A rating of 2.2 was assigned Big Bend, Columbia Basin and Wenatchee. Spokane had a rating of 3 and Yakima a rating of 3.5.

The administration gives consideration to the problems of men and women in regard to use of facilities, equipment, budget, scheduling of classes, and the intramural program.

Each of the five areas in the above statement had to be considered separately and an average determined. A composite rating was then assigned each college.

The facilities and equipment were used jointly by men and women students at all of the five colleges. Because there is a ratio of three men for every one woman in all five community colleges, the amount and type of equipment may seem to favor the men, but this has become a necessity in order to provide enough activities for men students.

The time for each interview did not permit detailed information on budget for physical education facilities and equipment. The respondents indicated that there was no

discrimination with respect to men and women in the use or purchase of equipment.

In the scheduling of classes the ratio of men to women necessitated more classes for men. Equal consideration was given men and women students in the scheduling of classes according to statements made by each respondent.

These four areas--facilities, equipment, budget, and scheduling of classes--were given affirmative answers by all respondents thus ratings of five were assigned each of the five colleges.

The intramural program is almost non-existent in all five colleges. Big Bend conducts a scheduled co-recreation program but not an intramural program. Columbia Basin has had an intramural basketball program for men students. Spokane and Wenatchee do not have intramural programs for men or women. Yakima conducts an intramural program for men students in basketball and softball each year. Reasons given by the respondents for not having an intramural program for men and women were: lack of facilities, lack of schedule time, lack of student interest, and the high percentage of the student population commuting to and from school daily. Because three of the respondents said no to this question, Columbia Basin, Spokane and Wenatchee were assigned ratings of one. Big Bend and Yakima were assigned ratings of two because of their attempt to include some form of intramural program for students.

Composite ratings of 4.4 were given Big Bend and Yakima. Columbia Basin, Spokane and Wenatchee each received a 4.2 rating.

The standards in the institution relating to staff qualifications, teaching load, size of classes, and salaries apply equally to staff members in the physical education department.

To the question relating to this statement, all five of the respondents answered yes to each of the four main areas. Though this is a very comprehensive statement, the responses were accepted at face value without further investigation of each specific area. Additional studies could be made of this one statement. With the acceptance of the answers given by each respondent, ratings of five were granted each college.

The department promotes continuous in-service education to stimulate professional growth.

The term in-service education refers to staff members being encouraged in personal and professional growth through study, travel, research, writing, and attendance at staff and professional meetings.

All five respondents indicated a small percentage of their staff belonged to professional organizations or attended special workshops and conferences related to physical education. Big Bend encouraged staff members to attend professional meetings with the college giving financial assistance.

Columbia Basin had one female staff member who is very active in professional organizations and time off from teaching duties has been granted. Men instructors at Columbia Basin belong to the coaches' association but were not active participants in other professional organizations. Spokane encouraged staff members to attend special workshops during the summer. Membership in professional organizations was very small according to the division chairman. Wenatchee recognized this area as a decided weakness in their organizational structure. The coaches, however, belong to the coaching association. Yakima does not encourage attendance at professional conferences or membership in professional organizations. However, if a staff member requests time off from teaching duties to attend a professional meeting, the administration usually grants this request with financial assistance given for travel, meals, and lodging.

The ratings for each of the colleges according to the responses given were: Big Bend, 4; Columbia Basin, 3; Spokane, 3; Wenatchee, 2; and Yakima, 1.

The source of financial support for the physical education program is the same as that for all other instructional areas of the institution.

A rating of five was given each college interviewed as the answer to this statement was yes by all respondents.

Instruction in physical education, properly adapted, is required of all students.

One important area of physical education, the adaptive program, was not offered at any of the five community colleges interviewed. Special help for handicapped students may be given if they were registered in a regular physical education activity class. Spokane was the only college that did not require physical education as a graduation requirement. Big Bend, Wenatchee, and Yakima required three quarters of physical education. Columbia Basin required five quarters. Exemptions varied at each of the four schools that required physical education. Big Bend exempted students over 25 years of age and those with one year of prior military service. Wenatchee exempted students with military service records. Columbia Basin exempted women students over 23 years of age and students with one year of military service. Yakima exempts married students, students over 23 years of age and students with one year of military service.

Because the Washington Conference Report recommends no exemptions from physical education, other than substituting a varsity sport in season, Wenatchee was assigned a rating of two and ratings of one were given the other four colleges.

All entering students have a complete physical and medical examination prior to participation in the physical education program.

Big Bend, Columbia Basin and Wenatchee required that students have records of physical examinations on file with the registrar prior to their entering school. These schools

were assigned ratings of five. Yakima required a physical examination but this requirement was not always enforced, thus a rating of four was assigned. Spokane did not require a physical examination of all entering students so for this reason a rating of one was given.

Exemptions from participation in the physical education program for medical reasons is the responsibility of the medical and physical education staff.

Four of the colleges, Big Bend, Spokane, Wenatchee and Yakima, granted exemptions upon notification from a physician. Big Bend, Spokane and Yakima indicated that the division chairman may also grant exemptions in special cases. Columbia Basin allowed the registrar to deal with all exemptions. For these answers Big Bend, Spokane and Yakima were each assigned ratings of five and ratings of four were assigned Columbia Basin and Wenatchee.

Students are permitted to substitute freshman and varsity sports in season, using the same intercollegiate sport only once during the year, for the purpose of meeting their physical education requirement, but return to class at the end of their sport season.

This statement was made into two questions with a rating for each and an average to determine composite ratings. Are students permitted to substitute a varsity sport in season for a physical education requirement was the first question. All five colleges interviewed permitted this substitution;

thus ratings of five were assigned. Do students return to a regular physical education class at the end of the sport season? No was the answer of all respondents, so each of the colleges received ratings of one for this answer. A composite rating of three for the complete statement was assigned to each of the five colleges.

It is the policy of the department not to accept veteran experiences, R.O.T.C., band, drill team, cheerleaders and other extracurricular participation for the required instructional program of physical education.

Accepting veteran experiences was allowed at Wenatchee but not at the other four colleges. Allowing physical education credit for drill team and cheerleaders was a policy only at Yakima. Not one of the colleges interviewed had an R.O.T.C. group on campus. Assigning ratings for each of the specific areas mentioned in the statement gave composite ratings of five for Big Bend, Columbia Basin, and Spokane. Wenatchee received a rating of four and Yakima, a three.

Credit and grade point value is granted on the same basis as any other area in the educational program.

All five colleges granted credit and grade point value for physical education on the same basis as in other areas of education. These were letter grades of A, B, C, D, and F, with grade point values of 4, 3, 2, 1, and 0, respectively. For this reason, each of the colleges was assigned a rating of five.

Facilities and equipment are adequate with respect to quality and quantity.

This statement was divided into two questions--equipment and facilities. Big Bend and Spokane indicated the quality of equipment was considered before quantity, which led to shortages of equipment, but the equipment purchased was very satisfactory. Wenatchee and Yakima had attempted to consider quality as most important but this had not always been possible. Columbia Basin had not been consistent in the purchasing of physical education equipment in regard to quality or quantity. Athletics seemed to overshadow the needs of the physical education department. All department chairmen voiced displeasure over the lack of necessary equipment to make their programs more comprehensive. The ratings from the answers given were: Big Bend and Spokane, five; Wenatchee and Yakima, four; and Columbia Basin, two.

The second part of the question dealing with facilities showed all colleges to be in need of new and/or better physical plants. Of the five colleges interviewed, Yakima had the most complete and satisfactory physical education facility. For this reason, a rating of four was assigned Yakima and ratings of two to the other four colleges. Averages were determined and a composite rating of four was given Yakima, 3.5 ratings were assigned to Big Bend and Spokane, a three to Wenatchee, and a two for Columbia Basin.

Guidance and counseling of students is an integral part of the physical education program.

The area of guidance and counseling in physical education is designed to develop an understanding and appreciation on the part of the students in such matters as the nature, purposes, and opportunities in the physical education program. All five respondents indicated that this area was an important and operative part of the physical education program, thus each school was assigned a rating of five.

Comprehensive and accessible records are maintained to indicate student accomplishments within the program.

To answer adequately a question related to this statement, each instructor would have to be interviewed. However, the respondents from Columbia Basin and Wenatchee inferred that all records were kept by the individual instructors and a student would have to deal with that particular instructor. Most records were kept in the instructors' grade books. For this reason, ratings of one were assigned these two colleges. Big Bend, Yakima and Spokane elaborated on the records kept by individual instructors for such specific activities as weight training and body conditioning that are available for students to inspect. Spokane also kept records of physical education majors and their progress in all subjects. Thus ratings of three were assigned to Big Bend and Yakima. Spokane was assigned a rating of four.

The department of physical education conducts programs of organized research.

The only college which had conducted any departmental research was Big Bend. They used an interest survey for evaluating the activity program of physical education. For this reason, Big Bend was assigned a rating of three. The other four colleges answered no to this statement so ratings of one were assigned.

Results: All five of the community colleges interviewed were meeting administrative principles and policies to a considerable degree as the ratings for this section on administration fell mid-way in the category of "to a moderate degree" according to the Washington Conference Report rating scale. Big Bend had the highest rating of 3.8, Spokane and Yakima a 3.5, Columbia Basin and Wenatchee each had a 3.4.

Weak areas in administration determined by this study were:

1. Insufficient explanation of the concept of physical education to faculty, students, and community.
2. Deficiency in promoting in-service education and professional growth.
3. Lack of adaptive or corrective physical education.
4. Lack of comprehensive and accessible records indicating student progress.
5. The departments' failures to conduct programs of research.

Strong areas in administration determined by this study were:

1. Staff qualifications, teaching loads, and salaries applied equally to physical education departments and to other departments of the colleges.
2. The financial support was the same as that of other instructional areas of the institution according to the respondents.
3. Students had physical examinations on file prior to entering school.
4. A fairly consistent policy existed in not granting physical education credit for extra curricular activities.
5. The credit and grade point value was the same as that in the other areas of learning in the institution.
6. Guidance and counseling of students was an integral part of the physical education programs.

Table II shows the rating of each community college concerning administration of the instructional program of physical education.

Summary: The five community colleges interviewed had ratings in administration which could be considered acceptable in the development of physical education programs. Specific areas of weakness involved insufficient communication between students, faculty, and community; lack of interest and participation in professional organizations; inaccessible records of student progress; absence of adaptive programs; and the failure of departments to conduct any form of research. The areas of strength involved satisfactory staff qualifications;

TABLE II
RATINGS OF THE FIVE COMMUNITY COLLEGES AS THEY
RELATE TO ADMINISTRATION

Maximum rating, 5; minimum, 1

Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
The administrator involves faculty and students in developing P.E. programs	3	3	3	3	3
Physical education is explained to faculty, students, administration and community	2.2	2.2	3	2.2	3.5
The administrator considers the problems of men and women in regard to policy, budget, use of facilities, equipment, scheduling of classes and intramurals	4.4	4.2	4.2	4.2	4.4
Standards of the institution apply equally to P.E. staff members in staff qualifications, teaching load, size of class, and salaries	5	5	5	5	5
The department promotes in-service education and professional growth	4	3	3	2	1
The source of financial support for the P.E. program is the same as that for other instructional areas of the institution	5	5	5	5	5

TABLE II (continued)

Recommended policies and practices	Maximum rating, 5; minimum, 1				
	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
Instruction in P.E., properly adapted, is required of all students	1	1	1	2	1
All entering students have a complete physical examination prior to participation in P.E. classes	5	5	1	5	4
Exempting a student from participation in P.E. program is the responsi- bility of the medical profession and the P.E. department.	5	4	5	4	5
Varsity sports in season may be substituted for P.E. class requirements, but students return to class at end of sport season.	3	3	3	3	3
The policy is <u>not</u> to accept veteran experiences, R.O.T.C., band, drill team, or other extra- curricular activities for the required instruc- tional program of physical education	5	5	5	4	3
Credit and grade point value is the same for P.E. as in other areas of education in the college	5	5	5	5	5

TABLE II (continued)

Maximum rating, 5; minimum, 1

Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
Facilities and equipment are adequate with respect to quality and quantity	3.5	2	3.5	3	4
Guidance and counseling of students is an inte- gral part of the P.E. program	5	5	5	5	5
Comprehensive and acces- sible records are main- tained to indicate student progress.	3	1	4	1	3
The department conducts programs of organized research.	3	1	1	1	1
Composite Ratings	3.8	3.4	3.5	3.4	3.5

equitable financial support of the program; required physical examinations; credit and grade point value were the same as in other areas of learning; physical education credit was not granted for extra curricular activities; and guidance and counseling were considered an integral part of the physical education programs.

CHAPTER VI

PROGRAM

Principles basic to the formulation of the physical education program for college men and women should be planned to:

1. provide physical education activities for every student, with consideration for each individual's capacities, interests, and needs;
2. develop the physical condition of the individual through vigorous activity;
3. raise the level of performance of the individual in order to motivate participation both during and beyond college life;
4. enable the individual to find means of adjusting to the tensions and emotional strains of daily living;
5. offer opportunities for creative expression for the development of individual potentialities;
6. develop life-long interests in satisfying leisure-time activities;
7. provide counseling and guidance for students on a definite pattern in order that referrals to the health center, counseling bureau, or an appropriate campus or community agency may be made promptly;
8. include competitive experiences;
9. provide for development of efficient movement;
10. provide progressive learning experiences through which the student will derive satisfaction in achievement;
11. provide understanding of the need for relaxation skills (3:6-7).

The well-rounded program should provide for experiences in the following: (1) Aquatics, (2) Body Mechanics, (3) Individual and Dual Sports, (4) Outing Activities, (5) Rhythmic Activities, (6) Sports Appreciation, and (7) Team Sports (3:7).

It is interesting to note the placement of team sports

in relation to the other activities. Helen Jane Eiland aptly stated:

The 'team sports theme' should not be the focal point of our programs. Of the thousands of students entering junior colleges annually, most come from crowded high schools where a major emphasis has been on team sports and large group activities (8:34).

This, then, implies the need for emphasis upon individual activities in the planning of a physical education program on the college and community college level. Another important area in physical education is the inclusion of co-recreational activities and an integration with intramural sports, intercollegiate athletics, recreation, health, and other college departments.

It is the responsibility of the physical education department to explain the purpose, policies and opportunities in physical education to all students. This can be done by such means as an orientation program for all freshmen, handbooks and other printed materials, demonstrations and discussions, medical and health examinations.

The program content then should include provisions for the acquisition of skills and emphasis on individual and co-recreational activities. These should be integrated with areas related to physical education and other college departments.

Criteria for appraising the instructional program.

The following statements developed by the Washington Conference

relative to the instructional program were used for questions in the interviews.

The program provides instruction in activities for every student.

All respondents answered yes to this statement so ratings of five were assigned each college. Without an adaptive program, it seems unlikely that a program is available to every student, but the acceptance of the answers from each respondent was necessary.

The program provides for orientation of each student with regard to policies, purposes, and opportunities in physical education.

Accomplishing an orientation program through freshman week programs, medical and health examinations, orientation courses, handbooks and other printed materials, demonstrations and discussions, and audio-visual aids are means of explaining the policies, purposes, and opportunities in physical education to the student population.

The respondent from Big Bend indicated a bulletin was printed for all students at the time of registration. Yakima provided the students with information concerning physical education with a printed bulletin at registration and by a general assembly during freshman orientation week. Columbia Basin had no planned program of orientation except in the classroom. Spokane and Wenatchee each gave a negative answer

to this statement. Assigning a rating according to each answer, Big Bend and Yakima were assigned ratings of four, Columbia Basin a rating of two, and ratings of one to Spokane and Wenatchee.

The program offerings are well-rounded, including body mechanics, swimming, team games, rhythms, and individual and dual sports.

The five areas of a well-rounded program had to be considered separately. Averages were determined and composite ratings were assigned each college. Class schedules for the academic year of 1965-66 were obtained to determine the activities offered each quarter at each college, and to determine which activities were co-educational.

The five colleges interviewed offered instruction in body mechanics thus ratings of five were assigned each college.

Swimming was not offered at Big Bend or Spokane. For this reason they received ratings of one. The other three colleges offered swimming each quarter, including advanced swimming, so ratings of five were assigned to Columbia Basin, Wenatchee and Yakima.

Rhythmic activities--modern dance and social dance--were included in the instructional program at Big Bend, Wenatchee and Yakima. Thus, each was assigned ratings of five. Columbia Basin offered social dance, so a rating of

three was assigned. No form of rhythmic activities appeared in the activity schedule of Spokane, thus a rating of one was assigned.

Individual and dual sports were a part of the instructional program at each of the five colleges, thus ratings of five were assigned each college.

Team sports is another area of the instructional program which was offered at all of the colleges interviewed, so ratings of five were assigned each college.

Outing activities were not offered at Columbia Basin, Spokane, or Yakima so ratings of one were assigned these three colleges. Wenatchee included a course spring quarter in camp leadership so a rating of two was assigned. Big Bend offered a class in camping education which gave an assigned rating of three.

The composite ratings for each college were: Big Bend, 4.0; Columbia Basin, 4.0; Spokane, 3.0; Wenatchee, 4.5; and Yakima, 4.4.

The program provides specific counseling and guidance on a definite pattern with appropriate referrals to other campus agencies.

All respondents reported that scheduled program counseling was provided by their departments. They also stated that instructors were referring students to available campus guidance and counseling agencies. For these responses, each college was assigned a rating of five.

The activities selected make full use of accessible community facilities.

All colleges in this study had on campus physical education facilities for major portions of their programs. Utilization of community facilities augmented these programs. Big Bend relied upon community facilities for bowling, camping, golf, and water skiing. Columbia Basin used community facilities for bowling, social dance, golf, tennis and swimming. Spokane used community facilities for bowling, golf and tennis. Wenatchee relied upon community facilities for bowling, golf, swimming, roller skating and skiing. Yakima used facilities in the community for bowling, golf, tennis, ice skating, skiing, swimming, horseback riding, softball and soccer.

Four colleges--Big Bend, Columbia Basin, Wenatchee, and Yakima were assigned ratings of five because of the complete utilization of community facilities. Spokane was assigned a rating of three because of the moderate utilization of community facilities.

The activities selected make full use of local geography and climate.

Activities that make use of geography and climate would be skiing, mountain climbing, boating and boating safety, outdoor camping and campcraft, fly casting and water skiing.

Three colleges included two activities which made use

of geography and climate. Big Bend offered camping and water skiing, Wenatchee had skiing and camping, and Yakima provided activities in skiing and mountain climbing. Ratings of three were assigned each of these colleges. Columbia Basin offered winter golf so a rating of two was assigned. Spokane was assigned a rating of one because they did not offer any activities which utilized local geography and climate.

The program provides opportunities through co-educational classes which bring life-long leisure time satisfactions.

Big Bend, Wenatchee and Yakima were assigned ratings of five for having the most comprehensive co-educational programs. Big Bend offered: archery, badminton, bowling, camping, social dance and volleyball. Wenatchee offered: archery, badminton, bowling, golf, skiing, social dance, swimming, tennis and volleyball. Yakima offered: archery, badminton, bowling, golf, gymnastics, horseback riding, ice skating, modern dance, social dance, skiing, swimming and tennis. Columbia Basin and Spokane were assigned ratings of two. Columbia Basin offered golf and social dance but for each class a man and woman instructor were assigned. Spokane offered bowling as a co-education activity.

The physical education instruction program provides a means of introducing students to the activities of the intramural program, and encourages them to participate in it.

The physical education instructional program at each of the colleges interviewed was a means of introducing students

to the activities of an intramural program if such a program existed. Big Bend had a scheduled co-recreation program and Yakima offered an intramural program for men in basketball and softball. These two colleges were assigned ratings of three. The respondent from Columbia Basin indicated that the intramural program was not encouraged because of the lack of time and facilities. Spokane and Wenatchee did not have an intramural program. For these reasons, ratings of one were assigned Columbia Basin, Wenatchee and Spokane.

The physical education instruction program introduces students, and encourages their participation in, recreational activities of the campus and community.

Each of the respondents reported that their programs encouraged student participation in recreational activities on campus and in the community. For these responses, ratings of five were assigned each college.

The physical education instruction program is integrated with other college programs and services concerned with health education.

Four colleges included health education and first aid as a part of the course offerings within the physical education department. Health education at Spokane was a part of the biological science department. Big Bend and Wenatchee required health education of all students. Columbia Basin, Spokane, and Yakima had health education courses as electives. Yakima had a separate health service with a trained nurse on

duty four hours, five days a week, to aid the physical education department and other college departments. Ratings of five were assigned Big Bend, Columbia Basin, Wenatchee and Yakima for maintaining several courses related to health education. Spokane was assigned a rating of two for their lack of requiring physical examinations of all entering students, as stated earlier, and because there was little integration of physical education with health education.

Teaching methods provide progressive learning experiences through which each student derives the satisfaction in achievement which is essential for continued participation after college.

Each respondent indicated the progression of skills taught were such that a student could continue in that activity after college. According to class schedules, there were advanced activity classes at each of the five colleges from which students could gain satisfaction in increased achievement. Advanced classes found at most colleges in this study were: tennis, skiing, bowling, swimming, basketball, and dance (social and modern). For the responses to this statement and the information provided by class schedules, each college was assigned a rating of five.

Results: Of the eleven evaluative statements in the area of physical education instructional programs, seven had ratings of four or five. Four statements rated one or two. According to the value scale of the Washington Conference

Report, this would indicate the strengths and weaknesses of the instructional programs. The composite ratings for the five colleges interviewed were: Big Bend, 4.4; Columbia Basin, 3.7; Spokane, 3.0; Wenatchee, 4.0; and Yakima, 4.4.

Areas of weakness determined by this study were:

1. The minimum effort of some schools in providing for an orientation program.
2. The small number of activity courses which utilized local geography and climate.
3. The failure of several colleges to provide for some form of intramurals.
4. The lack of opportunity for students in two of the colleges, Columbia Basin and Spokane, to participate in comprehensive co-recreational programs.

Areas of strength determined by this study were:

1. The providing of activities which included body mechanics, team sports, individual and dual sports, rhythms and swimming, in three of the five colleges.
2. The providing of guidance and counseling with referrals to campus and community agencies.
3. The activities provided made use of community facilities.
4. The programs provided opportunities in co-recreational activities.
5. The programs introduced the students, and encouraged their participation in recreational activities of the campus and community.
6. The physical education instructional program was integrated with other programs concerned with health education.
7. The progression of skills taught were such that a student could continue to participate after college.

Table III shows the rating of each community college concerning the physical education instructional program.

Summary: The instructional programs at each of the five community colleges in this study revealed specific strengths and weaknesses in certain areas. The weak areas involved: insufficient orientation of student populations with regard to purposes, policies, and opportunities in physical education; non-utilization of local geography and climate in planning physical education activities; the failure to include intramural programs for men and women students; and the deficiency at some schools in providing comprehensive co-educational activities. There could be justification for the low ratings in intramurals and utilization of local geography and climate. The lack of facilities and scheduling time were major problems at all of the five colleges interviewed. The failure to provide orientation programs and include co-educational activities is not solely dependent on facilities or scheduling time. These two areas could be improved by all five colleges involved in this study.

Areas of strength involved the counseling and guidance program and the inclusion of such activities as body mechanics, team sports, individual and dual sports, swimming and rhythms. This would indicate an attempt to provide a variety of recommended activities at each of the five colleges. The utilization of community facilities aided most colleges in conducting more comprehensive instructional programs.

TABLE III

RATINGS OF THE FIVE COMMUNITY COLLEGES AS THEY
RELATE TO THE INSTRUCTIONAL PROGRAM

Maximum rating, 5; minimum, 1

Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
The program provides instruction in activities for every student	5	5	5	5	5
The department provides an orientation program with regard to purposes, policies, and opportunities in P.E.	4	2	1	1	4
The program offerings include body mechanics, swimming, team games, rhythms, individual and dual sports, and outing activities	4	4	3	4.5	4.4
The program provides counseling and guidance with referrals to appropriate campus and community agencies.	5	5	5	5	5
The activities selected make full use of community facilities.	5	5	3	5	5
The activities selected make full use of local geography and climate .	3	2	1	3	3
The program provides opportunities in co-ed classes	5	2	2	5	5

TABLE III (continued)

	Maximum rating, 5; minimum, 1				
Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
The program introduces and encourages students to participate in the intramural program. . .	3	1	1	1	3
The P.E. program intro- duces and encourages participation in the recreational activities of the campus and com- munity.	5	5	5	5	5
The P.E. program is integrated with other college programs con- cerned with health education	5	5	2	5	5
The progression of skills are such that a student can continue participation after college	5	5	5	5	5
Composite ratings	4.4	3.7	3.0	4.0	4.4

Spokane was the only college which did not use community facilities to the fullest extent. Co-educational activities at three of the five colleges were considered an important area of instruction in the physical education program. All respondents indicated that the instructional program provided students with adequate skills and knowledges for continued participation after leaving college. The integration with other programs concerning health education was a policy at four of the five colleges interviewed.

CHAPTER VII

EVALUATION

The program in physical education, to be maximally effective, must be subjected both to continuous informal and to periodic intensive evaluation which would appraise the outcomes of the program in terms of the stated objectives.

The administrator and teaching staff are responsible for evaluating the program. Certain outcomes of evaluating the physical education programs are:

- a. stimulating faculty and student interest and enthusiasm;
- b. determining strengths and weaknesses of individual students and class groups;
- c. revealing the adequacy of the program;
- d. determining the effectiveness of various methods of teaching;
- e. and measuring student achievement in skill, knowledge, attitudes and habits (3:14-15).

If physical education is to serve the purpose for which it is intended, the administrator and the teaching staff must not remain static but must re-evaluate what the present program is doing, what the program could and should do, and what the methods are for achieving these desired goals.

Criteria for appraising evaluation. The following statements developed by the Washington Conference relative to evaluation, were used for questions in the interviews.

The philosophy and objectives of a department are reviewed and re-evaluated periodically.

The philosophy and objectives can be reviewed informally during staff meetings and more specifically when an institution is being accredited.

The respondent from Big Bend replied in the affirmative to this statement in that re-evaluation is done informally but not periodically. This was also the answer from the respondent at Columbia Basin. For these answers, ratings of three were assigned Big Bend and Columbia Basin. Spokane was assigned a rating of five because, at the time of the interview, the re-evaluation of the department's philosophy and objectives was near completion. The respondent from Wenatchee answered no to this statement but added that they desired doing this in the future. For this negative answer, a rating of one was assigned. Yakima has periodically reviewed and re-evaluated the unwritten philosophy and objectives of the department informally during staff meetings. A rating of four was assigned to Yakima.

Skills, knowledge, attitudes, and habits are included in evaluating the program and in the final grade given the student.

The respondents from Big Bend, Spokane and Yakima incorporated these evaluative measures in determining the effectiveness of the program and in the final rating of the student. Ratings of five were assigned each of these three colleges.

A prime evaluative criterion for Columbia Basin was

student attendance. The final grade of the student was reduced one letter grade for each of more than one absence from class. Other measures of evaluation included knowledge tests. For this response, a rating of three was assigned to Columbia Basin.

Wenatchee had installed a one hundred point system in evaluating the final grade of the student. This point system allowed 40 points for attendance; 40 points for performance with subjective ratings of skills, attitudes, and improvements; and 20 points for knowledge tests if such tests were given. This point system was employed by all instructors. A rating of four was assigned Wenatchee.

Selection and use of evaluation techniques are cooperatively planned within the department.

Respondents from each of the five colleges answered yes to this statement so ratings of five were assigned each college.

Evaluation of student status and progress are determined at the beginning, during and at the termination of the course.

The individual instructor had the freedom to decide what evaluation measures were used and when the students were to be evaluated. This was the attitude of each of the respondents interviewed. The type of activity and the size of each class were factors in determining the evaluation methods.

Four colleges--Big Bend, Spokane, Wenatchee and Yakima --were assigned ratings of four because the respondents agreed emphatically with this statement. Columbia Basin was assigned a rating of three because of the over-emphasis on attendance and its effect upon the final grade of the student.

Evaluative procedures are used to determine strengths and weaknesses of individual students and class groups.

The use of skill tests and knowledge tests were attempted in most activity courses at Big Bend, Spokane and Yakima. The results of these two measuring devices aided the student in determining his strengths, weaknesses, and progress in whatever he elected as an activity course. For this reason, ratings of four were assigned these three colleges.

Columbia Basin was assigned a rating of three because the respondent indicated that skill tests were given sometimes but that each instructor was solely responsible for deciding the types of evaluative tools to determine the strengths and weaknesses of students and class groups.

The respondent from Wenatchee indicated a minimizing of skill tests as an evaluative procedure because this method of evaluation consumed too much time. For this reason, a rating of two was assigned Wenatchee.

Evaluative procedures are employed to determine strengths and weaknesses of the program for the college student and for his post-college life.

Not one of the colleges interviewed had employed any evaluative procedure to determine the effect of the program upon post-college life of the students.

Evaluative procedures to determine the strengths and weaknesses of the program for the college student at each of the colleges interviewed were: student interest survey and discussion at staff meetings at Big Bend; staff meetings at Columbia Basin; nothing at Wenatchee; staff meetings at Spokane; staff meetings and student requests for certain courses at Yakima.

Ratings for each college were: Big Bend, 3; Columbia Basin, 2; Spokane, 2; Wenatchee, 1; and Yakima, 3.

Objective measurement is used whenever possible.

All respondents answered yes to this statement; ratings of five were assigned each of the five colleges.

If objective measurement is not possible, subjective judgement is used for purposes of appraisal.

All colleges interviewed, except Columbia Basin, answered an emphatic yes to this statement so ratings of five were assigned Big Bend, Spokane, Wenatchee and Yakima. Columbia Basin indicated that student attendance was the major criterion in determining the grade of a student. This form of evaluation does not incorporate the subjective methods of appraisal, thus a rating of three was assigned.

Teachers are familiar with the best available evaluation techniques and use research findings insofar as possible.

This statement was divided into two questions. Do staff members discuss the many methods of evaluation techniques? Are new methods of evaluation made available to staff members through review of research findings? Each question was given a separate rating and a composite rating was assigned each college.

Two colleges, Big Bend and Spokane, discussed methods of evaluation techniques during staff meetings. Ratings of five were assigned these two schools. Columbia Basin indicated that very little was being done in this area. Wenatchee and Yakima answered no to this statement. Thus, a rating of two was assigned Columbia Basin and a one to Wenatchee and Yakima.

New methods of evaluation were made available to staff members at Big Bend by the division chairman, but this is not true at Columbia Basin, Spokane, Wenatchee, or Yakima. For this reason, a rating of four was assigned Big Bend and a rating of one to each of the four remaining colleges.

Composite ratings of 4.5 were assigned Big Bend; 1.5 to Columbia Basin; 3.0 to Spokane; 1.0 to Wenatchee; and 1.0 to Yakima.

All students and faculty participate in the evaluation of student accomplishments, teaching effectiveness and course content.

Evaluation was done by the faculty at all five colleges

interviewed. At the present time, student participation in an evaluation of their accomplishments, of teaching effectiveness or of course content was not a part of the evaluative procedure at Big Bend, Columbia Basin, Spokane, Wenatchee, or Yakima. Thus, ratings of one were assigned these colleges. Big Bend had used this method of evaluation in the past but was not presently including student evaluation in the program.

Results: The composite ratings, according to the evaluative scale developed by the Washington Conference, shows three community colleges to be concerned with and developing evaluative procedures "to a moderate degree," and two community colleges incorporating "very little" of these evaluative procedures.

Areas of weakness determined by this study were:

1. The lack of evaluative procedures to determine the strengths and weaknesses of the program for the college student and for post-college life.
2. The unfamiliarity of teachers with new evaluation techniques based on current research findings.
3. The failure of allowing students to participate in evaluating their accomplishments, of teaching effectiveness, and of course content.

Areas of strength determined by this study were:

1. The philosophy and objectives of departments were reviewed and re-evaluated at some time by the entire staff.
2. Evaluating the program and the final grade given the student included such objective measures as skill and knowledge tests, and subjective judgement of attitudes and habits.

3. The selection and use of evaluation techniques were cooperatively planned within the departments.
4. Evaluation of student status and progress were determined at the beginning, during and at the end of the courses.
5. Evaluative procedures were used to determine strengths and weaknesses of individual students and class groups at three of the five colleges.
6. Objective measurement was used whenever possible.

Composite ratings for the five colleges were: Big Bend, 3.9; Columbia Basin, 2.9; Spokane, 3.9; Wenatchee, 2.9; and Yakima, 3.7. Table IV shows the ratings of each college in the part of this study concerned with evaluative procedures.

Summary: The evaluative procedures varied in the five community colleges interviewed. All five colleges failed to have a written statement of philosophy and objectives, but each college interviewed had reviewed and re-evaluated the philosophy and objectives at some time. This would then indicate an understanding of the purposes and goals of physical education by the entire physical education staff. This study showed cooperation within the departments on the use and selection of evaluation techniques. However, the respondents from four of the community colleges indicated that, at their staff meetings, current research concerning evaluation was not discussed. Permitting students to participate in an evaluation of their accomplishments, of teaching

TABLE IV
 RATINGS OF THE FIVE COMMUNITY COLLEGES AS
 THEY RELATE TO EVALUATION

	Maximum rating, 5; minimum, 1				
Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
Philosophy and objectives are reviewed and re-evaluated periodically.	3	3	5	1	4
Skills, knowledges, attitudes, and habits are included in evaluating the program and in the final grade of the student	5	3	5	4	5
Evaluation methods are cooperatively planned within the department	5	5	5	5	5
The evaluation of student status and progress are determined at the beginning, during and at the end of the course	4	3	4	4	4
Evaluation procedures are used to determine the strengths and weaknesses of the student.	4	3	4	2	4
Evaluative procedures are used to determine the strengths and weaknesses of the program for the college student and post-college life.	3	2	2	1	3
Objective measurement is used whenever possible	5	5	5	5	5

TABLE IV (continued)

	Maximum rating, 5; minimum, 1				
Recommended policies and practices	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.
Subjective judgement is used for purposes of appraisal. . . .	5	3	5	5	5
Teachers are familiar with the best available evaluation techniques and use research findings insofar as possible	4.5	1.5	3	1	1
Students participate in the evaluation of student accomplishments, teaching effectiveness and course content	1	1	1	1	1
Composite Ratings	3.9	2.9	3.9	2.9	3.7

effectiveness, and of course content was not practiced at any of the five colleges. This was a recognized weakness by each of the individuals interviewed. The strongest evaluative procedure at each of the five colleges involved the use of objective measurements, whenever possible, and the inclusion of subjective judgements, when necessary, in order to complete the evaluation of the students.

Composite ratings for the evaluation section of this study placed Big Bend, Spokane, and Yakima with ratings of 3.9, 3.9, and 3.7, respectively. Columbia Basin and Wenatchee had composite ratings of 2.9. The minimal use of skill tests and an apparent lack of evaluating the strengths and weaknesses of the program were contributing factors in the lower ratings of these colleges.

Evaluative procedures are not dependent upon facilities or equipment. It would appear that both department leadership and staff cooperation are needed for correct and continued evaluation.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

I. SUMMARY

The specific purpose of this study was to evaluate the existing physical education instructional programs at five community colleges in the State of Washington. Of the seventeen community colleges in the State of Washington, five are located east of the Cascade Mountains. These five were selected as the sample for this study. They were: Big Bend, Columbia Basin, Spokane, Wenatchee, and Yakima.

The examination of the existing physical education instructional programs was made through an interview with the most qualified person at each of these colleges. In most cases, this was the division chairman. Four areas of the physical education programs were investigated: (1) the philosophy and objectives; (2) the administration; (3) the instructional program; and (4) evaluation.

Criteria for appraisal of instructional programs of physical education were developed in 1954 through the combined efforts of the College Physical Education Association and the National Association for Physical Education of College Women. This group is referred to in this study as the Washington Conference.

Related questions were developed from the criteria of the Washington Conference Report. During the interviews, the responses to each question were recorded as were additional comments pertinent to the questions. After all of the interviews had been completed, ratings for each question were assigned and averages were determined for the four main areas of this study. This information was used to evaluate the instructional physical education programs at the five community colleges selected for this study.

PHILOSOPHY AND OBJECTIVES

It was learned that the five community colleges in this study did not have a written statement of philosophy and objectives. Because of this, the statements related to this first area of study were assigned ratings of one. The lack of written philosophy and objectives was a decided weakness at each of the five community colleges.

ADMINISTRATION

The ratings in administration can be considered acceptable in the development of physical education programs. The strong areas in administration were:

1. The staff qualifications, teaching loads, and salaries applied equally to physical education departments and to other areas or departments of the colleges.

2. The financial support was the same as that of other instructional areas of the institution.
3. Students had physical examinations on file prior to their entering school except at Spokane Community College.
4. A fairly consistent policy existed in not granting physical education credit for extra-curricular activities.
5. The credit and grade point value was the same as that in the other areas of learning in the institution.
6. Guidance and counseling of students was an integral part of the physical education programs.

The areas of weakness were:

1. Insufficient explanation of the concept of physical education to faculty, students, and community.
2. Deficiency in promoting in-service education and professional growth.
3. Lack of adaptive or corrective physical education programs.
4. Lack of comprehensive and accessible records indicating the progress of students.
5. The failure of departments to conduct programs of research.

PROGRAM

The instructional programs at each of the five colleges showed a variety of course content and were either very strong or very weak. The strength of the program was influenced to a degree by available facilities and equipment. Areas of instructional strength were:

1. The providing of activities which included body mechanics, team sports, individual and dual sports, rhythms and swimming, in three of the five colleges.
2. The providing of guidance and counseling with referrals to campus and community agencies.
3. The activities provided made use of community facilities.
4. The programs provided opportunities in co-recreational activities.
5. The programs introduced the students, and encouraged their participation in recreational activities of the campus and community.
6. The physical education program was integrated with other programs concerned with health education.
7. The progression of skills taught were such that a student could continue to participate after college.

The areas of weakness were:

1. The minimum effort of some schools in providing for an orientation program.
2. The small number of activity courses which utilized local geography and climate.
3. The failure of several colleges to provide for some form of intramurals.
4. The lack of opportunities for students at Columbia Basin and Spokane to participate in comprehensive co-recreational programs.

EVALUATION

The fourth area of this study dealt with evaluative techniques and procedures. The areas of strength determined by this study were:

1. The philosophy and objectives of departments were reviewed and re-evaluated at some time by the entire staff.
2. Evaluating the program and the final grade given the student included such objective measures as skill and knowledge tests, and subjective judgement of attitudes and habits.
3. The selection and use of evaluation techniques were cooperatively planned within the departments.
4. Evaluation of student status and progress were determined at the beginning, during and at the end of the courses.
5. Evaluative procedures were used to determine strengths and weaknesses of individual students and class groups at three of the five colleges.
6. Objective measurement was used whenever possible.

Areas of weakness were:

1. The lack of evaluative procedures to determine strengths and weaknesses of the program for the college student and for post-college life.
2. The unfamiliarity of teachers with new evaluation techniques based on current research findings.
3. The failure of allowing students to participate in evaluating their accomplishments, teaching effectiveness, and course content.

Table V summarizes the composite ratings and gives averages for the five colleges in the four areas of philosophy and objectives, administration, program, and evaluation.

TABLE V

A SUMMARY OF COMPOSITE RATINGS FOR THE
FOUR MAJOR AREAS OF THE STUDY

Maximum rating, 5; minimum, 1

	B.B.C.C.	C.B.C.	S.C.C.	W.V.C.	Y.V.C.	Average ratings
Philosophy and Objectives	1.0	1.0	1.0	1.0	1.0	1.0
Administration	3.8	3.4	3.5	3.4	3.5	3.5
Program	4.4	3.7	3.0	4.0	4.4	3.9
Evaluation	3.9	2.9	3.9	2.9	3.7	3.4
Average ratings	3.2	2.7	2.8	2.8	3.1	2.9

II. CONCLUSIONS AND RECOMMENDATIONS

The criteria developed by the Washington Conference identified strengths and weaknesses of physical education instructional programs at five selected community colleges. The lack of written philosophies and objectives proved to be the major weakness revealed by this study. Such statements would aid present and future staff members in understanding and evaluating the purposes and goals of their physical education programs.

Evaluation proved to be the second weakest area revealed by this study. Effective evaluation is not necessarily dependent upon facilities and equipment. The rapid growth of community colleges in the State of Washington makes evaluation imperative for comprehensive programs to meet the needs of community college students. Colleges should consider the value of allowing students to participate in evaluating the program.

In the area of administration, communication with the community in explaining the concept of physical education was almost non-existent. Apparently public relations apply to the athletic program rather than to the physical education program. Perhaps the dual responsibilities of physical education division chairman and athletic director are too demanding. Separating these duties might strengthen the administration of the physical education programs.

Though the program area was stronger than were the other three areas in this study, improvements could be made especially in student orientation and intramurals for men and women students.

The criteria for appraisal developed by the Washington Conference are effective in evaluating physical education programs through the interview method and would be effective as guidelines for program development.

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APPENDIX

APPENDIX

CRITERIA FOR APPRAISAL OF INSTRUCTIONAL PROGRAMS OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES¹

PHILOSOPHY AND OBJECTIVES

1. The educational philosophy of the department has been formulated in writing and is subscribed to wholeheartedly by the instructional staff.
2. The departmental philosophy is in harmony with the overall educational philosophy of the college or university as stated in the appropriate publications of the institutions.
- *3. The departmental philosophy is compatible with the principles set forth in the Report of the President's Commission on Higher Education as they related to the education of college men and women. (Discussion of the eleven goals of general education would necessitate a more lengthy interview).
4. The major objectives of the instructional program have been formulated in writing, and these specific objectives are compatible with the over-all educational philosophy of the department and the institution.
5. The major objectives of the instructional program cover the potential contributions of physical education in the areas of:
 - a. Effective movement
 - b. Skill in specific activities
 - c. Physiological function
 - d. Human relations
 - e. Knowledges, insights, understandings

*These statements were deleted from the study. The reasons for the deletions are given.

¹American Association for Health, Physical Education, and Recreation; College Physical Education Association; and National Association for Physical Education of College Women, Physical Education for College Men and Women. (Washington, D.C., American Association for Health, Physical Education, and Recreation, 1954, Revised, 1959), pp. 20-23.

ADMINISTRATION

6. In the development and conduct of the programs of physical education, the administrator is committed to action through a democratic process which includes both faculty and students.
7. The department is guided by a sound philosophy of physical education. A concerted attempt is made to interpret a broad concept of physical education to faculty, students, administration and community.
8. The administrator gives consideration to the problems of men and women in regard to policy, budget, use of facilities, equipment, scheduling of classes, intramural programs and makes provision for instruction in co-educational activities.
9. The standards in the institution relating to staff qualifications, teaching load, size of classes, retirement, academic rank and salaries apply equally to staff members in the physical education department.
10. The department promotes continuous in-service education to stimulate professional growth and improved service to students.
- *11. The basic instructional program is coordinated with other areas. (Intramural athletics, intercollegiate athletics, teacher education, etc.)

(Junior colleges do not complete teacher education; intercollegiate athletics was not included in this study; intramurals were included in statement 35).
12. The source of financial support for the physical education program is the same as that for all other instructional areas of the institution.
13. Instruction in physical education, properly adapted, is required of all students throughout their undergraduate college careers.
14. All entering students are given a thorough physical and medical examination by home or staff physician prior to participation in the physical education program. (Followed by periodic examinations).

15. Exemption from participation in the physical education program for medical reasons is predicated upon the carefully coordinated judgement of the medical and physical education staff.
16. Students are permitted to substitute freshmen and varsity sports in season, using the same intercollegiate sport only once during the year, for the purpose of meeting their physical education requirement, but return to class at the end of their sport season.
17. It is the policy of the department not to accept veteran experiences, military drill, R.O.T.C., band and other extracurricular participation for the required instructional program of physical education.
18. Credit and quality or grade point value is granted on the same basis as any other area in the educational program.
19. Facilities and equipment are adequate with respect to quality and quantity.
20. Guidance and counseling of students is an integral part of the physical education program.
- *21. Adequate supervision is provided for teaching done by graduate students and teaching fellows. (This statement was not applicable to the junior college because there are no graduate students or teaching fellows).
22. Comprehensive and accessible records are maintained to indicate student accomplishments within the program.
23. The department of physical education conducts programs of organized research.

PROGRAM

24. The program provides instruction in activities for every student.
25. The program provides for orientation of each student with regard to purposes, policies, and opportunities in physical education. (This may be accomplished by orientation week programs, medical and health examinations, courses, group and individual conferences, handbooks and printed material, and demonstrations).

26. The program offerings are well rounded, including body mechanics, swimming, team games, rhythms, individual and dual activities, with basic requirements for each student set up according to his needs.
27. The program provides specific counseling and guidance (planned and incidental, group and individual) on a very definite pattern with appropriate referrals to other campus agencies (student health, counseling bureau, etc.).
28. The activities selected make full use of accessible community facilities.
29. The activities selected make full use of local geography and climate.
30. The program provides opportunities through coeducational classes for teaching men and women to develop skills and to enjoy together those activities which bring life-long leisure time satisfactions.
- *31. The activities selected offer opportunities for creative expression and for the development of personal resources.
- *32. The program provides instruction for efficient body movement in physical education and daily living.
- *33. The activities selected promote healthful functioning of organs and systems of the body within the limits of present physical conditions.
- *34. Some of the activities selected encourage all students to develop relaxation skills and to understand their importance; and provide specific opportunities for relaxation and rest where such is indicated.

(These four statements were included in the evaluation of the well-rounded physical education program).

35. The physical education instruction program provides a means of introducing students to the activities of the intramural program, and encourages them to participate in it.
36. The physical education instruction program introduces students, and encourages their participation in the various recreational activities of the campus and community.

37. The physical education instruction program is integrated with other college programs and services concerned with health education.
38. Teaching methods provide progressive learning experiences through which each student derives the satisfaction in achievement which is essential for continued participation after college.

EVALUATION

39. The philosophy and objectives of a department are reviewed and re-evaluated periodically.
40. All the objectives, viz., skill, knowledge, attitudes, habits, etc., are included in:
 - (a) the evaluation of the program
 - (b) the final rating (or grade) given a student. The objectives are weighed according to the emphasis given in each course.
41. Selection and use of evaluation techniques are cooperatively planned within the department.
- *42. Evaluative measures are selected in the light of probable psychological and physiological reactions and result in stimulation of faculty and student interest and enthusiasm. (In the trial interviews this statement was misunderstood and therefore challenged by fellow colleagues).
43. Evaluation of student status and progress are determined at the beginning, during and at the termination of the course.
44. Evaluative procedures are used to determine strengths and weaknesses of individual students and class groups and lead to guidance and help for the individual student.
45. Evaluative procedures are employed to determine strengths and weaknesses of the program.
 - (a) for the college student
 - (b) for post-college life

- *46. Evaluative measures are employed only if the results are to be used in some way. (Statement 46 was incorporated in statement 40).
- 47. Objective measurement is used whenever possible.
- 48. If objective measurement is not possible, subjective judgement is used for purposes of appraisal.
- 49. Teachers are familiar with the best available evaluation techniques and use research findings insofar as possible.
- 50. All students and faculty in a course participate in the evaluation of student accomplishments and learning, teaching effectiveness and course content.