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**A SURVEY OF PHYSICAL EDUCATION PROGRAMS
IN THE COMMUNITY COLLEGES OF
NORTH CAROLINA**

Mary Guy Beaver

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University**

In partial fulfillment of the requirements

For the degree Doctor of Arts

December, 2000

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IN THE COMMUNITY COLLEGES OF
NORTH CAROLINA

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ABSTRACT

A SURVEY OF PHYSICAL EDUCATION PROGRAMS IN THE COMMUNITY COLLEGES OF NORTH CAROLINA

Mary Guy Beaver

A Survey of Physical Education Programs in the Community Colleges of North Carolina was a study done during the 1996-1997 academic school year. All fifty-eight community colleges in the state were sent a thirty-three item questionnaire that was divided into seven areas. The areas investigated were: characteristics of the institution, physical education faculty, physical education curriculum (service/activity classes), physical education service/activity program evaluation procedures, articulation: transfer between colleges, professional physical education program, and facilities.

There were thirty-three community college representatives who responded to the questionnaire. These responses led to the following findings: more male faculty than female faculty was employed; prior teaching experience was not a prerequisite for teaching physical education in the North Carolina Community College System; service/activity courses met twice a week for 50-60 minutes; increased interest was noted in fitness activities, weight control, and recreational activities; service/activity class grades were included in overall grade point average and honors for graduation; physical education majors reported no problems transferring from community colleges to the four-year institutions in North Carolina; first aid and safety, personal health, and anatomy and physiology were the professional physical education classes most often offered; and facilities were found to be adequate to meet student needs.

The study provides descriptive data on the physical education programs of the

community colleges of North Carolina as of 1996. No study of the physical education programs in the community colleges of North Carolina had been conducted since 1976 and many changes had occurred during those twenty years. The community colleges of North Carolina converted the academic year from the quarter designation to the semester designation after the 1996-1997 school year.

Acknowledgments

There are many people the writer would like to thank for help in the completion of this study. All people cannot be mentioned, but the following deserve my sincere gratitude: Dr. Jan Hayes, Dr. Scott Colclough, who served on my dissertation committee, and Dr. Jon MacBeth for serving as my motivating chairperson. Special thanks go also to Dr. Martha Whaley and Dr. A.H. Solomon who assisted in the early stages of developing the dissertation; Sharon Williams, who assisted in networking with the North Carolina Community College System; the presidents and designated representatives who participated in the survey from the North Carolina Community College System; and all four of the typists for their tireless labor. My deepest gratitude goes to my family and friends for undying encouragement, faith and support..... and to my Heavenly Father, who made it all possible.

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CHAPTER 1

Introduction

The role of the community college is multi-dimensional. Public two-year colleges began as an extension of the free high school about one hundred years ago. One of the goals was to provide two additional years of education prior to attending a four-year college or entrance into the job market. These two-year institutions offered college-style academics, terminal general education, and vocational/technical training for those who desired to learn a skill. The community college serves the entire population of a particular geographical region and is governed locally (Jencks and Riesman, 1977). As of 1987, these community colleges located across the United States numbered over 1250 and varied in enrollment from less than 100 to over 30,000 students (Cohen and Bramer, 1987).

In 1988, according to the American Association of Community and Junior Colleges' Council on Education, 43 percent of the nation's undergraduate students enrolled in two-year colleges (El-Khawas, Carter, and Ottinger, 1988). The emphasis of these two-year institutions includes general education, vocational/technical training, personal interest courses, training agreements for local business or industry, continuing education, and classes for obtaining a general equivalency diploma (Salzman, 1992). Each community college is designed to be unique, shaped by local necessity, flexible, creative, and intended to be responsive to community needs and desires, as well as continue to maintain standards for higher education (Smith, 1992).

The North Carolina Community College System as of 1988 was the third largest in the nation, enrolling more than 600,000 students (Wiggs, 1989) and at the time of its

creation in the late 1960s served a higher percentage of its state's population than any other community college system in the country (Caryle, 1962). In 1996, the time of this study, there were fifty-eight community colleges in North Carolina--"relatively small comprehensive colleges within commuting distance, forty-five minutes or about thirty road miles each way" of most citizens in the state (Hurlburt, 1952). Each college is governed by a local board of directors composed of local community and business leaders. All of the community colleges are members of the North Carolina Community College System; each one offers a transfer agreement with one or more four-year colleges or universities within the state (Wiggs, 1989).

In an effort to increase the rate of transfer to four-year institutions by addressing minimal loss of student credits and time, the 1966 Joint Committee of Community Colleges formed nine subcommittees from over 800 North Carolina junior and senior college educators. The resulting publication, Guidelines for Transfer, included a list of specific courses and the numbers of hours needed for a successful transfer with a major in physical education or to satisfy general education requirements (1994). The Guidelines for Transfer represents recommendations and compliance is voluntary. The Guidelines for Transfer has been revised in 1973, 1976, 1980, 1987, and 1994. According to the 1994 Guidelines for Transfer, the fall 1992 transfer rate from community colleges to four-year colleges and universities in North Carolina was 37.6 percent (University of North Carolina General Administration, 1994).

The most recent North Carolina studies relating to community college physical education programs were two studies by Clinton Rex Hardy and Paul David Gardner, Jr.

in 1976. Hardy included intramurals and athletics in his physical education study while Gardner surveyed physical education. Since those studies many changes have occurred. Among those changes was an increase in the number of public community colleges which offered college transfer agreements from seventeen community colleges in 1976 to fifty-eight community colleges in 1996.

Statement of the Problem

The purpose of this study was to investigate the 1996 status of physical education programs in the public two-year community colleges of North Carolina. The results of this study will provide data to initiate future changes in the physical education programs in the North Carolina Community College System in order to satisfy changing needs.

Importance of the Study

The present status of North Carolina's public community college physical education programs is unknown. Consequently, this researcher conducted a follow-up study to Gardner's 1976 survey. Information was requested regarding the following seven areas: characteristics of the institution, physical education faculty, physical education curriculum (service/activity classes), physical education service/activity program evaluation procedures, articulation: transfer between colleges, professional physical education program, and facilities. The instrument utilized is a modification of Gardner's (1976) study of twenty-seven public and private two-year colleges in North Carolina and Ellen Briggs' (1983) study of fifteen junior and community colleges in Tennessee.

Three studies completed during the 1970s pertained to physical education programs in North Carolina's two-year colleges. Sterritt (1972) investigated the following: junior

college physical education programs, junior college administrators, and health and physical education department chairpersons of four-year colleges and universities in North Carolina. He used the Neilson-Comer-Allsen Scorecard which ranked according to a number scale each of the twenty-three junior college physical education programs for men. In order to survey the junior college administrators and the four-year college and university physical education chairmen, Sterritt developed an opinionnaire, a list of statements to which the administrators responded. The second study of North Carolina's two-year institutions was Hardy's (1976) investigation of physical education, athletics, and intramurals in both community colleges and technical schools. Hardy modified Oxendine's (1972) questionnaire for four-year colleges to survey fifty-seven two-year schools in North Carolina. The third study of two-year colleges in North Carolina was Gardner's (1976) investigation of physical education programs in twenty-seven public and private colleges that offered general education and transfer programs.

The researcher's study is unique in several ways. The study included all of the community colleges (as of December 1996) in the North Carolina Community College System. The researcher's study utilized a questionnaire modified from other instruments used in studies of two-year institutions and investigated only public physical education programs for males and females.

The researcher's study was limited to public community colleges in North Carolina; Gardner's study investigated both the public and private two-year colleges in North Carolina. The results of this study, the only study including all community colleges of the state as of December, 1996, could be helpful to each local community college and the

North Carolina Community College System. Based on this information the community college chairperson or administrative officer at the individual community college can make decisions regarding trends in course addition or deletion for physical education. In summary, the Community College System can utilize the data contained in this research to enhance articulation in the physical education program between the public two-year and public four-year institutions.

Limitations of the Study

This study is limited to:

1. The public community colleges in the North Carolina Community College System as of December, 1996.
2. The following areas of study: characteristics of the institution, physical education faculty, physical education curriculum (service/activity classes), physical education service/activity program evaluation procedures, articulation: transfer between colleges, professional physical education program, and facilities.

Definition of Terms

For the purpose of this study, the following terms and definitions are used:

Articulation--transfer between colleges with a prescribed coursework agreement.

Community colleges--two-year institutions providing the first two years of an academic program and vocational/technical training.

Matriculation--first term of enrollment at a college or university.

Open-door colleges--institutions providing admission regardless of academic record.

Opinionnaire--instrument used to survey belief or value.

Professional curriculum--a specific part of the physical education program designed for preparation of teachers.

Public two-year colleges--the community institutions that provide the first two years of an academic program.

Questionnaire--inquiring statements submitted to a number of people in order to obtain information.

Scorecard--instrument used to indicate numerical value.

Service/activity classes--physical education classes both required and elective.

Technical community colleges--the two-year community institutions that provide programs which prepare students for entry-level positions in skilled or mechanical vocations.

Transfer agreement--an understanding between a two-year institution and a four-year institution which allows the courses taken by a graduate of a two-year institution to be included in the number of hours needed to satisfy requirements at the four-year institution.

Basic Assumptions

The researcher assumed that:

1. The physical education department chairperson or administrative officer in the two-year college participating in this study will provide accurate information.
2. The majority of the fifty-eight community colleges in the North Carolina Community College System as of December 1996 will respond to the questionnaire.

CHAPTER 2

Review of Related Literature

There have been numerous studies completed in the last thirty years to analyze and evaluate the physical education programs at the post-secondary school level. Researchers during the 1970s conducted the greatest number of surveys, both in four-year colleges and universities and in the two-year junior and community colleges.

Status studies of physical education programs utilized two methods of gathering information: the scorecard and the questionnaire. For rating and evaluating junior and community colleges A Scorecard for the Evaluation of Physical Education Programs for Junior College Men developed by Neilson, Comer, and Allsen in 1966 and the Bookwalter-Dollenger Scorecard developed by Bookwalter and modified by Dollenger in 1965 have been the most commonly used instruments. Allsen in 1966 modified the Neilson-Comer Scorecard for his investigation of selected junior colleges' men's physical education programs in Idaho, Utah and Wyoming. The Neilson-Comer Scorecard was used by Becker (1971) in a study of twelve Oregon community colleges, Robinson (1975) in his study of Eastern and Middle Tennessee community colleges, and Horton (1978) in his study of community colleges in Arkansas. The Bookwalter-Dollenger Scorecard was used in only one study, that of Henderson (1978), a study of Alabama junior colleges.

Other researchers preferred the questionnaire approach. Ward's (1970) questionnaire surveyed Kentucky's community colleges with the purpose of formulating guidelines for physical education, intramural, and recreation programs. In 1968 Blamer sent questionnaires to 490 junior college chairpersons nationwide in an attempt to

determine the extent to which standards of recognized authorities in physical education and the professional organization were met (Blamer, 1968).

Significant Questionnaire Studies

In a study that investigated women's physical education programs, Wollett (1948) sent questionnaires to fifty-six public and private community colleges in California. Seventy-nine percent or forty-four community colleges responded. Wollett's findings indicated a need for more facilities. The inadequate facilities Wollett (1948) indicated were: gymnasias, dance studios or exercise rooms, sundecks for "fresh air and sun," tennis courts, badminton courts, and golf areas (which were at that time being shared with the men's programs). Additionally, she suggested "positive co-educational activities," greater use of community facilities, and increased rapport with school and community leaders.

During the 1970s growth occurred both in the number of two-year colleges and enrollments of students. Overall larger enrollments contributed to more interest in research of physical education programs, and the primary research instrument used was the questionnaire.

Douglas Yarnall (1971) conducted one of the best known studies. He sent questionnaires to 666 athletic directors of two-year institutions divided into the following groups: public community colleges, private junior colleges, branches of state universities, state technical colleges, and "others," as reported by the institutions. The responses totaled 448 (67 percent). The largest total number of responses, 333 (74.3 percent), came from public community colleges. Additionally, thirty-three branches of state universities, twelve state technical colleges and six "others" responded (1971). Results of the survey

showed that the largest number of physical education majors was in the public community colleges and that they had twice as many students enrolled as the private junior colleges. Private junior colleges and state technical schools had the smallest percentage of physical education service programs. Eighty-one percent of the respondents indicated service program courses, but branches of state universities had the lowest percentage requiring these courses. In three of the four types of colleges, the requirement was four semesters. In the study, 71 percent of the colleges gave academic credit for physical education with 57 percent assigning letter grades rather than pass/fail evaluations. Based on his findings, Yarnall stated that physical education was an integral part of the 1970 two-year institutions' college curriculum.

William F. Stier, Jr. conducted an investigation of the physical education programs in the two-year institutions of the United States in 1971. He developed a questionnaire consisting of nine general areas and forty-four sub-areas of physical education. The nine broad areas investigated included: characteristics of the institution, physical education curriculum, physical education (professional curricular offerings), intramurals, extramurals, athletic programs, facilities, equipment and supplies, and office maintenance. Of the seventy-four responding institutions, sixty-nine offered service/activity classes and sixty-two required them. Forty-eight schools allowed substitutions for the physical education activity classes, although fifteen allowed no substitutions.

Fifty-three institutions indicated that grades in the physical education activity classes counted in the student's grade point average. Of the total responding, fifty-two institutions used a letter or numerical grading system, while fifteen preferred the pass/fail

method. In this nationwide study, findings indicated that only six faculty held a doctorate. The vast majority of faculty members held an earned master's degree.

In 1973, Jerry Thomas, Doyice J. Cotton, H. Douglas Leavitt, and Judson Biasiotto, using a modification of Oxendine's (1972) four-year college questionnaire, surveyed the American Association of Health, Physical Education, and Recreation's Southern District junior colleges. Sixty-three percent of the junior colleges returned the survey. Of those, all state-supported institutions and 98 percent of the private colleges offered physical education. Over 90 percent of the responding junior colleges required physical education courses; over one-half of the respondents required four semesters. Results from this study indicate that although required physical education was questioned nationwide, the Southern District placed an increasing emphasis on physical education courses and required them in the curricula.

Patrick Hodges' questionnaire (1974) modified Oxendine's (1972) four-year institution questionnaire as well as both Yarnall's (1971) and Blamer's (1968) two-year college questionnaires in order to determine the status of physical education programs in 238 public junior colleges of the Midwest. Hodges' questionnaire investigated organizational structure. His four phases of physical education programs were: basic service program, professional preparation program, intramural program, and intercollegiate program. The results gathered from 172 responding junior colleges (72 percent) showed the physical education programs either growing or remaining stable. He reported that physical education was an integral part of the total curriculum. Hodges recommended continued research in the two-year institutions in regard to the future and

improvements to be made.

In 1974, Kenneth Dane Swearington created a questionnaire to determine the status of eighty-seven California community college physical education programs. He sought to identify changes or problems for those institutions that used an elective physical education service program and to determine any differences in mandatory and elective physical education programs in large, medium, and small community colleges, based on enrollment. From his research, Swearington recommended guidelines and criteria for program development. His findings revealed a trend toward elective physical education, which resulted in course offering changes, decreased student enrollment, and fewer teaching positions. Other results indicated facilities rated as adequate and non-traditional courses became more popular. Swearington also found that the size of an institution had greater influence on a program than did facilities. Swearington recommended increased physical education faculty input in program change, improved articulation agreements between the two-year and four-year institutions, as well as increasing opportunities for students to take physical education courses. Swearington suggested greater emphasis on skill development and fitness activities.

Investigating the professional physical education curriculum programs for men in Illinois public junior colleges, Sandman (1976) found a wide variety of physical education professional courses offered. Differences existed in physical education foundation courses, science courses, and professional education courses. Other findings included some courses not being given credit hours, vague catalog descriptions, and inconsistent, ineffective, and unclear articulation policies and practices. Sandman suggested that a

committee be established to determine courses offered in general education, professional physical education, foundation sciences, and professional education.

The latest study done during the 1970s was a nationwide investigation by Bankson and Jonas (1979) to compare Lorain County Community College to other two-year colleges. Eight hundred and thirty-one community colleges received a questionnaire. Four hundred and forty-four returned them for a 53.4 percent response. The questionnaire included: the physical education programs and requirements, grading practices, course offerings, faculty, and facilities. Ninety-three percent of the responding colleges offered physical education classes, 65 percent required them, usually for one year, although 93 percent of those offering physical education also allowed exemptions, which substituted for these requirements. Basic fitness courses and individual and dual sports were the most popular activity classes. An average of five full-time faculty taught in physical education programs with 64 percent of these being given "release time" in return for extra duties. Facilities in over 80 percent of the responding institutions included: classrooms, gymnasias, offices, locker facilities, weight rooms, and tennis courts. Available at 35 percent of the institutions were swimming pools while only 8 percent had bowling lanes and indoor tracks.

North Carolina Studies

William F. Sterritt (1972), in one of three surveys of North Carolina's two-year institutions, evaluated the state's junior colleges. During the 1969-1970 school year, Sterritt evaluated twenty-three junior colleges' physical education programs for men using the Neilson-Comer-Allsen Scorecard. Sterritt sought information concerning:

instructional staff, facilities, program organization and activities, professional assistance, and teacher education programs. In addition, Sterritt developed an opinionnaire that surveyed junior college administrators and health and physical education department chairman of the four-year colleges and universities in North Carolina to determine their expectations of junior college programs in physical education.

Findings showed that: the faculty teaching physical education for men in North Carolina's junior colleges were highly qualified; facilities available were adequate, except for those courses offered out-of-doors; a majority of institutions rated low for program organization and activities; the professional assistance phase of the health and physical education program rated superior; and respondents rated the teacher education program which offered transferable introductory and activity courses as adequate. The composite rating for the surveyed junior college men's program was average.

The results of the opinionnaire comparing junior college administrators and the four-year college and university department chairman revealed a difference in viewpoint concerning what the two-year institutions provided as a foundation for the students who articulated to the four-year college or university. Sterritt suggested that physical educators at the four-year schools and the junior college administrators meet in order to review and reach agreement concerning the role of the junior college programs in physical education and minimize student transfer problems.

In 1976 two studies investigated physical education in North Carolina's two-year institutions. In one, Hardy (1976) used a questionnaire to determine the status of physical education, athletics, and intramurals in both community colleges and technical institutions.

Hardy modified Oxendine's questionnaire for four-year institutions to survey fifty-seven two-year institutions in North Carolina. Seventeen of these were community colleges and forty were technical institutions. There were twenty male-only schools and nine were female-only institutions.

Of the responding institutions, four had enrollments of 500 or fewer students and one was over 10,000 students. All other institutions ranked in size from 501 to 5000 students. Only 9 percent of the institutions had female physical education instructors. Thirteen community colleges and five responding technical institutions offered physical education courses and all except one institution gave letter grades in course evaluation. These grades did count for honors credit in twelve community colleges and three technical schools.

Of the three areas; physical education, intramurals, and athletics, physical education offered the greatest variety of activities. However, intramurals and athletics had a greater frequency of participation. None of these three areas depended on the general budget for program finances. Hardy found that physical education facilities owned by the college varied from none to very adequate, but eleven institutions reported an increase in the number of physical education facilities and improvement of physical education facilities in the last five years.

In the third study of two-year colleges in North Carolina, Paul David Gardner, Jr. (1976) surveyed physical education department heads from twenty-seven public and private institutions that offered general education and transfer programs. Gardner's modification of Stier's nationwide study of two-year institutions received a response of

94.1 percent. The six areas of concern were: general characteristics of the institution, general information; physical education program; physical education curriculum, general and activity; articulation (transfer between colleges); physical education curriculum (professional); and physical education facilities.

Results from Gardner's study indicated that both administrators and physical educators shared interest and concern for physical education. Physical education departments with five or less full-time faculty members did not prefer hiring instructors with teaching experience. Few faculty members held graduate degrees beyond the master's level. Regardless of college enrollment, faculty members often had additional non-teaching responsibilities.

Other results related to intramurals and collegiate athletics indicated that the private two-year colleges offered a greater variety of collegiate sports than the public two-year colleges, regardless of size. The most popular sports were basketball, golf, and tennis. A wide variety of intramural activities was offered at all institutions, regardless of size.

Most responding institutions required classes in physical education. Generally, these classes were co-educational, scheduled for forty to fifty minute periods two days per week. The requirements were often one year, regardless of the quarter or semester designation.

The public community colleges offered more variety in course selection than the private junior colleges. The public community colleges offered various outdoor leisure activities and recreational skills classes in addition to the traditional physical education classes.

Over 60 percent of the public community college physical education department heads felt that a growing dependency upon off campus physical education facilities adversely affected their programs. Although the private community two-year colleges did not depend on off campus facilities, 50 percent of the department heads believed that the lack of physical education facilities also adversely affected their programs. Fifty-nine percent of the public two-year community colleges surveyed indicated plans to build additional physical education facilities. Some of these indicated construction in progress at the time of Gardner's study.

Gardner recommended that both public and private community colleges adopt either the semester or the quarter system. In addition, he suggested acquiring more full-time faculty and employing more instructors with prior teaching experience. He encouraged support for faculty members pursuing an advanced or terminal degree and being freed from the additional non-teaching duties in order to devote themselves to teaching. Gardner went on to recommend that two-year community colleges "strive to keep athletic programs in the proper perspective" (1976). Other suggestions included consistency in both requirements and allowable substitutions, if any, for physical education classes. Gardner, as did Sterritt (1972), mentioned the importance of working together for both two-year and four-year institutions in order to minimize student transfer problems. Gardner (1976) recommended careful study of community resources prior to decisions regarding planning or construction of new facilities to avoid "unnecessary expenditures."

Related Studies (1980-1997)

During the 1980s, research studies of the two-year college physical education programs decreased in number. Van Geem (1980) conducted a survey of the Northwest District of the American Alliance for Health, Physical Education, Recreation, and Dance. His purpose was to determine practices and innovations in community education, physical education, and related programs of occupational education and inter-school athletic competition. His study investigated fifty-eight two-year colleges in Alaska, Idaho, Montana, Oregon, and Washington. Van Geem analyzed responses according to the following four factors: total response, public institution and religiously affiliated or controlled institution, size of institution, and state. He found the number of physical education classes offered in the community education programs increased. The colleges surveyed provided instructors to these classes more frequently than in the past.

Van Geem found that college administrators offered no occupational programs for which knowledge of, or expertise in, a sport was required and that most college administrators had no plans to offer these sport-related programs. Additionally, although over one-half of the institutions offered programs for which fitness should be a requirement, less than half required these fitness courses.

Within the Northwest District, intercollegiate athletics were popular, with the exception of Alaska, which had one athletic team. Both men and women preferred basketball, although more women than men preferred volleyball. Both males and females received financial aid in almost all of the institutions offering intercollegiate sports. Van Geem's research showed that intramural participation occurred in less than one-

fourth of the Northwest District, except for Oregon and Washington where intramural participation was greater.

Grant's (1981) study of physical education, intercollegiate athletics and intramurals in Ohio's ten community colleges used a questionnaire as well as a follow-up interview with each college department chairperson. Grant found that the ten community colleges were relatively young--three had come into existence in 1963 and five in the 1970s. He found that the average student enrollment for full and part-time students in the fall of 1979 was 6,088. In eight of the ten institutions, students preferred intramurals and intercollegiate athletics more than the activity classes. Eighty percent of the college administrators expected growth in physical education activity class enrollment in the next three years according to Grant's study. Grant expressed the following concerns: the lack of women in roles of administration; the need for adaptive physical education; elective versus required physical education classes; and putting physical education, athletic and intramural programs "under an academic dean who believes in the educational values inherent in the programs" (Grant, 1981).

Stier's 1983 nationwide study was a follow-up of his 1971 study. Three hundred randomly selected two-year institutions were sent questionnaires. There were 174 usable responses (58 percent). All of the schools were co-educational and 90 percent were public. Compared to ten years before, there was a decrease in the number of schools requiring physical education classes. Sixty-one percent of the surveyed two-year colleges offered professional physical education courses, while only twenty-two colleges (13 percent) provided a terminal degree. In a related study, Stier (1986) investigated the

workload policy of physical educators, input by the faculty in regard to the workload, coach and faculty tenure and status, responsibilities for the chairperson, hiring practices, coaches' workloads, as well as evaluation of faculty.

Ellen Briggs (1983), using modifications of both Stier's (1971) and Thomas' (1973) questionnaires, surveyed the ten community colleges and five junior colleges in Tennessee. Specific areas evaluated included: characteristics of the institution, physical education faculty, physical education curriculum (service/activity classes), program evaluation procedures, professional physical education curriculum, and facilities.

Results indicated respondents in the community colleges and junior colleges were concerned and interested in physical education programs. For junior colleges, the enrollment tended to be less than 1,000 students, while the community college enrollment was between 1,000 and 5,000. The community colleges operated on the quarter system while the junior colleges preferred the semester system.

Other results from Briggs' questionnaire indicated that the majority of the physical education service/activity classes were two days per week for fifty minutes. Substitutions were allowed in 73 percent of the community colleges. Results indicated increased interest in fitness activities, individual and dual sports, and recreational classes and less interest for team sports, gymnastics, rhythms, and dance classes.

In addition, Briggs found that the community colleges had and utilized more on campus facilities than did the junior colleges. A majority of both community and junior colleges offered intercollegiate sports. As a result of her findings, Briggs suggested encouraging faculty to pursue additional graduate study and greater emphasis be placed on

articulation agreements between the two-year and four-year institutions of Tennessee.

One of the most recent investigations located was Perkins' (1990) national study of articulation and status of two and four-year college professional physical education curricula. Perkins sent questionnaires to 150 two-year colleges and 150 four-year institutions. The two-year colleges had a 71 percent return rate while 67 percent of the four-year colleges returned the questionnaires. Perkins' purpose was to identify "basic core courses" at both types of institutions. He found that 34 percent of the four-year institutions supported offering physical education professional preparation courses at the two-year colleges. The two-year colleges (78 percent) strongly supported the course offerings. Eighty-one percent of the total agreed that articulation agreements were important, but only 74 percent had this agreement.

Preceding Perkins' (1990) questionnaire involving both two-year and four-year colleges were studies by Robinson, Karaffa, and Adams. Robinson (1975) received data from nine state universities and ten community colleges in Tennessee in an attempt to identify competencies a community college student should possess prior to transfer to a four-year college or university in Tennessee.

One conclusion of the Karaffa (1976) study in Texas was the need to increase communication between the two-year and the four-year institutions. Karaffa recommended that the faculty from two-year community and junior colleges and four-year colleges and universities agree upon the standardization of skills and competencies to be taught at each level.

Adams' (1976) questionnaire investigated the competencies for health, physical

education, and recreation with implications for articulation between the community colleges and the state universities of Tennessee. Adams utilized a Washington State University survey created by state public school physical educators and later revised. The community colleges and state universities had seventy-two statements to rate.

Professionals in the public school system then ranked the same seventy-two statements in order to create a competency-based teacher education program from the view of the professional in the public school system.

Results indicated the necessity of increased communication. One suggestion was that statewide meetings of chairpersons from both the community college and universities occur in order to implement these competencies. Adams also suggested that within each college or university the physical education department and the registrar should have direct communication.

The most recent study of two-year college physical education programs was a nationwide investigation by DeLorenzo in 1997. Questionnaires requested information from one hundred and forty-nine two-year colleges concerning the following: philosophies/program objectives, staffing patterns, scope of courses offered, grading, physical education requirement, funding, and curriculum (DeLorenzo, 1997). Part-time instructors with no additional responsibilities of coaching or extracurricular activities reflected the most common staffing patterns in the two-year institutions.

The most popular courses listed were fitness activities, specifically weight training, followed by individual and team sports. All of the responding colleges included the physical education program in the college budget (DeLorenzo, 1997). The most

commonly listed facilities were weight training rooms and basketball courts, followed by tennis courts, softball, baseball, and soccer fields, swimming pools, and tracks (DeLorenzo, 1997). Of the responding institutions, 80 percent used facilities which were not owned/controlled by the college (DeLorenzo, 1997) and 76 percent shared the college facilities with the community (DeLorenzo, 1997). Sharing of facilities did not limit course offerings according to 94 percent of the responding colleges.

Professional Journal Articles

In the April 1965 issue of the Journal of Health, Physical Education and Recreation, eleven physical education professionals shared their opinions on junior college physical education. Their concerns focused upon three issues: the importance of carry-over sports, the proper position of professional preparation physical education classes, and the role of physical education in the future (Eiland et al, 1965).

In 1965, the number of two-year colleges was growing rapidly, as was enrollment. The junior colleges made available to all a sound general education, including skills and knowledge necessary to transfer to another level, or the opportunity to enter the job market. General education requirements included physical education with English, mathematics, and the humanities. Eiland pointed out the junior colleges represent the “last chance stations” for many students and therefore the emphasis in physical education should be on activities of a carry-over recreation nature (Eiland et al, 1965). Hilton (Eiland et al, 1965) agreed with the importance of these activities and described the influence of them in our society. As an example, she mentioned new communities being constructed and centered on the demand for recreational facilities--such as swimming

pools, tennis courts, golf courses, or large bodies of water. Skimin (Eiland et al, 1965) outlined briefly the philosophy of the physical education service program in the community colleges in New York. Minimal physical education requirements were as follows: two hours per week for two years, a required text, and exemptions granted only for medical reasons.

Snyder (Eiland et al, 1965) stated that in regard to professional preparation, some specialized courses should be available to the community or junior college student. He suggested several preparation experiences for the student. Snyder stated that the Panel on Professional Preparation played a "vital role in the development of a design for teacher preparation in physical education" (Eiland et al, 1965).

Shenk (Eiland et al, 1965) and Darlington (Eiland et al, 1965) took a slightly different view. They agreed that early orientation physical education professional courses should be available to the two-year community college student. Shenk suggested substituting a laboratory or field experience with children for a professional preparation class, particularly if resources at the college were limited. The general education requirements concentrating on the service/activity classes, Shenk believed, should be the focus of satisfying the physical education program.

Holm (Eiland, et al, 1965) suggested making the physical education programs more in tune with the community needs. Holm felt that by offering the courses students and the community desire in order to satisfy both general education and terminal degree requirements, expansion of the physical education program would occur. Holm also favored utilizing junior and senior high school facilities, recreation centers and even

churches in order to reach the community. She proposed that 50 percent of the physical education program be directed toward the preprofessional student, while the rest be choices for the student taking service/activity classes or satisfying general education requirements.

Abbott (Eiland et al, 1965) listed nine guidelines that she felt should be met by the junior college physical education program of the future due to “less on-the-job activity.” Among these were: the inclusion of physical education courses in adult education programs, providing both credit and non-credit courses, and motivation of “individuals to assume responsibility for including physical activity in their lives.” Abbott (Eiland et al, 1965) also stated that “there should be continual evaluation of the proper role of physical education as the junior college of the future emerges.”

Articles in the April 1965 Journal of Health, Physical Education and Recreation indicated that two-year colleges offered a broad range of activities in the physical education program from which students could choose. The articles challenged the two-year colleges to meet the varied needs of diverse student populations and interests. The articles suggested increased flexibility, creativity, and tolerance to change by the two-year colleges to meet new opportunities.

Two years later, in the Journal of Health Physical Education, and Recreation, Snyder (1967) suggested that two and four-year colleges meet to agree what courses should be taught during the first two years of physical education professional preparation, regardless of where the student took these classes. He suggested the following be considered: orientation to the teaching profession, orientation to physical education, basic

activity and science courses.

In the September 1994 Journal of Physical Education, Recreation and Dance, an article specifically addressed higher education trends with implications for physical education. Although not specific to the two-year colleges, the article by Edginton, Davis and Hensley indicated information which may be true for these institutions as well as the four-year institutions. Common higher education concerns included the higher cost of education, both to the student and the state or other supporting agency, and the increasing disenchantment by many with the educational system (Edginton, Davis, and Hensley, 1994). Physical education had been affected by program reduction, reorganization, and even elimination of programs. This was the case at the University of Oregon, San Diego State University, and the University of Missouri (Edginton, Davis, and Hensley, 1994).

Status of Physical Education Programs in North Carolina

As higher education changed to meet new challenges, the community college physical education programs should be closely examined to see how they changed or evolved. In order to face the future and adapt to change, gathering more current information is necessary. As of 1996, there was no current research concerning North Carolina's Community College System's physical education programs. The last study was in 1976 and the Community College System had grown from seventeen public two-year colleges offering college transfer and general education transfer classes to fifty-eight, as of 1996. During the 1996-97 academic year all community colleges offered college transfer courses and the majority of the institutions in the North Carolina Community College System used the quarter system. However, in an effort to ease the transfer process the

North Carolina Community College System made the decision to change from the quarter to the semester system. The reorganization process resulted in course description changes, courses being eliminated, and others being created.

CHAPTER 3

Methods and Procedures

This chapter describes the methods and materials used in this descriptive study of physical education programs in the North Carolina Community College System. Included are: the survey population, selection and development of the instrument, procedure for data collection, and analysis of data collected in this 1996 survey.

Survey Population

Included in this survey were all fifty-eight community colleges in the state of North Carolina as of December 1996. Listed are the thirty responding community colleges by complete name and student population category within each of the three geographical regions of North Carolina: Coastal, sixteen community colleges; Piedmont, ten community colleges; and Mountain, four community colleges. (See Appendix 1 for the complete list of all community colleges in the North Carolina Community System as of December, 1996 and location by city within each geographical region).

Coastal Region

<u>College Name</u>	<u>Student Population Category</u>
Beauford County Community College	1001-2000 Students
Bladen Community College	501-1000 Students
Brunswick Community College	251-500 Students
Cape Fear Community College	3001-5000 Students
Carteret Community College	501-1000 Students
Coastal Carolina Community College	3001-5000 Students
College of the Albemarle	2001-3000 Students

Craven Community College	1001-2000 Students
James Sprunt Community College	501-1000 Students
Lenoir Community College	1001-2000 Students
Nash Community College	1001-2000 Students
Pamlico Community College	Under 250 Students
Pitt Community College	3001-5000 Students
Sampson Community College	501-1000 Students
Southeastern Community College	1001-2000 Students
Wayne Community College	2001-3000 Students

Piedmont Region

Central Carolina Community College	2001-3000 Students
Central Piedmont Community College	Over 5000 Students
Davidson County Community College	1001-2000 Students
Fayetteville Technical Community College	Over 5000 Students
Johnston Community College	2001-3000 Students
Mitchell Community College	1001-2000 Students
Randolph Community College	501-1000 Students
Rockingham Community College	1001-2000 Students
Surry Community College	2001-3000 Students
Western Piedmont Community College	1001-2000 Students

Mountain Region

Asheville-Buncombe Technical Community College	3001-5000 Students
Caldwell Community College/Technical Institute	2001-3000 Students
Haywood Community College	1001-2000 Students
Isothermal Community College	1001-2000 Students

Selection of the Instrument

A review of previous studies of North Carolina's two-year college physical education programs indicated use of the Neilson-Comer-Allsen Scorecard and questionnaire by Sterritt (1972), modifications of Oxendine's questionnaire by Hardy (1976), and Gardner's (1976) modification of Stier's questionnaire.

Researchers from other geographical areas also used a questionnaire. Van Geem's (1980) study was used in two-year colleges in the Northwest, Grant's (1981) study of ten Ohio community colleges, and Stier's (1983) nationwide study. Two studies in Tennessee also used the questionnaire; Briggs' (1983) study of ten community colleges and five junior colleges, and Perkins' (1990) investigation of two-year and four-year institutions.

Development of Instrument

The researcher used the questionnaire approach to investigate the physical education programs of the North Carolina Community College System. The instrument developed was a modification to two questionnaires, those of Gardner (1976) and Briggs (1983). Gardner requested information concerning physical education programs in twenty-seven public and private two-year institutions in North Carolina. His study investigated the

following six areas: general characteristics of the institution, general information; physical education program, physical education curriculum; general and activity; articulation (transfer between colleges); professional physical education curriculum; and physical education facilities. Briggs' (1983) questionnaire investigated the following six areas of physical education programs in Tennessee's ten community colleges and five junior colleges: characteristics of the institution, physical education faculty, physical education curriculum (service/activity classes), program evaluation procedures, physical education curriculum (professional), and facilities. The researcher's questionnaire consisted of thirty-three questions, divided into seven areas:

Areas	Number of Questions
1. <i>Characteristics of the institution</i>	3
2. Physical education faculty	7
3. Physical education curriculum (service activity classes)	11
4. Physical education service/activity program evaluation procedures	7
5. Articulation: transfer between colleges	1
6. Professional physical education program	2
7. Facilities	<u>2</u>
Total	33

Procedures for Data Collection

This investigation included all of North Carolina's fifty-eight community colleges as of December 1996. Permission to proceed with this descriptive study was requested and granted from Dr. Stephen C. Scott, President of Southeastern Community College at the time of the investigation. A cover letter requesting participation in the study (Appendix 2) and the questionnaire (Appendix 3) were e-mailed to all fifty-eight community colleges in the North Carolina Community College System as of December 1996. Those community colleges not responding to the questionnaire received a second cover letter and questionnaire by e-mail. The third and final e-mail transmission containing the cover letter and the questionnaire occurred six weeks after the initial correspondence.

Analysis of Data

The researcher received completed questionnaires from thirty participating institutions. Tabulated and recorded responses for each question indicate the status of physical education programs in North Carolina Community College System. Responses to each item are reported as raw scores and percentages for each student population category in Chapter Four. Tables indicate comparisons according to student population categories listed in the questionnaire.

CHAPTER 4

Analysis and Discussion of Results

This chapter is an overview of the data received from the questionnaires pertaining to physical education programs in each of the fifty-eight community colleges in the North Carolina Community College System during the 1996-97 academic school year. Of the fifty-eight community colleges surveyed, thirty (52 percent) responded to the questionnaire. Of those thirty community colleges, Randolph Community College and Carteret Community College indicated that they did not offer physical education classes. A third institution, Nash Community College, returned a note with the questionnaire explaining that physical education classes were provided in partnership with local YMCA and the city of Rocky Mount. All responses from these three community colleges were included in the survey results.

Area 1: Characteristics of the Institution

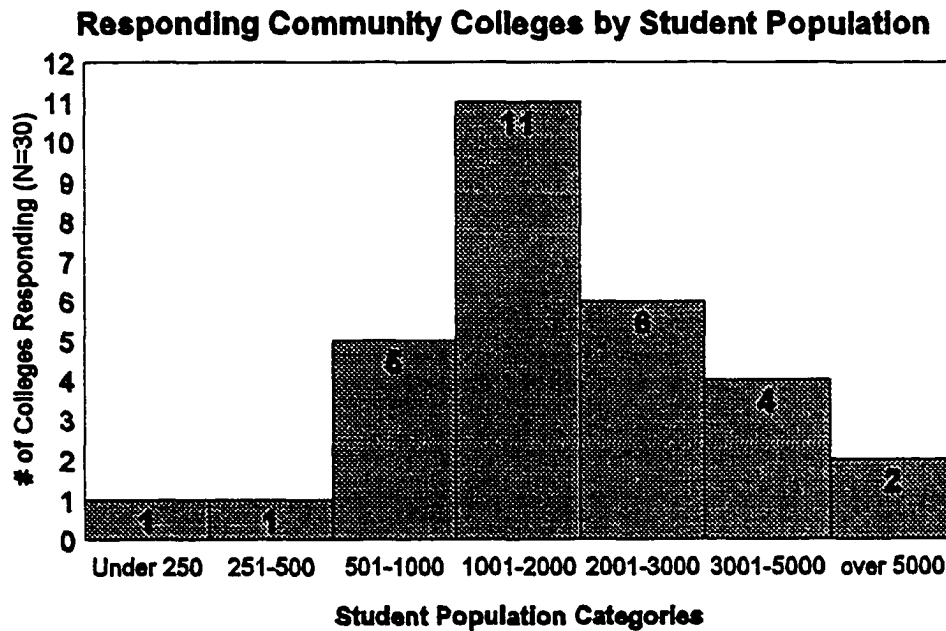
Three questions described characteristics of the institution. The first question of area one requested information regarding demographics: institution name, address, and the name of the individual who completed the survey. That individual was asked if he/she would like to receive a copy of the survey results. Twenty (67 percent) of the thirty participants requested a copy. The second question asked the institution size as it related to full-time student enrollment. The last question in this area requested the number of years that a general education transfer program had been offered. Thirty community colleges responded to this question. The community colleges had seven categories of full-time student enrollment from which to choose. The categories were the following: under 250 students, one community college (3 percent); 251-500 students, one community

college (3 percent); 501-1000 students, five community colleges (17 percent); 1001-2000 students, eleven community colleges (37 percent); 2001-3000 students, six community colleges (20 percent); 3001-5000 students, four community colleges (13 percent); and over 5000 students, two community colleges (7 percent). (See Table 1)

Table 1

Area 1: Question 2

Responding Community Colleges by Student Population



The third institution demographic requested the number of years a general education transfer program had been offered. Four (13 percent) of thirty community colleges did not respond to the question. Three (12 percent) of the twenty-six community college respondents indicated offering the transfer program under five years, four (15 percent) offered the program six to ten years, one (4 percent) offered the program eleven to fifteen years, and two (8 percent) offered the program sixteen to twenty years. The

majority, sixteen community colleges (62 percent), offered the general education transfer program over twenty years. (See Table 2) The remaining four community colleges did not respond to the question.

Table 2

Area II: Question 3

Years General Education Program Offered

Student Population Categories								
Number of Years	Under- 250	251- 500	501- 1000	1001- 2000	2001- 3000	3001- 5000	Over 5000	Total
Over 20	0	0	4	7	3	1	1	16
16 to 20	0	0	0	1	0	1	0	2
11 to 15	0	1	0	0	0	0	0	1
6 to 10	0	0	1	1	0	1	1	4
Under 5	1	0	0	0	1	1	0	3
Total	1	1	5	9	4	4	2	26

Area II: Physical Education Faculty

The second area requested information concerning the community college faculty. The seven questions in this area were:

1. What is the number of full-time physical education faculty?
2. What is the distribution of the full-time faculty by degree?
3. What is the number of physical education faculty who are male and female?
4. What is the number of part-time faculty?
5. What is the distribution of the part-time faculty by degree?
6. What additional responsibilities other than teaching are required of the physical education faculty?
7. Is prior teaching experience a prerequisite for employment?

Each question brought varied responses. More than one response was possible in several instances. The total number of responses was given for each question.

The first question in area two was a request for the number of full-time male (M) and female (F) physical education faculty in the community college. A total of thirty-eight full-time faculty were employed in the twenty-eight community colleges that responded to the question. Twenty-seven (71 percent) of these were male and eleven (29 percent) were female. The categories of under 250 students and 251-500 students did not answer this question and were omitted from the table. The category of 501-1000 students had one community college response; one female held a bachelor's degree. The majority, seventeen (45 percent), of full-time instructors were in the 1001-2000 student population and were male (76 percent). Ten (26 percent) of the full-time faculty taught in the 2001-

3000 student category. Eight (80 percent) of these ten were male instructors. Three (75 percent) of the four full-time instructors in the 3000-5000 student population category were male. Out of the six responses in the over 5000 student category gender was equally divided--three males and three females. (See Table 3)

Question two requested the number of full-time faculty by degree. Several community colleges gave more than one answer to this question, resulting in a total of thirty-four responses. A majority, twenty-eight (82 percent), of the thirty-four responses indicated full-time faculty holding master's degrees (M.A., M.S. or M.Ed.). Twenty-one (75 percent) of those were male and seven (25 percent) were female. Of the thirty-four responses indicating physical education faculty by degree, five (15 percent) held bachelor's degrees (B.A. or B.S.). Sixty percent (three of the five) of the bachelor's degrees were held by female faculty. One college (3 percent) reported one individual, a female, possessing an educational specialist (Ed.S.) degree. There were no responses listing full-time physical education faculty possessing an earned doctorate. (See Table 3)

The third question requesting information about the number of physical education administrators in the thirty community colleges received thirteen responses (43 percent). Eleven of the thirteen respondents (85 percent) indicated the administrators were female.

Table 3
Area II: Question 2
Full-Time Physical Education Faculty by Degree

Degree	Student Population Categories											
	501-1000		1001-2000		2001-3000		3001-5000		Over 5000		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Bachelor's	0	1	0	1	2	0	0	0	0	1	2	3
Master's	0	0	11	3	5	1	2	1	3	2	21	7
Specialist's	0	0	0	0	0	1	0	0	0	0	0	1
Doctor's	0	0	0	0	0	0	0	0	0	0	0	0
No Degree Indicated	0	0	2	0	1	0	1	0	0	0	4	0
Total	0	1	13	4	8	2	3	1	3	3	27	11

The use of part-time faculty was widespread. Of the 115 part-time faculty employed, fifty-seven (50 percent) were males and fifty-eight (50 percent) were females. With the exception of the under 250 student size, which did not respond to the question, all responding community colleges employed part-time faculty. Of the 115 part-time faculty, sixty (52 percent) were employed in the over 5000 student category. Twenty-eight (47 percent) of the sixty were male faculty and thirty-three (53 percent) were female.

Twenty-four community colleges responded to question five requesting the distribution of faculty by degree. One hundred and eleven part-time faculty were

identified by degree earned. Three males and one female had no degree listed. Of the 111 faculty identified by degree, seventy (63 percent) possessed a bachelor's degree, thirty-six (51 percent) were males and thirty-four (49 percent) were females. Forty (36 percent) of the 111 part-time faculty possessed a master's degree. Eighteen (45 percent) of these faculty holding degrees were males, twenty-two (55 percent) were female. One female (1 percent) was listed as possessing a doctorate. (See Table 4)

Table 4

Area II: Question 5

Part-Time Physical Education Faculty by Degree

		Student Population Categories													
		251-500		501-1000		1001-2000		2001-3000		3001-5000		Over 5000		Total	
Degree		M	F	M	F	M	F	M	F	M	F	M	F	M	F
Bachelor's		0	0	3	1	3	3	4	5	3	3	23	22	36	34
Master's		1	1	1	1	7	5	2	0	2	5	5	10	18	22
Specialist's		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's		0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total		1	1	4	2	10	9	6	5	5	8	28	32	54	57

The sixth question in area two requested the community college respondent to indicate responsibilities required of physical education faculty in addition to teaching. The

respondent could select more than one additional responsibility. There were thirty-eight responses from twenty-one community colleges. Two (5 percent) of the responses indicated no additional responsibilities. Ten (27 percent) of the total thirty-six community colleges required the faculty member to be a club sponsor or advisor; nine community colleges (25 percent) required intramural supervision; eight community colleges (22 percent) required coaching; and four community colleges (11 percent) required the faculty member to supervise independent study. One community college included each of the following as additional responsibilities: maintenance of facilities and interviewing new faculty, maintenance of equipment and budget development, managing the swimming pool, and directing recreation activities. Two respondents (6 percent) indicated an additional duty to be heading the department. (See Table 5)

In answer to the last question in area two, prior experience in teaching was not a direct prerequisite for employment for seventeen (71 percent) of the twenty-four responding community colleges. Seven institutions (29 percent) preferred experience. Two of these seven community colleges (29 percent) required two years' experience, one community college respondent (14 percent) indicated three years' experience was required, and one community college (14 percent) required four years' experience at the community college level. Three (43 percent) of the seven community colleges that preferred experience indicated no specific number of years.

Table 5

Area II: Question 6

Responsibilities Other Than Teaching Required of Physical Education Faculty

Responsibility	Student Population Categories				Total
	1001- 2000	2001- 3000	3001- 5000	Over 5000	
Club Sponsor/Advisor	6	1	2	1	10
Intramural Supervision	4	4	1	0	9
Coaching	4	3	1	0	8
Independent Study Monitor	2	0	1	1	4
Maintain Facilities and Interview New Faculty	0	0	1	0	1
Maintain Equipment and Develop Budget	1	0	0	0	1
Manage Pool and Direct Recreation	1	0	0	0	1
Department Head	1	0	1	0	2
Total Responses	19	8	7	2	36

Area III: Physical Education Curriculum

(Service/Activity Classes)

The third area of the questionnaire requested information related to the physical education curriculum (the service or activity classes). The eleven questions requested information regarding the following:

1. Does your institution provide service/activity classes?
2. How many quarters of these classes are required?
3. Has this requirement changed?
4. How many times per week do the classes meet?
5. What is the normal length of class?
6. What substitutions are allowed for service/activity classes?
7. What is the policy on absences permitted in each course?
8. In which areas has interest increased during the last five years?
9. In which areas has interest decreased during the last five years?
10. In which category (activity, intramural, or athletics) are physical education classes offered within the community college?
11. What is the budget structure of the physical education program?

There were varying numbers of responses to the questions and multiple answers were possible.

Twenty-six community college respondents indicated that the community college provided service/activity classes. Twenty-one (81 percent) of these community colleges did provide service/activity classes, while five (19 percent) did not.

The respondents of twenty community colleges replied to question two, requesting the number of required quarters for service/activity classes. Two community colleges (10 percent) required one quarter and six community colleges (30 percent) required two quarters. Nine community colleges (45 percent) required three quarters of service/activity classes. Two community colleges (10 percent) required four quarters and one community college (5 percent) required six quarters of service/activity classes. (See Table 6)

Question three in the third area requested the community college respondent to indicate changes in the number of quarters required for physical education courses. The majority, fifteen (75 percent) of the twenty community colleges kept the same requirements of hours. Five (25 percent) indicated a change. One community college respondent (20 percent) indicated that the requirement was dropped from four quarters to none. The other four community colleges (80 percent) decreased the requirement. One (25 percent) of the four community college respondents indicated a decrease in the requirement from three quarters to two quarters. One respondent (25 percent) indicated a decrease from three quarters to one semester. One respondent (25 percent) indicated the community college decreased the requirement from four quarters to two semesters. One (25 percent) community college requirement decreased from five quarters to three semesters.

Table 6

Area III: Question 2

Number of Quarters Required

Quarters Required	Student Population Categories						Total
	251- 500	501- 1000	1001- 2000	2001- 3000	3001- 5000	Over 5000	
1	1	0	1	0	0	0	2
2	0	0	2	2	1	1	6
3	0	0	4	3	2	0	9
4	0	0	0	1	0	1	2
5	0	0	0	0	0	0	0
6	0	0	1	0	0	0	1
Total	1	0	8	6	3	2	20

Question four of the third area requested information related to class meeting frequency and received thirty-five responses. Five community colleges (14 percent) met one day each week; seventeen community colleges (49 percent) reported physical education class meeting frequency as two days each week; ten community colleges (29 percent) met three days each week. The meeting frequency for one community college (3 percent) was four days each week and two community colleges (6 percent) indicated classes met five days each week.

The fifth question, which indicated the class length, received twenty-four responses. The majority of the respondents, nineteen community colleges (79 percent), indicated

classes to be 40-60 minutes in length. Four respondents (17 percent) indicated classes over sixty minutes and one community college respondent (4 percent) indicated that only during the summer session was class extended beyond sixty minutes.

The sixth question asked the community college respondent to indicate what substitutions, if any, were permitted for the physical education classes. There were twenty-six responses. No substitutions were allowed by the majority, seventeen community colleges (65 percent). Seven community colleges (27 percent) permitted veteran status to substitute for a service/activity class and two community college respondents (8 percent) identified medical reasons as a substitute for the physical education requirement.

The seventh question in area three requested the policy on absences permitted in each physical education service/activity course. The researcher received twenty-six responses. Responses from fourteen community colleges (54 percent) indicated the policy on absences was standard for all courses and twelve community college respondents (46 percent) reported the policy on absences to be at the discretion of the instructor.

The eighth question in area three requested information regarding increased interest during the last five years in eight specific physical education categories. The categories listed were the following: team sports, recreation activities, rhythms and dance, weight control, individual and dual sports, aquatics, gymnastics, and fitness activities.

From twenty community colleges, there were fifty responses which included the written comments under the category designated as "other." Of the total number of responses, team sports had increased in popularity at five community colleges (25

percent); recreational activities had increased in interest at nine community colleges (45 percent). Interest increased at five community colleges (25 percent) for rhythms and dance. Eleven community colleges (55 percent) noted increased interest in weight control courses. Two community colleges (10 percent) indicated increased interest in individual and dual sports and one community college (5 percent) reported increased interest in aquatics. No increase in interest was found in the gymnastics category. The largest category of increased interest was in fitness activities, according to sixteen community college respondents (80 percent). One community college respondent (5 percent) commented that there was an increased interest in aerobics. (See Table 7)

The ninth question in the curriculum area requested the community college respondent to indicate decreased interest in eight categories of physical education courses. The eight categories listed were the following: team sports, recreational activities, rhythms and dance, weight control, individual and dual sports, aquatics, gymnastics, and fitness activities. There were twenty responses from fifteen community colleges. Interest in team sports had decreased in seven community colleges (47 percent). One community college (6 percent) indicated decreased interest in each of the following: recreational activities, rhythms and dance, weight control, aquatics, and fitness activities. Three community college respondents (20 percent) indicated decreased interest in individual and dual sports and five community college respondents (33 percent) reported decreased interest in gymnastics. (See Table 8)

Table 7

Area III: Question 8

Activities Increasing in Interest During the Last Five Years

Activity	Student Population Categories						Total
	251-500	501-1000	1001-2000	2001-3000	3001-5000	Over 5000	
Team Sports	1	0	1	1	1	1	5
Recreational Activities	1	0	4	0	3	1	9
Rhythms and Dance	0	0	1	1	2	1	5
Weight Control	0	1	5	3	1	1	11
Individual/Dual Sports	0	1	0	0	1	0	2
Aquatics	0	0	0	1	0	0	1
Gymnastics	0	0	0	0	0	0	0
Fitness Activities	0	2	7	2	3	2	16
Other	0	0	0	1	0	0	1
Total	2	4	18	9	11	6	50

Table 8

Area III: Question 9

Activities Decreasing in Interest During the Last Five Years

Activity	Student Population Categories						Total
	251-500	501-1000	1001-2000	2001-3000	3001-5000	Over 5000	
Team Sports	0	0	3	2	1	1	7
Recreational Activities	0	0	0	0	0	1	1
Rhythms and Dance	0	0	0	1	0	0	1
Weight Control	0	0	0	1	0	0	1
Individual/Dual Sports	0	0	1	1	0	1	3
Aquatics	0	0	0	0	0	1	1
Gymnastics	0	0	3	0	1	1	5
Fitness Activities	1	0	0	0	0	0	1
Total	1	0	7	5	2	5	20

The tenth item requested the community college respondent to check the appropriate category indicating whether the activity was offered as an activity class, an intramural activity, or an athletic sport. The three categories had differing numbers of responses. No community college respondent in the under 250 student enrollment and the 251-500 student enrollment categories responded to the question. No responses were received from two community colleges in the 501-1000 student population category. One community college replying in the 1001-2000 population did not respond to this item and one community college replying indicated that no regular classes were offered.

Of the twenty-five community college respondents to the activity portion of the tenth question, the most popular activities are listed by activity, number of responses, and percentages. Courses provided to the students as institutional activity classes were the following: beginning tennis, twenty-three (92 percent); aerobics, twenty (80 percent); volleyball, eighteen (72 percent); golf, fourteen (56 percent); intermediate tennis, fourteen (56 percent); bowling, thirteen (52 percent); beginning swimming, thirteen (52 percent); and badminton, twelve (48 percent). Other activities less frequently listed were as follows: basketball, eleven (44 percent); dance (aerobic), eleven (44 percent); archery, ten (40 percent); canoeing, nine (36 percent); karate, nine (36 percent); intermediate swimming, nine (36 percent); softball, eight (32 percent); tennis (advanced), seven (28 percent); racquetball, six (24 percent); lifeguard training, six (24 percent); water safety instructor, six (24 percent); and skiing downhill, five (20 percent). Less frequent responses were the following: modern dance, four (16 percent); baseball, three (12 percent); folk dance, three (12 percent); and weight control, three (12 percent). All of the following activities were

included in two community college physical education programs (8 percent): backpacking, fitness, handball, kayaking, ping-pong, rock climbing, sailing, slimnastics, soccer, special/adapted physical education, and wrestling. Activities listed as available in one community college (4 percent) of the twenty-five responders included the following: basic movement, billiards, canoe instructor, circuit training, cross-country, fencing, football, hiking, judo, life wellness, scuba, self defense, step/rhythmic aerobics, walking/jogging/bicycling, water aerobics, and yoga. Since these were added by the respondent they have not been included in the table. (See Table 9)

When requested to mark the activities which were provided as intramural sports, nineteen (63 percent) of the thirty community college representatives answered, eleven (37 percent) did not. Of the nineteen community college respondents, nine (47 percent) marked both basketball and softball as intramural activities. Six respondents (32 percent) listed volleyball an intramural activity and four community college representatives (21 percent) indicated the following as intramural activities: billiards, bowling, golf, ping-pong, and advanced tennis. Three community college respondents (16 percent) listed badminton, football, and soccer as intramural activities. Each of the following activities was indicated in college intramurals by one community college (5 percent): archery, water skiing, and weight training. (See Table 10)

Table 9
Area III. Question 10
Activities Offered as Physical Education Classes

Activities	Student Population Categories					Total
	501-1000	1001-2000	2001-3000	3001-5000	Over 5000	
Aerobics	0	9	6	3	2	20
Archery	0	4	3	3	0	10
Badminton	0	6	2	2	2	12
Baseball	0	1	0	2	0	3
Basketball	0	5	5	1	0	11
Billiards	0	1	0	0	0	1
Bowling	0	4	5	3	1	13
Canoeing	0	3	3	1	2	9
Cross-Country	0	1	0	0	0	1
Dance-Aerobic	0	5	3	2	1	11
Dance-Folk	0	1	0	0	2	3
Dance-Modern	0	1	0	2	1	4
Fencing	0	0	0	0	1	1
Football	0	0	1	0	0	1
Golf	2	4	5	2	1	14
Handball	0	1	0	1	0	2
Judo	0	0	0	0	1	1
Karate	1	4	2	1	1	9

Table 9, continued

Activities	Student Population Categories					Total
	501-1000	1001-2000	2001-3000	3001-5000	Over 5000	
Kayaking	0	0	1	0	1	2
Ping-Pong	0	1	1	0	0	2
Racquetball	0	2	3	1	0	6
Skiing-Downhill	0	2	1	1	1	5
Slimnastics	0	1	1	0	0	2
Soccer	0	1	1	0	0	2
Softball	1	1	4	2	0	8
Swimming-Beg.	1	5	3	2	2	13
Swimming-Inter.	0	3	3	2	1	9
Swimming-Lifeguard	0	2	2	1	1	6
Swimming-WSI	0	2	2	1	1	6
Tennis-Beg.	3	9	6	3	2	23
Tennis-Inter.	2	6	2	2	2	14
Tennis-Adv.	0	1	3	2	1	7
Volleyball	1	7	5	3	2	18
Weight Control	1	1	1	0	0	3
Wrestling	1	0	1	0	0	2
Total	13	94	75	43	29	254

Table 10

Area III: Question 10

Activities Offered as Intramural Sports

Student Population Categories				
Activity	1001- 2000	2001- 3000	3001- 5000	Total
Archery	1	0	0	1
Badminton	1	2	0	3
Basketball	4	4	1	9
Billiards	3	1	0	4
Bowling	1	2	1	4
Football	2	1	0	3
Golf	1	2	1	4
Ping-Pong	2	2	0	4
Soccer	1	1	1	3
Softball	3	4	2	9
Tennis-Advanced	2	2	0	4
Volleyball	2	3	1	6
Water Skiing	1	0	0	1
Weight Training	1	0	0	1
Total	25	24	7	56

The third part of question ten requested the community college representative to mark all activities available as athletic sports. Of the twenty-one community college representatives replying, seven community colleges (33 percent) had a golf team and five community colleges (24 percent) had both basketball and volleyball teams. Four community colleges (19 percent) had softball and tennis teams. Intercollegiate baseball was available in three community colleges (14 percent). One community college (5 percent) provided soccer as an athletic team. (See Table 11)

Table 11

Area III: Question 10

Physical Education Classes Offered as Sports

Student Population Categories					
Activity	1001- 2000	2001- 3000	3001- 5000	Over 5000	Total
Baseball	1	0	1	1	3
Basketball	2	1	0	2	5
Golf	3	2	2	0	7
Soccer	0	0	0	1	1
Softball	1	1	1	1	4
Tennis-Advanced	0	1	3	0	4
Volleyball	0	2	2	1	5
Total	7	7	9	6	29

The final question in area three requested information concerning the budget structure for the physical education program. There were twenty-five responses to this question. Eight community college respondents (32 percent) indicated a separate budget for the physical education program and fourteen community colleges (56 percent) included the physical education program in the operating budget of the institution. Two (8 percent) of the remaining three respondents indicated that the physical education program was included in the college transfer budget. The third community college respondent (4 percent) stated that the physical program shared its budget with the social science department. (See Table 12)

IV: Physical Education Service/Activity Program Evaluation

Procedures

This area sought information regarding the status of evaluation procedures for the physical education service/activity program. Each of the seven questions received a different number of responses. Some questions requested more than one answer, if appropriate. The questions asked were the following:

1. Are the service/activity classes required or elective?
2. How are the courses graded?
3. Is this type of evaluation consistent with that used for most courses in the institution?
4. Are grades in physical education included in overall grade point average and/or honors for graduation?
5. Are written tests and physical performance tests required assessment tools?

6. Does your department have a policy regarding student evaluation of instructors?
7. When used, results of student evaluation are available to whom?

Table 12

Area III. Question 11

Budget Structure for Physical Education Program

Structure	Student Population Categories						Total
	251-500	501-1000	1001-2000	2001-3000	3001-5000	Over 5000	
Separate Budget for Physical Education	0	0	4	1	2	1	8
Included in General Operating Budget	1	3	4	4	1	1	14
Other	0	0	1	1	1	0	3
Total	1	3	9	6	4	2	25

Twenty-six responses were given to the first question which requested information regarding service/activity classes as either required or elective. Some of the twenty-six representatives indicated service/activity classes were both required and elective. Seven community college representatives did not respond to the question, including the only community representative from the under 250 student population category. Of the twenty-six responses, fifteen (58 percent) indicated that service/activity classes were required, while eleven community college responders (42 percent) indicated that the courses were elective. (See Table 13)

On the second question of area four, twenty-four (100 percent) of the community college respondents indicated that the physical education classes were letter graded. Eighteen (75 percent) of these indicated the grading system to be consistent with that used for most courses in the college. Three responses (13 percent) indicated letter grading for activity courses was not consistent with that used for most courses, but gave no further information. Three community respondents (13 percent) did not give an answer to this question.

The fourth question in this area requested information regarding whether or not grades received in physical education classes were included in the overall grade point average and honors for graduation. Four community colleges did not respond to this question. Of the twenty-six replies, all of the community colleges (100 percent) included the physical education class grade in calculating the overall grade point average. Twenty-three community colleges (88 percent) of the twenty-six included the physical education class grades in consideration for honors graduation.

Table 13

Area IV: Question 1

Community Colleges Requiring Service/Activity Classes

Classes	Student Population Categories						Total
	251-500	501-1000	1001-2000	2001-3000	3001-5000	Over 5000	
Required	1	1	5	4	2	2	15
Elective	0	2	3	4	2	0	11
Total	1	3	8	8	4	2	26

Responses for the fifth question regarding assessments in service/activity classes numbered twenty-two. Some community colleges indicated the use of both written examinations and physical performance tests. Twenty-two college respondents reported use of the written examinations in evaluation of physical education service/activity classes and twenty-one community colleges (95 percent) employed physical performance tests to determine grades.

Questions six and seven requested information regarding student evaluation of instructors. Five community colleges responders did not answer question six, which asked if the community college had a policy for evaluation of physical education instructors. All twenty-five (100 percent) of the community colleges responding had an evaluation policy for the physical education faculty.

The seventh question asked which individuals had access to student evaluations of the

physical education faculty. Of the twenty-five responses, twenty-four community colleges (96 percent) provided evaluation results to the individual instructor. Twenty-two community colleges (88 percent) provided evaluation results to the department chair. One community college (4 percent) made the evaluation results available to the student body. All of the responding colleges (100 percent) gave the academic dean access to the evaluations and one community college respondent (4 percent) indicated that the president of the community college had access to the student evaluations of the physical education faculty.

Area V: Articulation: Transfer Between Colleges

The fifth area of the questionnaire addressed articulation or transfer of students between the two-year community college and a four-year college or university. The question requested information relative to problems that students experienced when transferring from the community college to a four-year college or university in North Carolina. Of the twenty-five community college respondents, seventeen (68 percent) indicated that no problems existed, while six community college respondents (24 percent) indicated a few transfer problems. One community college respondent (4 percent) did not know of any problems and one community college respondent (4 percent) indicated many problems in the transfer of students from the community college to the four-year institutions.

Area VI: Professional Physical Education Program

The sixth area of the survey requested answers to two questions concerning the professional physical education program. Twenty-six community college respondents

replied to the first question which asked if the community college provided professional physical education courses.

Eight community college representatives responded to the second question requesting the participant to check all professional physical education courses offered. The courses most often selected were the following: first aid and safety, indicated by seven community colleges (88 percent); personal health, selected by five community colleges (63 percent); and both anatomy and physiology were offered by two community colleges (25 percent). One community college (13 percent) offered each of the following professional physical education courses: care and prevention of athletic injuries, dance (modern and other), elementary activities, elementary methods, environmental and community health, individual sports coaching, introduction to health, introduction to physical education, intramural sports, officiating, psychology of coaching, recreational activities, and team sports coaching. (See Table 14)

Table 14

Area VI: Question 2

Professional Physical Education Courses Offered

Courses	Student Population Categories				Total
	1001- 2000	2001- 3000	3001- 5000	Over 5000	
Anatomy	1	1	0	0	2
Care/Prevention	0	0	1	0	1
Dance-Modern	0	0	0	1	1
Dance-Other	0	0	0	1	1
Elementary/Activities	0	0	1	0	1
Elementary Methods	0	0	0	1	1
Environ/Com. Health	0	0	1	0	1
First Aid & Safety	1	2	2	2	7
Individual Sports Coaching	0	0	1	0	1
Introduction to Health	0	0	0	1	1
Introduction to Physical Education	0	0	1	0	1
Intramural Sports	0	0	1	0	1

Table 14, continued

Courses	1001- 2000	2001- 3000	3001- 5000	Over 5000	Total
Officiating	0	0	1	0	1
Personal Health	0	3	1	1	5
Psychology of Coaching	0	0	1	0	1
Physiology	1	1	0	0	2
Recreation Activities	0	0	1	0	1
Team Sports Coaching	0	0	1	0	1
Total	3	7	13	7	30

Area VII: Facilities

The last area of the survey requested information about the physical education facilities available on campus and off campus, which were utilized in the physical education program. There were two questions in this area; the first question requested information about facilities available to the physical education program--either on campus or off campus. The second question requested data concerning the adequacy of the facilities--meeting student needs.

The first question required the respondent to check all facilities available to the physical education program and indicate the location, either on campus or off campus. Twenty-four community college representatives responded to the question. The two community colleges in the category 500 students or less did not respond. All twelve of the community college representatives having student populations over 2000 students

responded to the question. Facilities listed on campus included the following: the weight room, listed by thirteen community colleges (54 percent); tennis courts, indicated by eleven community colleges (46 percent); gymnasium, listed by ten community colleges (42 percent); other teaching areas/classrooms, listed by nine community colleges (37 percent); softball field, listed by eight community colleges (33 percent); and game rooms, listed by seven community colleges (29 percent). Nine community colleges (38 percent) marked the facility indicated as “other areas” and those areas were not defined. On campus facilities which received fewer checks were the following: baseball field, listed by five community colleges (21 percent); soccer field, listed by four community colleges (17 percent); gymnastics room and outdoor track listed by three community colleges (13 percent); and a fitness center/weight room combination, listed by two community colleges (8 percent). One community college respondent (4 percent) listed each of the following as teaching areas on campus: bowling alley, challenge course, dance studio, field house, fitness area, golf course, indoor track, and swimming pool.

Facilities available to the community college physical education programs located off campus were more numerous than those on campus. The following were listed most often: golf courses, listed by fourteen community college respondents (58 percent), and bowling alleys, which were listed by thirteen community college respondents (54 percent). Other off campus facilities listed in descending order according to the number of community college respondents selecting each were the following: swimming pools, indicated by eight community college respondents (33 percent), and tennis courts, available to seven community colleges (29 percent). The following five facilities were

listed by five community college respondents (21 percent): baseball field, dance studio, handball/racquetball area, roller skating rink, and softball field. Four community colleges (17 percent) listed each of the following as being available to the physical education program: field house, gymnasium, indoor track, and soccer field. Other facilities listed by three community college respondents (13 percent) located off campus included football stadiums and gymnastics rooms. Two community college respondents (8 percent) had ice skating rinks and weight rooms available to the program. One community college respondent (4 percent) indicated the following facilities to be available off campus for the physical education program: boat dock, driving range, game room, other teaching areas/classrooms, outdoor track, and one unspecified area (See Table 15)

The second question of area seven requested the community college respondent to indicate whether or not in the respondent's opinion the facilities available for community college use were adequate to meet student needs. Fourteen community college respondents (64 percent) of the twenty-two responding community colleges reported the facilities to be adequate while eight community college responses (36 percent) indicate the present facilities were not adequate.

Table 15

Area VII

Facilities Available for Physical Education Classes

Facility	Student Population											
	501-1000		1001-2000		2001-3000		3001-5000		Over 5000		Total	
	On	Off	On	Off	On	Off	On	Off	On	Off	On	Off
Baseball Field	0	0	3	1	0	2	2	1	0	1	5	5
Bowling Alley	0	0	1	5	0	5	0	2	0	1	1	13
Dance Studio	0	0	0	3	0	2	0	0	1	0	1	5
Field House	1	0	0	3	0	1	0	0	0	0	1	4
Football Stadium/ Field	0	0	0	2	0	1	0	0	0	0	0	3
Game Room	0	0	3	0	1	1	2	0	1	0	7	1
Golf Course	0	2	1	5	0	5	0	1	0	1	1	14
Gymnastics Room	0	1	2	0	1	2	0	0	0	0	3	3
Gymnasium	0	0	6	0	2	4	1	0	1	0	10	4
Handball/ Racquetball Area	0	0	0	2	0	3	0	0	0	0	0	5

Table 15, continued

Student Population												
Facility	501-1000		1001-2000		2001-3000		3001-5000		Over 5000		Total	
	On	Off	On	Off	On	Off	On	Off	On	Off	On	Off
Ice Skating Rink	0	0	0	0	0	1	0	0	0	1	0	2
Indoor Track/ Running Track	0	0	1	2	0	2	0	0	0	0	1	4
Other Teaching Areas/ Classrooms	1	1	4	0	3	0	1	0	0	0	9	1
Outdoor Track	0	0	1	1	1	0	1	0	0	0	3	1
Roller Skating Rink	0	0	0	2	0	2	0	0	0	1	0	5
Soccer Field	0	0	4	1	0	3	0	0	0	0	4	4
Softball Field	1	1	4	1	1	3	2	0	0	0	8	5
Swimming Pool	0	0	1	4	0	3	0	0	0	1	1	8
Tennis Courts	1	2	5	2	3	2	2	0	0	1	11	7
Weight Room	0	0	6	1	4	1	2	0	1	0	13	2
Total	4	7	42	35	16	43	13	4	4	7	79	96

CHAPTER 5

Summary

The purpose of this study was to investigate the current status of physical education programs in the North Carolina Community College System. Thirty of the fifty-eight community colleges participated in this study.

Each community college received a questionnaire and the respondent indicated answers by use of a check, a comment/completion or number. The seven page questionnaire consisted of thirty-three questions divided into the following seven areas:

1. Characteristics of the institution	3
2. Physical education faculty	7
3. Physical education curriculum (service/activity classes)	11
4. Physical education service/activity program evaluation procedures	7
5. Articulation: transfer between colleges	1
6. Professional physical education program	2
7. Facilities	2
	—
Total	33

A cover letter requesting participation in the study and the questionnaire were e-mailed to each of the fifty-eight community colleges in the North Carolina Community College System as of December 1996. Those community colleges not responding to the questionnaire received a second cover letter and questionnaire by e-mail. The third and final e-mail transmission containing the cover letter and questionnaire occurred six weeks after the initial correspondence. Fifty-two percent of the community colleges responded

to the questionnaire.

The data collected from the community college respondents were analyzed in the following ways:

1. Raw scores and percentages indicate responses to each item. (These were reported in Chapter 4).
2. Tables were constructed to show the number of responses for each item and the number of responses for the total survey population. (These were also reported in Chapter 4).

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Physical education administrators are interested in their colleges' physical education programs.
2. Prior teaching experience was not a prerequisite for employment at the community college level in North Carolina.
3. Students transferring from the community college to a four-year college or university experienced no problems relative to the physical education program.

Recommendations

Based on the data collected the researcher recommends the following:

1. The North Carolina Community College system should survey physical education programs every five years. Utilizing the research findings from Sterritt, Hardy, Gardner, and this researcher, information gathered would show trends of physical education programs since the 1970s in the North Carolina Community College System.

2. The results of studies concerning physical education in the North Carolina Community colleges should be made available to the administrators of each institution.
3. Community colleges should offer more fitness activities, weight control, and recreational activities, based on increased reported student interest by the college representatives.
4. Community colleges should offer fewer team sports in the activity program based on decreased student selection of these as reported by the college representatives.
5. Agreement should be reached between four-year colleges and universities and community colleges as to what courses in physical education are taught in the community college.
6. Four-year colleges and universities should be asked if transferring community college graduates experience problems articulating from the two-year school to the four-year school.
7. Students articulating from the community college to the four-year school should be asked if problems existed and to describe the problems.
8. Facilities for on campus activities should be examined for future facility planning and construction.
9. Further use of community facilities may enhance program offerings; reduce expensive building programs and duplication of facilities.
10. Because of progress in the use of technology other areas may need to be included in future studies.

List of Appendices

Appendix 1

List of North Carolina Community Colleges

Community Colleges in the North Carolina Community College System as of December, 1996 divided by geographic region were:

Coastal Region

College Name	City
Beaufort County Community College	Washington
Bladen Community College	Dublin
Brunswick Community College	Supply
Cape Fear Community College	Wilmington
Carteret Community College	Morehead City
Coastal Carolina Community College	Jacksonville
College of the Albermarle	Elizabeth City
Craven Community College	New Bern
Edgecombe Community College	Tarboro
Halifax Community College	Weldon
James Sprunt Community College	Kenansville
Lenoir Community College	Kinston
Martin Community College	Williamston
Nash Community College	Rocky Mount
Pamlico Community College	Grantsboro
Pitt Community College	Greenville
Roanoke-Chowan Community College	Ahoskie

Robeson Community College	Lumberton
Sampson Community College	Clinton
Southeastern Community College	Whiteville
Wayne Community College	Goldsboro
Wilson Technical Community College	Wilson

Piedmont Region

Alamance Community College	Graham
Anson Community College	Polkton
Central Carolina Community College	Sanford
Central Piedmont Community College	Charlotte
Davidson County Community College	Lexington
Durham Technical Community College	Durham
Fayetteville Technical Community College	Fayetteville
Forsyth Technical Community College	Winston-Salem
Guilford Technical Community College	Jamestown
Johnston Community College	Smithfield
Mitchell Community College	Statesville
Montgomery Community College	Troy
Piedmont Community College	Roxboro
Randolph Community College	Asheboro
Richmond Community College	Hamlet
Rockingham Community College	Wentworth

Rowan-Cabarrus Community College	Salisbury
Sandhills Community College	Pinehurst
Stanley Community College	Albermarle
Surry Community College	Dobson
Vance-Granville Community College	Henderson
Wake Technical Community College	Raleigh
Western Piedmont Community College	Morganton

Mountain Region

Ashe-Buncombe Technical Community College	Asheville
Blue Ridge Community College	Flat Rock
Caldwell Community College/Technical Institute	Hudson
Catawba Community College	Hickory
Cleveland Community College	Shelby
Gaston Community College	Dallas
Haywood Community College	Clyde
Isothermal Community College	Spindale
Mayland Community College	Spruce Pine
McDowell Technical Community College	Marion
Southwestern Community College	Sylva
Tri-County Community College	Murphy
Wilkes Community College	Wilkesboro

Appendix 2**Letter to Community College Presidents**

November 22, 1996

Dear Community College President:

I am currently on the faculty of Southeastern Community College working toward a doctorate in physical education. As a part of the requirements for the degree, I am writing a dissertation which is a survey of the physical education programs in the North Carolina Community Colleges.

Moving from the quarter to the semester system is an excellent time to obtain a baseline assessment of the present status of physical education and assist in planning for the future. Your assistance in completing this survey is important and appreciated.

Thank you for your assistance in this matter.

Sincerely,

Mary Guy Beaver

Appendix 3

SURVEY OF PHYSICAL EDUCATION PROGRAMS
IN COMMUNITY COLLEGES OF
NORTH CAROLINA

Directions: Please complete the following questionnaire by placing a check/mark (or number where appropriate) in the space provided. Some items may require more than one response while others should be marked N/A if not applicable.

I. CHARACTERISTICS OF THE INSTITUTION

A. Institution name _____

Address _____

Person completing the questionnaire _____

Would you like a copy of the results?

1. Yes _____ 2. No _____

B. The number of full-time students enrolled:

_____ 1. Under 250 _____ 5. 2,001-3,000

_____ 2. 251-500 _____ 6. 3,001-5,000

_____ 3. 501-1,000 _____ 7. Over 5,000

_____ 4. 1,001-2,000

C. Number of years general education transfer program has been offered:

_____ 1. Under 5 years _____ 4. 16-20 years

_____ 2. 6-10 years _____ 5. Over 20 years

_____ 3. 11-15 years

II. PHYSICAL EDUCATION FACULTY

A. The number of full-time faculty:

- 1. _____ Males
- 2. _____ Females

B. The distribution of these faculty by degree:

	BA/BS	MA/MS/MEd	EdS	EdD/PhD/DA
Males	_____	_____	_____	_____
Females	_____	_____	_____	_____

C. The number of physical education administrators:

- 1. _____ Males
- 2. _____ Females

D. The number of part-time physical education faculty:

- 1. _____ Males
- 2. _____ Females

E. The distribution of these faculty by degree:

	BA/BS	MA/MS/MEd	EdS	EdD/PhD/DA
Males	_____	_____	_____	_____
Females	_____	_____	_____	_____

F. Additional responsibilities other than teaching required of physical education faculty. Please check all which are appropriate.

- ___ 1. Club sponsor/advisor
- ___ 2. Intramural supervision
- ___ 3. Coaching
- ___ 4. Independent Study Moderator
- ___ 5. Cheerleader Supervisor
- ___ 6. Other, such as _____

G. Is prior teaching experience a prerequisite for employment?

___ 1. Yes, number of years ___ ___ 2. No

III. PHYSICAL EDUCATION CURRICULUM--(SERVICE/ACTIVITY CLASSES)

A. Does your institution provide service/activity classes?

1. ___ Yes 2. ___ No

B. Number of quarters these classes are required:

___ 1 ___ 3 ___ 5 ___ 7 ___ 0
 ___ 2 ___ 4 ___ 6 ___ 8

C. Has this requirement changed?

___ Yes, from _____ quarters to _____

___ No

D. How many times per week to the classes meet?

___ 1. One day ___ 3. Three days ___ 5. Five days
 ___ 2. Two days ___ 4. Four days

E. The normal length of classes is:

___ 30-40 Minutes ___ 50-60 Minutes
 ___ 40-50 Minutes ___ Over 60 Minutes

F. What substitutions are allowed for physical education classes?

___ None ___ Intramurals
 ___ Age, Specify ___ ___ ROTC
 ___ Athletics ___ Veteran
 ___ Married Students ___ Other, specify _____

G. Policy on absences permitted in each course:

- Standard for all courses
 Unlimited for all courses
 At discretion of instructor

H. Interest has increased during the last five years in which of these areas?

- | | |
|---|---|
| <input type="checkbox"/> Team Sports | <input type="checkbox"/> Aquatics |
| <input type="checkbox"/> Recreational Activities | <input type="checkbox"/> Gymnastics |
| <input type="checkbox"/> Rhythms and Dance | <input type="checkbox"/> Fitness Activities |
| <input type="checkbox"/> Weight Control | <input type="checkbox"/> Other, specify _____ |
| <input type="checkbox"/> Individual and Dual Sports | _____ |

I. Interest has decreased during the last five years in which of the following?

- | | |
|---|---|
| <input type="checkbox"/> Team Sports | <input type="checkbox"/> Aquatics |
| <input type="checkbox"/> Recreational Activities | <input type="checkbox"/> Gymnastics |
| <input type="checkbox"/> Rhythms and Dance | <input type="checkbox"/> Fitness Activities |
| <input type="checkbox"/> Weight Control | <input type="checkbox"/> Other, specify _____ |
| <input type="checkbox"/> Individual and Dual Sports | _____ |

J. Physical education classes offered within the institution: (check under the appropriate category)

	Activity	Intramural	Athletics
1. Aerobics	_____	_____	_____
2. Archery	_____	_____	_____
3. Badminton	_____	_____	_____
4. Baseball	_____	_____	_____

	Activity	Intramural	Athletics
5.	Basketball	_____	_____
6.	Billiards	_____	_____
7.	Bowling	_____	_____
8.	Canoeing	_____	_____
9.	Cross-Country	_____	_____
10.	Dance-Aerobic	_____	_____
11.	Dance-Folk	_____	_____
12.	Dance-Modern	_____	_____
13.	Dance-Square	_____	_____
14.	Fencing	_____	_____
15.	Field Hockey	_____	_____
16.	Golf	_____	_____
17.	Gymnastics	_____	_____
18.	Handball	_____	_____
19.	Judo	_____	_____
20.	Karate	_____	_____
21.	Kayaking	_____	_____
22.	Ping-Pong	_____	_____
23.	Racquetball	_____	_____
24.	Rifle Shooting	_____	_____
25.	Sailboarding	_____	_____
26.	Skating-Roller	_____	_____
27.	Skating-Ice	_____	_____
28.	Skiing-Downhill	_____	_____
29.	Skiing-X-Country	_____	_____
30.	Skiing-Water	_____	_____

	Activity	Intramural	Athletics
31.	Slimnastics	_____	_____
32.	Soccer	_____	_____
33.	Softball	_____	_____
34.	Swimming-Beg.	_____	_____
35.	Swimming-Inter.	_____	_____
36.	Swimming- Lifeguard	_____	_____
37.	Swimming-WSI	_____	_____
38.	Tennis-Beg.	_____	_____
39.	Tennis-Inter.	_____	_____
40.	Track & Field	_____	_____
41.	Tumbling	_____	_____
42.	Volleyball	_____	_____
43.	Weight Control	_____	_____
44.	Weight Training	_____	_____
45.	Wrestling	_____	_____
	Others, please specify	_____	_____
46.		_____	_____
47.		_____	_____

K. Budget structure for the physical education program:

- ___ 1. Separate budget for physical education
- ___ 2. Shared with athletics
- ___ 3. Shared with intramurals
- ___ 4. Shared with athletics and intramurals

___ 5. Included in general operating budget of institution

___ 6. Other, specify _____

IV. PHYSICAL EDUCATION SERVICE/ACTIVITY PROGRAM EVALUATION

PROCEDURES

A. The service/activity classes are:

___ 1. Required ___ 2. Elective

B. The service/activity classes are:

___ 1. Not graded

___ 2. Letter graded

___ 3. Pass/Fail

___ 4. Satisfactory/Unsatisfactory

___ 5. Other, explain _____

C. Is this grading system consistent with that used for most courses in this institution?

___ 1. Yes ___ 2. No (how does it differ?)

D. Are grades in physical education included in

1. Over-all grade point average? ___ Yes ___ No

2. Honors for graduation? ___ Yes ___ No

E. Are these assessments required for service/activity courses?

Written examinations ___ Yes ___ No

Physical performance test ___ Yes ___ No

F. Does your department have a policy regarding student evaluation of instructors?

___ Yes ___ No

G. When used, results of the student evaluations are available to:

___ 1. The individual instructor

___ 2. Department chair

___ 3. Student body

___ 4. Academic dean

___ 5. Other, specify _____

V. ARTICULATION: TRANSFER BETWEEN COLLEGES

Relative to physical education, are students who are transferring from your institution to four-year colleges or universities in North Carolina experiencing problems?

___ 1. No problems ___ 3. Many

___ 2. A few ___

VI. PROFESSIONAL PHYSICAL EDUCATION PROGRAM

A. Does your institution provide professional physical education courses?

___ 1. Yes ___ 2. No (if answer is No
(sic), skip to section VII)

B. Professional Course Offerings (Please check all appropriate courses available)

___ 1. Anatomy

___ 2. Camp Counseling

___ 3. Care of Equipment

___ 4. Care and Prevention of Athletic Injuries

- ___ 5. Coaching Theory
- ___ 6. Community Recreation
- ___ 7. Curriculum and Programming of Physical Education
- ___ 8. Dance-Modern
- ___ 9. Dance-Other
- ___ 10. Driver Education
- ___ 11. Elementary Activities
- ___ 12. Elementary Methods
- ___ 13. Environmental and Community Health
- ___ 14. First Aid and Safety
- ___ 15. Health Methods
- ___ 16. Individual Sports Coaching
- ___ 17. Internship
- ___ 18. Introduction to Health
- ___ 19. Introduction to Physical Education
- ___ 20. Intramural Sports
- ___ 21. Kinesiology
- ___ 22. Officiating
- ___ 23. Organization and Administration
- ___ 24. Personal Health
- ___ 25. Psychology of Coaching

- ____ 26. Physiology
- ____ 27. Physiology of Exercise
- ____ 28. Recreation Activities
- ____ 29. Team Sports Coaching
- ____ 30. Tests and Measurements
- ____ 31. Others, list _____

VII. FACILITIES

A. Please check the appropriate space indicating whether listed facility is available to the physical education department for classes.

Facility	On Campus	Off Campus
1. Baseball Field	_____	_____
2. Bowling Alley	_____	_____
3. Dance Studio	_____	_____
4. Field House	_____	_____
5. Football Stadium/Field	_____	_____
6. Games Room	_____	_____
7. Golf Course	_____	_____
8. Gymnastics Room	_____	_____
9. Gymnasium	_____	_____
10. Handball/ Racquetball Area	_____	_____
11. Ice Skating Rink	_____	_____

12. Indoor Track/
Running Track _____
13. Other Teaching Areas/
Classrooms _____
14. Outdoor Track _____
15. Roller Skating Rink _____
16. Soccer Field _____
17. Softball Field _____
18. Swimming Pool _____
19. Tennis Courts _____
20. Weight Room _____
21. Others-specify _____
22. Others-specify _____

B. Are your facilities adequate to meet students needs?

____ Yes

____ No

PLEASE RETURN COMPLETED QUESTIONNAIRE BY FEBRUARY 28, 1997

TO:

Mary Guy Beaver

Southeastern Community College

Post Office Box 151

Whiteville, NC 28472

E-Mail Address: mbeaver@mail.southeas.cc.nc.us

Appendix 4

Raw Data From Survey

SURVEY OF PHYSICAL EDUCATION PROGRAMS

IN COMMUNITY COLLEGES OF

NORTH CAROLINA

Directions: Please complete the following questionnaire by placing a check mark (or number where appropriate) in the space provided. Some items may require more than one response while others should be marked N/A if not applicable.

I. CHARACTERISTICS OF THE INSTITUTION

A. Institution name _____

Address _____

Person completing the questionnaire _____

Would you like a copy of the results? 1. Yes 20 2. No. 10

B. The number of full-time students enrolled:

1 1. Under 250 6 5. 2,001-3,000

1 2. 251-500 4 6. 3,001-5,000

5 3. 501-1,000 2 7. Over 5,000

11 4. 1,001-2000

C. Number of years general education transfer program has been offered:

3 1. Under 5 years 2 4. 16-20 years

4 2. 6-10 years 16 5. Over 20 years

1 3. 11-15 years

II. PHYSICAL EDUCATION FACULTY

A. The number of full-time faculty:

27 1. Males 11 2. Females

B. This distribution of these faculty by degree:

	BA/BS	MA/MS/MEd	EdS	EdD/PhD/DA
Males	2	21		
Females	3	7		1

C. The number of physical education administrators.

1. 11 Males 2. 2 Females

D. The number of part-time physical education faculty:

1. 57 Males 2. 58 Females

E. The distribution of these faculty by degree:

	BA/BS	MA/MS/MEd	EdS	EdD/PhD/DA
Males	36	18		
Females	34	22		1

F. Additional responsibilities other than teaching required of physical education faculty. Please check all which are appropriate.

- 10 1. Club sponsor/advisor
 9 2. Intramural supervision
 8 3. Coaching

4 4. Independent Study Moderator

5. Cheerleader Supervisor

6. Other, such as _____

1 1. Maintain facilities and interview new faculty

1 2. Maintain equipment and develop budget

1 3. Manage pool and direct recreation

2 4. Department head

G. Is prior teaching experience a prerequisite for employment?

7 1. Yes, number of years

2 Two years

1 Three years

1 Four at community college

3 Preferred experience (No number given)

17 2. No

1 But, ability to teach required

III. PHYSICAL EDUCATION CURRICULUM--(SERVICE/ACTIVITY CLASSES)

A. Does your institution provide service/activity classes?

21 1. Yes 5 1. No

B. Number of quarters these classes are required:

2 1 quarter 9 3 quarters 0 5 quarters

6 2 quarters 2 4 quarters 1 6 quarters

C. Has this requirement changed?

5 Yes

4 Lowered from:

1 3 quarters to 2 quarters

1 3 quarters to 1 semester

1 4 quarters to 2 semesters

1 5 quarters to 3 semesters

15 No

D. How many times per week do the classes meet?

5 1. One day 10 3. Three days 2 5. Five days

17 2. Two days 1 4. Four days

E. The Normal length of classes is:

30-40 Minutes 14 50-60 Minutes

5 40-50 Minutes 4 Over 60 Minutes

1 Over 60 (only in summer)

F. What substitutions are allowed for physical education classes?

17 None Intramurals

Age, Specify _____ ROTC

Athletics 7 Veteran

Married Students 2 Other, Specify: Medical

G. Policy on absences permitted in each course:

14 Standard for all courses

Unlimited for all courses

12 At discretion of instructor

H. Interest has increased during the last five years in which of these areas?

5	Team Sports	1	Aquatics
9	Recreation Activities		Gymnastics
5	Rhythm and Dance	16	Fitness Activities
11	Weight Control	1	Other, Specify: Aerobics
2	Individual and Dual Sports		

I. Interest has decreased during the last five years in which of these areas?

7	Team Sports	1	Aquatics
1	Recreational Activities	5	Gymnastics
1	Rhythms and Dance	1	Fitness Activities
1	Weight Control	___	Other, Specify:
3	Individual and Dual Sports		_____

J. Physical education classes offered within this institution: (check under the appropriate category)

	Activity	Intramural	Athletics
1. Aerobics	20		
2. Archery	10	1	
3. Badminton	12	3	

	Activity	Intramural	Athletics
4.	Baseball		3
5.	Basketball	9	5
6.	Billiards	4	
7.	Bowling	4	
8.	Canoeing	9	
9.	Cross-Country	1	
10.	Dance-Aerobic	11	
11.	Dance-Folk	3	
12.	Dance-Modern	4	
13.	Dance-Square		
14.	Fencing	1	
15.	Field Hockey		
16.	Football	1	3
17.	Golf	14	4 7
18.	Gymnastics		
19.	Handball	2	
20.	Judo	1	
21.	Karate	9	
22.	Kayaking	2	
23.	Ping-Pong	2	4
24.	Racquetball	6	
25.	Rifle Shooting		
26.	Sailboarding		
27.	Skating-Roller		
28.	Skating-Ice		

	Activity	Intramural	Athletics
29. Skiing-Downhill	5		
30. Skiing-X-Country			
31. Skiing-Water		1	
32. Slimnastics	2		
33. Soccer	2	3	1
34. Softball	8	9	4
35. Swimming-Beg.	13		
36. Swimming-Inter.	9		
37. Swimming-Lifeguard	6		
38. Swimming-WSI	6		
39. Tennis-Beg.	23		
40. Tennis-Inter.	14		
41. Tennis-Adv.	7	4	4
42. Track & Field			
43. Tumbling			
44. Volleyball	18	6	5
45. Weight Control	3		
46. Weight Training		1	
47. Wrestling	2		
Others, please specify			
48. Backpacking	2		
49. Basic Movement	1		
50. Canoe Instructor	1		
51. Circuit Training	1		
52. Fitness	2		

	Activity	Intramural	Athletics
53.	Hiking		1
54.	Life Wellness		1
55.	Rock Climbing		2
56.	Sailing		2
57.	Scuba		1
58.	Self-Defense		1
59.	Special/Adapted P.E.		2
60.	Step/Rhythmic Aerobics		1
61.	Walking for Fitness/ Aerobic Walking		3
62.	Walking, Jogging, Bicycling		1
63.	Water Aerobics		1
64.	Yoga		1
65.	None offered on Regular Basis		1

K. Budget structure for the physical education program

- 8 1. Separate budget for physical education
- 2. Shared with athletics
- 3. Shared with intramurals
- 4. Shared with athletics and intramurals
- 14 5. Included in general operating budget of institution
- 3 6. Other, specify
 - 2 Included in college transfer

1 Shared with social science

IV. PHYSICAL EDUCATION SERVICE/ACTIVITY PROGRAM EVALUATION

PROCEDURES

A. The service/activity classes are:

15 1. Required 11 2. Elective

B. The service/activity classes are:

1. Not graded

24 2. Letter graded

3. Pass/Fail

4. Satisfactory/Unsatisfactory

5. Other, explain _____

C. Is this grading system consistent with that used for most courses in this institution?

18 1. Yes 3 2. No (If no, how does it differ?)

(No specifics were given).

D. Are grades in physical education included in

1. Overall grade point average? 26 Yes No

2. Honors for graduation? 23 Yes No

E. Are these assessments required for service/activity courses:

1. Written examinations 22 Yes No

2. Physical performance test 21 Yes No

F. Does your department have a policy regarding student evaluation of instructors?

25 1. Yes 2. No

G. When used, results of the student evaluations are available to:

24 1. The individual instructor

22 2. Department chair

1 3. Student body

25 4. Academic dean

1 5. Other, specify: president of college

V. ARTICULATION: TRANSFER BETWEEN COLLEGES

A. Relative to physical education, are students who are transferring from your institution to four-year colleges or universities in North Carolina experiencing problems?

17 1. No problems 1 3. Many

6 2. A few 1 4. Do not know

VI. PROFESSIONAL PHYSICAL EDUCATION PROGRAM

A. Does your institution provide professional physical education courses?

8 1. Yes

18 2. No (If answer is NO (sic), skip to section VII)

A. Professional Course Offerings (Please check all appropriate courses available)

- 2 1. Anatomy
- 2. Camp Counseling
- 3. Care of Equipment
- 14. Care and Prevention of Athletic Injuries
- 5. Coaching Theory
- 6. Community Recreation
- 7. Curriculum and Programming of Physical Education
- 1 8. Dance-Modern
- 1 9. Dance-Other
- 10. Driver Education
- 1 11. Elementary Activities
- 1 12. Elementary Methods
- 1 13. Environmental and Community Health
- 7 14. First Aid and Safety
- 15. Health Methods
- 1 16. Individual Sports Coaching
- 17. Internship
- 1 18. Introduction to Health
- 1 19. Introduction to Physical Education
- 1 20. Intramural Sports

- 21. Kinesiology
- 1 22. Officiating
- 23. Organization and Administration
- 5 24. Personal Health
- 1 25. Psychology of Coaching
- 2 26. Physiology
- 27. Physiology of Exercise
- 1 28. Recreational Activities
- 1 29. Team Sports Coaching
- 30. Tests and Measurements
- 31. Others, list
 - 1 1. Fitness

VII. FACILITIES

- A. Please check the appropriate space indicating whether the listed facility is available to the physical education department for classes.

Facility	On Campus	Off Campus
1. Baseball Field	5	5
2. Bowling Alley	1	13
3. Dance Studio	1	5
4. Field House	1	4
5. Football Stadium/Field		3
6. Game Room	7	1

Facility	On Campus	Off Campus
7. Golf Course	1	14
8. Gymnastics Room	3	3
9. Gymnasium	10	4
10. Handball/Racquetball Area		5
11. Ice Skating Rink		2
12. Indoor Track/Running Track	1	4
13. Other Teaching Areas/Classrooms	9	1
14. Outdoor Track	3	1
15. Roller Skating Rink	0	5
16. Soccer Field	4	4
17. Softball Field	8	5
18. Swimming Pool	1	8
19. Tennis Courts	11	7
20. Weight Room	13	2
Others _____		
21. Boat Dock		1
22. Challenge Course	1	
23. Driving Range		1
24. Fitness Area/Center	1	
25. Fitness Center/Weight Room	2	

B. Are your facilities adequate to meet student needs?

14 Yes 8 No

PLEASE RETURN COMPLETED QUESTIONNAIRE BY FEBRUARY 28, 1997

TO:

Mary Guy Beaver

Southeastern Community College

Post Office Box 151

Whiteville, NC 28472

E-Mail Address: mbeaver@mail.southeas.cc.nc.us

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