AN EVALUATION OF THE MEN'S PHYSICAL EDUCATION PROGRAMS IN SELECTED STATE COMMUNITY COLLEGES IN EASTERN AND MIDDLE TENNESSEE

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ABSTRACT

AN EVALUATION OF THE MEN'S PHYSICAL EDUCATION PROGRAMS IN SELECTED STATE COMMUNITY COLLEGES IN EASTERN AND MIDDLE TENNESSEE

by Herbert J. Robinson

The purpose of this study was to evaluate the status of the men's physical education programs in selected state community colleges in eastern and middle Tennessee. The Neilson-Comer-Allsen Score Card was selected as the instrument to investigate the role and status of the men's physical education programs in the community colleges.

The study was conducted to determine to what extent the instructional staff, facilities, program organization, program activities, professional assistance, and teacher education programs conform to the standards of the score card.

One day was spent on the campus of each institution gathering the data. All six selected colleges agreed to participate in the project.

The findings revealed that: (1) the instructional staff was rated above average; (2) facilities were rated below average; (3) program organization was rated poor; (4) program activities were rated poor; (5) professional assistance was excellent; and (6) the teacher education program was rated below average. The overall rating of the state community colleges was below average.

A recommendation was made that a follow-up study be conducted within a three- to five-year period. Because of the activity space for physical education being badly broken by buildings, greater care should be used in developing and planning master plans. Also, it was recommended that similar studies be conducted in other geographical locations of the nation to determine the status of programs in other community colleges.

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Chapter 1

INTRODUCTION

The twentieth century has witnessed the explosion of the junior college upon the higher education scene of America. The number has risen from the establishment of Joliet in 1901--the first junior college to survive--to over 1,100 in 1970.[1] The impact of this tremendous growth is being felt throughout higher education. The growth of the community two-year colleges in such a very short time is certainly significant. However, the predictions for the continued growth of the two-year community colleges is even more notable. The Carnegie Commission on Higher Education has projected that the national enrollment of two million will double by 1980 and triple by the year 2000.[2] Also the commission recommends that a community college be constructed within commuting distance of every potential student.

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[1]Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, Inc., 1962), p. 27.

[2]Carnegie Commission on Higher Education, The Open-Door Colleges (New York: McGraw-Hill Book Company, Inc., 1970), p. 34.

Therefore, it might seem logical that the physical education programs are being initiated and developed at the same tremendous rate as that of the two-year community colleges. The need for the continued development of physical education programs to meet the educational needs of the community colleges will probably continue.

The role of the physical education programs in two-year institutions might be significant since the greatest growth of the community college system has occurred in the last two decades.

Tennessee is one of the many states that has initiated a state community college system in the last decade. The authorization for the establishment of the first three state community colleges came during the Eighty-Fourth General Assembly in Tennessee. These first three community colleges were to be located in east, middle, and west Tennessee.[3] The first of these state community colleges opened in 1966 and the second and third opened in 1967.

In 1967, the Eighty-Fifth General Assembly in Tennessee authorized three additional state community

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[3]Tennessee General Assembly, Public Acts of the State of Tennessee Passed by the Eighty-Fourth General Assembly (Nashville: Rich Printing Company, 1965, p. 263.

colleges.[4] Two of these opened in 1969, and one opened in 1970. The Eighty-Sixth General Assembly in Tennessee authorized three additional community colleges in 1969.[5] Then the Eighty-Eighth General Assembly changed Chattanooga Technical Institute to a state community college; thus, the tenth state community college in the state of Tennessee was established.[6]

Naturally, the physical education programs in the state community colleges of Tennessee are as recent as the colleges themselves. The quality of the physical education programs and the role each program is playing in the educational goals and outcomes of each institution could be very significant.

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the role and evaluate the status of the physical education programs in the selected state community colleges in eastern

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[4]Tennessee General Assembly, Public Acts of the State of Tennessee Passed by the Eighty-Fifth General Assembly, 1967 (Nashville: Rich Printing Company, 1967), pp. 895-896.

[5]Tennessee General Assembly, Public Acts of the State of Tennessee Passed by the Eighty-Sixth General Assembly (Nashville: Curley Printing Company, 1969), p. 895.

[6]Tennessee General Assembly, Public Acts of the State of Tennessee Passed by the Eighty-Eighth General Assembly (Nashville: Curley Printing Company, 1973), p. 618.

and middle Tennessee in terms of instructional staff, facilities, program organization, activity program, professional assistance and teacher education program.

IMPORTANCE OF THE STUDY

The state community college system in Tennessee is a relatively new system with some institutions still developing a curriculum to meet community needs. Therefore, a close look at the existing program or the program under development could be beneficial.

The public community college serves a diversified group of students who differ somewhat from students attending four-year institutions.[7] An evaluation could help form judgments that might help determine future plans.

Several studies in recent years have suggested that further evaluation of physical education programs in two-year colleges be conducted.[8] There are many studies relating to physical education programs from the high school level through the four-year institutions. However, there is

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[7]Ervin L. Harlacher, The Community Dimension of the Community College (Englewood Cliffs: Prentice-Hall, Inc., 1969), p. 11.

[8]Charles J. Becker, "An Evaluation of Physical Education Programs for Men in Oregon Community Colleges" (unpublished Doctoral dissertation, Brigham Young University, 1970), p. 127.

a notable lack of information concerning the status of physical education in two-year colleges.

The predicted continuous growth of community colleges across the nation will probably result in a corresponding growth of new physical education programs.[9] The recommendations and conclusions could be very beneficial as a guide for new institutions developing a physical education program.

The role of physical education as a part of the education requirements of colleges is being challenged more so than at any time in history. Accountability must be a significant factor for all physical education programs of the present and the future.

DELIMITATIONS OF THE STUDY

For the purpose of this study, the Neilson-Comer-Allsen Score Card was used to evaluate the six selected state community colleges in eastern and middle Tennessee. The study was further delimited by investigating only the men's physical education programs.

The six selected state community colleges in eastern and middle Tennessee were Chattanooga State Technical Community College, Cleveland State Community College, Motlow

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[9]Carnegie Commission, The Open-Door . . ., p. 34.

State Community College, Roan State Community College, Volunteer State Community College, and Walters State Community College.

DEFINITIONS OF TERMS USED

For the purpose of this study, the following terms and definitions were used.

Activity program. This includes the instructional period, the intramural program, and the intercollegiate athletic program.

Community college. This is a public, state supported two-year institution of higher education, sometimes referred to as a junior college.

Evaluation. This pertains to providing information through such means as questionnaires, surveys, score cards, or other criteria to serve as a base for making judgments in decision situations.[10]

Intercollegiate athletics. These are competitive team sports or activities conducted between other institutions where standings and records are kept.

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[10]The Educational Technology Reviews Series, Number Eleven, Evaluation of Education (Englewood Cliffs: Education Technology Publications, 1973), p. 21.

Intramural program. These are all sports and sport related activities conducted within the domain of the students at one institution.

Instructional staff. These are members of the faculty who are employed full time or part time and teach in any phase of the physical education program.

Facilities. This includes the school site and all buildings related in part or all to the physical education program.

The Neilson-Comer-Allsen Score Card. This is an instrument designed to evaluate the men's physical education programs in junior colleges.

Physical education program. This includes the instructional, intercollegiate, and intramural program.

Professional assistance. These are all professional books and periodicals available to the students that are related to physical education.

Professional preparation. This refers to those courses within the curriculum that are directly related to physical education.

Program organization. This includes all functional areas of the physical education program such as number of students, time allotment, health and physical education, assignment of classes, size, teacher load, records, credits,

methods of grading, and award systems in relation to how they are used for desirable outcomes.

Teacher education program. This refers to the specific courses that may be acceptable for transfer in professional preparation.

AREAS INVESTIGATED

The following areas were investigated in this study:

1. The instructional staff of the physical education department in the selected state community colleges in eastern and middle Tennessee.
2. The facilities of the physical education departments in the selected state community colleges in eastern and middle Tennessee.
3. The program organization of the physical education programs in the selected state community colleges in eastern and middle Tennessee.
4. The physical education activity programs of the selected state community colleges in eastern and middle Tennessee.
5. The professional books and periodicals that are related to physical education in

the selected state community colleges in eastern and middle Tennessee.

6. The professional preparation programs related to physical education in the selected state community colleges in eastern and middle Tennessee.

Chapter 2

REVIEW OF RELATED LITERATURE

Many similar studies have been done at all levels of education ranging from the elementary to the college level. They have used many varied types of measuring and evaluating tools such as questionnaires, check lists and score cards. However, it appears there have been very few studies in the area of evaluating physical education programs in two-year colleges.

Most of the significant studies are rather recent. With the continued growth of two-year community colleges over the nation, there is beginning to develop more and more interest in the status and role of physical education in junior colleges. The recent emergence of community colleges upon the educational scene has brought about a real interest by professionals concerning physical education in the community colleges.

Oxendine did a study to determine the status of general instructional programs of physical education in four-year colleges and universities. Oxendine relates very well to the need of evaluating current physical education

programs in institutions of higher learning as he states:

> Among the most prevalent requirements for the general college student over the past few years have been courses in physical education. The policy of requiring courses in physical education has been challenged as frequently as have other requirements, perhaps more so. In recent years there have been reports of significant changes in requirements, as well as in program practices such as grading, credits, patterns of course offerings, competency examinations, and even the existence of physical education programs.[1]

The results of the study showed that a physical education program exists in 95 percent of all institutions. Seventy-four percent of all colleges require physical education. The number of institutions requiring physical education have decreased some 10 to 15 percent in the past few years.[2]

The report reveals that in all-male institutions there is a slight increase in physical education requirements, while in all-female schools there is a sharp decrease.[3]

There is an increase in "lifetime" sport activities and a decrease in team sports. Coeducational courses are

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[1]Joseph B. Oxendine, "Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72," Journal of Health, Physical Education, and Recreation, XLIII (March, 1972), 27.

[2]Oxendine, p. 28.

[3]Oxendine, p. 27.

increasing to the extent that the majority of physical education courses are now coeducational.[4]

Bucher reveals that in many respects the activities of the two-year colleges are similar to those of four-year institutions. Since a very large percent of students attending two-year colleges will terminate their education at that point, there is a need to provide carry-over recreational activities for leisure time.[5]

Most two-year colleges require students to take physical education two years and offer this as credit work toward graduation.

Hilton was of the opinion that the main emphasis of physical education in junior colleges should be coeducational carry-over activities. Further, Hilton cited some interesting statistics concerning the need of physical education in the junior college:

> Roughly seventy percent of community college students will terminate their education at this level, while thirty percent plan to go on for higher education. The contribution that physical education can make to these students is to give them physical

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[4]Oxendine, p. 28.

[5]Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (St. Louis: The C. V. Mosby Company, 1971), p. 171.

> recreation skills and interests that will enrich their leisure and stimulate a desire for lifelong fitness.[6]

Data collected from California community colleges indicate a wide variety of coeducational carry-over activities. Some of the top activities include golf, archery, tennis, dance, and badminton. Recreational activities such as bowling, swimming, boating, and fishing are increasing in the community colleges.[7]

Eiland, too, had some similar thoughts relating to the role of physical education in the junior colleges. To enrich lives and help people be happier, the emphasis in junior college physical education should be toward individual and dual sports. Eiland had this to say about individual and dual activities:

> My observation of young adults, and middle-aged and older people have shown me that those people who dance, swim, bowl, or play golf or a modified game of tennis or badminton are the happiest and most active members of our society.[8]

Shenk expresses some interesting thoughts on the subject of professional preparation at the junior college

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[6]Sybil Hilton, "Emphasis in Junior College Physical Education Programs Should be on Career Physical Recreation Activities," Journal of Health, Physical Education, and Recreation, XXXVI (April, 1965), 36.

[7]Hilton, p. 36.

[8]Helen Jane Eiland, "Emphasis in Junior College Physical Education Programs Should be on Career Physical Recreational Activities," Journal of Health, Physical Education, and Recreation, XXXVI (April, 1965), 35.

level. The curriculum in the first two years should primarily be general education. Therefore, the task of the junior college is to provide general education courses designed to produce the cultured and broadly educated person.[9]

Junior colleges may offer introductory courses in theory and skills where staff, facilities, and student load are adequate. Where resources are limited, the community colleges should not attempt to offer professional preparation courses.[10]

Shenk believes the most important problem is one of articulation. A close relationship should be developed between the junior and senior institutions in the best interest of the student so there is no loss of credit or time in the transition.[11]

Darlington, writing on the topic of professional preparation in junior colleges, expresses some contrasting views.[12]

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[9]Henry A. Shenk, "The Junior College Program Should Include the Beginnings of Professional Preparation for Future Physical Education Teachers," Journal of Health, Physical Education, and Recreation, XXXVI (April, 1965), 39.

[10]Shenk, p. 39.

[11]Shenk, p. 39.

[12]Doris Darlington, "The Junior College Program Should Include the Beginnings of Professional Preparation for Future Physical Education Teachers," Journal of Health, Physical Education, and Recreation, XXXVI (April, 1965), 39.

The student may find he needs a third year to complete his professional courses if none are taken at the junior college level. Also, if students are not allowed to take some introductory professional courses, they may not realize the significance of what is involved in a physical education major. Some of the potential majors may be lost to four-year institutions if some professional courses are not offered. Many students interested in a physical education major stay away from colleges offering no professional preparation in the first two years. Darlington feels the junior college fulfills a need by offering professional courses as well as screening those candidates who should be retained in the program.[13]

Doorbos expresses the opinion that community colleges must attempt to provide a physical education program that fulfills the needs of student interest in that particular community. The author believes the community college student falls into one of three groups:

1. The terminal student whose interests may range from cultural to vocational.
2. The pre-professional student whose interests lie in the completion of two areas of academic work leading toward a degree from another institution.

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[13]Darlington, p. 39.

3. The general student whose interests are not yet directed toward a profession or vocation.[14]

Therefore, the pre-professional curriculum should be influenced by the results of a survey that fits the interest of all groups. Doorbos believes that upper division colleges and community colleges should work closely together so that articulation can be easier for those transferring.[15]

Skimin has some interesting thoughts about the role of physical education in the junior college of the future. Since a student entering junior college is near physical maturity, he should already have command of fundamental skills and a knowledge of rules of various activities. The future program of physical education in the junior college should emphasize the maintenance of physical fitness and the learning of advanced skills used in recreational activities. The program of the future should be intense, exciting, and enjoyable. The junior college graduate should have the knowledge and desire to carry on physical activity for a lifetime. There should be more flexibility for a transfer

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[14]Roy Doorbos, "The Junior College Must Plan a Physical Education Program to Fill the Widely Divergent Needs and Interests of Its Varied Student Population," Journal of Health, Physical Education, and Recreation, XXXVI (April, 1965), 41.

[15]Doorbos, p. 41.

student in selecting sports skills since they will have additional opportunities in the four-year institution.[16]

Bookwalter developed a score card to evaluate undergraduate physical education programs. Many studies have been conducted using this score card, and it has been proven a valuable and valid instrument to evaluate undergraduate professional programs in physical education. The score card covers ten basic areas related to the physical education program.

1. General Institutional and Departmental Practices.
2. Staff Standards.
3. Curriculum Policies and Practice.
4. The Teaching Act.
5. Service Programs and Extended Curriculum.
6. Student Services.
7. Library--Audio--Visual.
8. Supplies and Equipment.
9. Indoor Facilities.
10. Outdoor Facilities.[17]

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[16]Richard Skimin, "What Should Be the Proper Role of Physical Education in the Junior College of the Future?", Journal of Health, Physical Education, and Recreation, XXXVI (April, 1965), 46.

[17]Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (3rd ed.; Bloomington, Indiana: n.p., 1967), pp. 1-37.

Bucher reveals a check list and rating scale for evaluating various components of the physical education program. The check list includes six main areas:

1. General Administrative Considerations.
2. Considerations in the Administration of Physical Education Programs.
3. Components of the Physical Education Program.
4. Staff.
5. Facilities and Equipment.
6. Measurement and Evaluative Techniques.[18]

All of these relate closely to the areas covered in the Neilson-Comer-Allsen Score Card.

Thomas and some others did a survey of junior colleges located in the Southern District. The results indicated that all state colleges reporting and 98 percent of the private institutions reporting offer physical education courses. One hour credit for course work toward graduation was given by 94 percent of the state colleges and 97 percent of the private colleges. The survey revealed that only 5 percent of the state institutions and none of the private colleges use competency tests in lieu of taking physical education. When there is no requirement in

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[18]Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (St. Louis: The C. V. Mosby Company, 1971), pp. 638-648.

physical education, 10 percent or less of the students at state colleges generally take courses as electives. State colleges usually gave three excused absences as compared to two by the private colleges. Medical reasons were the most prevalent exemption among state colleges requiring physical education. The private schools reported exemptions because of varsity sports as the most prevalent. Coeducation courses were available at 79 percent of state colleges as compared with 39 percent of the private colleges. The master's degree is the most commonly held degree at the junior college level. Letter grades were used in over 90 percent of both state and private junior colleges. It was reported that 3 percent of the state junior colleges used pass or fail, while none of the private colleges used pass or fail. The survey reveals an increase in physical education requirements in junior colleges in recent years. The area of lifetime sports increased the most in recent years. This survey indicates that physical education is receiving more emphasis in junior colleges and is required in most junior colleges.[19]

Snyder gives some interesting information as to the role of junior colleges and professional preparation in

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[19]Jerry R. Thomas and others, "Status of Physical Education in Junior Colleges," Journal of Health, Physical Education, and Recreation, XLIV (February, 1973), 18-22.

physical education. There is general agreement that the first two years of college should be directed toward general education. Therefore, it is very difficult for the two-year institution to develop a suitable pattern in relation to professional preparation in physical education. If the student has made a choice it might be unrealistic to delay the development of his interest. However, many two-year colleges offer work that is too advanced in the first two years of professional preparation. Snyder believes a personal health course should be a part of the general education offering. Also, an introductory course in the student's professional field and courses designed to strengthen basic skills needed to teach physical activities should be offered. The introductory course should introduce the student to his professional field and its relationship to other aspects of education. Basic science courses such as physics, anatomy and physiology, and chemistry should be offered during the first two years. The only areas recommended for the first two years are concerned with introduction, orientation, and basic activity courses.[20]

Farkouh conducted a survey in regard to awards for athletes in two-year colleges. Some of the recommendations

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[20]Raymond A. Snyder, "The Junior College Problem," Journal of Health, Physical Education, and Recreation, XXXVIII (May, 1967), 54, 60.

were as follow: (1) A coach should determine which members of the team will receive awards. (2) Two-year colleges should provide awards for athletes. (3) A first-year award whould be a chenille letter. (4) The second-year award should be a plaque. (5) Awards should cost less than five dollars. (6) There should be no predetermined number of awards. (7) A coach should treat disciplinary problems on an individual basis in determining whether athletes guilty of infractions or offenses on or off campus receive awards.[21]

Blaner did a study of physical education in the junior and community colleges of the United States and found some significant information. Approximately 14 percent of the community colleges do not offer a service program, while 74 percent offer physical education as an elective. After the completion of this study, it was recommended that further study be made of the professional preparation programs in the community colleges on a state and regional basis.[22]

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[21]Nicholas Farkouh, "A Survey of Intercollegiate Awards for Athletes at Two-Year Colleges," U.S. Department of Health, Education, and Welfare (Office of Education, June, 1969), pp. 1-9.

[22]William C. Blaner, "A Study of Physical Education in the Public Junior and Community Colleges of the Continental United States" (unpublished Doctoral dissertation, Michigan State University, 1967).

Allsen conducted an evaluation of the men's physical education programs in some selected junior colleges using the Neilson-Comer-Allsen Score Card. Allsen concluded that the score card proved to be a useful instrument in the evaluation of physical education programs in junior colleges. As a result of this study, some significant recommendations were mentioned. When new facilities are provided for physical education, consideration should be given to the suggestions and standards in the score card. The junior colleges should improve their outdoor facilities by adding areas for individual and team activities. More time should be made available for physical education. The schools might take steps to provide a corrective physical education program. The teaching load of the physical education instructors should be examined to determine if it is interfering with the efficiency of teaching. The program of activities might be expanded. More attention should be given to knowledge tests when grading students. One important recommendation of this study was that studies of the physical education programs in other junior colleges in the United States should be conducted.[23]

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[23]Philip E. Allsen, "An Evaluation of Men's Physical Education Programs in Selected Junior Colleges" (unpublished Doctoral dissertation, Utah University, Salt Lake City, 1965).

Sterritt did a study of the physical education programs for men in some twenty-three junior colleges throughout the state of North Carolina. The Neilson-Comer-Allsen Score Card was used as the instrument to evaluate these schools. Administrators and chairmen of health and physical education departments of the four-year colleges and universities in North Carolina were also surveyed as to their views of what should constitute a health and physical education program in the junior college. The findings were very interesting. There was a significant difference of opinion. It was suggested that physical educators and junior college administrators should review program objectives, and junior college administrators need to be informed of what should constitute physical education in the junior college.[24]

Yarnall conducted a survey of public community colleges, private junior colleges, branches of state universities and state technical colleges across the nation. Some interesting information was gathered from the schools responding to the survey. Branches of state universities (94 percent) and public community colleges (86 percent) were

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[24]William R. Sterritt, "A Descriptive Study of Health and Physical Education Programs for Men in Junior Colleges in North Carolina" (unpublished Doctoral dissertation, University of Southern Mississippi, Hattisburg, 1972).

the leaders offering physical education service programs. Public community colleges made available the largest percent (56) of majors program in physical education. Also, public community colleges had the greatest full-time enrollment. Public community colleges were second to private junior colleges (92 percent to 95 percent) in required service programs. A larger percent of all colleges except technical institutes required four semesters of physical education rather than two. Public community colleges led all others in which the physical education service program carried academic credit. Over 74 percent of all colleges counted the quality points. The survey revealed that 81 percent of all colleges, except the state technical colleges, assigned letter grades in physical education. The study revealed that 43 percent of the technical colleges assigned pass or fail grades, while only 5 to 13 percent of the other colleges used pass or fail. As to facilities, 72 to 79 percent of all the colleges had their own gymnasium, and 64 to 69 percent had their own athletic fields. Overall, the physical education service program was required in over 81 percent of all the two-year colleges. Yarnall feels that the results of the survey indicate that the majority of

two-year colleges do consider physical education an important part of the college curriculum.[25]

Bowie conducted a study and found that the professional preparation and experience of teachers in selected Alberta Colleges were above average; however, the membership and participation in professional organizations needed improvement. The fitness, character, and personality of the instructors were determined excellent by Bowie's subjective judgment. The effectiveness of the programs seemed to be reduced due to the student overload. An adaptation of the Neilson-Comer-Griffin and the Neilson-Comer-Allsen Score Cards was used. The conclusion was that the score card could be used in evaluating colleges of different sizes and stimulating improvement in physical education programs. Bowie found that it is feasible to determine strengths and weaknesses of individual programs and indicate the present status of programs at all levels.[26]

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[25]Douglas Yarnall, "Survey of Physical Education in Two-Year Colleges," Journal of Health, Physical Education, and Recreation, XLII (April, 1971), 81-82.

[26]Gerald W. Bowie, "A Survey to Obtain Relevant Information from Selected Colleges in the Province of Alberta to Develop and Apply an Evaluation Instrument for Men's Physical Education Programs" (unpublished Doctoral dissertation, Utah University, Salt Lake City, 1970).

Becker did a study of eight state community colleges in Oregon. The study was done to determine the status of physical education programs for men in Oregon community colleges. The Neilson-Comer-Allsen Score Card was the instrument used for the evaluation. Eight community colleges in Oregon participated in this study. The areas investigated were (1) instructional staff, (2) facilities, (3) program organization, (4) program activities, (5) professional assistance, and (6) teacher education program. The overall instructional staff was rated below average in physical education sciences and poor in physical education activities and recreation. The findings indicated that there was a greater emphasis on intercollegiate athletics than instructional or intramural programs. The teaching experience, fitness, character, and teaching efficiency of the instructors were rated excellent. Also, the availability of professional assistance was rated excellent. According to the score card, the physical education program for men in Oregon community colleges received a below average rating. The study supported other research which suggests that the Neilson-Comer-Allsen Score Card is a reliable and useful instrument in the evaluation of physical education programs for men in two-year colleges. One of the

recommendations was that studies of physical education programs for men be conducted in other states.[27]

SUMMARY

More and more interest has been generated in recent years concerning the status of physical education in two-year institutions of higher learning. There is and has been much evaluation of public school and four-year institution's physical education programs. Even though more interest is being shown on the junior college level than ever before, the limited studies still recommend that more evaluation of physical education programs in two-year colleges is needed.

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[27]Charles J. Becker, "An Evaluation of Physical Education Programs for Men in Oregon Community Colleges" (unpublished Doctoral dissertation, Brigham Young University, Provo, 1970).

Chapter 3

METHODS AND PROCEDURES

After an extensive search of related literature, the Neilson-Comer-Allsen Score Card was selected as the instrument best suited to evaluate the men's physical education programs in the selected state community colleges in eastern and middle Tennessee.[1] This instrument has been proven valid and reliable in other similar studies.

A personal telephone call was made to Dr. Philip E. Allsen, who is one of the authors of the Neilson-Comer-Allsen Score Card. Approval was granted to use the score card as the instrument for evaluation of the men's physical education programs in the selected state community colleges in eastern and middle Tennessee. Dr. Allsen also agreed to forward a copy of the score card for use in this study.[2]

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[1]N. P. Neilson and others, A Score Card for Evaluation of Physical Education Programs for Junior College Men (Salt Lake City, Utah: N. P. Neilson, 2365 Lynwood Drive, 1964), pp. 1-63.

[2]Dr. Philip E. Allsen, Professor of Physical Education, Brigham Young University, Provo, Utah, personal communication, September 20, 1974.

In February, 1929, Dr. N. P. Neilson, who was the Supervisor of Physical Education for California, led the development of a score card to evaluate physical education programs for high school boys. Each unit considered for the score card was checked against the following criteria:

1. Does the unit have validity?
2. Does the unit justify its inclusion in terms of objectives?
3. Does the unit justify its inclusion in terms of the concepts of physical education which are generally accepted?
4. Does the unit allow the school an opportunity to improve its score?
5. Does the unit encourage the school to improve its score?

The units were then sent to fifty men holding responsible positions in physical education in California. Judgments were rendered on the score card by alloting 2,000 points to the major heading and distributing these points to the various sub-headings. Medians were used as a constant guide while making the final allotment of points to each unit in the score card. The authors decided to use the California Score Card as a basis for developing an instrument for the

evaluation of physical education programs for men in the junior colleges.[3]

The Neilson-Comer-Allsen Score Card is divided into six areas:

A. Instructional Staff

I. Professional Preparation (Kind)
II. Professional Preparation (Extent)
III. Professional Preparation (Recency)
IV. Membership in Professional Organizations
V. Attendance at Professional Meetings
VI. Teaching Experience (Length)
VII. Fitness of Instructor
VIII. Personality and Character of Instructor
IX. Teaching Efficiency of Instructor

B. Facilities

I. Area of School Site
II. Placement of Buildings on School Site
III. Indoor Facilities
IV. Outdoor Facilities
V. Equipment
VI. Supplies (General)
VII. Supplies (for Prevention and Emergency Care of Injuries)

C. Program (Organization)

I. Percentage of Pupils Enrolled
II. Time Allotment for Physical Education
III. Health Examination of Pupils by Physician, Dentist, and Nurse
IV. Physical Examination of Pupils by Physical Education Teacher
V. Assignment of Pupils to Classes
VI. Size of Classes (Normal)
VII. Size of Classes (Corrective or Restricted Group)

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[3]Neilson and others, A Score Card for Evaluation of . . ., p. iii.

VIII. Teacher Load (Assigned Time)
IX. Records Kept and Used
X. Method of Marking
XI. Award System

D. Program (Activities)

I. Instructional Period
II. Intramural Athletics
III. Intercollegiate Athletics

E. Professional Assistance

I. Professional Magazines
II. Professional Books

F. Teacher Education Program[4]

STATISTICAL ANALYSIS

The method for scoring the Neilson-Comer-Allsen Score Card is contained within the instrument itself. The raw score for each unit is represented in percentages rounded off to the nearest one-tenth of one percent. An interpretation of the percentages is as follows: 90 percent and above, excellent; 80 to 89 percent, above average; 70 to 79 percent, average; 60 to 69 percent, below average; and 59 percent and below, poor.

The results of each school's evaluation are not to be compared with each other. However, the results as compared to the standards set by the score card might be

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[4]Neilson and others, A Score Card for Evaluation of . . ., pp. 1-63.

useful in improving specific areas in various schools. Also, the overall percentages might act as a guide for institutions initiating a physical education program.

Various tables and charts were developed to present the data. Tables indicating the score possible, the average score given, the percentage, and rating were developed for each individual institution and the state community colleges as a group. Each item within the areas of instructional staff, facilities, program organization, activity program, professional assistance, and teacher education program was charted. The average score given was divided by the score possible to determine the percentage. The percentage was then translated into a rating of excellent, above average, average, below average, or poor. The recorded score is referred to as the score given for consistency with the standards of the score card.

Each area from which the data were gathered was handled in terms of a description, tabulation, and analysis.

After selection of the instrument, consideration was given as to gaining official permission to evaluate the men's physical education programs in the selected state community colleges in eastern and middle Tennessee. A letter was initiated to the Chancellor of the State Board of Regents explaining the purpose of the study and requesting permission to conduct the study.

Upon approval of the study from the Chancellor, another letter was initiated to the president of each of the selected state community colleges.[5] An explanation of the study was given along with a statement explaining that the study had the approval of the Chancellor of the State Board of Regents. Permission was requested as to conducting the study on each campus. A self-addressed card indicating approval or disapproval for the visit was enclosed in each letter.

After permission had been received from the president of each state community college giving approval for the study, letters were then sent to each Director of Physical Education of each institution explaining the study. Information included in the letter was an explanation of the study, a statement revealing the approval by the Chancellor and the president of the college, and a list of items that needed to be completed prior to the visit.

A suggested list of items to be completed before the visit was as follows:

1. A list of professional books and magazines available at the school in physical education.

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[5]Cecil C. Humphreys, Chancellor, State Board of Regents of Tennessee, personal communication, October 23, 1974.

2. College transcripts of each instructor teaching physical education.
3. Records showing each instructor's affiliation with professional organizations.
4. Places and years of teaching experience in physical education.
5. Record of a recent examination by a physician of each instructor.
6. Dimensions of all rooms used in connection with the physical education program.
7. A list of gymnasium and outdoor equipment.
8. Written material on the school's award system.
9. Records of the intramural and intercollegiate athletic programs.
10. Area of school site in acres and acreage alloted to physical education activity areas.

Each visitation began with a meeting with the Director of Physical Education. A survey of the physical facilities followed this meeting. A meeting with the staff and gathering of the data usually took most of the remaining time.

Compiling the data resulted in many tables and usually the two digit numbers were rounded off to one.

At the completion of the study, a copy of each school's evaluation, along with a summary, was made available to each college.

COMMUNITY COLLEGES EVALUATED

The six selected state community colleges in Tennessee that were evaluated were as follow:

1. Chattanooga State Technical Community College. Located in Chattanooga, Tennessee, the college began operation in 1974 as the tenth state community college. The college was formerly a technical institute. The college serves the metropolitan area of Chattanooga, Tennessee, and enrolled over 2,300 students in the fall of 1974.
2. Cleveland State Community College. The college is located in Cleveland, Tennessee, and serves Bradley and surrounding counties. The college opened for classes during the fall of 1967. Enrollment for the fall term of 1974 exceeded 2,500 students.
3. Motlow State Community College. The college is located in Moore County, approximately five miles from Tullahoma, Tennessee. The college serves Tullahoma, Shelbyville,

Lynchburg, and the surrounding areas. Enrollment for the fall term of 1974 was almost 1,000 students.

4. Roane State Community College. The college is located in Harriman, Tennessee. Roane State began the first session of its educational operation in September, 1971. The college serves Roane and surrounding counties. Student enrollment for the 1974-75 school year was over 1,400 students.
5. Volunteer State Community College. The college is located near Gallatin, Tennessee. The college serves students in Sumner and surrounding counties. The college opened its doors for the first time in the fall of 1971. The fall enrollment in 1974 was over 1,600 students.
6. Walters State Community College. The college is located in Morristown, Tennessee. The college serves Hamblem and surrounding counties. The campus was occupied during the fall of 1971 and received its regional accreditation in December, 1972. The student enrollment for the fall of 1974 exceeded 1,900 students.

The six selected state community colleges are a part of the State Community College System of Tennessee, and governed by the State Board of Regents.

Chapter 4

ANALYSIS OF DATA

The Neilson-Comer-Allsen Score Card was selected as the instrument to use in determining the status of the men's physical education programs in selected state community colleges in eastern and middle Tennessee.

One full day on the campus of each community college was necessary for completion of the check list. After proper requests and communications were completed, all of the selected community colleges participated in the study.

A description, tabulation, and analysis of the accumulated data are included in this chapter. The data for the evaluation of the physical education programs for men in selected state community colleges of eastern and middle Tennessee are presented by units as follow:

1. Instructional Staff
2. Facilities
3. Program Organization
4. Program Activities
5. Professional Assistance
6. Teacher Education Program

Each of the items within the units was presented by a description, tabulation, and analysis. An explanation of the purpose of the item was given under the description. The tabulation included the method used in scoring. Tables were used to assemble all the data in to a meaningful analysis.

A summary score for each of the six units was computed similar to the computations of the items within each unit. That is, the score given was compared with the score possible. The ratings are as follow: 90 and above, excellent; 80 to 89, above average; 70 to 79, average; 60 to 69, below average; and 59 and below, poor.

INSTRUCTIONAL STAFF

The quality of the instructional staff of any discipline will certainly have an impact on the end product--the student. In this study the evaluation of the instructional staff was determined by the kind, extent, and recency of professional preparation, membership and attendance at professional meetings, length of experience, and the fitness, character, and teaching efficiency of the instructor.

Professional Preparation (Kind)

The professional preparation is certainly a major consideration of every administrator who employs personnel for specific tasks.

Description. Some seventy-eight courses were listed in the score card and grouped as follow: A, Foundation Science Courses; B, General Education Courses; C, Health Education Courses; D_1, Physical Education Science Courses; D_2, Stunt Activities; D_3, Dance Activities; D_4, Athletic Activities; D_5, Personal Combative Activities; D_6, Water Activities; D_7, Winter Activities; D_8, Formalized Movements; and E, Recreation Courses.

"The National Committee Report on Standards" published in the Research Quarterly of AAHPER for December, 1935, pp. 48-68, was used as the general source for the course names. Several modifications in course names have been made and, for better interpretation, alternate course names in some instances have been indicated.[1]

Tabulation. Each transcript was evaluated by the scorer to determine the courses in their professional preparation that matched the items listed on the score card. Where there was any doubt as to equivalency, the course was verified in a personal interview with the instructor.

Each instructor was awarded the weighted score given in the score card. The sum of all the instructors' scores

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[1]N. P. Neilson and others, A Score Card for Evaluation of Physical Education Programs for Junior College Men (Salt Lake City, Utah: N. P. Neilson, 2365 Lynwood Drive, 1964), p. 2.

was divided by the total number of instructors. This resulted in the average number of points. According to the score card, this score was further divided by two which resulted in the score given. The number of instructors involved in the tabulation was also recorded.

Analysis. The average score given of all the instructors in all six colleges is shown in Table 1. The table also contains the total number of instructors, the number who had such a course, and the percent of the instructors who completed the courses.

Courses completed by 90 percent or more of the instructors included administration of physical education, school problems, prevention and emergency care of injuries, personal health problems, introduction to education, directed teaching, sociology, psychology, and biology.

Courses taken by 80 to 89 percent of the instructors included physiology, educational psychology, introduction to physical education, and methods in team sports.

Courses having been completed by 70 to 79 percent of the instructors included social recreation, tumbling, methods in individual sports, leadership organization, corrective physical education, methods of teaching, and anatomy.

Courses taken by 60 to 69 percent of the instructors included child growth and development, history of education,

Table 1

Professional Preparation (Kind)

Course Groupings		Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
-A-		Anatomy	5	3.8	20	15	75
FOUNDATION	SCIENCE	Biology	5	4.8	20	19	95
		Chemistry	5	1.5	20	6	30
		Physics	5	1.3	20	5	25
		Physiology	5	4.3	20	17	85
		Psychology	5	4.5	20	18	90
		Sociology	5	4.5	20	18	90
-B-		Child Growth and Development	5	3.6	20	13	65
GENERAL	EDUCATION	Directed Teaching	8	8.0	20	20	100
		Educational Psychology	5	4.3	20	17	85
		Guidance	5	2.8	20	11	55
		History of Education	3	2.0	20	13	65
		Introduction to Education	3	2.7	20	18	90
		Introduction to Research	4	2.6	20	13	65
		Methods of Teaching	5	3.5	20	14	70

Table 1 (Continued)

Course Groupings	Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
	Organization of Public Education	3	1.6	20	9	45
	Problems in Secondary Education	5	2.5	20	10	50
	Tests and Measurements	5	2.3	20	9	45
-C- HEALTH EDUCATION	Personal Health Problems	3	2.7	20	18	90
	Prevention and Emergency Care of Injuries	3	2.7	20	18	90
	School Problems	5	4.5	20	18	90
	Community Health Problems	3	1.8	20	12	60
	Health Teaching in Secondary Schools	4	2.6	20	13	65
	Administration of Physical Education	4	4.0	20	20	100

Table 1 (Continued)

Course Groupings	Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
	Corrective Physical Education	5	3.6	20	15	75
-D- PHYSICAL EDUCATION SCIENCES	History of Physical Education	3	1.5	20	10	50
	Introduction to Physical Education	4	3.4	20	17	85
	Kinesiology	5	2.8	20	11	55
	Leadership Organization	5	3.5	20	14	70
	Mechanical Analysis	5	2.0	20	8	40
	Methods in Aquatics	2	0.5	20	5	25
	Methods in Individual Sports	2	1.5	20	15	75
	Methods in Officiating	1	0.3	20	6	30
	Methods in Team Sports	2	1.6	20	16	80
	Methods in Dance	2	1.1	20	11	55
	Organization of Intramurals	2	1.0	20	10	50

Table 1 (Continued)

Course Groupings	Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
	Physiology of Activity	5	2.3	20	9	45
	Tests and Measure-ments in Physical Education	5	3.3	20	13	65
$-D_2-$ STUNT ACTIVITIES	Apparatus Activities	1	0.4	20	8	40
	Stunts	1	0.6	20	11	55
	Tumbling	1	0.7	20	14	70
$-D_3-$ DANCE ACTIVITIES	Ballroom Dancing	2	0.7	20	7	35
	Folk Dancing	1	0.6	20	12	60
	Modern Dancing	1	0.3	20	5	25
	Square Dancing	2	1.2	20	12	60

Table 1 (Continued)

Course Groupings	Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
-D_4-	Archery	1	0.3	20	6	30
ATHLETIC ACTIVITIES	Badminton	1	0.5	20	9	45
	Baseball	2	0.1	20	1	5
	Basket-ball	3	1.1	20	7	35
	Bowling	1	0.3	20	5	25
	Football (American)	3	0.8	20	5	25
	Golf	2	1.0	20	10	50
	Handball	1	0.2	20	4	20
	La Crosse	1	0.1	20	2	10
	Soccer	1	0.4	20	7	35
	Softball	1	0.4	20	7	35
	Speedball	1	0.2	20	3	15
	Tennis	3	1.4	20	9	45
	Track and Field	2	0.5	20	5	25
	Volleyball	1	0.5	20	9	45
	Weight Training	2	0.1	20	1	5

Table 1 (Continued)

Course Groupings	Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
-D_5-	Boxing	2	0.0	20	0	0
PERSONAL ACTIVITIES	Fencing	1	0.1	20	2	10
	Judo	1	0.0	20	0	0
	Wrestling	2	0.2	20	2	10
-D_6-	Boating Activities	1	0.1	20	1	5
WATER ACTIVITIES	Diving	1	0.1	20	2	10
	Life Saving	2	0.6	20	6	30
	Swimming (Water Safety)	3	1.7	20	11	55
-D_7-	Ice Hockey	1	0.0	20	0	0
WINTER ACTIVITIES	Skating	1	0.0	20	0	0
	Skiing	1	0.0	20	0	0

Table 1 (Continued)

Course Groupings	Name of Course	Score Possible	Avg. Score Given	Total Number of Instructors	Had Course Yes	Had Course Percent
-D_8-	Gymnastics Drills	2	0.7	20	7	35
FORMALIZED MOVEMENT	Marching	1	0.2	20	3	15
-E- RECREATION	Introduction to Recreation	4	1.8	20	9	45
	Playground Leadership	4	2.4	20	12	60
	Problems in Camping	5	3.0	20	12	60
	Social Recreation Leadership	5	3.5	20	14	70

introduction to research, community health problems, health teaching in secondary schools, tests and measurement in physical education, folk dancing, square dancing, playground leadership, and problems in camping.

Courses completed by 59 percent or less of the instructors included introduction to recreation, marching, gymnastic drills, skiing, skating, ice hockey, swimming, life saving, diving, boating activities, wrestling, judo, fencing, boxing, weight training, volleyball, track and field, tennis, speedball, softball, soccer, la crosse, handball, golf, football, bowling, basketball, baseball, badminton, archery, modern dance, ballroom dancing, stunts, apparatus activities, physiology of activity, organization of intramurals, methods in dance, methods in officiating, methods in aquatics, mechanical analysis, kinesiology, history of physical education, tests and measurements, problems in secondary education, organization of public education, guidance, physics, and chemistry.

Five courses not taken by any instructors included boxing, judo, ice hockey, skating, and skiing.

Table 2 gives the overall ratings of all the colleges in relation to the kind of professional preparation of the physical education instructors. Foundation science courses, with an average score given of 24.3 compared to a possible score of 35 yielding a percentage of 69, was the

Table 2

Summary of Professional Preparation (Kind) by Groups

Course Groupings	Score Possible	Average Score Given	Percentage	Rating
Foundation Science Courses	35	24.3	69	Below Average
General Education Courses	51	34.7	68	Below Average
Health Education Courses	18	10.6	59	Poor
Physical Education Science Courses	52	33.0	63	Below Average
Physical Education Activities Courses	54	14.7	27	Poor
Recreation Courses	18	10.7	59	Poor

highest score determining a below average rating. General education courses with a 68 percent and physical education science courses with a 63 percent also gained a rating of below average. Health education courses, physical education activities courses, and recreation courses all received a rating of poor.

Professional Preparation (Extent)

Description. This unit gives the ambitious and industrious instructors the advantage over those not quite so industrious by allowing additional points for 15 quarter hour intervals above the baccalaureate degree.

Tabulation. The number of hours above the baccalaureate was verified by each instructor. Three quarter hours were equal to two semester hours. Table 3 reveals the number and the percent of instructors in relation to the number of hours above the baccalaureate degree.

Table 3

Professional Preparation (Extent)

College Credit Earned Above Baccalaureate	Number of Instructors	Percent of Instructors
0 - 15 qtr. hours	0	0
16 - 30 qtr. hours	0	0
31 - 45 qtr. hours	4	20
46 - 60 qtr. hours	6	30
61 - 75 qtr. hours	5	25
76 - 90 qtr. hours	0	0
91 - above qtr. hours	5	25
Total	20	100.0

Analysis. Table 3 shows that 80 percent of the instructors had more than 45 quarter hours beyond the baccalaureate degree. Five of the instructors or 25 percent of the instructors had at least 91 or more quarter hours above the baccalaureate degree. All twenty or 100 percent of the instructors had at least 31 or more quarter hours beyond the baccalaureate degree. None of the instructors had an earned doctorate.

Professional Preparation (Recency)

Description. Additional courses taken by instructors are characteristics of proper professional preparation. The recency of training by extension or residence was evaluated in this item.

Tabulation. The number of instructors in each area in recency of years was computed. The sum of all the instructors in each area according to the total credits equaled the total score. The total score divided by the number of instructors equaled the score given.

Analysis. Table 4 indicates that thirteen of the instructors received some credit within the past three years. The total, based on receiving three, six, or nine credits within the last three years, equaled a total of 602 points. One instructor had received credit within four years, and one had not received any credit within the last

Table 4

Professional Preparation (Recency)

Instructor has Completed Course Work Within:	Credits 3 6 9 Points	Number of Instructors	Score Possible	Total Score	Score Given
Three Years	30 36 44	13		572	
Four Years	24 30 36	1		36	
Six Years	18 24 30	3		90	
Eight Years	12 18 24	2		48	
Nine or More	0 0 0	1		0	
Totals		20	44	746	37.3

eight years. Three instructors had received credit within the last six years, and two instructors had received some credit within the last eight years. The score given for professional preparation (recency) was 37.3 of a possible 44 points.

Membership in Professional Organizations

Description. Membership in local, state, and national professional organizations is one method that tends to measure a person's professional attitude. This item determined how many of these professional organizations each instructor had belonged to in the past twelve months.

Tabultation. The instructor was given credit for each of the professional organizations that the instructor has belonged to in the past year. The maximum score for any one instructor was eighteen points. Membership in any five of the seven organizations gave a perfect score. The total points divided by the number of instructors yielded the score given.

Analysis. Table 5 revealed that 75 percent of the instructors belonged to the State Education Association. Membership in the State Association for Health, Physical Education, and Recreation was 65 percent. The third highest percentage of membership was the American Alliance of Health, Physical Education and Recreation with 55 percent membership. Only 35 percent of the instructors belonged to the National Educational Association. Fifteen members belonged to either the National Junior College Athletic Association or some other professional organization. There was no local Association for Health, Physical Education and Recreation available for any of the instructors. The score given was 10.6 out of a possible 18 points.

Attendance at Professional Meetings

Description. One of the most important factors in professional development is frequency of attendance at professional meetings. This item attempted to determine the

Table 5

Membership in Professional Organizations

Instructors are Members of the Following Organizations	Score Possible	Score Given	Number of Instructors	Memberships Yes	Memberships Percent
National Education Association	4	1.4	20	7	35
American Assoc. for Health, Physical Ed. and Recreation	5	2.8	20	11	55
State Education Association	3	2.3	20	15	75
State Assoc. for Health, Physical Ed., and Recreation	4	2.6	20	13	65
Local Assoc. for Health, Physical Ed. and Recreation	2	0.0	20	0	0
Other (N.J.C.A.A.)	2	0.6	20	6	30
Other	2	0.9	20	9	45

number of meetings each instructor attended within the last twelve months.

Tabulation. Only the meetings which were attended voluntarily were counted. Institutional or called departmental meetings were not counted. The maximum score

possible by any one instructor was 18 points. The average for all instructors being scored is the score given.

Analysis. All of the instructors attended at least one or more professional meetings within the last twelve months. Table 6 shows that 25 percent attended three meetings within the last twelve months. At least five or more meetings were attended by 20 percent of the instructors. Only 30 percent of the instructors attended less than three meetings in the past year. The average score given was 11.1 out of a possible 18 points.

Table 6

Attendance at Professional Meetings

No. of Professional Meetings Attended Voluntarily Within the Past Twelve Months	Score Possible	Avg. Score Given	Number of Instructors	Instructor in Attendance Yes	Percent
None	0	0.0	20	0	0
One	3	0.3	20	2	10
Two	6	1.2	20	4	20
Three	10	2.5	20	5	25
Four	14	3.5	20	5	25
Five	18	3.6	20	4	20
Total	18	11.1	20	20	

Teaching Experience (Length)

Description. Some teachers improve more with experience than others; however, experience must be considered an important factor. The first few years seem to be more significant than experience gained after several years of experience. Therefore, the points allotted increase rapidly up to the first five years of experience.

Tabulation. Only teaching experience in physical education was counted. Fractional years of experience were counted in cases of service that were less than half. The maximum number of points possible was 58 points. The average for all instructors scored was the score given.

Analysis. Table 7 indicates that nine or 45 percent of the instructors had six to nine years of experience. Five instructors or 25 percent had at least ten years or more of experience in physical education. Fifteen percent of the instructors had only one year of experience teaching physical education. Out of a possible 58 points, 47 was the average points given. Seventy percent of the instructors had six or more years of experience teaching physical education.

Fitness of the Instructor

Description. The fitness of the instructor is a significant factor in the effectiveness and quality of

Table 7

Teaching Experience (Length)

Years of Teaching Experience in Physical Education	Score Possible	Avg. Score Given	Total Number of Instructors	Experienced Number of Instructors	Percent
One	12	1.8	20	3	15
Two	23	0.0	20	0	0
Three	34	1.7	20	1	5
Four	43	2.2	20	1	5
Five	50	2.5	20	1	5
Six to Nine	54	24.3	20	9	45
Ten and Over	58	14.5	20	5	25
Total	58	47.0		20	100

instruction. The students are keenly aware of the fitness of the physical education instructor because of the various activities of the instructor. Organic fitness is important to the physical education instructor because of the nature of his work.

Tabulation. The scorer, after individual interviews with each instructor, along with the department head scored this item. Each factor was assigned a decreasing point value. The sum of the average points given for each factor was the score given.

Analysis. Table 8 indicates that in three areas--organic defects, posture, and teeth--100 percent of the instructors received the maximum number of points. The table reveals that the fitness of all instructors was excellent. All of the factors evaluated scored 93 percent or better. The score given was 94.3 of a possible 96 points.

Personality and Character of Instructors

Description. Good personality and character are significant for all physical education instructors. The traits listed are considered a representative sample of the more important ones.

Tabulation. Each trait was treated on a decreasing scale. The score was the best evaluation of the department

Table 8

Fitness of Instructors

Items to be Rated	Score Possible	Average Score Given	Percent
General Appearance	15	14.7	98
General State of Health	15	14.7	98
Organic Defects	15	15.0	100
Posture	11	11.0	100
Vision	12	11.2	93
Hearing	12	11.8	98
Teeth	8	8.0	100
Weight	8	7.9	99
Total	96	94.3	98.2

head and in some cases the division head. Each trait of personality and character was carefully explained by the scorer to insure that the person giving the judgment completely understood the score card's exact meaning. The items were rated as to excellent, good, average, below average, and poor.

Analysis. From Table 9 it was revealed that only four factors received a rating of less than 90 percent. The average score given was as follows: accuracy, 7.1; social

Table 9

Personality and Character of Instructor

Trait	Maximum Score Possible	Average Score Given	Percent
Accuracy	8	7.1	89
Alertness	8	7.5	94
Cooperation	8	7.3	91
Honesty	8	7.9	99
Industry	8	7.3	91
Initiative	8	7.2	90
Judgment	8	7.4	93
Leadership	8	7.4	93
Loyalty	8	7.8	98
Neatness of Dress	8	7.6	95
Refinement of Manners	8	7.1	89
Self-control	8	7.2	90
Sense of Humor	8	7.5	94
Social Adaptability	8	7.1	89
Sportsmanship	8	7.3	91
Tact	8	6.9	86
Total	128	117.6	92

adaptability, 7.1; refinement of manners, 7.1; and tact, 6.9 were below 90 percent. Those items ranking in the low nineties were cooperation, industry, initiative, judgment, leadership, self-control, and sportsmanship. Those items ranking in the high nineties were loyalty and honesty. The score given for the item was 117.6 of 128 possible points.

Teaching Efficiency of Instructors

Description. The efficiency of an instructor depends on many factors. The items listed under teaching efficiency were grouped under (a) teaching, (b) organization, (c) knowledge, and (d) personal. The teacher must utilize procedures, devices, and techniques that will assist students to help themselves obtain proper objectives.

Tabulation. Points were awarded on a decreasing scale according to excellent, good, average, below average, and poor. The average points given were the total points divided by the number of instructors. The percent was the average given points divided by the possible score of each item.

Analysis. The item in Table 10 that had the highest percentage was knowledge of subject matter with 89 percent. Discipline, attitude toward work, and promptness were items receiving the next highest percentage. The items showing the lowest percent were teaching techniques, daily

Table 10

Teaching Efficiency of Instructor

Area	Attributes of Teaching Efficiency	Points Possible	Average Points Given	Percent
-A- TEACHING	Individual Attention to Needs	11	9.4	85
	Discipline	11	9.6	87
	Teaching Techniques	11	9.2	84
-B- ORGANIZATION	Ability to Organize	11	9.5	86
	Daily Preparation	11	9.0	82
	Economy of Time	11	9.4	85
-C- KNOWLEDGE	Knowledge of Subject Matter	11	9.8	89

Table 10 (Continued)

Area	Attributes of Teaching Efficiency	Points Possible	Average Points Given	Percent
-D- PERSONAL	Attitude Toward Work	10	8.7	87
	Efficiency in Making Reports	10	8.4	84
	Promptness	10	8.7	87
	Use of English	10	8.4	84
	Voice	10	8.5	85
	Total	127	108.6	85.5

preparation, efficiency in making reports and use of English. The average points given were 108.6 of a possible 127 points.

Summary of Instructional Unit

Description. The summary of this unit includes the items professional preparation; the kind, extent, and recency, membership in professional organizations; attendance at professional meetings; teaching experience;

fitness of the instructors; personality and character of instructors; and teaching efficiency of instructors. Table 11 is a composite of the unit on Instructional Staff for the selected state community colleges in eastern and middle Tennessee.

Tabulation. Table 11 shows the overall given score, percent, and rating for each item for all the colleges. The score given is the total score of each item divided by the number of instructors. The percent for each item is the score given divided by the score possible. The rating is based on the percentage.

Analysis. Table 11 reveals that the composite score of the selected state community colleges in eastern and middle Tennessee ranked above average in instructional staff as compared with the standards of the scoreboard. Two items, personality and character of instructors, and fitness of instructors rated excellent. Three items, professional preparation (extent), professional preparation (recency), and teaching experience were rated above average. Three items, professional preparation (kind), membership in professional organizations, and attendance at professional meetings were rated below average. The total score given was 555 of a possible 660 points.

Table 11

Summary of Score Possible, Score Given, Percentage, and Ratings of Instructional Staff Items

Item	Score Possible	Score Given	Percent	Rating
Professional Preparation (Kind)	99	68	69	Below Average
Professional Preparation (Extent)	72	62	86	Above Average
Professional Preparation (Recency)	44	37	84	Above Average
Membership in Professional Organizations	18	11	61	Below Average
Attendance at Professional Meetings	18	11	61	Below Average
Teaching Experience	58	47	81	Above Average
Fitness of Instructors	96	94	98	Excellent
Personality and Character of Instructors	128	116	91	Excellent
Teaching Efficiency of Instructors	127	109	86	Above Average
Total	660	555	84	Above Average

FACILITIES

The purpose of this unit was to determine how well the facilities, equipment and supplies of the selected state community colleges in eastern and middle Tennessee compared with the standards of the score card.

Area of School Site

Description. Physical education activities by nature demand large, level, outdoor areas. This unit compared the total usable acres to the total school enrollment.

Tabulation. The total number of acres declared unsuitable for buildings, playgrounds, or activities was subtracted from the total acreage to determine the number of usable acres. The points under usable acreage according to the total school enrollment were circled to determine the given score.

Analysis. Table 12 reveals that four schools received the maximum points according to their total school enrollment and the number of usable acres available. One school had less than twenty acres of usable space. There was no great variance between total enrollment and usable acreage.

Table 12

Area of School Site

School Enrollment	Acres 15-19 No. of Schools	Acres 15-19 Score Given	Acres 20-29 No. of Schools	Acres 20-29 Score Given	Acres 40-Over No. of Schools	Acres 40-Over Score Given	Score Possible	Score Given
0 - 300								
301 - 700								
701 - 1200								
1201 - 1800	1	100			1	140		
1801 - 2600			1	120				
2601 - 3600					3	420		
3600 - Over								
Total	1	100	1	120	4	560	140	130

Placement of Buildings on School Site

Description. The placement of buildings is very important to the operation of a physical education program. Where buildings are poorly placed, areas too small for activities often result. This item attempted to determine if the play space were badly broken, partly broken, or unbroken by buildings.

Tabulation. To score this item, points were awarded in each category according to the opinion of the department head and the scorer.

Analysis. Only 33 percent of the schools had play space unbroken by buildings. Three of the schools or 50 percent had play space partly broken by buildings. One school's play space was determined as badly broken by buildings. The average score given was 19.2 of a possible 35 points.

Indoor Facilities

Description. Certain indoor facilities are essential for a valid physical education program to function. Health service rooms, rest rooms, office space for instructors, storage space, dressing rooms, locker space, showers, toilet facilities, and exercise floors are

necessary. The score card recommended certain standards for each of the items in this unit.

Table 13

Placement of Buildings on School Site

Placement of Buildings on School Site	Score Possible	Average Score Given	Number of Schools	Percent
Play Space Badly Broken by Buildings	0	0	1	17
Play Space Partly Broken by Buildings	15	15	3	50
Play Space Unbroken by Buildings	35	35	2	33
Total	35	19.2	6	

Tabulation. To score each item, three factors were taken into consideration: (1) the number of men enrolled in physical education, (2) the number of units required, and (3) the quality and condition of each facility. The score for each item was estimated according to how well it met the standards given.

Analysis. Nine items: exercise floor, dance floor, classrooms, instructors' offices, storerooms, dressing rooms, lockers, shower rooms, and sanitary fixtures rated excellent according to the standards of the score card.

Table 14 indicates that not one of the schools had a swimming pool. The average score given was 136.2 of 181 possible points. The indoor facilities of the selected community colleges in eastern and middle Tennessee rated average.

Outdoor Facilities

Description. A significant number of activities in a physical education program will take place outside. Fields, courts, and surfaces of various sizes are required according to the nature of the activity. The score card lists the items necessary for outdoor activities and gives the recommended sizes and dimensions for each item.

Tabulation. Three factors were considered for each type of facility: (1) the number of men enrolled in physical education, (2) the number of units required, and (3) the quality and condition of each facility. The scorer tabulated each score with the department head. To score the facility, the points associated with the rating of good, average, and poor were recorded, depending on how well it met the standards.

Analysis. Only two items, basketball courts and volleyball courts, received excellent ratings in outdoor facilities in the selected state community colleges in eastern and middle Tennessee. Not one school had a facility

Table 14

Indoor Facilities

Name of Facility	Score Possible	Average Score Given	Percent	Rating
Exercise Floor	14	13.3	95	Excellent
Dance Floor	7	7.0	100	Excellent
Bleachers	7	6.2	89	Above Average
Apparatus or Activity Room	9	7.0	78	Average
Handball Courts	6	4.0	67	Below Average
Kitchenette	5	0.2	4	Poor
Classrooms	7	6.3	90	Excellent
Health Unit Rooms	12	8.0	67	Below Average
Instructors' Offices	11	11.0	100	Excellent
Supply Room	5	4.3	86	Above Average
Storeroom	5	5.0	100	Excellent
Dressing Room	14	13.3	95	Excellent
Extra Dressing Room	6	4.0	67	Below Average
Lockers	14	12.7	91	Excellent
Drying Room	5	3.8	76	Average
Shower Room	14	13.3	95	Excellent

Table 14 (Continued)

Name of Facility	Score Possible	Average Score Given	Percent	Rating
Swimming Pool	21	0.0	0	Poor
Sanitary Fixtures	9	8.5	94	Excellent
Internal Arrangements	10	8.3	83	Above Average
Total	181	136.2	75.2	Average

for track, pole vault pits, broad jump pits, high jump pits, shot-put rings, or discus rings. The average given score was 70 of a possible 158 points. Overall, the outdoor facilities received a poor rating.

Equipment

Description. Equipment is classified as those facilities of a permanent nature that do not have to be replaced as frequently as supplies and materials. Many activities in physical education require some type of equipment for play.

Tabulation. The points allotted in this unit are based on number, quality, and condition of equipment according to enrollment. The score for each type of equipment listed was estimated according to how well it met

Table 15

Outdoor Facilities

Name of Facility	Score Possible	Average Score Given	Percent	Rating
Basketball Courts	20	19.3	97	Excellent
Tennis Courts	35	22.5	64	Below Average
Volleyball Courts	20	19.3	97	Excellent
Baseball Diamonds	18	9.0	50	Poor
Softball Diamonds	16	12.0	75	Average
Football Fields	28	10.0	36	Poor
Speedball and Soccer Fields	34	11.7	34	Poor
Track	23	0.0	0	Poor
Pole Vault Pits	10	0.0	0	Poor
Broad Jump Pits	10	0.0	0	Poor
High Jump Pits	10	0.0	0	Poor
Shot-put Rings	10	0.0	0	Poor
Discus Rings	10	0.0	0	Poor
Bleachers	12	5.0	42	Poor
Archery Lanes	12	10.0	83	Above Average
Golf Driving Cages	12	6.7	56	Poor
Golf Putting Greens	12	2.0	17	Poor

Table 15 (Continued)

Name of Facility	Score Possible	Average Score Given	Percent	Rating
Horseshoe Courts	10	3.7	37	Poor
Fence	14	5.7	41	Poor
Total	158*	70.7*	44.7	Poor

*Divided by two as instructed by score card

the standards in the score card. The average score given was the total points for each item divided by the number of instructors. The percent was the average score given divided by the score possible. The rating was determined by the percentage.

Analysis. Table 16 reveals that only two items, weight training equipment and maintenance equipment, rated excellent. Tumbling mats and scales were rated above average. Items rated poor were piano, wrestling mat, corrective equipment, horizontal bar, horse, rings, climbing ropes, stadiometer, testing equipment, and hurdles. The average score given was 40.9 of a possible 75 points. Overall, the selected state community colleges in eastern and middle Tennessee ranked poor.

Table 16

Equipment

Name of Equipment	Score Possible	Average Score Given	Percent	Rating
Piano	12	4.0	33	Poor
Wrestling Mat	7	1.2	17	Poor
Tumbling Mats	8	6.5	81	Above Average
Corrective Equipment	15	8.3	55	Poor
Horizontal Bars	8	2.7	34	Poor
Parallel Bars	7	4.7	67	Below Average
Horse	5	2.5	50	Poor
Trampolines	8	5.3	66	Below Average
Rings	5	0.8	16	Poor
Climbing Ropes	6	2.0	33	Poor
Scales	8	6.7	84	Above Average
Stadiometer	8	0.0	0	Poor
Whirlpool	8	5.3	66	Below Average
Testing Equipment	5	2.7	54	Poor
Hurdles	10	0.0	0	Poor

Table 16 (Continued)

Name of Equipment	Score Possible	Average Score Given	Percent	Rating
Weight Training Equipment	12	12.0	100	Excellent
Maintenance Equipment	18	17.0	94	Excellent
Total*	75	40.9	55	Poor

*Totals divided by two as directed by score card

Supplies (General)

Description. Supplies are considered those items that are used in a physical education program that have to be continually replaced. There should always be enough on hand to conduct a valid physical education program. The purpose of this item was to find out what supplies the community colleges had and in what quantities.

Tabulation. If the quantity of the supply listed was available and ready to use, points were given according to the column listing the men enrolled in physical education. The total of the points given divided by two was the score given for the item.

Analysis. Table 17 indicates that the community colleges received an excellent rating on the following

Table 17

Supplies (General)

Name of Supply	Score Possible	Average Score Given	Percent	Rating
Archery Bows	4	4.0	100	Excellent
Archery Targets and Easels	4	3.8	95	Excellent
Baseballs (Hard)	7	7.0	100	Excellent
Basketballs	19	16.8	88	Above Average
Footballs	16	7.7	48	Poor
Handballs	10	1.7	17	Poor
Soccer Balls	13	11.3	87	Above Average
Softballs	7	6.8	97	Excellent
Volleyballs	9	7.8	87	Above Average
Baseball Bases (sets)	4	3.5	88	Above Average
Softball Bases (sets)	4	3.5	88	Above Average
Baseball Bats	6	6.0	100	Excellent
Softball Bats	6	5.7	95	Excellent
Baseball Catchers' Outfit	4	3.5	88	Above Average
Softball Catchers' Mask	4	3.3	83	Above Average

Table 17 (Continued)

Name of Supply	Score Possible	Average Score Given	Percent	Rating
Boxing Gloves	6	0.0	0	Poor
Golf Clubs (sets of four)	15	12.0	80	Above Average
Indian Clubs (four clubs in set)	4	3.7	93	Excellent
80-lb. Bags of Air Slaked Lime	7	4.7	67	Poor
Ball Inflatiors	4	3.5	88	Above Average
Mending Kits	4	0.7	18	Poor
Tennis Nets	4	2.7	68	Poor
Badminton Nets	4	3.8	95	Excellent
Volleyball Nets	4	3.5	88	Above Average
Pistol and Shells	4	0.0	0	Poor
Baseball Score Books	4	3.0	75	Average
Basketball Score Books	4	3.0	75	Average
Football Score Books	4	0.0	0	Poor
Tennis Score Books	4	0.8	20	Poor
Wrestling Score Books	4	0.2	5	Poor

Table 17 (Continued)

Name of Supply	Score Possible	Average Score Given	Percent	Rating
Track Score Book	4	0.0	0	Poor
Badminton Sets	4	3.8	95	Excellent
Shuttlecocks	4	4.0	100	Excellent
Horseshoe Sets	4	3.0	75	Average
Tape--Black Friction Rolls	3	1.3	43	Poor
Tape Line--Steel 50 Feet	3	2.2	73	Average
200 Feet	3	2.0	67	Below Average
Tennis Racquets	7	5.7	81	Above Average
Daily Towel Service	15	2.5	17	Poor
Discus	4	1.3	33	Poor
Cross Bars (metal)	6	0.5	8	Poor
Javelin	4	0.7	18	Poor
Vaulting Poles	5	0.8	16	Poor
Shot (16 lb.)	4	0.7	18	Poor
Watches (game timer and stop watch)	6	5.3	88	Above Average

Table 17 (Continued)

Name of Supply	Score Possible	Average Score Given	Percent	Rating
Whistles	7	6.5	93	Excellent
White Yarn (balls)	4	0.7	18	Poor
Total*	140	87.5	63	

*Totals divided by two as directed by score card

items: archery bows, archery targets and easels, softballs, baseball bats, softball bats, Indian clubs (4 clubs in a set), badminton nets, badminton sets, shuttlecocks, and whistles. Three items: boxing gloves, football score books, and track score books were not found in any of the colleges. The total average score given was 87.5 of a possible 140 points. Supplies (general) received a poor overall rating in the selected state community colleges in eastern and middle Tennessee.

Supplies (Emergency)

Description. The operation of an active physical education, intramural, and athletic program requires supplies for emergency care and injuries. First aid

supplies are essential. The purpose of this unit was to determine the quality of supplies available according to the standards of the score card.

Tabulation. In scoring this unit, only the supplies on hand were counted. A point value was assigned each item in relation to the number of men enrolled in the physical education program. The supplies on hand did not include supplies used by the physician, nurse, or in the school health service program. The total points made divided by two was the score given.

Analysis. Table 18 reveals that the colleges rated excellent on the following items within the supplies (emergency) unit: absorbent cotton (sterile), absorbent cotton (non-sterile), adhesive tape, adhesive compresses, wood applicators, spirits of ammonia, paper cups, scissors, and tongue depressors. The following items were rated poor: safety pins, tweezers, vaseline, heat lamp, elastic bandages (6 inch), and felt. None of the schools had a heat lamp. The average score given was 25.4 of a possible 36 points.

Summary of Facilities

Description. A realistic and workable physical education program requires an adequate amount of quality equipment, supplies, and materials. The purpose of this unit was to determine how well the selected state community

Table 18

Supplies (Emergency)

Name of Supply	Score Possible	Average Score Given	Percent	Rating
Absorbent Cotton (sterile)	3	2.8	93	Excellent
Absorbent Cotton (non-sterile)	3	2.8	93	Excellent
Adhesive Tape 1-1/2" x 10 yds.	3	3.0	100	Excellent
Adhesive Compresses 1" in dozens	3	3.0	100	Excellent
Alcohol (1 pint)	3	2.2	73	Average
Analgesic Balm (lbs.)	3	2.3	77	Average
Applicators, wood 72 doz., box	2	1.8	90	Excellent
Aspirin (doz.)	3	2.5	83	Above Average
Aromatic Spirits of Ammonia (oz.)	3	2.7	90	Excellent
Bandages, elastic 2"	3	2.5	83	Above Average
Bandages, elastic 4"	3	2.0	67	Below Average
Bandages, elastic 6"	3	1.0	33	Poor
Bandages, gauze 2" x 10 yds.	3	2.0	67	Below Average

Table 18 (Continued)

Name of Supply	Score Possible	Average Score Given	Percent	Rating
Bandages, gauze 3" x 3" (doz.)	3	2.0	67	Below Average
Felt (sq. yd.)	2	1.0	50	Poor
Ointment, Antiseptic	3	2.6	87	Above Average
Paper Cups, Cartons	2	1.8	90	Excellent
Safety Pins (doz.)	2	1.0	50	Poor
Scissors (pairs)	2	2.0	100	Excellent
Splint Boards (doz.)	2	1.3	65	Below Average
Tincture of Merthiolate	2	1.3	65	Below Average
Tongue Depressors (gross)	2	1.8	90	Excellent
Tweezers (4")	2	0.8	40	Poor
Vaseline	2	1.1	55	Poor
Heat Lamp (infrared)	5	0.0	0	Poor
Refrigeration	5	3.3	66	Below Average
Total*	36	25.3	70	

*Totals divided by two as directed by score card

colleges in eastern and middle Tennessee met the facilities standards of the score card.

Tabulation. Each item in this unit was scored on how well it met the standards of the score card. The average score given was the average points divided by the number of instructors. The percentage was the average given score divided by the score possible. The rating was determined by the percentage.

Analysis. As indicated in Table 19, only one facility item, area of school site, was ranked above average. Three items, placement of buildings on school site, indoor facilities, and supplies (emergency), were rated average. Supplies (general) were rated below average, and outdoor facilities and equipment were rated poor. The average score given was 529.1 of a possible 765 points. The overall rating of the facilities for the selected state community colleges in eastern and middle Tennessee was below average.

PROGRAM (ORGANIZATION)

Program organization is a very important factor of any physical education program. The units listed were considered the significant areas of program organization that are necessary for fulfillment of the program's objectives.

Table 19

Summary of Facility Items

Items	Score Possible	Average Score Given	Percentage	Rating
Area of School Site	140	121.7	87	Above Average
Placement of Buildings on School Site	35	25.0	71	Average
Indoor Facilities	181	136.3	75	Average
Outdoor Facilities	158	87.7	56	Poor
Equipment	75	41.0	55	Poor
Supplies (General)	140	88.9	64	Below Average
Supplies (Emergency)	36	28.5	79	Average
Total	765	529.1	69	Below Average

Percentage of Pupils Enrolled

Description. A physical education program should provide opportunities for all the students within the school. Those students who are injured or ill should be granted temporary excuses; however, there should be an adaptive program available for all students with exceptional ability.

Tabulation. All students who were enrolled in the instructional program, teacher education program, intramural program, and intercollegiate athletics were considered a part of the physical education program for men. The percent enrolled in physical education of the total number of men in school was computed by dividing the total school enrollment by the total men enrolled in physical education.

Analysis. Table 20 indicates that one college had 99 to 100 percent of their men enrolled in physical education. One college had 50 to 60 percent of their men enrolled. Two colleges had 24 to 37 percent of their men enrolled in physical education, and two colleges had 23 percent or less enrolled. The average score given for the six colleges was 40.2 points.

Time Allotment for Physical Education

Description. The acquisition of skills during physical education requires an adequate amount of time. It

Table 20

Percentage of Pupils Enrolled

Percentage of Full-time Men Enrolled in Physical Education of Total Men in College	Score Possible	Score Given	Colleges Number	Colleges Percent
23 - or less	0	0	2	33.3
24 - 37	29	29	2	33.3
38 - 49				
50 - 60	52	52	1	16.7
61 - 70				
71 - 78				
79 - 85				
86 - 91				
92 - 95				
96 - 98				
99 - 100	131	131	1	16.7
Total	212	40.2	6	100.0

is obvious that students will have greater opportunity to secure the many attributes of physical education if the time allotment is sufficient. The purpose of this unit was to determine the length of periods in minutes and the times per week for each program.

Tabulation. The standards of the score card assigned points on the basis of the length of the period and the number of times the class met each week. The scorer first determined the times per week and then located the corresponding block under the length of periods. The score given was then determined by these two factors.

Analysis. Five colleges or 83.3 percent met for 50-minute classes two times per week. One college met for 50-minute classes three times a week. The average score given for the six community colleges was 15.7 points.

Table 21

Time Allotment for Physical Education

Times Per Week	Score Possible	Score Given	Length of Class Period 50 55 60 65	Percent
One				
Two	40	31	5	83.3
Three	99	63	1	16.7
Four				
Five				
Total	139	15.7	6	100.0

Health Examination

Description. The health of an individual is of primary importance in a physical education program. The health needs of a student may be determined by periodic, referral, and special examinations. Certain parts of these examinations may be given by the doctor or nurse, while other parts may be given by the physical education instructor.

Tabulation. The standards of the score card awarded points for different parts of the examination in relation to the percentage of men's health record that covered that specific item. Three categories, referral examination when needed, special examinations before sports season, and periodic examinations at least once in two years, were considered. The total points made were divided by four to tabulate the score given.

Analysis. From the data in Table 22, it was noted that four items, personal health history, tonsils, throat, and skin, received less than half of the points possible. All other items received over half of the points possible. The average score given was 42.7 of a possible 82 points. From Table 23, it was observed that all six of the colleges required health examinations prior to competing in inter-collegiate athletics. None of the schools required health examinations prior to participating in the intramural

Table 22

Extent of Health Examination of Pupils

Extent of Examination		Score Possible	Average Score Given
Family Health History		10	5
Personal Health History		20	9.3
Heart		40	20.7
Lungs		40	20.7
Teeth		28	13.7
Mouth	Tonsils	28	11.3
	Gums	12	6.0
Ears		18	11.8
Eyes		28	17.0
Neck	Lymph Nodes	18	9.2
	Thyroid	12	6.7
Nose		18	10.5
Throat		20	9.5
Skin		12	7.2
State of Nutrition		24	12.0
	Total*	82	42.7

*Total divided by four as directed by score card

program. Referral examinations when needed were required by all six colleges. Four of the colleges required a periodic health examination, or an examination at entrance to college.

Table 23

Health Examination

Type of Examination	Number of Schools	Percent of Schools
Referral	6	100.0
Intramural Athletics	0	0.0
Intercollegiate Athletics	6	100.0
Periodic	4	66.7

Physical Examination of Pupils

Description. The extent of the physical examination by the instructor was limited to age, height, weight, spine deviations, posture, and feet. These factors may aid the instructor in determining the type and extent of the activity. The frequency of examination and the percentage of men examined are factors that are considered.

Tabulation. The total points made were determined by the frequency of examination and the percentage of men

examined for each item. The score given was the total points made divided by two.

Analysis. Table 24 reveals that spine deviation and posture were the items most frequently recorded. Age, height, weight, and feet were the items least recorded. The average score given was 13.7 of a possible 40 points.

Table 24

Physical Examination of Pupils by Physical Education Instructors

Extent of Examination	Score Possible	Average Score Given	Percent of Schools Giving Examination
Age	11	1.0	16.7
Height	13	1.0	16.7
Weight	13	4.7	50.0
Spine Deviation	15	8.2	66.7
Posture	15	6.7	66.7
Feet	13	5.8	50.0
Total	40*	13.7*	

*Total divided by two as directed by score card

Assignment of Pupils to Classes

Description. The purpose of this item was to determine how students were assigned to classes in the

selected state community colleges in eastern and middle Tennessee. The score card listed the following methods: irregular, by year in school, year in school and skill efficiency, and individual needs through examination.

Tabulation. Each school was scored in the method of assignment that was used for assigning students to physical education. The average given score was the total score divided by the number of schools.

Analysis. From Table 25, it is revealed that 50 percent of the colleges assigned students largely by year in schools, and 50 percent assigned students largely irregular. The average score given was 22 of a possible 58 points.

Table 25

Assignment of Pupils to Classes

Method of Assignment	Score Possible	Score Given	Number of Schools	Number of Schools
Largely Irregular	20	20	3	50.0
Largely by Year in School	33	33	3	50.0
Largely by Year in School and Skill Efficiency	46			
Largely According to Individual Needs Determined Through Examination	58			
Total	58	26.5	6	100.0

Size of Classes (Normal)

Description. The nature of the activity and the facilities determine to a great extent the size of the physical education classes. In many cases physical education classes in the past have been rather large; however, the size of the classes is now reaching more normal proportions. The purpose of this item was to determine the class size in the community colleges.

Table 26

Size of Classes (Normal)

Class Size	Score Possible	Score Given	Schools Number	Schools Percent
No definite assignment of pupils	0			
10% assigned to classes of over 60	14			
90% assigned to classes of under 60	20			
90% assigned to classes of under 50	33			
85% assigned to classes of under 45	46			
85% assigned to classes of under 40	58	58	6	100.0
Total	58	58		

Tabulation. To score this item, the percentage of students in a specific class size was determined. The average score given was the total points divided by the number of schools.

Analysis. As indicated by Table 26, 100 percent or all six of the community colleges assigned at least 85 percent of the students to classes under 40. The average given score was 58 of a possible 58 points.

Size of Classes (Corrective)

Description. The purpose of this unit was to determine the size of the corrective classes in physical education. The nature of these classes would suggest that they be of a lesser number than an ordinary class.

Tabulation. To score this item, the percentage of handicapped students that were assigned to a certain class size was determined. The average score given was the total score divided by the number of schools.

Analysis. Table 27 reveals that 33 percent or two of the colleges did not have classes in corrective physical education. One college had at least 80 percent of its students in the corrective program enrolled in a class of 25 or under. Three schools or 50 percent had 80 percent of their students enrolled in classes of 20 or under in the

corrective program. The average given score was 23.3 of a possible 37 points.

Table 27

Size of Classes (Corrective)

Class Size	Score Possible	Score Given	Schools Number	Schools Percent
No Class	0	0	2	33.3
85% of pupils enrolled are in classes of 30 or under	18			
80% of pupils enrolled are in classes of 25 or under	29	29	1	16.7
80% of pupils enrolled are in classes of 20 or under	37	37	3	50.0
Total	37	23.3	6	

Teacher Load (Assigned Time)

Description. Instructors should put forth their maximum effort regardless of the number of students and the number of classes assigned. However, a teacher will probably perform the task in a more efficient manner if he is not overloaded. This unit determined the average number of minutes assigned weekly to each instructor.

Tabulation. With the aid of the department head, the average number of minutes assigned to each instructor

weekly was tabulated. The score given was determined by the standards of the score card. The average score given was the total points divided by the number of instructors.

Analysis. Table 28 indicates that 100 percent or all 20 instructors averaged 1500 or less assigned minutes weekly. The average score given was 72 of a possible 72 points.

Table 28

Teacher (Assigned Time)

Average Assigned Minutes Weekly	Score Possible	Score Given	Number of Instructors	Percent of Instructors
1500 - Less	72	72	20	100.0
1501 - 1600	69			
1601 - 1700	64			
1701 - 1800	57			
1801 - 1900	50			
1901 - 2000	41			
2001 - 2100	29			
2101 - 2200	16			
2201 - Over	0			
Total	72	72	20	

Records Kept and Used

Description. Certain records in physical education are necessary evidence that must be compiled and recorded. The purpose of this unit was to evaluate the degree of record keeping in the areas listed by the score card.

Tabulation. To score this unit, the scorer and the department head estimated the score according to completeness, neatness, and use made of the record. The average score given was the total points divided by the number of colleges.

Analysis. As demonstrated in Table 29, six or 100 percent of the schools kept records of class roll, enrollment (permanent), student intramural accomplishments, and finances. Five of the schools kept issue of supply and equipment records. Four schools kept accident records, and only one school kept records of examination by physician and examination by instructor. The average score given was 41.6 of a possible 58 points.

Credit for Physical Education

Description. Giving credit and deciding the amount of credit usually is an individual decision of each institution. The purpose of this unit was to determine the amount of credit given by each college for physical education.

Table 29

Records Kept and Used

Type of Record	Score Possible	Average Score Given	Number of Schools	Percent
Class Roll Record	6	6.0	6	100.0
Enrollment Record (Permanent)	6	6.0	6	100.0
Examination by Physician	6	1.0	1	16.7
Examination by Instructor	5	0.8	1	16.7
Issue of Supplies and Equipment	6	4.5	5	83.3
Student Intramural Accomplishments	6	6.0	6	100.0
Student Intercollegiate Accomplishments	6	6.0	6	100.0
Student Improvement Tests	6	2.0	2	33.3
Accidents	5	3.3	4	66.7
Finance of Department	6	6.0	6	100.0
Total	58	41.6	6	71.7

Tabulation. To score this unit, the points possible on the score card were marked as the score given opposite the criteria that fit each college. The average score given was the total score divided by the number of colleges.

Analysis. As indicated by Table 30, three or 50 percent of the schools required not less than two credits, but not for graduation. Three other schools or 50 percent required not less than two credits for graduation. The average score given was 24 of a possible 29 points.

Table 30

Credit for Physical Education

Type of Credit	Score Possible	Score Given	Schools Number	Schools Percent
No Credit	0			
Credit but not Required for Graduation:				
a. not less than 1 credit	14			
b. not less than 2 credits	19	19	3	50.0
Credit Given and Required for Graduation:				
a. not less than 1 credit	24			
b. not less than 2 credits	29	29	3	50.0
Total	29	24	6	100.0

Methods of Marking

Description. Marks given to a student should represent the instructor's best evaluation of the quality of work done by the student. The purpose of this unit was to evaluate the factors considered in marking according to the standards of the score card.

Tabulation. To score this unit, the points made were awarded for each factor according to the department head's recommendation. The average score given was the total points divided by the number of colleges.

Analysis. As shown by Table 31, six or 100 percent of the colleges considered attendance, effort, sportsmanship, knowledge of skills, and interest and attitudes as factors in grading. None of the schools considered posture as a factor in marking. The average score given was 25.3 of a possible 35 points.

Award System

Description. Recognition of achievement and motivation are usually the main reasons for giving various school awards in intramurals, athletics, debating, and other activities. This unit attempted to evaluate each school's policy concerning various conditions related to the award system.

Tabulation. To score this unit, points were awarded for each factor according to the individual school's policy as described by the department head. The average score given was the total points divided by the number of schools.

Analysis. Table 32 indicates that all six or 100 percent of the colleges provided identical awards for men and women. Four of the schools or 66.7 percent had the

Table 31

Method of Marking

Factors Considered in Computing Marks	Score Possible	Score Given	Schools Using Number	Schools Using Percent
Attendance	4	4.0	6	100.0
Effort	3	3.0	6	100.0
Sportsmanship	3	3.0	6	100.0
Achievement				
Knowledge of Skills	4	4.0	6	100.0
Strength and Skills	4	3.3	5	83.3
Interest, Attitudes, Ideal and Emotion	4	4.0	6	100.0
Improvement in Organic Fitness	4	2.0	3	50.0
Posture	3	0.0	0	0.0
Taking Showers	3	0.5	1	16.7
Costume	3	1.5	3	50.0
Total	35	25.3		

following conditions for awards: monogram (only award given), eligibility computed on point basis, and 100 percent of student body eligible for award. Only two schools considered points given for marks, athletics, and social activities in their award system. The average score given was 19.3 of a possible 29 points.

Table 32

Award System

Conditions for Award	Score Possible	Score Given	Schools Number	Schools Percent
Monogram (only award given)	6	4.0	4	66.7
Identical Award for Men and Women	6	6.0	6	100.0
Eligibility Computed on Point Basis	5	3.3	4	66.7
Points Given for Marks, Athletics, and Social Activities	6	2.0	2	33.3
100% of Student Body Eligible for Award	6	4.0	4	66.7
Total	29	19.3		

Summary of Program Organization

Description. The purpose of this unit was to evaluate the program organization according to the standards of the Neilson-Comer-Allsen Score Card.

Tabulation. The scoring of this unit was as directed by the standards of the score card.

Analysis. Table 33 reveals that two items: teacher load (assigned time), and size of classes (normal) rated excellent among the selected state community colleges in

Table 33

Summary of Program Organization

Item	Score Possible	Score Given	Percentage	Rating
Percentage of Pupils Enrolled	131	99.0	76	Average
Time Allotment for Physical Education	131	36.3	28	Poor
Health Examination by Physician, Dentist and Nurse	82	42.7	52	Poor
Physical Examination by Instructor	40	29.5	74	Average
Assignment of Students to Classes	58	26.5	46	Poor
Size of Classes (Normal)	58	58.0	100	Excellent
Size of Classes (Corrective)	37	29.5	80	Above Average
Teacher Load (Assigned Time)	72	72.0	100	Excellent
Records Kept and Used	58	36,7	63	Below Average
Credit	29	24.0	83	Above Average
Method of Marking	35	25.5	73	Average
Award System	29	19.3	67	Below Average
Total	760	499.0	66	Below Average

eastern and middle Tennessee. Two categories, size of classes and credit, were rated above average. Three items, percentage of pupils enrolled, physical examination by instructor, and method of marking, were rated average. Time allotment for physical education, health examinations, and assignment of students to classes were all rated poor. The total score given was 499 of a possible 760 points. The overall rating for program organization was below average.

PROGRAM (ACTIVITIES)

The community college should offer meaningful learning experiences through the physical educational instruction program, the intramural program, and inter-collegiate athletics. The purpose of this unit was to evaluate these areas according to the standards of the score card.

Instructional Program

Description. College students should have the opportunity to participate in a varied number of physical education activities. The larger number of activities offered result in a greater possibility of gaining a wider range of knowledge, skills, and attitudes. This unit attempted to measure the scope of activities offered at each institution.

Tabulation. Schools with a large variety of activities scored higher than those with a limited program. Only the activities that are a part of the instructional physical education program are scored in this section. The total points in each item were divided by the number of schools for the score given.

Analysis. Table 34 reveals that all six colleges or 100 percent offered instruction in archery, badminton, basketball, golf, tennis, and weight training. Less than 50 percent of the colleges offered instruction in baseball, modern dance, ballroom dance, gymnastic drills, horseshoes, life saving and water safety, soccer, swimming, 100-yard run, 220-yard run, 1/4 mile run, 1/2 mile run, mile run, cross country, and shot-put. None of the colleges offered instruction in boating activities, boxing, diving, fencing, handball, hiking and mountain climbing, ice hockey, marching, ice skating, speedball, squash, hurdles, javelin throw, pole vault, and wrestling. The average score given was 74.2 of a possible 329 points.

Intramural Athletics

Description. The intramural program should be a vital part of the physical education program in the community college. The program should provide opportunities for all students to broaden their experiences through a well

Table 34

Instructional Period

Activity	Score Possible	Average Score Given	Number of Schools	Schools Percent
Touch Football	10	2.8	3	50
Apparatus	12	3.2	4	67
Archery	8	3.8	6	100
Badminton	8	4.2	6	100
Baseball	8	0.5	1	17
Basketball	19	9.7	6	100
Boating Activities	6	0.0	0	0
Bowling	9	2.5	3	50
Boxing	5	0.0	0	0
Corrective Physical Education	18	4.0	4	67
Square Dancing	7	1.7	5	83
Modern Dance	6	0.7	2	33
Folk Dance	6	1.7	5	83
Ballroom Dance	7	0.7	2	33
Diving	6	0.0	0	0
Fencing	4	0.0	0	0
Gymnastic Drills	10	0.7	2	33
Golf	9	4.7	6	100
Handball	12	0.0	0	0
Hiking and Mountain Climbing	6	0.0	0	0

Table 34 (Continued)

Activity	Score Possible	Average Score Given	Number of Schools	Schools Percent
Horseshoes	4	0.5	1	17
Ice Hockey	5	0.0	0	0
Life Saving and Water Safety	6	0.3	1	17
Marching	4	0.0	0	0
Softball	9	5.0	4	67
Skating (Ice)	4	0.0	0	0
Skiing	13	0.6	1	17
Soccer	13	0.5	2	33
Speedball	13	0.0	0	0
Squash	6	0.0	0	0
Swimming	19	1.7	2	33
Tennis	17	9.3	6	100
100-yard Run	4	0.2	1	17
220-yard Run	3	0.2	1	17
1/4 Mile Run	3	0.2	1	17
1/2 Mile Run	3	0.2	1	17
Mile Run	3	0.2	1	17
Cross Country Run	3	0.2	1	17
Discus Throw	3	0.2	1	17
Hurdles (High and Low)	3	0.0	0	0

Table 34 (Continued)

Activity	Score Possible	Average Score Given	Number of Schools	Schools Percent
Broad Jump	3	0.2	1	17
High Jump	3	0.2	1	17
Javelin Throw	3	0.0	0	0
Pole Vault	3	0.0	0	0
Shot-put	3	0.2	1	17
Tumbling	6	1.3	3	50
Volleyball	11	6.3	5	83
Weight Training	8	6.2	6	100
Wrestling	5	0.0	0	0
Total	329	74.2		

structured intramural program. The purpose of this unit was to determine the extent of the intramural program and the degree of participation by the male students in each college.

Tabulation. This item allots more points to the school that has a greater percentage of participation. The colleges offering an intramural program in a large number of activities will also score higher. Only 329 of the possible 359 points are allowed by the score card. The total points made--not to exceed the total possible points--was the score given.

Analysis. Table 35 reveals that six schools or 100 percent offered touch football, badminton, basketball, softball, and table tennis through their intramural program. The following activities were offered by three or four of the colleges: archery, fencing, tennis, 100-yard run,relay running, broad jump, 220-yard run, and volleyball. None of the colleges offered intramural activities in diving, golf, gymnastics, handball, skating (ice), 1/2 mile run, and wrestling. The average score given was 74.5 of a possible 164 points.

Intercollegiate Athletics

Description. A well controlled and well balanced intercollegiate athletic program can be a significant factor in the life of the community college. The school and community spirit and togetherness can be greatly enhanced by a good athletic program. The purpose of this unit was to determine the extent and the degree of participation by the colleges in various intercollegiate activities.

Tabulation. The score card awarded more points to those schools with the greater percentage of participation and to those schools with a wide range of sports. The maximum number of points allowed by the score card was 107 of a possible 131 points. The total points--not to exceed the maximum--was the score given.

Table 35

Intramural Athletics

Activity	Score Possible	Average Score Given	Number of Schools	Schools Percent
Touch Football	6	6.0	6	100
Archery	7	3.2	3	50
Badminton	3	2.7	6	100
Bowling	6	1.0	1	17
Basketball	11	10.0	6	100
Diving	3	0.0	0	0
Fencing	3	2.0	4	67
Golf	10	0.0	0	0
Gymnastics	11	0.0	0	0
Handball	10	0.0	0	0
Horseshoes	4	1.2	2	33
Softball	8	8.0	6	100
Skating (Ice)	4	0.0	0	0
Skiing	3	0.5	1	17
Soccer	9	3.0	2	33
Speedball	10	3.3	2	33
Swimming	11	3.7	2	33
Table Tennis	4	4.0	6	100
Tennis	11	6.5	4	67

Table 35 (Continued)

Activity	Score Possible	Average Score Given	Number of Schools	Schools Percent
100-yard Run	5	1.8	3	50
Relay Running	6	3.0	3	50
Broad Jump	4	1.3	4	67
Hurdles (High and Low)	3	0.5	1	17
220-yard Run	3	1.5	3	50
440-yard Run	3	0.5	1	17
1/2 Mile Run	3	0.0	0	0
Mile Run	3	0.5	1	17
Cross Country Run	3	0.5	1	17
Discus Throw	2	0.3	1	17
High Jump	4	0.7	1	17
Javelin Throw	2	0.3	1	17
Pole Vault	3	0.5	1	17
Shot-put	3	1.0	2	33
Volleyball	11	6.0	4	67
Weight Training	6	1.0	1	17
Wrestling	5	0.0	0	0
Total	164	74.5		

Analysis. From the data in Table 36, it can be observed that 100 percent of the colleges offered intercollegiate athletics in only two sports--baseball and basketball. Four of the schools offered programs in golf and tennis. One school offered a program in wrestling. None of the colleges offered any other intercollegiate activities listed in the score card. The average score given was 25.5 of 107 possible points.

Summary of Program (Activities)

Description. The instructional activity program, the intramural program, and the athletic program are all significant parts of the total program. The purpose of this unit was to determine how well the community colleges met the standards of the score card in these areas.

Tabulation. This unit was scored according to the standards in the score card. The total score for each item was the score given.

Analysis. From Table 37, it can be observed that all six colleges or 100 percent received a poor rating on all three sections of program activities. The intramural program rated the highest with a 47 percent rating. Athletics was second with a 32 percent rating. The instructional activities rated the lowest with a 26 percent rating. The average score given was 65.8 of a possible 600 points.

Table 36

Intercollegiate Athletics

Activity	Score Possible	Average Score Given	Schools	
			Number	Percent
Football	10	0.0	0	0
Archery	3	0.0	0	0
Baseball	5	5.0	6	100
Basketball	10	10.0	6	100
Bowling	5	0.0	0	0
Diving	3	0.0	0	0
Golf	7	4.7	4	67
Gymnastics	5	0.0	0	0
Handball	3	0.0	0	0
Horseshoes	3	0.0	0	0
Softball	5	0.0	0	0
Skiing	4	0.0	0	0
Soccer	7	0.0	0	0
Speedball	7	0.0	0	0
Squash	4	0.0	0	0
Swimming	8	0.0	0	0
Tennis	8	5.3	4	67
100-yard Run	2	0.0	0	0
220-yard Run	2	0.0	0	0

Table 36 (Continued)

Activity	Score Possible	Average Score Given	Schools Number	Schools Percent
1/4 Mile Run	1	0.0	0	0
1/2 Mile Run	1	0.0	0	0
One Mile Run	1	0.0	0	0
Two Mile Run	1	0.0	0	0
Hurdles (High and Low)	2	0.0	0	0
Discus Throw	1	0.0	0	0
Relays	3	0.0	0	0
Broad Jump	2	0.0	0	0
High Jump	2	0.0	0	0
Javelin Throw	2	0.0	0	0
Pole Vault	1	0.0	0	0
Shot-put	1	0.0	0	0
Volleyball	7	0.0	0	0
Weight Training	3	0.0	0	0
Wrestling	3	0.5	1	17
Total	107	25.5		

Table 37

Summary of Program Activities Item

Items	Score Possible	Average Score Given	Percentage	Rating
Instructional Period	329	86.5	26	Poor
Intramural Athletics	164	76.8	47	Poor
Intercollegiate Athletics	107	34.2	32	Poor
Total	600	65.8	35	Poor

PROFESSIONAL ASSISTANCE

Books and periodicals that are related to each discipline are very important factors in the evaluation of a particular area. These books and magazines should be easily accessible to both the instructor and the students. They should also be current and periodically checked by an inventory.

Professional Magazines

Description. The books and magazines should be available at the library or in the physical education department. The purpose of this unit was to determine the extent of professional magazines that each institution made available to the students.

Tabulation. Points were awarded for each professional magazine according to the standards of the score card. Of a possible 37 points, 22 points were the maximum allowed. The total points made--within the maximum--was the score given.

Analysis. Table 38 indicates that all six or 100 percent of the schools had available only one magazine, The State Educational Journal. Four or five of the schools had available the NEA Journal, JOHPER, Athletic Journal, a health magazine, and a magazine on recreation. One or two of the colleges had available the following: Research

Table 38

Professional Assistance

Name of Magazine	Score Possible	Average Score Given	Available Schools	Available Percent
NEA Journal	4	2.7	4	67
JOHPER	4	2.7	4	67
The State Educational Journal	4	4.0	6	100
Athletic Journal	4	3.3	5	83
Health	4	3.3	5	83
Recreation	4	2.7	4	67
Research Quarterly	4	1.3	2	33
The Physical Educator	4	0.7	1	17
Scholastic Coach	3	1.0	2	33
Any Other Professional Magazines	2	0.7	2	33
Total	22	22		

Quarterly, The Physical Educator, Scholastic Coach, and some other professional magazines. The score given was 22 of a possible 22 points.

Professional Books

Description. Books in the library or in the department should be available for use by the instructors

and students. Students should be encouraged to make maximum use of these resources. The purpose of this unit was to determine the availability of books in the areas of foundation sciences, educational sciences, health, physical education sciences, physical education activities, and recreation.

Tabulation. This item was checked with the librarian at each school to determine the availability of books in each area. Out of a possible 154 points, 93 were the maximum allowed. The total points--not exceeding the maximum allowed--was the score given.

Analysis. From Table 39, it is noted that all the colleges had books in foundation sciences. All the schools had books in the educational sciences with the exception that only five schools had books in the areas of educational administration, history of education, methods of research, and general methods of teaching. All the schools had books in health with the exception of the school health program and methods and content in health teaching. In the physical education sciences all six schools had books in introduction to physical education, theory of play, interpretation and objectives, physical education in elementary schools, and administration of physical education. In the physical education activities area, 100 percent of the colleges had

Table 39

Professional Books

Group	Field	Score Possible	Average Score Given	Schools Number	Schools Percent
FOUNDATION SCIENCES	Anatomy	3	3.0	6	100
	Physiology	3	3.0	6	100
	Psychology	3	3.0	6	100
	Sociology	3	3.0	6	100
EDUCATIONAL SCIENCES	Child Growth and Development	2	2.0	6	100
	Educational Administration	2	1.7	5	83
	Education Psychology	2	2.0	6	100
	Guidance	2	2.0	6	100
	History of Education	2	1.7	5	83
	Method of Research	2	1.7	5	83
	General Method of Teaching	2	1.7	5	83
	Organization of Public Schools	2	2.0	6	100
	Problems in Secondary Education	2	2.0	6	100
	Elementary Statistics	2	2.0	6	100
	The Junior College	2	2.0	6	100

Table 39 (Continued)

Group	Field	Score Possible	Average Score Given	Schools Number	Schools Percent
HEALTH	Personal Health	2	2.0	6	100
	First Aid	2	2.0	6	100
	Safety Education	2	2.0	6	100
	School Health Program	2	1.7	5	83
	Sex Education	2	2.0	6	100
	Methods and Content in Health Teaching	2	1.3	4	67
PHYSICAL EDUCATION SCIENCES	Introduction to Physical Education	2	2.0	6	100
	Theory of Play	2	2.0	6	100
	Interpretation and Objectives	3	3.0	6	100
	Kinesiology	3	2.0	4	17
	Physiology of Activity	3	2.5	5	83
	Physical Education Tests and Measurements	3	1.0	2	33
	Corrective Physical Education	2	1.3	4	67
	Physical Education in Elementary Schools	2	2.0	6	100

Table 39 (Continued)

Group	Field	Score Possible	Average Score Given	Schools Number	Schools Percent
	Physical Education in the Secondary Schools	2	1.7	5	83
	Intramural Program	2	1.3	4	67
	Leadership Organization	2	1.3	4	67
	Special Methods	2	1.0	3	50
	Administration of Physical Education	2	2.0	6	100
	History of Physical Education	2	1.3	4	67
	Mechanical Analysis of Physical Education Activities	2	1.3	4	67
PHYSICAL EDUCATION ACTIVITIES	Football	2	2.0	6	100
	Apparatus	2	1.7	5	83
	Archery	2	2.0	6	100
	Badminton	2	2.0	6	100
	Baseball	2	2.0	6	100
	Basketball	2	2.0	6	100
	Bowling	2	2.0	6	100
	Boxing	2	2.0	6	100
	Square Dance	2	2.0	6	100
	Modern Dance	2	2.0	6	100

Table 39 (Continued)

Group Field	Score Possible	Average Score Given	Schools Number	Schools Percent
Folk Dance	2	2.0	6	100
Ballroom Dance	2	2.0	6	100
Fencing	2	1.7	5	83
Golf	2	2.0	6	100
Gymnastic Drills	2	2.0	6	100
Handball	2	2.0	6	100
Ice Hockey	2	1.0	3	50
Life Saving and Water Safety	2	1.7	5	83
Marching	2	0.0	0	0
Softball	2	2.0	6	100
Skating (Ice)	2	0.7	2	33
Skiing	2	1.7	5	83
Soccer	2	1.3	4	67
Speedball	2	1.3	4	67
Squash	2	0.7	2	33
Swimming	2	2.0	6	100
Tennis	2	2.0	6	100
Track and Field	2	2.0	6	100
Tumbling	2	1.7	5	83
Volleyball	2	2.0	6	100

Table 39 (Continued)

Group	Field	Score Possible	Average Score Given	Schools Number	Schools Percent
	Wrestling	2	1.3	4	67
	Weight Training	2	1.7	5	83
RECREATION	Introduction to Recreation	2	2.0	6	100
	Playground Leadership	2	2.0	6	100
	Problems in Camping	2	2.0	6	100
	Social Recreation Leadership	2	2.0	6	100
	Administration of Community Recreation	2	1.7	5	83
	Total	93	93.0		

books in football, archery, badminton, baseball, basketball, bowling, boxing, square dance, modern dance, folk dance, ballroom dance, golf, gymnastic drills, handball, softball, swimming, tennis, and tumbling. All schools--with the exception of one school not having a book on administration of community recreation--had books in the area of

recreation. The average score given was 93 of a possible 93 points allowed by the score card.

Summary of Professional Assistance

Description. The educational experiences offered through professional assistance is certainly significant. This unit attempted to determine how well the community colleges met the standards of the score card in this area.

Tabulation. The score given in this unit was the total points not exceeding the maximum number of points allowed in each section.

Analysis. Table 40 indicates that the community colleges rated above average on professional magazines available and excellent on the professional books available. Overall, the schools had an excellent rating on professional assistance. The score given was 112.5 of a possible 115 points.

Table 40

Summary of Professional Assistance Items

Item	Score Possible	Score Given	Percentage	Rating
Professional Magazine	22	19.5	88.6	Above Average
Professional Books	93	93.0	100.0	Excellent
Total	115	112.5	97.8	Excellent

TEACHER EDUCATION PROGRAM

One task of the community college should be to offer a program of transfer work that might be applied to a teaching vocation. The physical education program should be structured to provide preparation for those seeking this vocation.

Description. Only lower division courses should be offered in the two-year colleges. This unit attempted to determine how well the colleges met the standards of the score card in the areas of institutional requirements, foundation sciences, general education, physical education sciences, and activities for majors.

Tabulation. To score this unit, the courses available in the community colleges were given full credit as indicated in the score card. The total for all groups was the score given.

Analysis. Table 41 reveals that 50 percent or more of the colleges required health education, freshman physical education, and sophomore physical education. With the exception of one college not offering physiology (human), all items in the foundation sciences were offered by all the schools. Four schools offered an introduction to education course. All six schools offered activity courses in archery, badminton, basketball, golf, tennis, volleyball,

Table 41

Teacher Education Program

Group	Course	Score Possible	Score Given	Offered by College Yes	Offered by College Percent
Institutional Requirements	Health Ed.	3	1.5	3	50
	Freshman Phys. Ed.	3	2.5	5	83
	Sophomore Phys. Ed.	3	2.0	4	67
Foundation Sciences	Biology or Zoology	5	5.0	6	100
	Chemistry	5	5.0	6	100
	Physics	5	5.0	6	100
	Anatomy (human)	5	5.0	6	100
	Physiology (human)	5	4.2	5	83
	Psychology	5	5.0	6	100
	Sociology	5	5.0	6	100
General Education	Introduction to Education	3	2.0	4	83
Activities for Majors	Apparatus	3	1.5	3	50
	Archery	2	2.0	6	100
	Badminton	2	2.0	6	100
	Basketball	3	3.0	6	100

Table 41 (Continued)

Group	Course	Score Possible	Score Given	Offered by College Yes	Offered by College Percent
	Bowling	2	1.3	4	67
	Dance (Folk, Square, and Ballroom)	3	3.0	6	100
	Gymnastic Drills	2	1.0	3	50
	Golf	2	2.0	6	100
	Handball	2	0.0	0	0
	Life Saving and Water Safety	3	0.5	1	17
	Soccer	3	1.0	2	33
	Speedball	3	0.5	1	17
	Swimming	3	0.5	1	17
	Tennis	3	3.0	6	100
	Track and Field	3	0.0	0	0
	Tumbling	2	1.7	5	83
	Volleyball	3	3.0	6	100
	Weight Training	3	3.0	6	100
	Wrestling	3	0.5	1	17
Physical Education Sciences	Introduction to Physical Education	3	2.5	5	83
	Total	100	74.2		

and weight training. None of the schools offered courses in handball and track and field. Five colleges offered an introduction to physical education course. The total given score was 74.2 of a possible 100 points.

Summary of Teacher Education Program

The selected state community colleges in eastern and middle Tennessee rated excellent in foundation sciences. The colleges rated above average in physical education sciences and below average in general education and institutional requirements that were offered. The schools received a poor rating in physical education activity courses offered. The score given was 73.9 of a possible 100 points.

Table 42

Summary of Teacher Education Program

Item	Score Possible	Score Given	Percentage	Rating
Institutional Requirements	9	5.5	61	Below Average
Foundation Sciences	35	34.2	97.7	Excellent
General Ed.	3	2.0	66.7	Below Average
Phys. Ed. Activities for Majors	50	29.7	59.4	Poor
Phys. Ed. Sciences	3	2.5	83.3	Above Average
Total	100	73.9	74	Average

UNIT SUMMARY

From Table 43, it can be observed that the selected state community colleges in eastern and middle Tennessee were rated excellent in professional assistance according to the standards of the score card. The schools rated above average in instructional staff. The teacher education program was rated average, and facilities were rated below average. Both program organization and program activities were rated poor according to the standards of the score card.

Table 43

A Summary of Unit Scores of Physical Education

Unit	Score Possible	Score Given	Percent	Rating
A. Instructional Staff	660	558	85	Above Average
B. Facilities	765	523	68	Below Average
C. Program Organization	760	427	56	Poor
D. Program Activities	600	198	33	Poor
E. Professional Assistance	115	113	98	Excellent
F. Teacher Education Program	100	73	73	Average

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to evaluate the men's physical education program in selected state community colleges in eastern and middle Tennessee. After an extensive review of related literature, the Neilson-Comer-Allsen Score Card was selected as the best instrument available to investigate the role and status of the men's physical education programs in the community colleges.

In this study, the selected colleges of eastern and middle Tennessee were Volunteer State Community College, Motlow State Community College, Chattanooga State Technical Community College, Cleveland State Community College, Roane State Community College, and Walters State Community College. After personal correspondence with the Chancellor of the State Board of Regents and the president of each institution, permission was granted by all six colleges to conduct the study on their campuses.

The areas evaluated were instructional staff, facilities, program organization, program activities, professional assistance, and teacher education program. One day was spent on each campus gathering the data for this study. The department head, the physical education instructors, and others were willing participants in compiling the data according to the standards of the score card.

FINDINGS

After the analysis of the data, several significant things were noted. Overall, the six state community colleges rated below average in their physical education programs according to the standards of the score card.

Only one community college received an overall average rating according to the standards of the score card. Four colleges received an overall rating of below average, and one school received an overall poor rating of its physical education program.

The colleges rated excellent in professional assistance and above average in the area of instructional staff. The overall rating for teacher education programs was average, and facilities, program organization, and program activities were rated poor.

The score card revealed that the instructional staff in the community colleges rated above average. The physical education instructors are to be commended for their professional preparation.

The state community colleges rated below average in facilities. This could have resulted from the newness of several colleges and the fact that they had not fully developed their master plan for physical education facilities.

Both program organization and the program of activities were rated poor according to the standards of the score card. The limited number of activities offered in physical education influenced the low rating in the program of activities.

The libraries, as related to professional books and periodicals, received the highest rating according to the standards of the score card. Even the schools in developmental stages and those not requiring physical education received an excellent rating in this area.

The number of students assigned to classes and the weekly load for all instructors were well within the guidelines of the score card and received an excellent rating.

The intercollegiate athletic programs were rather limited with heavy emphasis on basketball and baseball.

Although all schools receive the same amount of funds from the state, the range of activities offered was very wide. The only track activities were in the intramural program.

CONCLUSIONS

Certain conclusions were drawn based on the data and findings of the score card.

This study supports other studies that the Neilson-Comer-Allsen Score Card is a valid and reliable instrument to evaluate the men's physical education programs in two-year colleges.

The limited number of activities offered by several colleges and the effectiveness of the instruction probably reflect the developmental and building programs that a few schools were still engaged in.

The excellent rating given to the professional assistance programs exhibits a positive attitude toward staffing and supplying the learning resource centers by the administration of the community colleges.

The absence of adaptive and corrective courses in the professional preparation of the instructors probably reflects the limited corrective programs that exist in the selected state community colleges in eastern and middle Tennessee.

The physical education programs in the colleges could probably strengthen various areas of their programs by making a critical analysis of the existing program.

RECOMMENDATIONS

Based on the findings and results of this study, the following recommendations are made:

1. Inasmuch as the score card revealed that the membership of the instructors in professional organizations and their attendance at professional meetings was very low overall, consideration by the administration and department heads to provide encouragement and means for instructors to join their professional organizations and attend the professional meetings should be provided.

2. Whereas the score card revealed that the placement of buildings on the school sites resulted in a great percentage of the play space being badly or partly broken by buildings, more careful attention should be given to developing master plans that take into consideration the physical education activities.

3. Since the score card indicated that the type of equipment that existed in the colleges was inadequate, greater care should be taken in coordinating the equipment to the program and possibly more funds be allocated to bring the equipment up to the standards that meet the objectives of the program.

4. Inasmuch as several schools were still developing their facilities and expanding their program, a follow-up study should be made within a three- to five-year period in the state community colleges in eastern and middle Tennessee.

5. Since the growth of two-year colleges has been great in the recent past and the projected growth of two-year institutions will probably continue, other similar studies should be conducted in other geographical locations of the nation to determine the status of the physical education programs in the community colleges.

6. Whereas the community colleges offering diversified programs and flexible schedules are rather recent, the score card should be revised in the areas of time allotment for physical education classes, size of physical education classes, teacher load for physical education, and intercollegiate athletics.

APPENDICES

APPENDIX A

LETTER TO THE CHANCELLOR ASKING PERMISSION TO CONDUCT THE STUDY

_____
Chancellor
State Board of Regents
Nashville, Tennessee

Dear_____:

I am presently completing work toward a Doctor of Arts degree in Physical Education at Middle Tennessee State University. As my dissertation project, I would like to evaluate the men's physical education programs in the state community colleges of eastern and middle Tennessee.

There is available a valid and proven instrument that has recently been used to evaluate physical education programs in junior colleges of other states.

Since Tennessee's State Community College System is still relatively new, I think the results could be of great value to institutions within the state system and to others that may be in an early stage of development.

I respectfully request your approval of this study.

I sincerely believe this study would be of significant value to the members of the State Community College System.

Sincerely,

Herbert J. Robinson
Director of Physical Education
Chattanooga State Technical
Community College

APPENDIX B

LETTER TO THE COLLEGE PRESIDENT ASKING PERMISSION TO PARTICIPATE

_____President
_____Community College
_____
_____

Dear_____:

I am presently completing work toward a Doctor of Arts degree in Physical Education at Middle Tennessee State University. I would like to evaluate the men's physical education programs in the state community colleges of eastern and middle Tennessee as my dissertation project.

_____has given his approval and encouragement for this study. There is a valid and proven instrument available.

The evaluation would include the men's physical education service program, professional preparation program, intramural program, and the athletic program. The areas of health and recreation are not included.

The evaluation is not designed for nor will it be used as a comparison; however, it can be used to judge various areas in the physical education program.

I respectfully request permission to conduct this study on your campus and permission to correspond with the head of the Department of Physical Education after receiving your approval for your school's participation.

For your convenience, a self-addressed card is enclosed for you to indicate your approval or disapproval for this study.

Sincerely,

Herbert J. Robinson

APPENDIX C

LETTER FROM THE CHANCELLOR

The State University and Community College System of Tennessee
1 Park Plaza • Nashville, Tennessee 37203

October 23, 1974

Mr. Herbert J. Robinson
Director of Physical Education
Chattanooga State Technical Community College
4501 Amnicola Highway
Chattanooga, Tennessee 37406

Dear Mr. Robinson:

Your recent letter in regard to a study to be made of men's physical education programs in the state community colleges of Tennessee as a dissertation project, has been received. It seems to me that this would be a very valuable study and certainly, the State Board of Regents System would find such a study very helpful.

I assume that you will be calling upon the community colleges in the State Board of Regents System for information, and I would endorse your project and, with the use of this letter, or if additional assistance is needed, encourage the various institutions to cooperate with you in developing your data.

I want to wish you the greatest success in developing this project, and we will be interested in the outcome of the project.

Sincerely yours,

C. C. Humphreys
Chancellor

CCH:dh

APPENDIX D

UNIT COMPARISONS OF EACH COLLEGE WITH THE COLLEGE AVERAGE

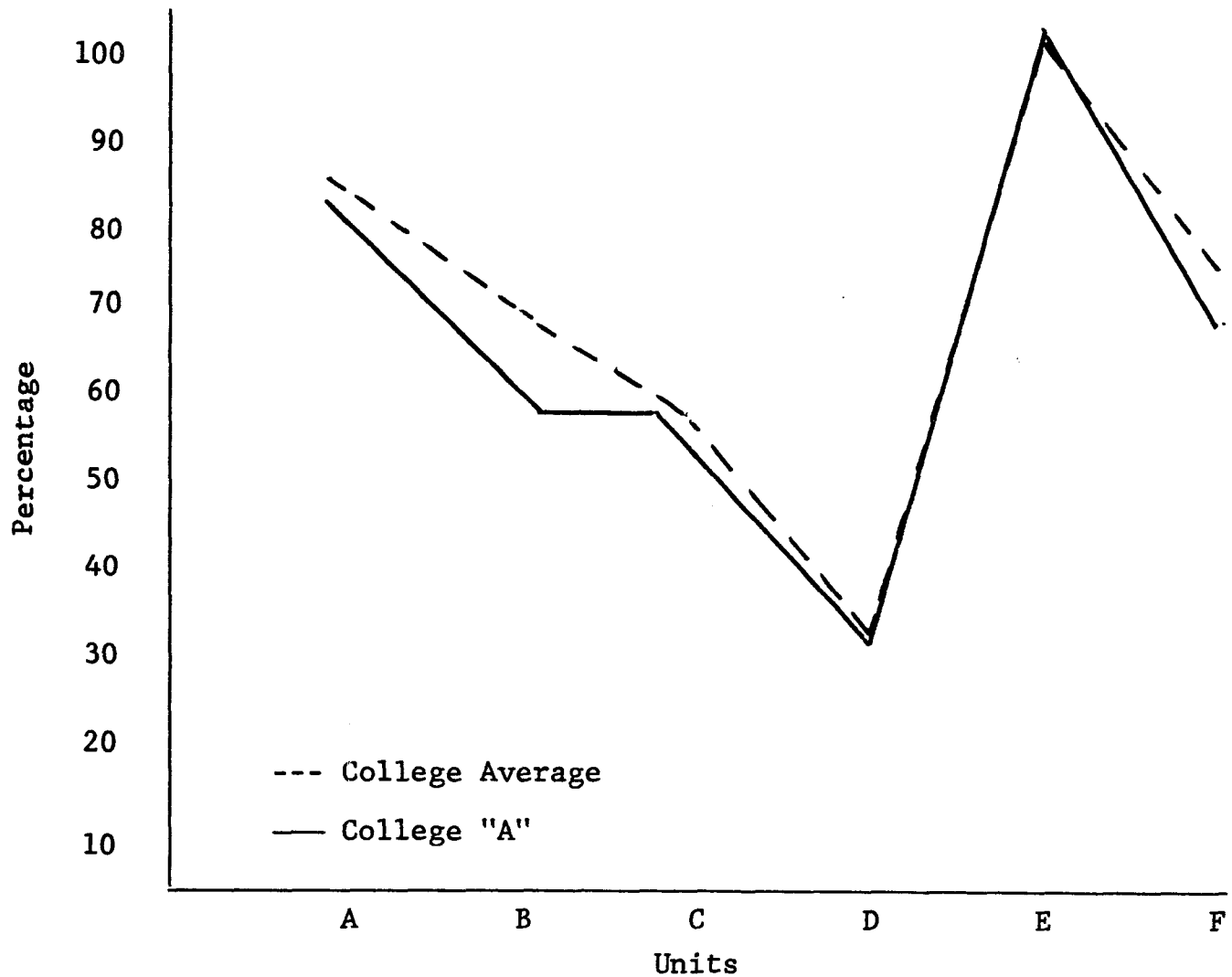

Figure 1

Unit Comparison of College "A" with the College Average

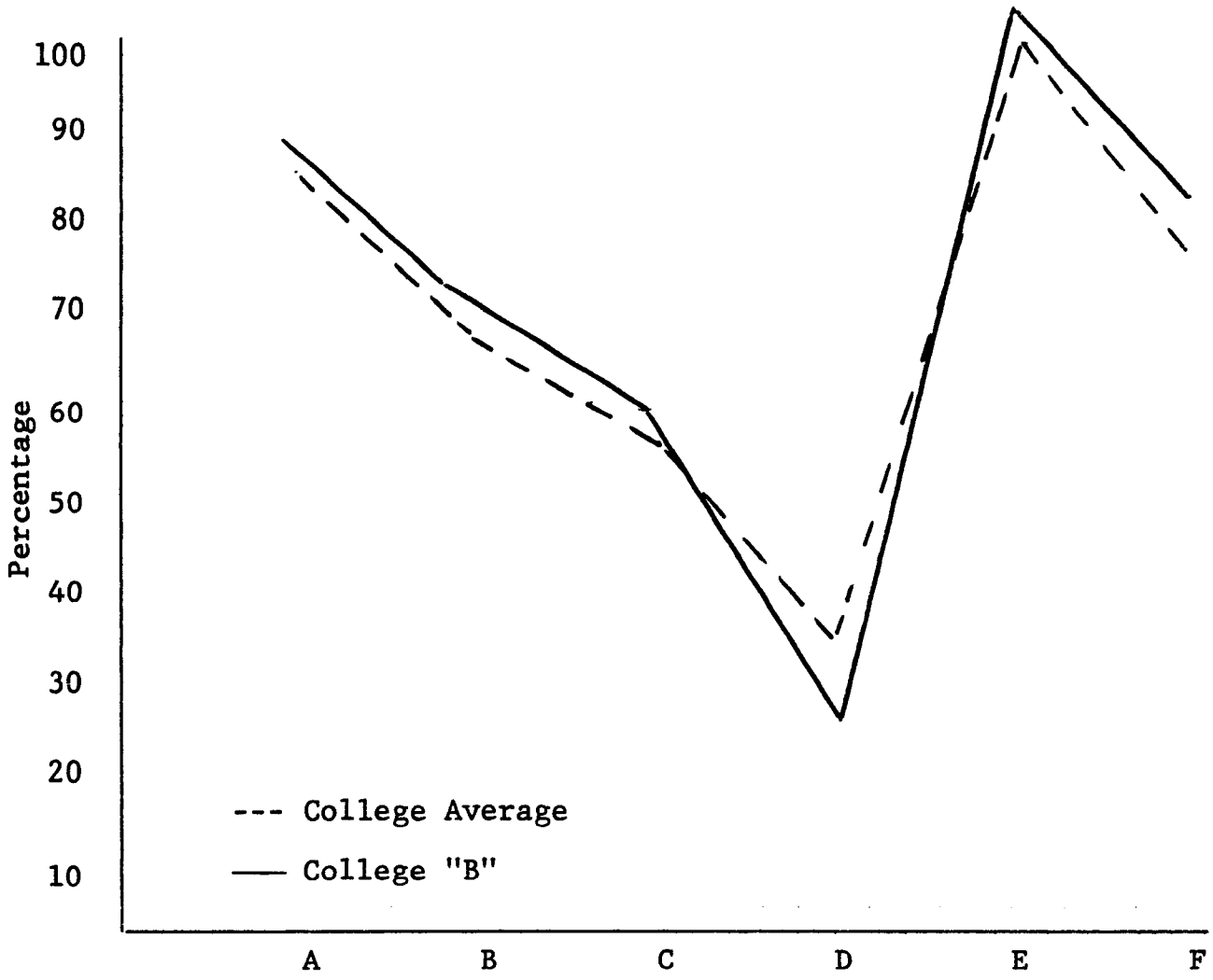

Figure 2

Unit Comparison of College "B" with the College Average

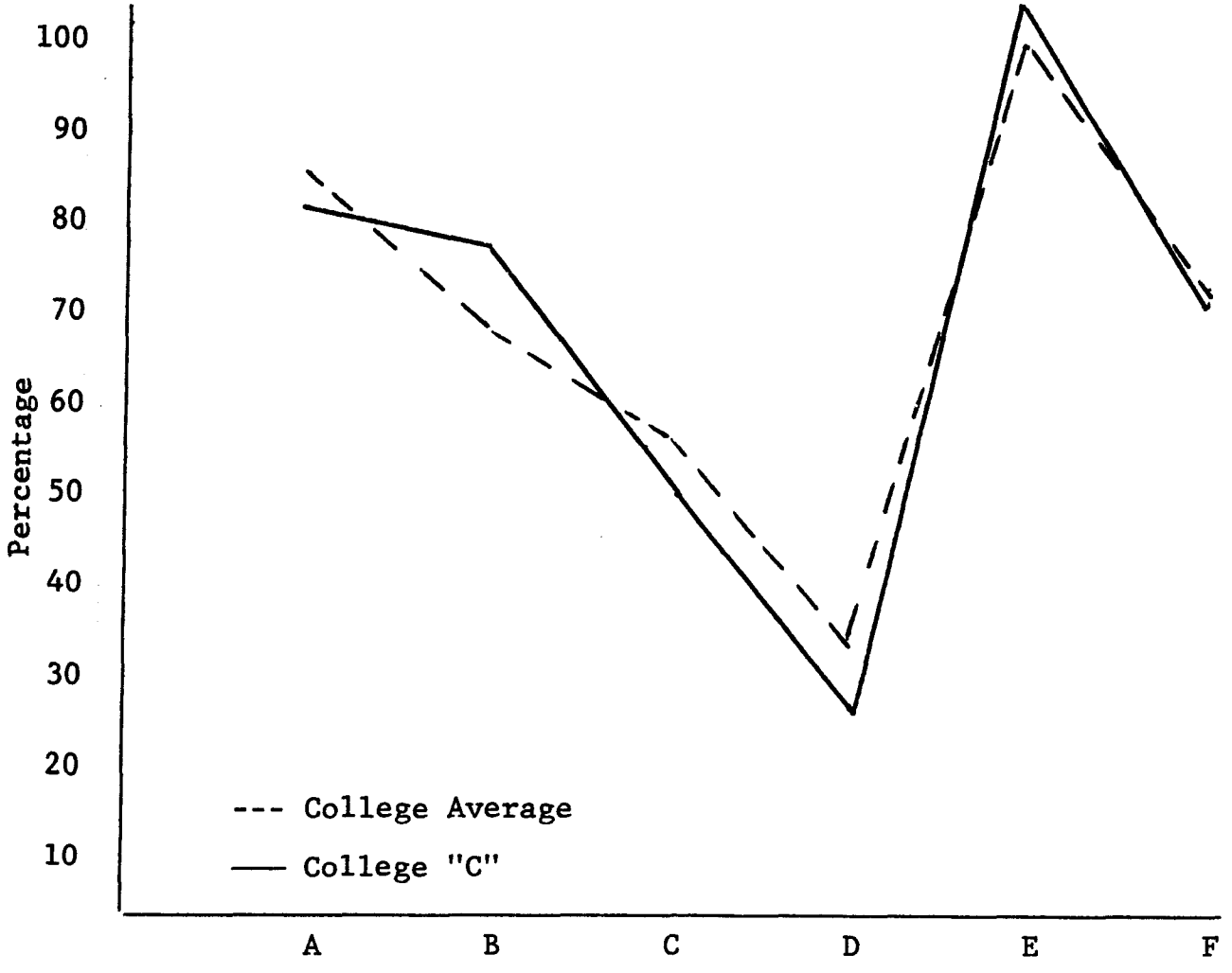

Figure 3

Unit Comparison of College "C" with the College Average

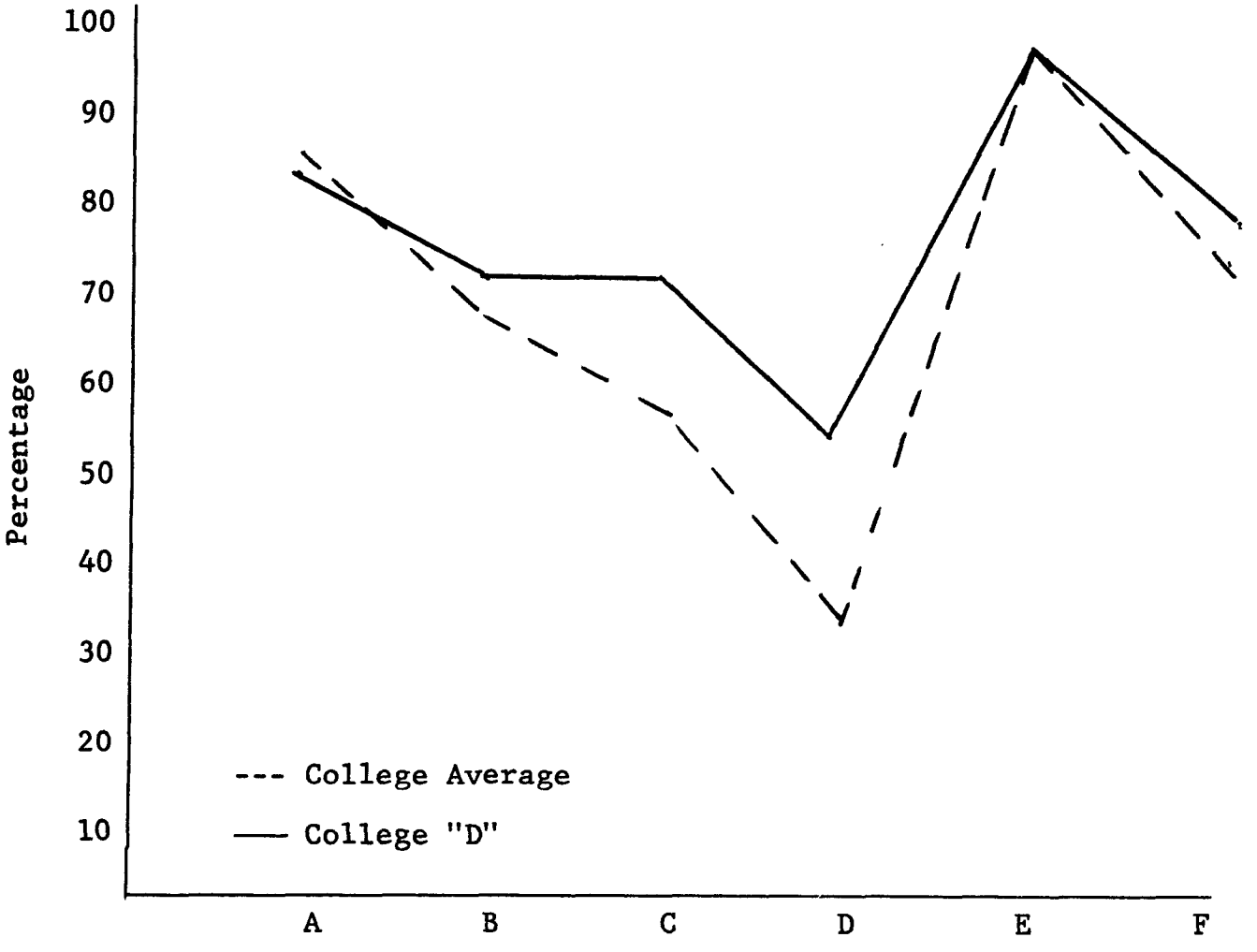

Figure 4

Unit Comparison of College "D" with the College Average

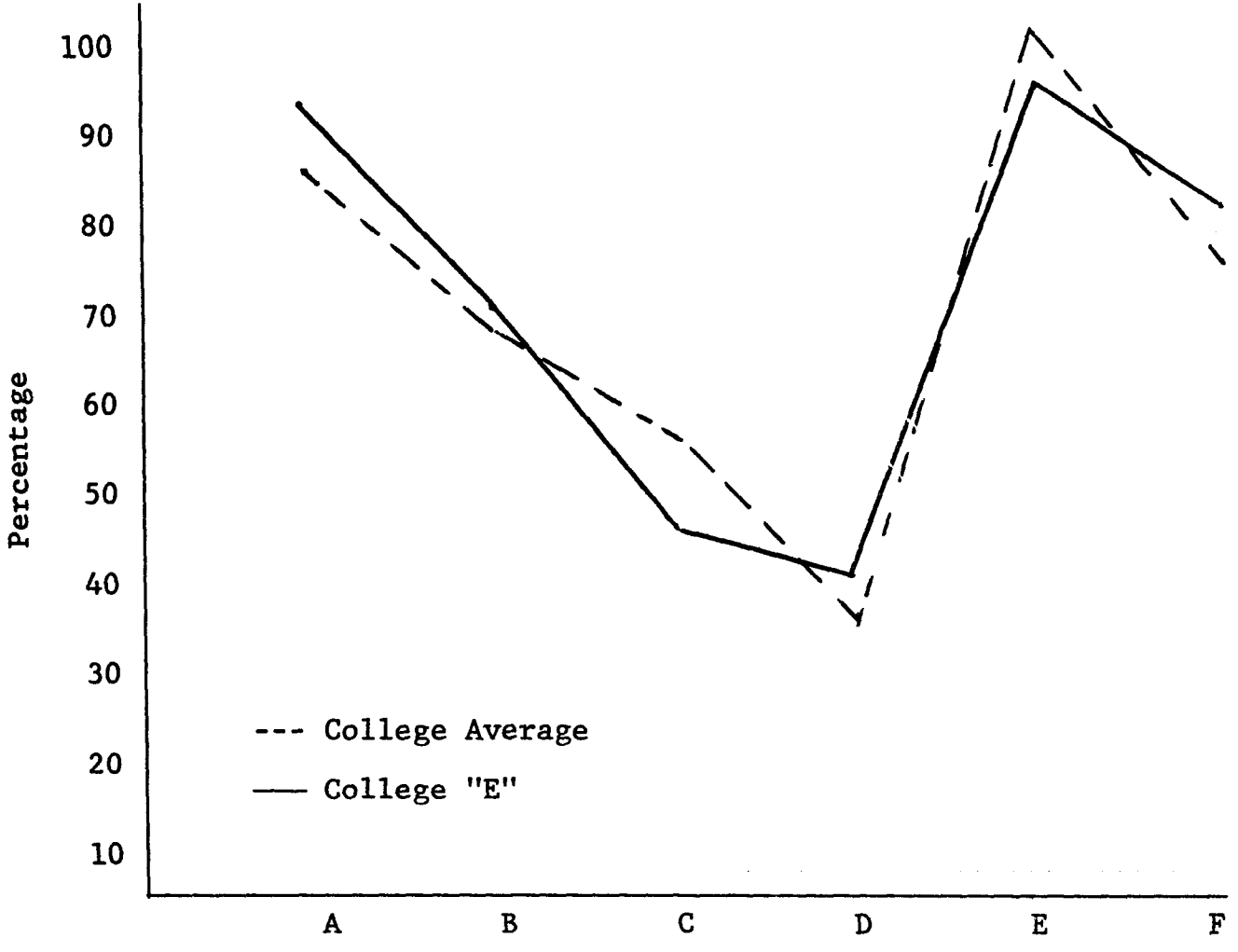

Figure 5

Unit Comparison of College "E" with the College Average

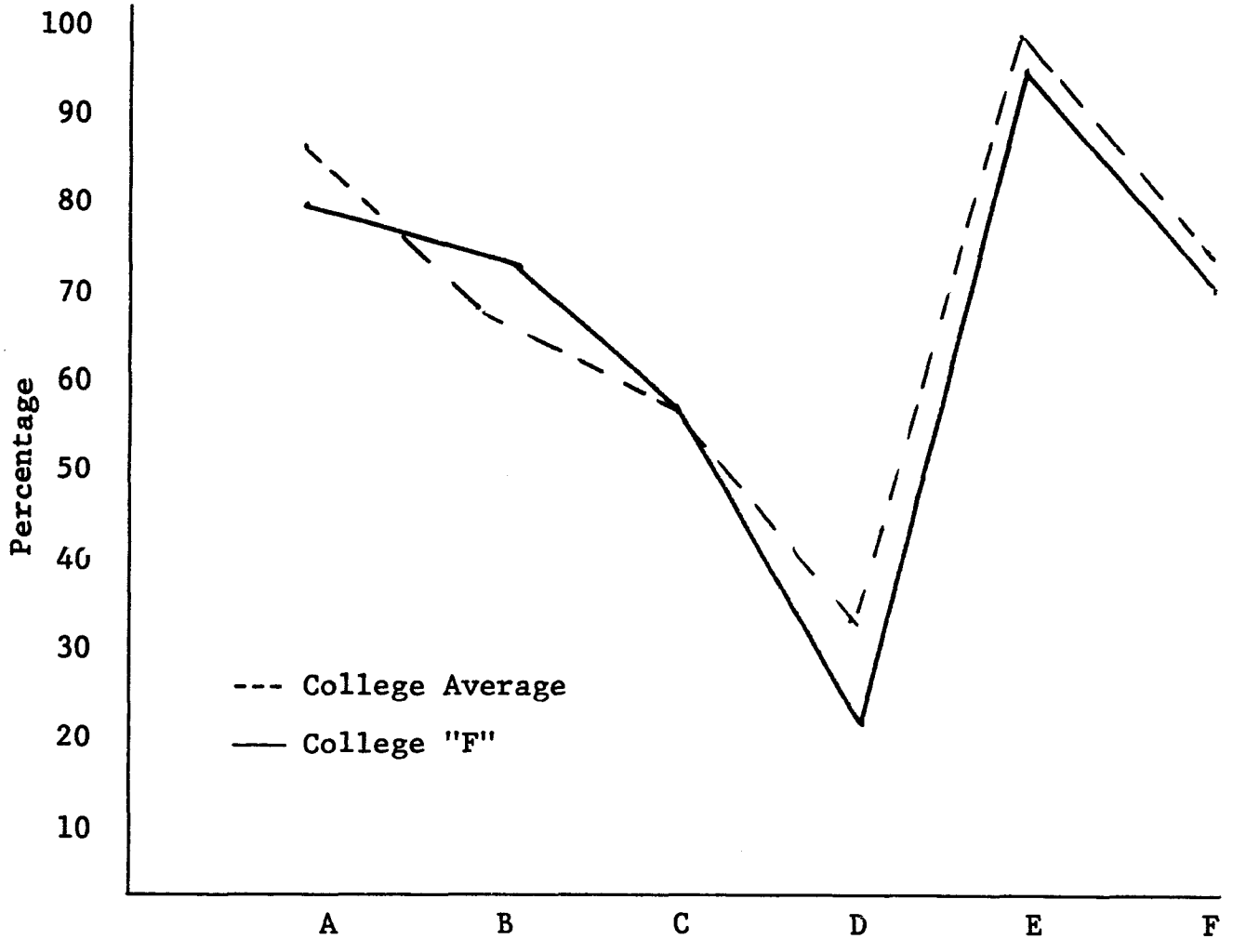

Figure 6

Unit Comparison of College "F" with the College Average

APPENDIX E

SUMMARY AND RATINGS OF COLLEGES

Table 44

A Summary of Score Possible, Score Given, Percentage, and Rating

Community College	Score Possible	Score Given	Percentage	Rating
College "A"	3000	1748	58	Poor
College "B"	3000	1902	63	Below Average
College "C"	3000	1863	62	Below Average
College "D"	3000	2140	71	Average
College "E"	3000	1903	63	Below Average
College "F"	3000	1794	60	Below Average

Table 45

Summary of Unit Score Given by College

Unit	Colleges A	B	C	D	E	F	Score Possible	Unit Average
Instructional Staff	550	582	542	550	605	522	660	559
Facilities	419	544	579	532	526	541	765	524
Program Organization	405	453	392	530	353	428	760	427
Program Activities	195	130	164	339	230	127	600	198
Professional Assistance	114	115	115	113	109	109	115	113
Teacher Education Program	65	78	72	77	80	68	100	73

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