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THE STATUS OF PHYSICAL EDUCATION PROGRAMS IN THE COMMUNITY
COLLEGES AND JUNIOR COLLEGES IN TENNESSEE

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THE STATUS OF PHYSICAL EDUCATION PROGRAMS
IN THE COMMUNITY COLLEGES AND JUNIOR
COLLEGES IN TENNESSEE

Ellen Corinne Briggs

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THE STATUS OF PHYSICAL EDUCATION PROGRAMS
IN THE COMMUNITY COLLEGES AND JUNIOR
COLLEGES IN TENNESSEE

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ABSTRACT

THE STATUS OF PHYSICAL EDUCATION PROGRAMS IN THE COMMUNITY COLLEGES AND JUNIOR COLLEGES IN TENNESSEE

Ellen Corinne Briggs

The purpose of this study was to investigate the current status of physical education programs in the community colleges and junior colleges in Tennessee. The following areas were selected for study: characteristics of the institution; physical education faculty; physical education curriculum (service/activity classes); program evaluation procedures; physical education curriculum (professional); and facilities.

A questionnaire was sent to ten community colleges and five junior colleges. The data were tabulated in terms of raw score responses and as a percentage of the total responses according to a classification system which compared community colleges and junior colleges.

The following conclusions were drawn from the study:

1. Each institution has a required service/activity program and the vast majority has a one-year requirement.
2. Community colleges use the quarter system while junior colleges use the semester academic calendar.

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3. The letter grade system is the method used for assigning grades.

4. The majority of full-time faculty possess the master's degree.

5. The vast majority of institutions schedule service/activity classes two days per week for fifty-minute periods.

6. Interest in fitness activities, recreational activities, and individual and dual sports has increased during the past five years.

7. There has been a decrease in interest in gymnastics, team sports, and rhythms and dance activities during the past five years.

8. Professional physical education courses are offered in the vast majority of the institutions.

9. Substitutions are allowed for service/activity classes in the majority of the colleges.

10. Community colleges offer a larger variety of service/activity classes than the junior colleges.

11. Intramural activities and intercollegiate sports are provided in the vast majority of the institutions.

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Dr. Jerry Thomas and Dr. William Stier, for their permission to use their questionnaires in this study;

The department chairpersons or faculty members in the community colleges and junior colleges of Tennessee who participated in this study;

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CHAPTER ONE

Introduction

The original purpose for the establishment of public junior colleges was to provide an extension of the public high schools (Jencks and Riesman, 1977). With the rapid growth and expansion of the public two-year institutions, the curricula have become more diverse, and the educational programs usually include academic transfer preparation, vocational-technical education, and continuing education (Cohen and Brawer, 1982). Two-thirds of the entering community college students will declare their intentions to transfer to four-year institutions but in reality only one-third will actually transfer (Mayhew, 1973; Gleazer, 1968).

The Carnegie Commission on Higher Education (1970) projected that enrollments in public community colleges would increase while private junior college enrollment would decrease. Statistical evidence presented by Cohen and Brawer (1982) substantiated the predictions by the Carnegie Commission.

Studies have been done by various individuals indicating that two-year college physical education programs have closely paralleled the growth of the institutions (Bankson and Jonas, 1979; Blamer, 1968; Hodges, 1974). In

the state of Tennessee, however, the community college and junior college physical education programs have received little attention in terms of examination of programs. With this study, the writer described the current status of physical education in the community colleges and junior colleges in the state of Tennessee.

Statement of the Problem

The purpose of this study was to investigate the current status of physical education programs in the community colleges and junior colleges in Tennessee. The following areas were selected for study: characteristics of the institution; physical education faculty; physical education curriculum (service/activity classes); program evaluation procedures; physical education curriculum (professional); and facilities.

Significance of the Study

This study was an attempt to investigate the current status of physical education programs in the community colleges and junior colleges in Tennessee. Robinson (1975) conducted a study of selected state community colleges in Tennessee which dealt with six community colleges and their men's programs.

His study evaluated six areas of the physical education program. The six areas were: instructional staff;

facilities; program organization; program activities; professional assistance; and teacher education program.

The writer's study investigated six areas of the total physical education program. The six areas were: characteristics of the institution; physical education faculty; physical education curriculum (service/activity classes); program evaluation procedures; physical education curriculum (professional); and facilities. A modification of the questionnaires from Dr. William Stier and Dr. Jerry Thomas was used to gather the information.

No studies were found that dealt with all ten community colleges and the five junior colleges in the state of Tennessee. In addition, no doctoral dissertation was found that utilizes Dr. Stier's and Dr. Thomas's questionnaires in the study of Tennessee two-year colleges. Lastly, a more extensive description of the physical education programs in the two-years colleges of Tennessee was presented in this survey.

This study will be considered of value for the following reasons:

1. It could provide valuable information to the chair-person or administrative officer of the participating institutions in the state of Tennessee.

2. It may serve as a pilot study for future studies in the state of Tennessee.

3. It will contain information pertaining to all ten community colleges and five of the junior colleges in Tennessee under the supervision of the Tennessee Higher Education Commission.

4. It could provide better articulation between four-year institutions and community colleges with relation to the physical education curricula that are offered.

5. It could provide information about curricula trends that are developing in higher education on the two-year college level.

Limitations of the Study

This study was limited to:

1. The ten community colleges in the state of Tennessee which include Chattanooga State Technical Community College, Cleveland State Community College, Columbia State Community College, Dyersburg State Community College, Jackson State Community College, Motlow State Community College, Roane State Community College, Shelby State Community College, Volunteer State Community College, and Walters State Community College.

2. The five junior colleges in the state of Tennessee which include Aquinas Junior College, Hiwassee College, Martin College, Morristown College, and Tomlinson College.

3. The following areas of study: characteristics of the institution; physical education faculty; physical

education curriculum (service/activity classes); program evaluation procedures; physical education curriculum (professional); and facilities.

Definitions of Terms

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

Community college--an educational institution which is operated by a state agency established in a community that offers the first two years of an academic program as well as technical and vocational courses.

Junior college--a two-year institution of higher learning that provides for a liberal arts type education and often is privately and/or church controlled.

Service/activity classes--physical education activities that are required or voluntary in nature.

Professional curriculum--a particular phase of the physical education program designed for the training and preparation of teachers.

Basic Assumptions

The writer of this study assumed that:

1. The academic administrative officer in the community colleges and junior colleges would participate in this study.

2. Both the community colleges and junior colleges in Tennessee offer some physical education courses.

3. The chairpersons or the academic administrative officer in the community colleges and junior colleges in the state of Tennessee would cooperate fully and give truthful and complete responses to the questionnaire.

CHAPTER TWO

Review of Related Literature

Introduction

There exists an abundance of literature concerning the status of physical education programs in four-year and two-year institutions of higher education. However, the vast majority of this literature pertains to four-year colleges and universities. Literature relative to the junior and community college physical education programs has received little attention before the mid-1960's. With rapid growth and expansion of community colleges in the middle and late sixties there was an increase in the literature dealing with physical education in two-year institutions. However, this literature is less abundant than that for the four-year institutions.

A review of the literature revealed that there are two common types of measuring and evaluating instruments: score cards and questionnaires. Questionnaires were the most widely used instruments when ascertaining the status of physical education programs in two-year colleges.

In evaluating and rating physical education programs in two-year colleges, two evaluation score cards have been used: A Score Card for the Evaluation of Physical Education

Programs for Junior College Men which was developed by Neilson, Comer, and Allsen; and the Bookwalter-Dollenger Score Card developed by Bookwalter and Dollenger. The Neilson-Comer-Allsen Score Card was used by Allsen (1966), Becker (1971), Sterritt (1972), Robinson (1975), and Horton (1978) to evaluate physical education programs for men in two-year colleges. Henderson (1978) studied the physical education programs in two-year institutions but utilized the Bookwalter-Dollenger Score Card.

The majority of the status studies pertaining to physical education programs in two-year institutions employ the research technique of surveying. Researchers such as Blamer (1968), Oxendine (1969), Stier (1971), and Yarnall (1971) developed their own instruments to determine the status of physical education at various four-year and two-year institutions.

However, Thomas and others (1973), Hodges (1974), Hardy (1975), and Gardner (1976) have modified the previously mentioned instruments in order to construct a questionnaire for their studies.

Evaluative Instruments

Allsen (1966) conducted a study to evaluate the physical education programs for men in selected junior colleges in Idaho, Utah, and Wyoming to determine to what extent the instructional staff, facilities, program

organization, and teacher education programs conformed to the standards of A Score Card for the Evaluation of Physical Education Programs for Junior College Men which was developed by Neilson, Comer, and Allsen. The results indicated that: the instructional staff was rated generally good; the variety of physical education activities offered was too limited; and the indoor facilities were considered to be superior.

Becker (1971:5173A) investigated the status of physical education in Oregon community colleges. For this study the Neilson-Comer-Allsen Score Card was also used as the evaluative instrument. Results indicated that: the professional assistance was rated excellent; the instructional staff rated good; however, the facilities rated below average, while program organization and activities and teacher education programs were rated poor.

A study by Sterritt (1972) described the status of health and physical education programs for men in private and public two-year colleges in North Carolina. To evaluate the health and physical education programs, the investigator used the Neilson-Comer-Allsen Score Card. The findings indicated that: the physical education staff was highly qualified; the facilities and the teacher education programs were rated adequate; program organization was rated as inferior; and the program of activities was rated inadequate. In addition, the overall rating for the health

and physical education program received a rating of "average."

Using the Neilson-Comer-Allsen Score Card, Robinson (1975) evaluated the status of physical education programs for men in six selected community colleges in Tennessee. The results indicated that: program organization, facilities, and program activities were rated poor; and the teacher education program rated above average. The six selected community colleges of Tennessee received an overall rating of below average.

Horton (1978) evaluated the status of physical education programs in the community colleges in Arkansas by using the Neilson-Comer-Allsen Score Card. The results indicated that: the instructional staff was classified as average; facilities and program activities were classified as poor; and program organization and the teacher education program were classified below average. However, professional assistance was classified above average. The community colleges of Arkansas received an overall rating of poor using the standards of the Neilson-Comer-Allsen Score Card.

Using the Bookwalter-Dollenger Score Card, Henderson (1978) analyzed and evaluated the physical education programs in the state-supported junior colleges in Alabama. One conclusion stated that there was a trend toward individual and dual sports in the junior colleges in

Alabama. In addition, the investigator recommended that state school agencies and professional associations in physical education should work together to help upgrade the physical education program in individual junior colleges.

Selected Instruments

Blamer (1968:3484A) investigated the physical education programs in the public junior and community colleges in the United States. The study was designed to determine the extent to which the public junior and community colleges meet certain recommended standards of professional organizations and recognized authorities. The results inferred that approximately 14 percent of the community colleges offered a service program while 74.1 percent required physical education, and 12.3 percent offered physical education as an elective.

Oxendine (1969) designed a study to determine the status of required physical education in the four-year institutions. The findings revealed that of the reporting institutions 87 percent had a required physical education program for all students. The public institutions allowed students to be exempt from the physical education requirement because of age more frequently than the private institutions. When comparing all female institutions to all male institutions, 94 percent of the female institutions required physical education for all students as compared to

87 percent of all male institutions. Letter grades were the primary method of assigning grades by 77 percent of the responding institutions.

Oxendine (1972) a few years later conducted a survey on the current status of general instruction programs of physical education in the four-year colleges and universities. The results indicated that: 74 percent of the responding institutions required physical education for all students; lifetime activities and recreational activities have increased within the past five years; and 41 percent of the responding institutions offered physical education on either a pass/fail or credit/no credit basis.

Thomas, Cotten, Leavitt, and Biasiotto (1973:18) investigated the status of physical education in 116 junior colleges located in the Southern District of the American Association of Health, Physical Education and Recreation. A questionnaire was used as the evaluative instrument which was modified from surveys done by Oxendine of four-year institutions relative to physical education programs.

The results indicated that all reporting state institutions and 98 percent of the private institutions reporting offered physical education courses. For graduation 91 percent of the private institutions and 69 percent of the state two-year colleges required physical education (Thomas, et al., 1973:18).

The authors found that the most commonly held degree was the masters on both state and private junior college levels, while the doctoral and educational specialist degrees were rare (Thomas, et al., 1973:22).

In regard to grading, 91 percent of the institutions surveyed used letter grades while only three percent of the state two-year institutions used the pass/fail system and none of the private colleges used this system. Letter grades were considered the most popular grading method, and this system was consistent with the general college grading policy. Additionally, grades in physical education were calculated to determine the overall grade point ratio as well as for graduation honors (Thomas, et al., 1973:22).

Written examinations were required in all service courses by approximately 60 percent of the reporting institutions. About 50 percent of the institutions required fitness or skills tests in all courses. Almost all of the reporting junior colleges reported the use of written and physical performance examinations in some service courses (Thomas, et al., 1973:22).

Student evaluation of courses and instructors was required more frequently in state junior colleges than in the private junior colleges. Results of these evaluations were usually made available to the faculty member who had been evaluated (Thomas, et al., 1973:22).

Activities listed as recreational such as lifetime or individual and dual sports showed an increase, while team sports activities showed a decrease (Thomas, et al., 1973).

From this study the investigators concluded that physical education is required in most of the junior colleges located in the Southern District. The investigation also revealed that both state and private junior college physical education programs were receiving a greater emphasis (Thomas, et al., 1973:22).

A study was conducted by Hardy (1975) to investigate the status of physical education, intramurals, and athletics in North Carolina's community colleges and technical institutions. The survey instrument used in this study was a modification of Oxendine's questionnaire. The findings revealed that: thirteen of the fifteen responding community colleges offered physical education courses, while only five of the technical institutions offered physical education courses from the thirty-six responding technical institutions; marks in physical education were included in honors for graduation; and letter grades were given in physical education by seventeen of the responding institutions with one institution reporting the use of a pass/fail system.

Scoles (1976) investigated the status of voluntary physical education in selected state-supported universities and community colleges in Illinois. He modified questions from studies done by Nelson and Thomas. The results

inferred that: there were significant decreases in enrollment in the basic instructional classes when the program became voluntary; a significant decrease in participation of activity classes occurred after switching to the voluntary program; and there was a significant increase in physical education in the community colleges.

Yarnall (1971) conducted a survey of physical education in two-year colleges in order to ascertain the development of the program in the United States. A questionnaire was developed by the investigator. The survey revealed that 81 percent of all colleges required physical education courses. However, the state-supported institutions had the highest percentage of service programs which were not required. The investigator concluded that the physical education program was considered an integral part of the college curriculum.

Hodges (1974:13) surveyed 238 two-year colleges in the Midwest United States. He modified questions used in studies by Blamer, Oxendine, and Yarnall in order to develop a questionnaire that would cover organizational structure and the status of the basic service program, the professional preparation program, the intramural program, and the intercollegiate athletic programs.

The findings revealed that 73 percent of the colleges had a basic service program, and 53 percent of the institutions surveyed had a professional preparation program. One of the conclusions drawn was that physical education is an

integral part of the total curriculum at the public two-year colleges (Hodges, 1974:15).

Stier (1971:2) investigated the physical education programs in two-year institutions in the United States. The investigator developed a questionnaire consisting of nine general areas and forty-four sub-areas of physical education. The nine general areas covered in the questionnaire were: characteristics of the institution; physical education curriculum; physical education (professional curricular offerings); intramurals; extramurals; athletic program; facilities; equipment and supplies; and office assistance.

Sixty-nine of the seventy-four responding institutions offered service or activity classes to the students. In addition, sixty-two institutions required service or activity classes, while five had no such requirements (Stier, 1971:6).

Substitutions for physical education activity classes were allowed by forty-eight institutions and not allowed by fifteen institutions, while eleven schools failed to respond (Stier, 1971:6).

In regard to grading, fifteen schools used the pass/fail method of grading in physical education activity classes, while fifty-two institutions used the letter or numerical system. In addition, fifty-three institutions indicated that grades in activity classes were counted in the grade point average, while thirteen institutions

indicated activity class grades did not count toward the student's grade point average (Stier, 1971:10).

In regard to the physical education staff, the master's degree was possessed by the majority of the instructors, while six individuals had earned the doctorate degree (Stier, 1971:15).

Gardner (1976) studied the status of physical education programs in the private and public two-year institutions in North Carolina. The evaluative instrument used in his study was a questionnaire developed by Stier. The following conclusions were drawn from the data. Most of the two-year institutions required some physical education activity, and the requirement was usually for one year. The letter grade system was the most popular method of assigning grades in physical education. The public community colleges offered a larger variety of professional preparation courses. In addition, the community colleges preferred the quarter academic calendar year, while the private junior colleges preferred the semester system.

Related Studies

Colvert (1939) indicated that 76 percent of the public junior colleges in the United States offered physical education courses. The results inferred that the larger the institutions, the greater possibility of a variety of course offerings in physical education.

A status survey was conducted by Wollet (1948) on the women's physical education programs in the junior colleges of California. The author investigated: the teaching policies and practices; the academic status of physical education; equipment; and activities. The results indicated that, in most of the areas surveyed, conditions were inadequate and improvements were needed.

Ward (1970) studied the physical education, intramural, and recreation program in the University of Kentucky Community College System in order to formulate guidelines for the improvement of the existing programs and the establishment of better programs for the future. The study revealed that the physical education, intramural, and recreation programs were inferior and relatively little had been done toward the further improvement of these programs.

Swearingen (1974) surveyed eighty-seven California community colleges to determine the status of physical education programs and to identify problems and changes in those institutions that utilized elective physical education. He concluded that there was a trend toward elective physical education and, because of this trend, teaching faculty were lost; class offerings changed and enrollment had decreased in physical education classes.

Griffin (1975) conducted a study of physical education service programs in the public community colleges in Michigan in order to formulate a philosophy of physical

education and to develop a curriculum model from the formulated philosophy. The following recommendations were suggested: a philosophy of physical education needs to be stated in writing and revised when necessary; students should be given the opportunity to select the activity that meets their needs or interests; and a faculty evaluation program should be implemented, so the faculty member is aware of his or her performance.

Sandman (1976) conducted a survey to develop a model professional physical education curriculum for men in the Illinois public two-year colleges. The findings indicated that: theory courses in coaching were offered at some schools, and credit was not given in some curricular areas.

Adams (1976) conducted a study in the state of Tennessee to identify those competencies which health, physical education and recreation major transfer students should acquire at the community college level prior to transferring to state universities governed by the State Board of Regents. The study did not attempt to determine the types of activities and experiences by which the competencies could be acquired.

Bankson and Jonas (1979:2) conducted a survey to determine the current status of physical education programs in two-year institutions across the United States. The results indicated that physical education classes were offered at 93 percent of the responding institutions. In

addition, 93 percent of the institutions stated students could be exempted from physical education. The primary reasons for exemption were medical, handicap, and prior military service.

Individual and dual sports and basic fitness classes showed the greatest increase, while team sports were on the decline. Bowling was considered the primary off-campus activity by 65 percent of the colleges (Bankson and Jonas, 1979:2).

In regard to facilities, over 80 percent of the institutions had a gymnasium, classrooms, locker facilities, offices, and tennis courts, while only eight percent indicated that they had an indoor track or bowling lanes (Bankson and Jonas, 1979:3).

The most recent status study was done by Grant (1981: 599A). The purpose of the research was to determine the status of physical education, intramural, and inter-collegiate athletic programs in the community colleges in Ohio. The following recommendations were made: adapted physical education classes should be watched more closely in order to determine students' needs, and adapted physical education classes should be provided to the community if the need arises; more women need to be placed in administrative roles in physical education and athletics; and the community colleges that have a required physical education program

should study the advantages and disadvantages of going to an elective system.

Points of View and Policy

Decisions Pertaining to Physical Education Programs in Two- Year Colleges

A series of brief articles were written in the Journal of Health, Physical Education and Recreation which dealt with various aspects and implications of physical education in two-year institutions. Eiland (1965) believed that the physical education programs in two-year institutions should emphasize carry-over recreational activities. With automation individuals have more free time to participate in recreational activities; therefore, emphasis should be placed on recreational activities rather than team sports. Hilton (1965) also believed that carry-over activities should be stressed in the community colleges. Individuals can release their energies in various activities such as bowling, golf, and tennis.

During an annual meeting of two-year institutions in the state of New York minimum requirements were adopted for the physical education service programs in the state community colleges of New York. The adopted minimum requirements stated that: physical education classes should be in two-hour time blocks; physical education should be required for all students for two hours each week for two

years; and students should successfully complete the service program for graduation (Skimin, 1965:37).

Darlington (1965) stated junior colleges should provide introductory professional courses, so students can understand what is involved in a physical education major. Potential physical education majors may be lost to four-year institutions because professional preparation courses may not be offered. Two-year institutions can fulfill the needs of students and assist in the screening process in order to find those particular individuals who should be retained in the program.

Skenk (1965:39) has a different point of view on the role of junior colleges. The first two years of the physical education curriculum should be devoted to general education in order to produce a cultured and broadly educated person. In addition, the staff and facilities should be at least comparable to those of four-year institutions.

Gerwin (1974) stated the physical education department must meet the needs and interests of all students when the physical education program is required. The department needs to be supportive of all required course offerings on the basis of interests and needs. Additionally, the physical education department should take an active role in the formulation of the college curriculum.

In another article, Bozick (1974) pointed out obvious differences between four-year institutions and two-year institutions. One of the basic differences between the four-year institutions and two-year colleges are the degrees held by faculty members. Most two-year college faculty possess the master's degree, while four-year college and university faculty are usually holders of higher degrees. In addition, the nature of courses offered by two-year colleges differs from those offered by universities and four-year colleges.

Beerman (1978) in his article maintained the conviction of required physical education, even though required physical education is disappearing. He believed the program of courses must be diverse and varied so that students can have the opportunity to participate in activities that meet their interests, needs, and abilities.

Snyder (1967) stated that there is a need for effective articulation between two-year and four-year institutions offering professional programs in physical education. He pointed out that there is little consistency in the curricular offerings of four-year institutions, and this lack of consistency creates problems for the student who wants to transfer. The problems could be reduced if two-year and four-year institutions would develop a better line of communication.

The State Board of Regents (1975) has established a policy on the articulation between private institutions in the state of Tennessee and the institutions governed by the State Board of Regents. The State Board of Regents suggested to the private institutions to seek accreditation by the Southern Association of Colleges and Schools. While seeking accreditation, the institutions under the control of the State Board of Regents would consider transfer of credits from private institutions, if those private institutions had been evaluated and approved by the Tennessee Higher Education Commission. However, if the conditions are met, the receiving institution would still have the final decision on acceptance of credits.

In the area of organization and administration of physical education programs, Bucher has written extensively. Bucher (1979) stated that approximately 70 percent of the community college students will terminate their education after two years; therefore, two-year institutions need to provide a quality program in physical education for the students.

The State Board of Regents (1981) has set forth a written policy on the Guidelines for Articulation Between Community Colleges and Universities in the State University and Community College System of Tennessee. The guidelines provide for articulation between community colleges and universities within the state of Tennessee. In order for

the transferring student to receive credit in a particular course, the course must be equivalent to one offered by the university.

Selection of Study Instrument

After a careful review of the literature, the writer found a number of instruments that have been used in similar studies. However, two questionnaires, one by Dr. William Stier and another by Dr. Jerry Thomas, were considered appropriate for this study.

Dr. Stier (1971) developed a questionnaire to investigate the physical education programs in two-year institutions in the United States. He has revised the questionnaire used in the 1970-71 investigation. The new study entailed the surveying of randomly selected two-year colleges in the United States. The results of that study were presented at the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance in the spring of 1983 at Minneapolis, Minnesota.

Dr. Thomas and others (1973) modified a questionnaire by Dr. Joseph Oxendine in which he studied the physical education program in the four-year colleges and universities. Thomas surveyed the Southern District of the American Alliance for Health, Physical Education and Recreation.

Upon examining the related literature, there exists a need for studies to gather facts and pertinent information concerning physical education programs in two-year institutions. Dr. Stier's and Dr. Thomas's instruments allowed the writer to gather the pertinent information for this study.

CHAPTER THREE

Methods and Procedures

A questionnaire was used to survey and ascertain the status of physical education programs in the community colleges and junior colleges in Tennessee. This chapter details the methods and procedures that were used to collect and to analyze the data. This includes a description of the selection of the survey population, selection of the instrument, the procedures for data collection, and analysis of the data.

Survey Population

Ten community colleges and five junior colleges were selected for inclusion in this study. The survey population included chairpersons of the physical education departments or faculty members designated by college administrators in the community colleges and junior colleges in Tennessee.

The institutions included in the survey were:

Community Colleges

Chattanooga State Technical College

Cleveland State Community College

Columbia State Community College

Dyersburg State Community College

Jackson State Community College

Motlow State Community College

Roane State Community College

Shelby State Community College

Volunteer State Community College

Walters State Community College

Junior Colleges

Aquinas Junior College

Hiwassee College

Martin College

Morristown College

Tomlinson College

Selection of the Instrument

This study was concerned with the status of physical education programs in the community colleges and junior colleges in Tennessee. The writer chose a questionnaire as the instrument to be used to obtain the desired information.

A review of the literature provided the writer with a number of instruments that had been used in similar studies. However, the questionnaires developed by Dr. Stier, Dr. Thomas and others were used to develop the instrument for this study. From both questionnaires, appropriate questions were selected to comprise one instrument to determine the

status of physical education programs in the community colleges and junior colleges in Tennessee.

The instrument was previously used by Thomas and others (1973) to determine the status of physical education in two-year institutions located in the Southern District. A letter was sent to Dr. Jerry Thomas requesting a copy of his instrument and permission to use all or parts of it in this study. Permission was granted and conveyed by mail along with the instrument. Copies of these letters may be found in Appendixes A and B, respectively.

The literature revealed that Dr. William Stier (1971) had surveyed a similar group but on a larger scale. Dr. Stier was written a letter requesting a copy of his questionnaire and permission to use all or parts of it in the study. Permission was granted and conveyed by mail along with the instrument. Copies of these letters may be found in Appendixes C and D, respectively.

Upon receipt of the requested instrument, the writer noticed that the instrument had been revised. The writer communicated by telephone requesting data on the revised instrument. Dr. Stier informed the writer that the data would be presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance in the spring of 1983 at Minneapolis, Minnesota.

Personal ideas of the writer; those of her major professor, Dr. Glen P. Reeder; and the two previously

mentioned instruments were combined to formulate the questionnaire used in this survey. The questionnaire was designed to gather information regarding the status of physical education programs in the community colleges and junior colleges in Tennessee.

Responses to the questions used in the questionnaire were made by a check, a simple completion, or a number where appropriate. The questions were similar to those used previously by Stier (1971), Thomas and others (1973). The eight-page questionnaire (see Appendix E) consisted of 37 questions and was divided into the following areas:

1. Characteristics of the institution	5
2. Physical education faculty	5
3. Physical education curriculum (service/activity class offerings)	15
4. Program evaluation procedures	8
5. Physical education curriculum (professional)	2
6. Facilities	<u>2</u>
TOTAL	37

Procedures for Data Collection

Official permission to conduct this study was requested from the President's Council of the State Board of Regents. A letter granting permission was received from Dr. Bert Bach, Vice Chancellor of Academic Affairs, State Board of Regents (see Appendix F).

The ten community colleges and five junior colleges were contacted by mail requesting their participation in the study. A cover letter requesting participation in the study and a self-addressed post card indicating participation or not were mailed to the academic officer of each institution. Space was also provided on this card for the name and position of the individual designated to complete the questionnaire, if participation were desired. A copy of the cover letter is found in Appendix G. A copy of the return card is found in Appendix H.

All ten community colleges and the five junior colleges replied favorably toward participation in the study. A questionnaire, a letter of explanation, and a stamped, self-addressed envelope were mailed to each physical education department chairperson or to the faculty member designated by the academic administrator. The letter of explanation described the purpose of the study and assured these individuals that the results of this study would not be used to evaluate or rate any specific program or individual. A copy of the letter of explanation is found in Appendix I.

Two weeks were allowed for the return of the questionnaires. After two weeks, telephone calls were made to those colleges not returning the questionnaires. Within a week the remaining institutions had returned the completed questionnaires.

Analysis of Data

The data collected from the cooperating community colleges and junior colleges were analyzed in the following ways:

1. The data were tabulated and percentages calculated according to classification, comparing the community colleges and junior colleges.

2. The data were tabulated in terms of raw score responses and as a percentage of the total responses for each category, based on the total population responses.

3. For questions that required numerous responses, tables were constructed to indicate the number of responses for each separate category and the number of responses for the total survey population.

CHAPTER FOUR

Analysis and Discussion of Data

After a careful review of the literature, the writer found a number of instruments that had been used to ascertain the status of physical education programs in two-year colleges. Questions selected from two questionnaires, one by Dr. William Stier and another by Dr. Jerry Thomas, were used in developing the instrument for this study. The writer received a 100 percent response from the ten community colleges and five junior colleges that were surveyed.

This chapter described the current status of physical education programs in the community colleges and junior colleges in Tennessee. The data were analyzed and discussed according to the following areas: characteristics of the institution; physical education faculty; physical education curriculum (service/activity classes); program evaluation procedures; physical education curriculum (professional); and facilities.

Characteristics of the Institution

Of the institutions included in this study, ten are community colleges with public affiliation, and five are

junior colleges with private affiliation. As shown in Table 1, 90 percent or nine of the community colleges and 80 percent or four of the junior colleges wanted a copy of the results. It can be noted from the table that 100 percent of the community colleges and junior colleges responded to the questionnaire. This percentage of return was higher than any of the returns reported in similar studies (Bankson and Jonas, 1979; Blamer, 1968; Gardner, 1976; Hardy, 1975; Hodges, 1974; Oxendine, 1969, 1972; Thomas and others, 1973; Stier, 1971; Yarnall, 1971).

Table 2 shows the number of full-time students enrolled. Of the fifteen colleges, one or 6.7 percent had reported enrollment under 250 students, three or 20 percent reported student enrollment of 251 to 500, one or 6.7 percent had reported enrollment of 501 to 1,000, five or 33.3 percent had reported student enrollment of 1,001 to 2,500, four or 26.7 percent had student enrollment of 2,501 to 5,000, and one or 6.7 percent reported full-time student enrollment of over 5,000 students. The table provided a breakdown of the student enrollment according to community college and junior college classification. In addition, the fifteen colleges reported a coeducational student population.

Table 3 shows a comparison of community colleges and junior colleges regarding the institution's academic calendar. Of the total respondents, eleven or 73.3 percent reported the use of a quarter academic calendar, while four

Table 1
Copy of Results

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Yes	9	90.0	4	80.0	13	86.7
No	1	10.0	1	20.0	2	13.3

Table 2
Full-time Enrolled Students

Student Enrollment	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Under 250	0	0.0	1	20.0	1	6.7
251-500	0	0.0	3	60.0	3	20.0
501-1,000	0	0.0	1	20.0	1	6.7
1,001-2,500	5	50.0	0	0.0	5	33.3
2,501-5,000	4	40.0	0	0.0	4	26.7
Over 5,000	1	10.0	0	0.0	1	6.7

or 26.7 percent indicated the use of a semester academic calendar. It can be noted that each of the ten community colleges and one of the junior colleges utilized the quarter plan, while four of the junior colleges used the semester plan. Similar results have been reported by Gardner (1976).

Table 4 shows a comparison of the community colleges and junior colleges with respect to how the institutions want to be considered or identified. Only nine or 60 percent of the institutions considered themselves community colleges, four or 26.7 percent considered themselves a junior college, and two or 13.3 percent considered themselves both a community and a junior college.

Physical Education Faculty

Table 5 shows the number of full-time physical education faculty employed in the responding institutions. Each of the ten community colleges and five junior colleges employ male faculty members. It can be seen that 33.3 percent of the institutions had at least one male. At least one female full-time faculty member was reported on the staffs of 60 percent of the institutions who had physical education faculty, while only two or 13.3 percent of the institutions reported two females on their staff. Four or 26.7 percent of the institutions reported at least two males, four or 26.7 percent of the institutions reported at least three males, while two or 13.3 percent of the institutions

Table 3
Academic Calendar

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Semester	0	0.0	4	80.0	4	26.7
Quarter	10	100.0	1	20.0	11	73.3

Table 4
Institutions' Identity

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Community College	9	90.0	0	0.0	9	60.0
Junior College	0	0.0	4	80.0	4	26.7
Both a Community and a Junior College	1	10.0	1	20.0	2	13.3

Table 5
Full-time Physical Education Faculty

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Have Physical Education Faculty	10	100.0	5	100.0	15	100.0
Males on Staff						
1 Male	3	30.0	2	40.0	5	33.3
2 Males	2	20.0	2	40.0	4	26.7
3 Males	3	30.0	1	20.0	4	26.7
5 Males	2	20.0	0	0.0	2	13.3
Females on Staff						
1 Female	6	60.0	3	60.0	9	60.0
2 Females	2	20.0	0	0.0	2	13.3

reported that five males were members of their staff. A distribution of males and females on the staff at the responding institutions according to community college and junior college classification is also provided.

As indicated previously, each of the fifteen responding institutions employed full-time physical education faculty. Table 6 compares the community colleges and junior colleges with regard to the distribution of the various educational degrees held by the full-time faculty members. Of the thirty-five full-time male faculty members, only two or 5.7 percent possessed the bachelor's degree. Twenty-six or 74.3 percent held the master's degree; only one or 2.9 percent possessed the educational specialist degree; and six or 17.1 percent held the doctoral degree.

As shown in Table 6, the majority of female full-time faculty members possessed the master's degree; nine or 69.2 percent of the thirteen full-time females on staff held the master's degree. Only one or 7.7 percent possessed the bachelor's degree. One or 7.7 percent possessed the educational specialist degree, while two or 15.4 percent held the doctoral degree. The results of this study concerning the predominance of master degrees were similar to those found by Gardner (1976), Thomas and others (1973), and Stier (1971).

Table 7 shows a comparison of community colleges and junior colleges regarding the number of part-time physical

Table 6
Distribution of Full-time Faculty by Degrees

	Community Colleges N=26		Junior Colleges N=9		Combined Total N=35	
	N	%	N	%	N	%
Males						
BA/BS	0	0.0	2	22.2	2	5.7
MA/MS/MEd	20	76.9	6	66.7	26	74.3
EdS	1	3.8	0	0.0	1	2.9
Edd/PhD/DA	5	19.2	1	11.1	6	17.1
Females						
		N=10		N=3		N=13
	N	%	N	%	N	%
BA/BS	0	0.0	1	33.3	1	7.7
MA/MS	7	70.0	2	66.7	9	69.2
EdS	1	10.0	0	0.0	1	7.7
Edd/PhD/DA	2	20.0	0	0.0	2	15.4

Table 7
Part-time Physical Education Faculty

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Have Part-time Faculty	5	50.0	1	20.0	6	40.0
Males on Staff						
1 Male	2	40.0	1	100.0	3	50.0
2 Males	1	20.0	0	0.0	1	16.7
4 Males	1	20.0	0	0.0	1	16.7
Females on Staff						
1 Female	2	40.0	1	100.0	3	50.0
2 Females	2	40.0	0	0.0	2	33.0

education faculty. Of the ten community colleges responding, five or 50 percent reported at least one part-time faculty, while only one or 20 percent of the five junior colleges had part-time faculty.

Of the nine part-time faculty members, one or 11.1 percent possessed the bachelor's degree, six or 66.7 percent held the master's degree, and two or 22.2 percent possessed the doctoral degree. However, of the seven female part-time faculty on the staff of the various institutions, three or 42.9 percent were reported possessing the bachelor's degree, while four or 57.1 percent held the master's degree. Table 8 provides a breakdown of the responses pertaining to the distribution of educational degrees according to community college and junior college classification.

Physical education faculty members of thirteen institutions were required to assume additional responsibilities. Four or 30.8 percent of the total respondents indicated that the physical education faculty was required to serve as club moderators. Nine or 69.2 percent responded intramural supervision, and eleven or 84.6 percent indicated coaching as additional responsibilities. One or 7.7 percent of the colleges reported independent study moderator as an additional responsibility of the faculty. Four or 30.8 percent responded that cheerleader supervision was an additional responsibility. Three or 23.1 percent of the respondents reported that other responsibilities were

Table 8
Distribution of Part-time Faculty by Degrees

	Community Colleges N=8		Junior Colleges N=1		Combined Total N=9	
	N	%	N	%	N	%
Males						
BA/BS	0	0.0	1	100.0	1	11.1
MA/MS	6	75.0	0	0.0	6	66.7
Edd/PhD/DA	2	25.0	0	0.0	2	22.2
Females						
	N	N=6 %	N	N=1 %	N	N=7 %
BA/BS	2	33.3	1	100.0	3	42.9
MA/MS	4	66.7	0	0.0	4	57.1

required of faculty members, such as serving on committees and student recruitment. The distribution of responses with respect to additional responsibilities for faculty members according to community colleges and junior colleges can be seen in Table 9.

Physical Education Curriculum
(Service/Activity Classes)

Physical education activities were offered by each of the fifteen institutions involved in this study. Physical education service/activity classes were required for one year by twelve or 80 percent of the colleges, while three or 20 percent required physical education for two years. Of the ten community colleges, eight or 80 percent and four or 80 percent of the junior colleges required physical education for one year. Two or 20 percent of the community colleges and one or 20 percent of the junior colleges reported a requirement for two years.

Bankson and Jonas (1979) indicated in their study that 93 percent of the institutions surveyed provided physical education classes. Hodges (1974) found that 73 percent of the two-year colleges in the Midwest required physical education. Thomas and others (1973) reported that 91 percent of the private institutions reporting required physical education. These findings are supported by the results of this study that showed 100 percent of the institutions surveyed required physical education.

Table 9

Additional Responsibilities Required for
Members of the Physical Education
Department

Responsibilities	Community Colleges N=8		Junior Colleges N=5		Combined Total N=13	
	N	%	N	%	N	%
Club Moderators	2	25.0	2	40.0	4	30.8
Intramural Supervision	5	62.5	4	80.0	9	69.2
Coaching	7	87.5	4	80.0	11	84.6
Independent Study Moderator	1	12.5	0	0.0	1	7.7
Cheerleader Supervision	2	25.0	2	40.0	4	30.8
Other	2	25.0	1	20.0	3	23.1

Table 10 compares community colleges and junior colleges with respect to the requirement changes in physical education service/activity classes. Two or 13.3 percent of the institutions reported a change in requirement within the past ten years. Four or 26.7 percent indicated a change within the past five years. Within the past two years, one or 6.7 percent reported a change in the requirement, and 8 or 53.3 percent reported no change in the requirement for physical education in the past ten years.

Table 11 shows the distribution of responses in regard to the changes in the service/activity classes. Of the seven responding institutions, five or 71.4 percent reported a decrease in the years required for physical education from two to one year requirement. Two or 28.6 percent indicated an increase in the years required for physical education from zero to one and one to two.

Of the fifteen colleges reporting, fourteen or 93.3 percent of the colleges indicated that service/activity classes met two days a week, while one or 6.7 percent reported that service/activity classes met three days a week. Of the ten community colleges, nine or 90 percent reported that physical education service/activity classes met two days a week, while one or 10 percent indicated service/activity classes met three times per week at that institution. Each of the five junior colleges or 100

Table 10
Service/Activity Class Requirement Changes
Within the Institution

Past Years	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Ten	2	20.0	0	0.0	2	13.3
Five	3	30.0	1	20.0	4	26.7
Two	1	10.0	0	0.0	1	6.7
Has Not Changed Within the Past Ten Years	4	40.0	4	80.0	8	53.3

Table 11
Changes in the Service/Activity Class Requirement

Changes Occurring	Community Colleges N=6		Junior Colleges N=1		Combined Total N=7	
	N	%	N	%	N	%
Decrease in Years Required						
2-1	4	66.7	1	100.0	5	71.4
Increase in Years Required						
0-1	1	16.7	0	0.0	2	28.6
1-2	1	16.7	0	0.0		

percent reported that service/activity classes met two days a week.

Table 12 shows a comparison of community colleges and junior colleges with regard to the normal length of service/activity classes. Three or 20 percent of the fifteen institutions responded that forty minutes was the normal length of service/activity classes. Nine or 60 percent of the institutions indicated a length of fifty minutes, and one or 6.7 percent of the colleges reported classes met for sixty minutes. Under the category, other, two or 13.3 percent of the institutions reported a length of seventy-five minutes for activity classes; in addition, one of the two institutions also indicated service/activity classes met for fifty minutes. Gardner (1976) found that the length of physical education activity classes in most of North Carolina's two-year institutions met for forty to fifty minutes. Thomas and others (1973) reported that most of the responding institutions indicated class meeting times of 100 to 120 minutes per week. Stier (1971) reported forty-four of the seventy-five institutions in that study indicated a length of fifty minutes for activity classes.

Of the fifteen institutions, seven or 46.7 percent indicated that an adaptive program was provided, while eight or 53.3 percent reported that an adaptive program was not provided for the students. Table 13 provides a breakdown of responses according to community college and junior college

Table 12
Normal Length of Service/Activity Classes

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Forty Minutes	2	20.0	1	20.0	3	20.0
Fifty Minutes	5	50.0	4	80.0	9	60.0
Sixty Minutes	1	10.0	0	0.0	1	6.7
Other	2	20.0	0	0.0	2	13.3

Table 13
Adaptive Programs in Physical Education
in Service/Activity Classes

Adaptive Programs Offered	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Yes	5	50.0	2	40.0	7	46.7
No	5	50.0	3	60.0	8	53.3

classification with regard to the institutions offering an adaptive program.

Table 14 compares community colleges and junior colleges with respect to the substitutions allowed for physical education service/activity classes. Of the fifteen institutions surveyed, eleven or 73.3 percent permitted substitutions, while four or 26.7 percent of the institutions reported no substitutions were allowed for physical education activity classes. From the table it can be seen that eight or 72.7 percent of the eleven institutions allowing substitutions indicated service in the military as a substitute, one or 9.1 percent listed participation in athletics as a substitute, and one or 9.1 percent reported participation in ROTC as a substitute for physical education service/activity classes. Six or 54.5 percent of the colleges noted age as a basis for substitution, and the ages listed were twenty-one, twenty-three, twenty-five, thirty, and thirty-five, with one that failed to list the age. Five or 45.5 percent of the colleges indicated that other substitutions than those listed were allowed. The examples of other substitutions allowed were the following: seventy-two hours taken at night; medical reasons; unable to schedule for some upon graduation; evening students may substitute three-hour health or recreation class; and a three-hour class in community health or first aid. The results of this study differed from those found by Thomas

Table 14
 Substitutions for Physical Education
 Service/Activity Classes

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Yes	8	80.0	3	60.0	11	73.3
No	2	20.0	2	40.0	4	26.7
Substitutions Allowed	N=8		N=3		N=11	
	N	%	N	%	N	%
Athletics	1	12.5	0	0.0	1	9.1
ROTC	0	0.0	1	33.3	1	9.1
Veterans	6	75.0	2	66.7	8	72.7
Age	4	50.0	2	66.7	6	54.5
Other	5	62.5	0	0.0	5	45.5

and others (1973), who found that medical reasons were the most prevalent exemption from physical education. Stier (1971) noted athletics and prior military experience as the most common factors in which students could be excused from physical education. Bankson and Jonas (1982) indicated that the primary reasons for exemptions were medical, handicap, and prior military service.

Institutions were to indicate the number of absences permitted per course. Of the fifteen colleges, five or 33.3 percent reported that the number of absences permitted per course was standard for all courses, while ten or 66.7 percent indicated that the absences permitted were dependent upon the particular instructors. Nine or 90 percent of the community colleges indicated that the number of absences was determined by the particular instructor, and one or 10 percent reported that a standard number of absences was established for all courses. Four or 80 percent of the junior colleges indicated that a standard had been established for all courses, while one or 20 percent reported that the number of absences per course was dependent upon the particular instructor.

Table 15 shows a comparison of community colleges and junior colleges with respect to students being permitted to make up a missed service/activity class. It can be seen that nine or 90 percent of the community colleges and four

Table 15
 Make-up for Missed Service/Activity Classes

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Yes	9	90.0	4	80.0	13	86.7
No	1	10.0	1	20.0	2	13.3
How Missed Classes Are Made Up	N=9		N=4		N=13	
	N	%	N	%	N	%
Special Make-up Classes	0	0.0	2	50.0	2	15.4
Any Time with Another Class	4	44.4	1	25.0	5	38.4
Other	5	55.6	1	25.0	6	46.2

or 80 percent of the junior colleges permitted students to make up missed classes.

Each of the fifteen institutions responded that interest in physical education activities had increased within the past five years. Fitness activities were most prevalent in the colleges; fourteen or 93.3 percent reported an increase. Of the fifteen institutions, ten or 66.7 percent indicated an increase in recreational activities, and nine or 60 percent reported an increase in activities in the area of individual and dual sports. A breakdown of the responses according to community college and junior college classification can be seen in Table 16. Similar results have been reported by Bankson and Jonas (1982) and Thomas and others (1973).

Table 17 shows a comparison of community colleges and junior colleges with respect to the decreased interest in activities during the past five years. Of the nine institutions responding, seven or 77.8 percent indicated a decrease in gymnastic activities. Four or 44.4 percent of the colleges reported a decrease in activities in the area of team sports. A decrease in rhythm and dance activities was indicated by four or 44.4 percent of the institutions. The results from this study were slightly different from those of Bankson and Jonas (1982) and Thomas and others (1973). Bankson and Jonas (1982) and Thomas and others (1973) found

Table 16
 Course Interest Increase During
 the Past Five Years

Course Areas	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Team Sports	3	30.0	2	40.0	5	33.3
Recreational Activities	6	60.0	4	80.0	10	66.7
Gymnastics	2	20.0	0	0.0	2	13.3
Rhythms and Dance	5	50.0	0	0.0	5	33.3
Aquatics	1	10.0	1	20.0	2	13.3
Fitness	9	90.0	5	100.0	14	93.3
Individual and Dual Sports	8	80.0	1	20.0	9	60.0

Table 17
 Course Interest Decrease During
 the Past Five Years

Course Areas	Community Colleges N=7*		Junior Colleges N=2*		Combined Total N=9	
	N	%	N	%	N	%
Team Sports	3	42.9	1	50.0	4	44.4
Recreational Activities	2	28.6	0	0.0	2	22.2
Gymnastics	6	85.7	1	50.0	7	77.8
Rhythms and Dance	2	28.6	2	100.0	4	44.4
Aquatics	1	14.3	0	0.0	1	11.1
Individual and Dual Sports	1	14.3	1	50.0	2	22.2

*Three institutions did not indicate.

that activities in the team sports area were the most frequently mentioned as decreasing.

Institutions indicated whether students were allowed to take proficiency or competency tests in lieu of taking a course. Of the fifteen institutions, six or 40 percent reported that proficiency or competency tests were permitted in lieu of taking a course, while nine or 60 percent did not allow proficiency or competency tests. Five or 50 percent of the community colleges and only one junior college or 20 percent indicated that students were permitted to take proficiency or competency tests in lieu of taking a course. Five or 50 percent of the community colleges and four or 80 percent of the junior colleges reported that proficiency or competency tests were not permitted in lieu of taking a course.

Institutions reported the budget structure for the physical education program. Eight or 53.3 percent of the respondents indicated that the physical education program was financed through a separate budget for physical education. Physical education budgets were shared with intramurals in two or 13.3 percent of the institutions. Three or 20 percent of the colleges indicated that the physical education budget was shared with both athletics and intramurals. One or 6.7 percent of the colleges reported that the physical education budget was included in the general operating budget of the institution, while the one remaining

institution reported that the physical education budget was a separate budget and included in the general operating budget of the institution. A breakdown of responses according to community college and junior college classification with regard to the budget structure for the physical education program is provided in Table 18.

Table 19 compares community colleges and junior colleges with respect to activities offered in physical education. Each of the ten community colleges offered archery, badminton, tennis, and volleyball, while nine or 90 percent offered golf and weight training. Basketball, tennis, and volleyball were offered by each of the five junior colleges. Bankson and Jonas (1982) found that tennis was the most popular activity, followed by fitness and handball/paddleball/racquetball. The results of this study were similar to those found by Hardy (1973) and Gardner (1976).

Table 20 provides a comparison of community colleges and junior colleges with respect to the activities offered in intramurals. The activities most frequently offered by the community colleges and junior colleges were basketball, softball, volleyball, and football. Similar results have been reported by Hodges (1974), Blamer (1968), and Hardy (1975).

There was very little difference with regard to athletic activities offered by the community colleges and

Table 18
Budget Structure for Physical Education Program

	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Separate Budget for Physical Education	7	70.0	1	20.0	8	53.3
Shared with Intramurals	1	10.0	1	20.0	2	13.3
Shared with Athletics and Intramurals	0	0.0	3	60.0	3	20.0
Included in General Operating Budget of Institution	1	10.0	0	0.0	1	6.7
Separate Budget of Physical Education and Included in General Operating Budget of Institu- tion	1	10.0	0	0.0	1	6.7

Table 19
 Activities Offered in Physical Education

Activity	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Archery	10	100.0	4	80.0	14	93.3
Badminton	10	100.0	3	60.0	13	86.7
Baseball	2	20.0	1	20.0	3	20.0
Basketball	8	80.0	5	100.0	13	86.7
Bicycling	1	10.0	0	0.0	1	6.7
Bowling	8	80.0	1	20.0	9	60.0
Croquet	0	0.0	1	20.0	1	6.7
Dance-Aerobic	7	70.0	1	20.0	8	53.3
Dance-Modern	4	40.0	0	0.0	4	26.7
Dance-Square	6	60.0	0	0.0	6	40.0
Dance-Folk	7	70.0	0	0.0	7	46.7
Equitation	0	0.0	1	20.0	1	6.7
Football	4	40.0	2	40.0	6	40.0
Golf	9	90.0	3	60.0	12	80.0
Gymnastics	5	50.0	1	20.0	6	40.0
Handball	2	20.0	0	0.0	2	13.3
Hiking	0	0.0	1	20.0	1	6.7
Horseshoes	0	0.0	1	20.0	1	6.7
Jogging	1	10.0	1	20.0	2	13.3
Karate	5	50.0	0	0.0	5	33.3
Physical Conditioning	1	10.0	0	0.0	1	6.7
Ping Pong	1	10.0	1	20.0	2	13.3
Racquetball	6	60.0	0	0.0	6	40.0
Rifle Shooting	1	10.0	0	0.0	1	6.7
Shuffleboard	0	0.0	1	20.0	1	6.7

Table 19 (Continued)

Activity	Community Colleges N=10		Junior Colleges N=5		Combined Total N=15	
	N	%	N	%	N	%
Slimnastics	3	30.0	3	60.0	6	40.0
Soccer	4	40.0	2	40.0	6	40.0
Softball	7	70.0	4	80.0	11	73.3
Swimming-Beg.	5	50.0	1	20.0	6	40.0
Swimming-Adv.	3	30.0	1	20.0	4	26.7
Swimming-Scuba	0	0.0	1	20.0	1	6.7
Swimming-Adv. Life Saving	3	30.0	1	20.0	4	26.7
Tennis	1	10.0	0	0.0	1	6.7
Tennis-Beg.	9	90.0	4	80.0	13	86.7
Tennis-Inter.	7	70.0	1	20.0	8	53.3
Tennis-Adv.	1	10.0	0	0.0	1	6.7
Track and Field	0	0.0	1	20.0	1	6.7
Tumbling	6	60.0	0	0.0	6	40.0
Volleyball	10	100.0	5	100.0	15	100.0
Weight Control	5	50.0	4	80.0	9	60.0
Weight Training	9	90.0	3	60.0	12	80.0

Table 20
 Activities Offered in Intramurals

Activity	Community Colleges N=8		Junior Colleges N=4		Combined Totals N=12	
	N	%	N	%	N	%
Archery	1	12.5	2	50.0	3	25.0
Badminton	2	25.0	2	50.0	4	33.3
Baseball	0	0.0	1	25.0	1	8.3
Basketball	7	87.5	4	100.0	11	91.7
Billiards	2	25.0	0	0.0	2	16.7
Bowling	1	12.5	0	0.0	1	8.3
Cross-country	0	0.0	1	25.0	1	8.3
Croquet	0	0.0	1	25.0	1	8.3
Football	4	50.0	3	75.0	7	58.3
Golf	0	0.0	1	25.0	1	8.3
Horseshoes	0	0.0	1	25.0	1	8.3
Ping Pong	2	25.0	2	50.0	4	33.3
Racquetball	1	12.5	0	0.0	1	8.3
Shuffleboard	0	0.0	1	25.0	1	8.3
Soccer	0	0.0	1	25.0	1	8.3
Softball	5	62.5	3	75.0	8	66.7
Tennis	1	12.5	0	0.0	1	8.3
Tennis-Beg.	0	0.0	1	25.0	1	8.3
Volleyball	5	62.5	3	75.0	8	66.7

junior colleges. Basketball was the most popular activity offered by the responding institutions. The distribution of activities offered in athletics by the community colleges and junior colleges can be seen in Table 21.

Hodges (1974) found basketball, baseball, and football the most popular activities for men and basketball, volleyball, and tennis the activities most popular for women. Stier (1971) found baseball, basketball, and golf the most popular activities for men and volleyball, softball, and field hockey the most popular activities for women. Blamer (1968) found basketball, golf, and baseball the most popular activities for men and, for women, tennis, basketball, and volleyball the most popular activities. These findings are supported by the results of this study that showed basketball was the most popular activity offered by the responding institutions.

Program Evaluation Procedures

Fifteen or 100 percent of the colleges surveyed indicated the use of letter grades as the method of assigning grades for service/activity classes. The results of this study differed slightly from those by Bankson and Jonas (1982), Thomas and others (1973), and Stier (1971). Bankson and Jonas (1982) found that 92 percent of the institutions surveyed used letter grades. Thomas and others (1973) reported that 91 percent of the institutions used the

Table 21
 Activities Offered in Athletics

Activity	Community Colleges N=9		Junior Colleges N=4		Combined Total N=13	
	N	%	N	%	N	%
Baseball	7	77.8	3	75.0	10	76.9
Basketball	9	100.0	4	100.0	13	100.0
Cross-country	0	0.0	1	25.0	1	7.7
Golf	1	11.1	2	50.0	3	23.1
Softball	2	22.2	3	75.0	5	38.5
Tennis	1	11.1	2	50.0	3	23.1
Track and Field	0	0.0	1	25.0	1	7.7

letter grade method, and 3 percent of the state institutions reported using a pass/fail system. Stier (1971) reported that fifty-two colleges used the letter grade or numerical system, while fifteen colleges assigned the pass/fail method.

Fourteen or 93.3 percent of the institutions reported that the grading system in physical education was the same as that used for most other courses in the institution. One or 6.7 percent of the colleges indicated that the grading system was different by taking into account student participation and attendance. Ten or 100 percent of the community colleges and four or 80 percent of the junior colleges reported that the grading system was consistent with those given in other courses in the institutions. One or 20 percent of the junior colleges indicated that the grading system in service/activity classes was not consistent with those of other courses in the institution. Similar results have been reported by Hardy (1975), Bankson and Jonas (1982), and Thomas and others (1973).

Each of the fifteen institutions in this study indicated that grades in physical education were calculated in the grade point average. The results of this study were slightly higher than those found by Yarnall (1971), Stier (1971), Bankson and Jonas (1982), Hardy (1975), and Thomas and others (1973).

Grades in physical education are included in determining honors for graduation in fifteen or 100 percent of the institutions. Bankson and Jonas (1982) and Thomas and others (1973) have reported similar results.

Written final examinations for all service/activity courses are required in twelve or 80 percent of the institutions, while three or 20 percent of the remaining colleges did not require written and final examinations. Eight or 80 percent of the community colleges and four or 80 percent of the junior colleges indicated that final written examinations were required in their institutions. Two or 20 percent of the community colleges and one or 20 percent of the junior colleges reported that final written examinations were not required for all service/activity courses. Hardy (1975) found that examinations were administered in 83 percent of the institutions reporting in that study, while Thomas and others (1973) indicated that final written examinations were administered in about 60 percent of the institutions.

Of the fifteen institutions in this study, eleven or 73.3 percent reported that physical performance examinations were required in all service/activity courses. Four or 26.7 percent of the colleges indicated that physical performance examinations were not required in the service/activity courses. Physical performance examinations were administered in eight or 80 percent of the community

colleges and three or 60 percent of the junior colleges. Two or 20 percent of the community colleges and two or 40 percent of the junior colleges reported that physical performance examinations were not required in all service/activity courses.

Nine or 90 percent of the community colleges and four or 80 percent of the junior colleges reported a departmental policy on student evaluation of instructors. One community college or 10 percent and one junior college or 20 percent indicated that their department did not have a policy on student evaluation of instructors. A total of thirteen institutions or 86.7 percent responded that their institutions had a departmental policy, while two or 13.3 percent of the remaining institutions reported no departmental policy on student evaluation of instructors.

Table 22 compares community colleges and junior colleges regarding the results of student evaluation of instructors. Eleven or 78.6 percent of the colleges made the results available to the department chairman. Fourteen or 100 percent of the institutions responding offered the results of student evaluations to the academic dean. Two or 14.3 percent of the institutions made the results available to other individuals, such as the promotion committee and the president of the institution. Thomas and others (1973) found that the results were most often made available to the individual instructor.

Table 22
Availability of Student Evaluation Results

Made Available To	Community Colleges N=10		Junior Colleges N=4		Combined Total N=14	
	N	%	N	%	N	%
Individual Instructor	9	90.0	2	50.0	11	78.6
Department Chairman	9	90.0	2	50.0	11	78.6
Academic Dean	10	100.0	4	100.0	14	100.0
Other	2	20.0	0	0.0	2	14.3

Physical Education Curriculum
(Professional)

Professional physical education courses were offered in thirteen or 86.7 percent of the institutions. Two or 13.3 percent of the institutions indicated that professional physical education courses were not offered in their institutions. Each of the ten community colleges or 100 percent and three junior colleges or 60 percent reported that professional courses in physical education were available. Two or 40 percent of the junior colleges indicated no offerings in professional physical education courses. The results in this study differed from those found by Hodges (1974). Hodges (1974) found that professional programs were provided at 53 percent of the colleges.

The community colleges offered a much more extensive professional physical education curriculum. This can be seen in Table 23 which provides a comparison of community colleges and junior colleges with respect to professional courses offered in the physical education department. The courses most frequently offered by community colleges were first aid and personal health, followed by introduction to physical education. First aid was the course most frequently offered by junior colleges. Similar results were found in studies by Hodges (1974) and Gardner (1976).

Table 23
Professional Course Offerings

	Community Colleges N=10		Junior Colleges N=3		Combined Total N=13	
	N	%	N	%	N	%
Anatomy	1	10.0	2	66.7	3	23.1
Camp Counseling	3	30.0	0	0.0	3	23.1
Care and Prevention of Athletic Injuries	2	20.0	1	33.3	3	23.1
Coaching Theory	3	30.0	0	0.0	3	23.1
Community Recreation	3	30.0	2	66.7	5	38.5
Curriculum and Program of Physical Education	2	20.0	0	0.0	2	15.4
Elementary Activities	4	40.0	2	66.7	6	46.2
Elementary Methods	3	30.0	0	0.0	3	23.1
Environmental and Community Health	4	40.0	2	66.7	6	46.2
First Aid	10	100.0	3	100.0	13	100.0
Health Methods	0	0.0	1	33.3	1	7.7
Individual and Team Sports	0	0.0	1	33.3	1	7.7

Table 23 (Continued)

	Community Colleges N=10		Junior Colleges N=3		Combined Total N=13	
	N	%	N	%	N	%
Coaching Individual Sports	4	40.0	0	0.0	4	30.8
Introduction to Health	5	50.0	2	66.7	7	53.8
Introduction to Physical Education	8	80.0	0	0.0	8	61.5
Introduction to Professional Activities	1	10.0	0	0.0	1	7.7
Officiating	6	60.0	0	0.0	6	46.2
Personal Health	10	100.0	0	0.0	10	76.9
Principles of Nurtition	1	10.0	0	0.0	1	7.7
Physiology	2	20.0	1	33.3	3	23.1
Recreational Activities	3	30.0	0	0.0	3	23.1
Coaching Team Sports	3	30.0	0	0.0	3	23.1

Facilities

Institutions indicated all facilities, both on and off campus, that were utilized by the physical education department. Fourteen or 100 percent of the responding institutions reported tennis courts available on campus. Thirteen or 92.9 percent listed a gymnasium and weight room, and eleven or 78.6 percent reported other teaching areas. Eleven or 78.6 percent reported a softball and a baseball field available on campus. Of the fourteen institutions responding, nine or 64.3 percent indicated that a golf course was available off campus. Eight or 57.1 percent of the colleges utilized bowling alleys off campus. Six or 42.9 percent of the institutions listed swimming pools off campus. Table 24 provides a comparison of community colleges and junior colleges with regard to facilities available to the physical education program. Bankson and Jonas (1982) found that over 80 percent of the institutions had a gymnasium, classroom, weight room, and tennis courts. Stier (1971) reported that a majority of institutions had a gymnasium, extra teaching areas, and gymnastics room.

Institutions indicated if their facilities were adequate to meet the needs of the students. Of the thirteen institutions responding, nine or 69.2 percent indicated that their facilities were adequate, while four or 30.8 percent reported that their facilities did not adequately meet the needs of their students. Seven community colleges or 77.8

Table 24

Facilities Available to Physical Education Department

	Community Colleges N=10		Junior Colleges N=4*		Combined Total N=14	
	N	%	N	%	N	%
<u>On Campus</u>						
Field House	2	20.0	2	50.0	4	28.6
Gymnasium	10	100.0	3	75.0	13	92.9
Swimming Pool	0	0.0	1	25.0	1	7.1
Gymnastics Room	2	20.0	0	0.0	2	14.3
Football Field/Stadium	3	30.0	2	50.0	5	35.7
Games Room	5	50.0	3	75.0	8	57.1
Weight Room	9	90.0	4	100.0	13	92.9
Dance Studio	2	20.0	0	0.0	2	14.3
Handball/Racquetball Area	3	30.0	0	0.0	3	21.4
Tennis Courts	10	100.0	4	100.0	14	100.0
Other Teaching Areas/Classrooms	8	80.0	3	75.0	11	78.6
Outdoor Teaching Areas	7	70.0	3	75.0	10	71.4
Soccer Field	5	50.0	4	100.0	9	64.3

Table 24 (Continued)

	Community Colleges N=10		Junior Colleges N=4*		Combined Total N=14	
	N	%	N	%	N	%
<u>On Campus (continued)</u>						
Softball Field	7	70.0	4	100.0	11	78.6
Baseball Field	8	80.0	3	75.0	11	78.6
Golf Course	1	10.0	0	0.0	1	7.1
Outdoor Track	1	10.0	2	50.0	3	21.4
<u>Off Campus</u>						
Swimming Pool	6	60.0	0	0.0	6	42.9
Bowling Alley	7	70.0	1	25.0	8	57.1
Handball/Racquetball Area	2	20.0	0	0.0	2	14.3
Other Teaching Areas/Classrooms	0	0.0	1	25.0	1	7.1
Soccer Field	1	10.0	0	0.0	1	7.1
Softball Field	2	20.0	0	0.0	2	14.3
Baseball Field	1	10.0	0	0.0	1	7.1

Table 24 (Continued)

	Community Colleges N=10		Junior Colleges N=4*		Combined Total N=14	
	N	%	N	%	N	%
<u>Off Campus (continued)</u>						
Golf Course	7	70.0	2	50.0	9	64.3
Indoor Track/Running Track	0	0.0	1	25.0	1	7.1
Outdoor Track	0	0.0	1	25.0	1	7.1
Roller Skating Rink	0	0.0	1	25.0	1	7.1

*One institution did not indicate.

percent and two or 50 percent of the junior colleges reported that the facilities of the institutions adequately meet the needs of their students. Two or 22.2 percent of the community colleges and two or 50 percent replied that their facilities were inadequate to meet the needs of their students. Gardner (1976) reported that the lack of facilities for physical education adversely affected the physical education curriculum. Yarnall (1971) indicated that the lack of facilities contributed to the limited number of institutions offering service programs.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to investigate the current status of physical education programs in the community colleges and junior colleges in Tennessee. Ten community colleges and five junior colleges participated in this study.

A questionnaire was sent to chairpersons of the physical education departments or faculty members designated by college administrators in the community colleges and junior colleges. The questionnaire used was a modification of the questionnaires from Dr. William Stier and Dr. Jerry Thomas's studies. Responses to the questions used in the questionnaire were made by a check, a simple completion, or a number where appropriate. The eight-page questionnaire consisted of thirty-seven questions and was divided into the following areas:

1. Characteristics of the institution 5
2. Physical education faculty 5
3. Physical education curriculum
(service/activity classes) 15
4. Program evaluation procedures 8

5. Physical education curriculum (professional)	2
6. Facilities	<u>2</u>
TOTAL	37

The eight-page questionnaire, a letter of explanation, and a stamped, self-addressed envelope were sent to each of the ten community colleges and five junior colleges in Tennessee. Two weeks were allowed for the return of the questionnaires. After two weeks, telephone calls were made to those colleges not returning the questionnaires. Within a week the remaining institutions had returned the completed questionnaires.

The data collected from the community colleges and junior colleges were analyzed in the following ways:

1. The data were tabulated and percentages calculated according to classification, comparing the community colleges and junior colleges.

2. The data were tabulated in terms of raw score responses and as a percentage of the total responses for each category, based on the total population responses.

3. For questions that required numerous responses, tables were constructed to indicate the number of responses for each separate category and the number of responses for the total survey population.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Chairpersons of the physical education departments or faculty members designated by college administrators in the community colleges and junior colleges in Tennessee are concerned and interested in their physical education programs.
2. Junior colleges tend to have student enrollments of less than 1,000 and the community college student enrollments tend to be between 1,000 and 5,000.
3. Community colleges use the quarter system and junior colleges use the semester academic calendar.
4. Each of the fifteen institutions reports that males are employed on a full-time basis in the physical education department, while eleven institutions report females on the staff as full-time faculty members. There are thirty-five male full-time physical education faculty members as compared to thirteen females which shows a predominance of male faculty members. The vast majority of full-time physical education faculty members possess the master's degree.
5. Five community colleges and one junior college employ part-time physical education faculty. There are nine male part-time physical education faculty members as compared to seven females which indicates an equity of male

and female part-time faculty members. The majority of part-time faculty members possess the master's degree.

6. The most indicated additional responsibilities assumed by the physical education faculty are coaching and intramural supervision.

7. Physical education service/activity courses are required by all institutions surveyed. Of these institutions, 80 percent have a one-year requirement.

8. A majority of institutions show a decrease from two years to one year in their service/activity program requirements.

9. The vast majority of institutions schedule physical education service/activity classes two days per week for fifty-minute periods.

10. Substitutions are allowed for service/activity classes in 73.3 percent of the institutions.

11. Interest in fitness activities, recreational activities and individual and dual sports has increased during the past five years.

12. Interest in gymnastics, team sports, and rhythms and dance activities has decreased during the past five years.

13. Separate budgets are the most often used for physical education.

14. Community colleges offer a larger variety of service/activity classes than the junior colleges.

15. Intramural activities are offered by a vast majority of institutions with a wide variety of activities. Junior colleges offer a greater variety than the community colleges.

16. Intercollegiate sports are offered in the vast majority of community colleges and junior colleges. The most popular sports are basketball and baseball.

17. Each of the fifteen institutions uses the letter grade system.

18. All ten community colleges offer a wide variety of professional physical education courses. The two most frequently offered are first aid and personal health.

19. The community colleges have more on-campus facilities available than do the junior colleges; however, both are approximately the same in their use of off-campus facilities. Availability of facilities does not limit the service/activity and professional programs or intramural and intercollegiate programs.

Recommendations

Based on the data collected and conclusions formulated, the writer recommends the following:

1. Results of studies concerning physical education programs in community colleges and junior colleges should be made available to administrators of these institutions.

2. Community colleges and junior colleges should continue to employ qualified full-time and part-time physical education faculty members.

3. Some members of the physical education faculty who teach professional courses should be encouraged to pursue additional graduate study or advanced degrees.

4. Community colleges and junior colleges should review their policies concerning substitutions or exemptions in service/activity classes.

5. The service/activity program should continue to emphasize leisure-time activities.

6. Institutions should continue to offer balanced programs in terms of service/activity classes, intramurals, and intercollegiate activities.

7. Junior colleges should examine their methods of budgeting for physical education, intramurals, and intercollegiate athletics.

8. Based on the fact that most institutions surveyed offer professional courses, there should be articulation between these institutions and four-year institutions concerning the transferability of the professional courses.

9. A replication of this study should be conducted in five years to determine the status of physical education programs in the community colleges and junior colleges in Tennessee.

APPENDIXES

APPENDIX A

LETTER TO DR. JERRY THOMAS

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, Tennessee 37132

Health, Physical Education, Recreation
and Safety Department

January 27, 1983

Dr. Jerry R. Thomas
School of Health, Physical Education,
Recreation and Dance
Louisiana State University
Baton Rouge, Louisiana 70803

Dear Dr. Thomas,

I am a graduate student at Middle Tennessee State University, and have just completed the course work toward a Doctor of Arts degree in Physical Education. My dissertation will deal with the status of physical education in two-year colleges of Tennessee.

I request permission to use all or parts of the questionnaire used in your study "Status of Physical Education in Junior Colleges in the AAHPER Southern District." Would you please forward me a copy of the instrument used in the study? I am enclosing \$2.00 to cover the cost of mailing.

Your approval and any additional information you could share with me will be appreciated.

Sincerely,

/s/

Ellen C. Briggs

APPENDIX B

LETTER FROM DR. JERRY THOMAS



School of Health, Physical Education,
Recreation, and Dance

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LOUISIANA STATE UNIVERSITY
BATON ROUGE · LOUISIANA · 70803-7101

February 1, 1983

Ms. Ellen C. Briggs
Health, Physical Education,
Recreation, & Safety Department
Middle Tennessee State University
Murfreesboro, TN 37132

Dear Ms. Briggs:

Enclosed is a copy of the questionnaire we used. I had to dig around a little to find it as that was several years ago. You are welcome to use parts or all of it as long as proper citation is given.

The questionnaire is not set up for very effective coding, thus we hand coded data. You may want to revise it so that a computer answer sheet can be used. Otherwise, if your sample is large, the coding task is tedious.

I looked for the cover letter we used but couldn't find it.

Good luck with your research. Also, I returned your \$2 as no expense was involved.

Best regards,

Jerry R. Thomas
Professor of Physical
Education and Psychology

jrt/jj

APPENDIX C

LETTER TO DR. WILLIAM STIER

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, Tennessee 37132

Health, Physical Education, Recreation
and Safety Department

January 27, 1983

Dr. William F. Stier, Jr.
Chairman, Department of Health,
Physical Education, and Recreation
Ohio Northern University
Ada, Ohio 45810

Dear Dr. Stier,

I have completed the course work toward a Doctor of Arts degree in Physical Education at Middle Tennessee State University. My dissertation will deal with the status of physical education in the two-year colleges of Tennessee.

I request permission to use all or parts of the questionnaire used in your study "An Investigation Into Nine General Areas and Forty-four Specific Sub-areas of Physical Education Currently in Existence within Two-year Institutions of Higher Learning within the Continental United States 1970-71." Would you please forward me a copy of the instrument used in the study? I am enclosing \$2.00 to cover the cost of mailing.

Your approval and any additional information you could share with me will be appreciated.

Sincerely,

/s/

Ellen C. Briggs

APPENDIX D

LETTER FROM DR. WILLIAM STIER



OHIO NORTHERN UNIVERSITY
ADA, OHIO 45810 • Telephone (419) 772-2440

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Intercollegiate Athletics and
Health and Physical Education

January 31, 1983

Ms. Ellen C. Briggs
Health, Physical Education, Recreation and Safety
Middle Tennessee State University
Murfreesboro, Tennessee 37132

Dear Ms. Briggs:

Thank you for your letter of January 28th in which
you requested a copy of my instrument.

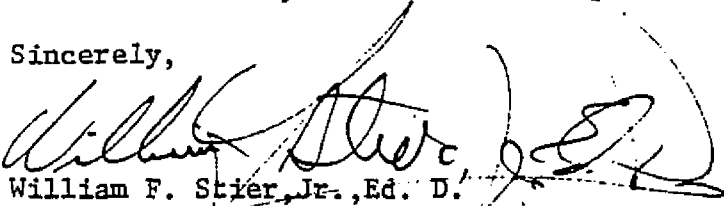
Please find enclosed the \$2.00 which you sent to me
as well as a draft copy of the instrument. You are
free to utilize it -- just would prefer to have credit
given to the author.

Also, I might share with you the name of a Steve Bankson,
Athletic Director at Baldwin-Wallace College, 130 E. Bagley
Road, Berea, Ohio 44017. Steve has also conducted a national
study dealing with junior/community colleges (it was published
only this past fall in JOPER).

Steve and I will be addressing the national AAHPERD convention
this spring on the status of physical education in this
country's junior and community colleges.

Much of luck in your work.

Sincerely,



William F. Stier, Jr., Ed. D.
Chairperson/Professor: Health and
Physical Education

WFS/vms

enc:

APPENDIX E

SURVEY QUESTIONNAIRE

- F. Normal length of service/activity classes:
1. ___ thirty minutes
 2. ___ forty minutes
 3. ___ fifty minutes
 4. ___ sixty minutes
 5. ___ seventy minutes
 6. ___ other (explain) _____
- G. Does the department provide for an adaptive program of physical education in the service/activity program?
1. ___ Yes
 2. ___ No
- H. Are substitutions for physical education service/activity classes allowed?
1. ___ Yes
 2. ___ No
- Which of the following:
1. ___ Athletics
 2. ___ ROTC
 3. ___ Veterans
 4. ___ Marital Status
 5. ___ Age (specify ___)
 6. ___ Other _____
 7. ___ Other _____
 8. ___ Other _____
- I. The number of absences permitted per course:
1. ___ Standard for all courses
 2. ___ Unlimited for all courses
 3. ___ Depends upon the particular instructor
- J. Can students make up a missed service/activity class?
- ___ Yes ___ No How?
1. ___ Special make-up classes
 2. ___ Any time with another class
 3. ___ Other, specify _____
- K. Interest has increased during the past five years in which of the following courses:
1. ___ Team sports
 2. ___ Recreational activities
 3. ___ Gymnastics
 4. ___ Rhythms and dance
 5. ___ Aquatics
 6. ___ Fitness and/or wt. control
 7. ___ Individual and dual sports
 8. ___ Other _____
- L. Interest has decreased during the past five years in which of the following courses:
1. ___ Team sports
 2. ___ Recreational activities
 3. ___ Gymnastics
 4. ___ Rhythms and dance
 5. ___ Aquatics
 6. ___ Fitness and/or wt. control
 7. ___ Individual and dual sports
 8. ___ Other _____

M. If service/activity classes are required, may students take proficiency or competency tests in lieu of taking a course?

1. ___ Yes

2. ___ No

N. Physical Education activities offered within the institution:
(check the appropriate boxes)

	Activity Classes	Intramurals	Athletics
1. Archery			
2. Badminton			
3. Baseball			
4. Basketball			
5. Billiards			
6. Bowling			
7. Cross-country			
8. Dance-Aerobic			
9. Dance-Modern			
10. Dance-Square			
11. Dance-Folk			
12. Fencing			
13. Field Hockey			
14. Football			
15. Golf			
16. Gymnastics			
17. Handball			
18. Judo			
19. Karate			
20. Ping Pong			
21. Racquetball			
22. Rifle Shooting			
23. Skating-Roller			
24. Skating-Ice			
25. Slimnastics			
26. Soccer			
27. Softball			
28. Swimming-Beg.			

	Activity Classes	Intramurals	Athletics
29. Swimming-Adv.			
30. Swimming-Scuba			
31. Swimming-Adv. Life-Saving			
32. Swimming-WSI			
33. Tennis-Beg.			
34. Tennis-Inter.			
35. Tennis-Adv.			
36. Track & Field			
37. Tumbling			
38. Volleyball			
39. Weight Control			
40. Weight Training			
41. Wrestling			
Others - list			
42.			
43.			
44.			

0. Budget structure for the physical education program:
1. ___ Separate budget for physical education
 2. ___ Shared with athletics
 3. ___ Shared with intramurals
 4. ___ Shared with athletics and intramurals
 5. ___ Included in general operating budget of institution
 6. ___ Other, specify _____

IV. PROGRAM EVALUATION PROCEDURES

A. The service/activity classes are:

1. ___ Not graded
2. ___ Letter graded
3. ___ Pass/Fail
4. ___ Satisfactory/Unsatisfactory basis
5. ___ Other, explain _____

- _____ 10. Driver Education
- _____ 11. Elementary Activities
- _____ 12. Elementary Methods
- _____ 13. Environmental and Community Health
- _____ 14. First Aid
- _____ 15. Health Methods
- _____ 16. Coaching Individual Sports
- _____ 17. Introduction to Health
- _____ 18. Introduction to Physical Education
- _____ 19. Intramural Sports
- _____ 20. Kinesiology
- _____ 21. Officiating
- _____ 22. Organization and Administration
- _____ 23. Personal Health
- _____ 24. Physiology
- _____ 25. Physiology of Exercise
- _____ 26. Recreational Activities
- _____ 27. Coaching Team Sports
- _____ 28. Tests and Measurements
- _____ 29. Other - list _____
- _____ 30. Other - list _____

VI. FACILITIES

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

	<u>On Campus</u>	<u>Off Campus</u>	<u>Facility</u>
1.	_____	_____	Field House
2.	_____	_____	Gymnasium
3.	_____	_____	Swimming Pool
4.	_____	_____	Gymnastics Room
5.	_____	_____	Football Field/Stadium
6.	_____	_____	Games Room
7.	_____	_____	Bowling Alley
8.	_____	_____	Weight Room
9.	_____	_____	Dance Studio
10.	_____	_____	Handball/Racquetball Area
11.	_____	_____	Tennis Courts
12.	_____	_____	Other teaching areas/ Classrooms
13.	_____	_____	Outdoor teaching areas
14.	_____	_____	Soccer Field

	<u>On Campus</u>	<u>Off Campus</u>	<u>Facility</u>
15.	_____	_____	Softball Field
16.	_____	_____	Baseball Field
17.	_____	_____	Golf Course
18.	_____	_____	Indoor Track/Running Track
19.	_____	_____	Outdoor Track
20.	_____	_____	Roller Skating Rink
21.	_____	_____	Ice Skating Rink
22.	_____	_____	Others - specify _____
23.	_____	_____	Others - specify _____

B. Are your facilities adequate to meet the needs of the students?

1. Yes

2. No

PLEASE RETURN THE COMPLETED QUESTIONNAIRE BY _____ TO:
(Stamped, self-addressed envelope enclosed)

Ellen C. Briggs
P.O. Box 915
Middle Tennessee State University
Murfreesboro, Tennessee 37132

APPENDIX F

LETTER FROM DR. BERT BACH



**The State University
and Community College System of Tennessee** ¹⁰²

1161 Murfreesboro Road Nashville, Tennessee 37217 (615)741-4821

April 7, 1983

Ms. Ellen Briggs
Middle Tennessee State University
P. O. Box 915
Murfreesboro, Tennessee 37132

Dear Ms. Briggs:

In response to your request of April 1, I am writing to indicate that the System staff at the State Board of Regents has no objection to your surveying community colleges in order to acquire information for your dissertation. Our having no objection to your surveying should not be construed either as sponsorship of the research or as endorsement of the methodology.

I wish you all good luck as you continue work on your dissertation.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Bert C. Bach".

Bert C. Bach
Vice Chancellor for
Academic Affairs

BCB:dc

APPENDIX G

COVER LETTER TO ACADEMIC ADMINISTRATIVE OFFICERS

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, Tennessee 37132

Health, Physical Education, Recreation
and Safety Department

March 17, 1984

(Administrator)

Dear _____:

I am currently working toward a doctorate in physical education at Middle Tennessee State University. My dissertation will be a study of the status of physical education programs in the community colleges and junior colleges in Tennessee. A questionnaire has been devised that will provide information about these programs in terms of faculty, service/activity class offerings, evaluation, professional course offerings, and facilities.

The results of such a study could provide an overview of the status of physical education in two-year colleges in Tennessee. In no way will the results of this study be used to evaluate, analyze, or rate any program, department, or individual. The results will be tabulated and grouped according to the community college and junior college classification.

The participation and support of the two-year colleges in the state are vital to the success of this study. Please return the enclosed, stamped, self-addressed card indicating your decision. If you are willing to assist me, a questionnaire will be forwarded to the physical education chairperson or the person designated by you.

Thank you for your cooperation and assistance. I look forward to hearing from you.

Sincerely,

/s/

Ellen Briggs

Please check if you would like a copy of the results. _____

APPENDIX H

COPY OF THE RETURN CARD

Columbia State Community College

We are willing to cooperate in this study.

_____yes _____no

Name and Address of Physical Education
Department Chairperson or person designated
by the Academic Dean.

Name _____

Address _____

Position _____

APPENDIX I

LETTER TO DEPARTMENT CHAIRPERSONS OR
FACULTY DESIGNEES

April 13, 1983

Dear _____,

I am a Doctor of Arts Degree candidate at Middle Tennessee State University and I am planning to investigate the status of physical education programs in the community colleges and junior colleges in Tennessee. The academic dean of your institution has been contacted and he has agreed to cooperate in this study.

The enclosed questionnaire is designed to provide information about the physical education program in terms of faculty, service/activity class offerings, program evaluation procedures, professional course offerings, and facilities.

The results of the study will provide an overview of the status of physical education in two-year colleges in Tennessee. The results of this study will not be used to evaluate or rate any one program, department, or individual. The results will be tabulated and grouped according to the community college and junior college classification.

I realize that this is a very busy time for you, however, I would appreciate your return of the questionnaire in the enclosed, stamped and self-addressed envelope by April 29, 1983. A prompt return will be greatly appreciated.

Should there be any questions, please feel free to call me collect at (615) 890-3893 during the evening hours. Thank you for your time and assistance.

Sincerely,

/s/

Ellen Briggs

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