



## 2015-16 SERVICE UNIT REVIEW

SERVICE UNIT NAME: **ATHLETICS, FITNESS CENTERS AND WELLNESS**

### SERVICE UNIT REVIEW

*The timeframe of unit review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to the Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.*

### Are We Doing the Right Things?

*This introductory section requires a description of unit/staff effort in service, outreach and engagement, and collaboration across the district/campus. It should be a comprehensive and functional depiction which sets the context of the service unit and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional initiatives.*

*This section is not meant to be merely a descriptive narrative of demographics. For example, reporting service figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in service demand, substantial increase or decrease in the number of students with unmet service needs; a disruptive technology impacting service delivery). This is also not meant to be a statement which establishes the level of quality of the unit or services delivered. It should be focused clearly on what is done in the name of the service unit.*

#### 1. WHAT DOES YOUR UNIT DO?

A. What is the service unit and its context? Provide evidence to make the case for each assertion made.

Points to consider:

- Primary services provided by unit staff
- Primary products produced by unit staff
- Service across the campus by unit staff
- Outreach and engagement efforts by unit staff
- Areas where the unit is working in an isolated silo

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- Identified barriers to effective service

B. Briefly summarize the topics that are addressed in this self-study:

### I. General Overview of Units

Athletics, Fitness Centers and Wellness are 3 units that overlap in their services. Both the Athletics and Wellness Departments use Fitness Centers for space as a part of their regular functions. A combined review of all 3 units will hopefully bring about a more cohesive Institution level analysis that will result in a more efficient support system for students, student athletes, and employees.

#### A. Purpose and Overview

##### 1. Purpose and Overview of Athletics

The purpose of the Athletic Department is to promote academic achievement and pursuit of excellence through competitive opportunities at the intercollegiate level for athletes as students, to market the institution to the community, and to promote a spectator opportunity to the Collin County residents and the community.

Previous goals from the Continuous Improvement Plan (CIP) for this program were focused on increasing graduation and transfer-out rates, which were accomplished. The current Collin graduation rate is 11% (IPED 2014), contrasted with 25% (Academic year 2013) for Athletics. The current transfer out-rate college wide is 39% (IPED 2014), contrasted with 57.5% (Academic year 2013) for Athletics.

The current program serves 47 student athletes (26 males and 21 females) that play Men's and Women's basketball and tennis. There are 13 males each playing basketball and tennis. There are 12 females playing basketball and 9 playing tennis. The program currently employs 1 Athletic Director, to which Athletics is one of multiple assignments, 2 full-time staff, 6 full-time faculty with athletic duties, and 2 part-time staff members. Each full-time Head Coach is .28 Full-time equivalency (FTE), or about 25% of a full-time coach. Part-time employees work 19.5 hours per week each, or 97% of a full-time employee. Out of season, part-time employees have no other job duties, making their work seasonal.



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### 2. Purpose and Overview of Fitness Centers

The purpose of the Fitness Centers is to provide faculty, staff, and students the opportunity & resources to improve physical wellness, to assist physical education classes with lab space and to provide facility and equipment usage support for other departments and the public when needed. The fitness center offers fitness testing & equipment orientation to the Collin community.

Previous goals from the Continuous Improvement Plan (CIP) for this program were to increase awareness among students to 70% and among faculty/staff to 75%. These goals were not met; in 2014 54.7% of students and 63.8% of faculty/staff were aware of the fitness centers. Awareness surveys are inaccurate for FY 2009-2010 and 2011-2012. These surveys overestimated the number of students and faculty/staff who are aware of the Fitness Centers. The number of total participants in the previously reported surveys did not reflect how many total participants took the complete survey, but reflected how many participants responded to a subset question about the general services program. The incorrectly reported values were inflated based on how many individuals were familiar with other programs and did not reference the actual number of survey participants. Therefore, the incorrectly reported values for student awareness were corrected in this report.

#### **Previously Reported Students Awareness Surveys**

2010- 60.7 (n= 219/361 total participants)

2012- 68.3% (n= 676/990 total participants)

2014- 54.7% (n= 490/896 total participants)

#### **Previously Reported Faculty/Staff Awareness Surveys**

2011- 71.4% (n= 596/835 total participants)

2012- 69.4% (n= 546/787 total participants)

2014- 70.1% (n= 585/865 total participants)

#### **Corrected Student Awareness Survey Results**

2010- **53.8%** (n= 219/407 total participants)

2012- **61.5%** (n= 676/1,100 total participants)

2014- **54.7%** (n= 490/896 total participants)

#### **Corrected Faculty/Staff Awareness Survey Results**

2011- **66.6%** (n= 596/895 total participants)

2012- **65.1%** (n= 546/839 total participants)

2014- **63.8%** (n= 585/916 total participants)



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The Fitness Centers house & maintain exercise equipment for students and employees Monday through Saturday for most weeks. Fitness center equipment ranges from cardiovascular and strength training equipment, racquetball courts, tennis courts, exercise/dance studio and a basketball gymnasium. There are 2 full time employees, 6 part-time employees and 6-9 student workers between all 3 campuses.

### 3. Purpose and Overview of Wellness

The purpose of the Wellness program is to provide programs and services for faculty, staff and students to model social and personal responsibility through healthful practices.

The Continuous Improvement Plan for this program over the previous 5 years was to increase the number of participants in the free non-credit wellness classes offered at CHEC, CPC, CYC, PRC and SCC. This goal was met. Attendance for non-credit wellness classes rose from 5% to 12.5% during this time. An additional goal for the program was to increase the number of health education experiences at the annual health and safety fair. Vendor participation at the health and safety fair increased from 37 in FY 2009/2010 to 55 in FY 2013/2014.

Wellness currently employs 1 full time faculty with Wellness duties and six part-time employees.

## I. B. Summary of Self-Study Topics

### 1. Summary of Self-Study Topic for Athletics

The Athletic department currently has an academic support program in place for the student athletes' utilization of college resources such as the writing and math labs, tutoring, and advising. Due to NJCAA eligibility rules and NCAA transfer rules, student athletes are held to more stringent GPA, Attendance, and Graduation requirements than the general student body. Student athletes must also juggle practice and game time along with their studies in order to position themselves for academic success at Collin and transfer to a four-year school. Current transfer-out rates and graduation rates for student-athletes exceeds Collin's transfer-out rates and graduation rates district wide. To maintain the improvement of graduation rates for student athletes and to consolidate supportive resources, the proposal is to



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create a Learning Resource Center (LRC) in order to address immediate needs of at-risk student athletes, promote team support and to create a supportive environment for student athletes. The proposal of an LRC will be addressed as part of the self-study.

### 2. Summary of Self-Study Topic for Fitness Centers

The Fitness Centers offer a variety of fitness equipment to improve physical and emotional health among students and employees. Studies show that improvements in physical health resulting from regular exercise can result in decreased disease risks, increased longevity, and increased productivity. Regular exercise is thought to improve emotional health by reducing sick days and improved mood and concentration. To support and encourage health improvements to Collin students, particularly those at SCC, we propose adding an additional fitness center space. Details regarding this proposal will be addressed as part of the self-study.

### 3. Summary of Self-Study Topic for Wellness

The Wellness Department offers opportunities to model social and personal responsibility through various programs, but participation in these programs is low district wide. Guidance from previous administrations encouraged the program to focus on health initiatives such as the Health and Safety Fair. A unified focus that addresses the purpose of Wellness (employee perks, social responsibility, community outreach, decreasing insurance costs or sick days, positive mental health outcomes, retention of employees, etc.) would help guide this program towards successful, attainable goals and a clear directive of job responsibilities. Our recommendation is to seek clarity from the institution regarding specific outcomes that Collin College wants to emphasize. The Collin policy of matching 30 minutes of exercise in a session (up to 1.5 hours per week) for full-time employees supports the public recognition of a supportive, healthy workplace setting. This policy could be seen as an incentive for employment and/or could improve retention for employees. Details regarding this proposal will be addressed as part of the self-study.

## 2. WHY WE DO THE THINGS WE DO: UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN



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*The question of “why we do the things we do?” is one which focuses on the mission of the unit, goals and priorities, and the role of the unit within its division and college. Describe unit-level actions that demonstrate the college mission, impart the core values or contribute to the strategic goals. Provide unit-specific evidence of actions that support the case that the unit and its staff contribute to fulfillment of the college mission, core values, and goals.*

Poor example: The unit supports the college mission to be student-centered in all that we do.

Better example: The unit supports the college mission to be student-centered by providing financial aid to qualifying students.

Best example: The units supports the college mission by providing financial aid for higher education to more than 8,000 students per term within 45 days from the date the application is received. (This is verifiable evidence of how the unit supports the college mission.)

A. Make a unit-specific case that shows the unit supports the college [mission](#).

B. Make a case that the unit and its staff contribute to fulfillment of the college [core values](#).

C. Make a case that the unit supports the college [strategic plan](#).

## II. Unit Mission, Core Values, and Strategic Plan

### A. Mission

#### 1. Athletics Support of the College Mission

**Strengthen Character:** The Athletics department strengthens character and challenges the intellect with the promotion of teamwork and sportsmanship through athletic competition. Athletes live and work together, which promotes cooperation, compassion and empathy. Team practice and games support the growth of physical skills, honesty and accountability through fair athletic competition.



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**Challenge the Intellect:** International student athletes challenge the intellect by offering varied opinions and perspectives in classes based on their international experiences. Their presence supports a richer learning environment for all students.

### 2. Fitness Centers Support of the College Mission

**Strengthen Character:** Fitness centers offer an opportunity to strengthen character through personal and physical growth by supporting consistent exercise opportunities. They offer equipment for participants to challenge themselves physically which could result in improved performance on campus.

**Student and Community-Centered Institution:** Fitness centers offer a sense of community for students and employees as well as a healthful work and school environment. Through lab participation, students are offered the ability to learn how to use various exercise equipment in order to improve physical fitness and wellness. Faculty and staff are offered equipment orientation.

### 3. Wellness Support of the College Mission

**Strengthen Character:** The Wellness program supports the College's mission by providing free wellness seminars and classes that help to further develop character (emotional & physical health) and improve intellectual wellness for the students, staff and faculty district wide.

## B. Core Values

### 1. Athletics Support of the College Core Values

**Service and Involvement:** Student athletes promote service (wearing Collin attire) and involvement through their participation in community service. The Men's and Women's tennis team has volunteered with Special Olympics every fall for the past five years (12 hours every fall). The tennis teams also regularly volunteer at a local retirement home approximately four hours per semester. Both the Men's and Women's basketball teams have volunteered with Hunger Busters (helped serve the homeless meals) 4 times for a total of nine hours over the past year. Both teams also volunteered with Big Brothers Big Sisters (free basketball clinic) once for two hours over the past year and both teams participated in clean-up projects through the Love Where You Live program for the City of Plano once for seven hours.



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The Men's basketball team volunteered with Plano Independent School district (PISD) for speaking engagements and mentoring approximately two hours from 2014-2015. The Athletics department has represented Collin College in the community as volunteers a total of thirty-six hours in the community from 2014-2015.

**Academic Excellence:** Student athlete graduation rates and transfer out rates are higher compared to the general student body district wide.

### 2. Fitness Centers Support of the College Core Values

**Creativity and Innovation:** Fitness Centers support creativity and innovation by offering a variety of approaches to healthy living, including cardiovascular, strength training, and flexibility equipment. Fitness assessments offer each individuals a unique approach to independently managing their health and wellness.

**Dignity and Respect:** Fitness Centers show respect to students and employees by acknowledging the varied interests of these groups and understanding that health is a priority for some. This unit encourages involvement among students and faculty as it regularly supports equipment and staff needs for the Athletic department and occasionally Student Life and the Dance department.

### 3. Wellness Support of the College Core Values

**Service and Involvement:** Collin College has a nationally recognized Wellness program. This program positively represents Collin to the community and engages approximately 230 community members during the spring community service event--- the Health & Safety Fair. The annual Health & Safety Fair is one of the largest fairs in the area. It also offers opportunities to showcase the Health Science programs at Collin.

**Dignity and Respect:** The Health and Safety Fair fosters respect within the community for Collin College as a valued health resource and for the unique leadership position Collin occupies through its support of health literacy.



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### C. Strategic Plan

#### 1. Athletics Support of the College Strategic Plan

**Strategic Goal #1: Improve academic success by implementing strategies for completion.** Collin Athletics has an academic tracking program, advising, and required tutoring. In addition to the academic success of the student athlete compared to non-student athletes at Collin, the Athletic department has been successful at improving ESL proficiency at graduation.

#### 2. Fitness Centers Support of the College Strategic Plan

**Strategic Goal #1: Improve academic success by implementing strategies for completion.** Fitness Centers support academic success (Strategic Goal 1.6) through its support of both physical education and dance courses that use exercise equipment and space. College students who spend more time studying or have higher GPA's are more likely to participate in physical activity (Flynn, J., Piazza A., Ode, J. Med Sci Sports Exerc. May 2009.V 41: 5, p. 297). Studies also show that encouragement of aerobic exercise by colleges and universities increases the fitness levels of their students and student GPA's (Bellar D., Judge L., Petersen J., Bellar A., Bryan, C. J Educ Health Promot. 2014:3:9). Collin Fitness Centers support students' academic achievements.

**Strategic Goal #3: Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values. We have a passion for: Learning; Service and Involvement; Creativity and Innovation; Academic Excellence; Dignity and Respect; Integrity.** Fitness Centers engage faculty and staff (Strategic Goal 3.4) through the support of a flexible work environment that allows employees to exercise during work hours. Fitness Centers also offer an opportunity for engagement among students in a casual environment that supports adherence and commitment (Strategic Goal 3.1).

#### 3. Wellness Support of the College Strategic Plan

**Strategic Goal #4: Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.** The community health & safety fair allows Collin to collaborate with local businesses and agencies (Strategic Goal 4.1). Wellness classes

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employ members from the Collin County Community (Strategic Goal 4.1) and offer a valued partnership with the City of Plano as a host site for water aerobics classes at Oak Point Center (Strategic Goal 4.2).

### 3. WHY WE DO THE FUNCTIONS WE DO?

A. Make a case that the functions of the unit are necessary, should be modified, or should be deleted.

Points to consider:

- What is the origin of, and reason for, the function?
- Has the function evolved over time? Is it continuing to fulfill the original reason or has the reason also changed over time?
- What would happen if the unit no longer provided these functions?
- What unit functions require the most staff time?
- Are the functions that require the most time the same functions that add the biggest value for the college?
- What are the interdependencies with other unit functions and other units of the college? Is the unit duplicating any functions with other units? Is there a clear line of communication with other units involved in or supporting each of these functions?
- Does the unit or the college have alternate ways of providing any of these functions?
- Are the functions as automated as possible?

## III. Unit Functions

### A. Athletics Unit Functions

The Athletics department offers competition in intercollegiate sports and follows the regulations of the NJCAA. It serves students by promoting and supporting academic achievement, and this function is being met. Another function of this unit is to market to the Collin County community. This function is not being fully met. Athletic events tend to draw people to tournaments where families of athletes, community members and other athletes attend. Attendance at non-conference games does not draw the same number or variety of spectators, therefore this function is not fully met. Increasing attendance among the community, faculty/staff and students could serve to build community spirit. Offering spectator sports could encourage student enrollment. Other departments within the College offer opportunities for engagement by the Collin community, but non offer the experience of a sporting event.



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### 1. Provides Academic Support to Student Athletes

The Athletic department currently has an academic support program in place for the student athletes utilizing college resources such as the writing and math labs, tutoring, and advising. The vast majority of four-year university programs (i.e., Baylor, Houston, UTA, UNT, and SMU) and two year colleges (i.e. Tyler Junior College and Blinn College) are creating a student-athlete specific Learning Resource Center (LRC) in order to provide individual attention to the unique needs of student athletes. Due to NJCAA eligibility rules and NCAA transfer rules, student athletes are held to more stringent GPA, attendance, and graduation requirements than the general student body. Student athletes must also juggle practice and game time along with their studies in order to position themselves for academic success at Collin and in order to transfer to a four-year school. The LRC would be a valuable support mechanism to achieve this. To maintain the improvement of graduation rates for student athletes and to consolidate supportive resources, the proposal is to create a Learning Resource Center (LRC) in order to address immediate needs of at-risk student athletes, promote team support and to create a supportive environment for student athletes.

Academic excellence is a requirement to be part of the athletic team. Athletics teach integrity through the pursuit of excellence through competitive and academic opportunities. Collin student athletes are currently prepared to transition to four year institutions. This is reflected in the almost \$500,000 in Athletic scholarships that have been awarded to Collin student athletes by Colleges & Universities over the past 5 years.

**Athletic Scholarship Offerings 2010-2015**

Harding University	\$24,443
Missouri Baptist University	\$21,300
Wayland Baptist University	\$22,000
Emory Riddle University	\$45,000
West Virginia State University	\$29,878
Oklahoma Baptist University (2)	\$64,640
Texas A&M Commerce (3)	\$57,000
TCU	\$53,480
University of Incarnate Word	\$40,362
UTD (4)	Non-Scholarship
Arlington Baptist University	Non-Scholarship

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Oklahoma City University	\$47,000
University of Alabama Birmingham	\$29,000
Northern Georgia University (2)	\$46,000
Texas A&M Texarkana	\$18,796
Total	\$498,899

The addition of a Learning Resource Center would help consolidate academic resources for the athletic department and offer continued support for academic excellence among student athletes. We propose:

- Create a LRC to accommodate student athletes and their academic needs, including computers and printers.

## **2. Provides Spectator Opportunities for the Students, Faculty, Staff, and Community**

### **Members**

Collin faculty, staff, students, and the community are the attendees for Athletic events. Currently, less than 1% of this group attends non-conference basketball games and tennis matches. National community wide attendance at community college sporting events is 2.2% (median). The 75<sup>th</sup> percentile is 5.3% of the community and the 90<sup>th</sup> percentile is 16% (source: 2014 national college benchmark project). Junior Colleges across the country also have similarly low attendance at non-conference sporting events, according to the Athletic Chair who has attended athletic events for twenty-six years. After consulting other area colleges (Hill College and McLennan College) attendance is believed to be low because two year schools typically do not have on-campus housing and students do not return to campus after leaving classes. Additionally, faculty and staff don't usually return to campus to attend events. In some instances (Collin Athletics), there are competing community activities that can decrease public attendance. It should be noted that average local attendance rates for professional and university sporting events in the organization's service area are low. The chart below shows local teams average attendance for one season's sporting event in the organization's service area.



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Organization	Local Attendance Rates
Dallas Cowboys	.01% of metroplex attend games (Statista.com, Dallas Morning News)
Dallas Mavericks	.002% (Statista.com, Dallas Morning News)
UTD Basketball	.0002% (US Census Bureau, UTD.edu)
SMU Basketball	.0003% (US Census Bureau, SMU.edu)
UNT Basketball	.01% (US Census Bureau, NTDaily.com)
Collin Basketball	.0001% (US Census Bureau, Collin Athletic Dept.)

There has been minimal marketing for Collin Athletics in previous years, which could also contribute to low attendance rates. Athletics has not been supported with TV advertisements throughout the school, with twitter announcements or news releases to local media outlets. These could be accomplished through resources that are currently in place. Regular e-mail blasts and signage could also improve athletic attendance. The proposal for this unit review is to increase marketing efforts for Athletics using Collin resources in order to increase non-conference attendance and to increase opportunities for engagement for students, faculty, staff, and the community. Examples of how this could be accomplished include: advertising on TV's throughout the college, off-campus advertisements, regular e-mail blasts and improved signage, twitter announcements, news releases and updated Athletic website. These proposed marketing efforts could reach the Collin College and the Collin County communities better and could result in increased attendance rates.

It should be noted that while attendance at regularly scheduled games is low, tournament attendance is higher. Each spring, the National Tennis Tournament commands an attendance of 350 athletes, 42 officials and approximately 600 community members and visitors to Collin. It also generates business for the City of Plano and surrounding area from hotel bookings, car rentals, food purchases and tourist activity for approximately 350 people over the course of 6 days. In the fall, the Men's and Women's Basketball tournament rallies 150 spectators to the SCC basketball gymnasium. Attendees from this event are from local high schools, regional colleges and the surrounding community based on attendee registration. Tournaments bring positive exposure to Collin College by offering brand recognition and promote student and community engagement. We are proposing that the Athletics Department increase exposure in the community, regionally and nationally by offering opportunity for involvement by the community.

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Increasing awareness in the community to increase support of Athletics could increase non-conference attendance and opportunities for engagement. We propose:

- Use a third party vendor to support the Athletic Website. Community Colleges across the country use a third party vendor to highlight and advertise to the athletic community. Showcasing stats, upcoming games and other team specifics helps to recruit students to Collin.
- Advertise on TV's throughout the college
- Advertise off- campus
- Send regular e-mail blasts about athletic events to students, faculty, and staff
- Improved signage throughout campus
- Make twitter announcements regarding athletic events
- Distribute press releases

Currently, students have few places to congregate at SCC. Athletic events provide a unique opportunity to engage these students.

Increasing exposure in the community, regionally and nationally by offering opportunity for involvement by the community could potentially bring more students to Collin, support its positive reputation and increase brand recognition. Proposed ideas include:

- Promote student organizations and team attendance at local high schools to develop a connection with Collin at an early age and implant the possibility of attending Collin in the future.
- Have “ball boys (girls)” at tennis tournaments to encourage families in the community to attend tennis matches.
- Sponsor high school tournaments.
- Encourage Collin student organizations to attend athletic events.
- Offer Collin giveaways to encourage attendance.



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### 3. Provides Student Athletes with Competitive Opportunities

The Men's and Women's basketball programs compete as a member of the National Junior College Athletic Association and the North Texas Junior College Athletic Conference and Region V (traditionally one of the top three regions in the country- based on number of National Champions in all sports). Both programs traditionally compete for conference and regional championships. As recently as the 2014-2015 season the Women's team won the conference championship. The Women have qualified for the Regional Tournament 7 out of the last 10 years. The Men have qualified for the regional tournament 6 of the last 10 years and won 1 conference championship. Overall, in the 27 years of the Men's basketball program, they have qualified for the Regional Tournament 17 times and won 4 Conference Championships.

In 2014-15 The Head Women's Basketball Coach (12 years as Head Coach at Collin) was named conference coach of the year and TABC Women's Junior College Coach of the Year. His player was named 2015 WBCA First Team All-American and was one of three finalists for the 2015 WBCA National Junior College Player of the Year. In addition, two players received Honorable Mention All-American recognition the same year. The last three seasons the Lady Cougars have an overall record of 72-19 and conference record of 35-7. Since becoming Head Coach, the program's overall record is 214-121 and a conference record of 114-52.

The Men's Head Basketball Coach (28 years as Head Coach at Collin) has had fourteen players in the last five years earn All Conference and six players earn All-Region honors, in addition two players have received Academic All-American honors. The program has an overall record of 519-316 since beginning in 1988-89 with four Conference Championships. Most notably, 120 Men's basketball players have gone on to play at four year institutions and twenty have gone on to play professionally.

The Tennis Program competes as a member of the National Junior College Athletic Association and Region V. The Men's and Women's Tennis programs are traditionally in the top five of the national rankings. The program captures the Region V Championship on a regular basis. The Head Men's and Women's Tennis Coach (27 years as Head Coach at Collin) has produced 71 All Americans and 41 Academic All-Conference players. Collin College has also hosted the NJCAA



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Men's National Tennis Tournament since 2002. The Men's tennis team was Co-National Champions in 2010 in Division I. They also captured multiple National Championships in Division II during the early years of the program.

### B. Fitness Centers Unit Functions

The function of the Fitness Centers is to assist with PE classes by providing facilities equipment and space. An additional function is to offer opportunity and resources to improve physical wellness by offering appropriately equipped space to the Collin community. The CYC and PRC campus fitness centers are meeting these functions, but, the SCC is not. Increased demand of the SCC weight room space for class use combined with decreased usage of the racquetball court space creates a unique opportunity to expand the SCC fitness center. This allows for decreased wait times on equipment, increased variety of exercise equipment and increased open hours for students, faculty, and staff.

The Central Park Fitness Center has 2 racquetball courts, a weight room, a dance studio, and lockers for personal storage. All meet code requirements, are in good working order, and adequately serve their purpose. The Preston Ridge Fitness Center consists of a basketball gymnasium, 2 weight rooms, and lockers for personal storage. All meet code requirements, are in good working order, and adequately serve their purpose. This campus has access to a walking trail/City park, but no walking trail on campus. The Spring Creek Campus has a basketball gymnasium with bleachers, 4 racquetball courts, a weight room, 12 tennis courts and lockers for personal storage. All meet code requirements, are in good working order, and adequately serve their purpose except the weight room. Poor ventilation makes the weight room hot and stuffy when large numbers of people use it. To improve ventilation, the proposal is to add ceiling fans to this space. SCC and CPC do not have facilities to accommodate for easy access to outdoor activities such as a walking trail or any open space to promote class and student activities that allow for safe, outdoor exercise. Fitness center equipment on all campuses has a regular cleaning and maintenance schedule.

#### 1. Provides Opportunity to Improve Physical Wellness

##### 1.1 The Importance of Baseline Data

Students, faculty and staff are allowed access to any fitness center facilities and equipment as long as there are no classes in session or the equipment is not being used by Athletics or another program. Currently, the fitness centers operate at CPC, PRC, and SCC. Facilities at CPC were recently expanded to help accommodate students. PRC has an alternate weight room for students to use if a class is in session, which increases availability to students, faculty, and staff. The Spring Creek Campus appears to have the greatest need for increased facility



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space. SCC has the lowest opportunities for student/employee participation due to the high volume of classes offered and athletic events that require the facilities to be closed. During the fall 2015 semester, the SCC Fitness Center is currently open 71 hours each week. The weight room is occupied by a credit class or athletics 27 of the 71 hours. This means that 38% of the time that the SCC Fitness Center is open, the weight room is NOT available for general student, faculty, or staff use. If the SCC Fitness Center had weight training/cardio equipment available 100% of open hours like PRC, and if usage increased by 38% (the percent of time the weight room is currently not available) there would potentially be 2,732 more visits to the SCC Fitness Center Fall 2015. Gathering baseline data is essential to determining and tracking usage of all fitness centers. The current tracking system is very limited in tracking specific usage data. It cannot track the current number of individual users and would need to be modified to assess the proposed outcomes.

### **1.2 Effective Advertising of Fitness Centers**

Awareness of the Fitness Centers has always been lower than desired. Part of the action plan detailed in the goals for 2011-2012 was to promote the Fitness Centers through the weekly e-newsletter (health bytes) sent to campus employees under the Wellness program. This plan was not put into action. Analysis of the CPC, PRC, and SCC awareness survey results (see attachment) reveal awareness rates of all Fitness Center areas on each campus. Focused advertisement on lower awareness areas could improve utilization of these areas.

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### Overall Fitness Center Awareness Results by Campus

Campus/ Number of Respondents	Basketball Gym	Dance Room	Weight Room	Racquetball Court	Tennis Court
CPC students/220	N/A	103	165	144	N/A
CPC faculty/51	N/A	28	45	38	N/A
CPC staff/84	N/A	59	83	78	N/A
PRC students/331	185	131	205	N/A	N/A
PRC faculty/47	37	31	43	N/A	N/A
PRC staff/68	56	40	62	N/A	N/A
SCC students/510	372	286	357	219	357
SCC faculty/47	43	36	43	32	42
SCC staff/81	74	57	74	34	74

### 1.3 Equipment Usage at SCC

The following data supports the popularity of various pieces of exercise equipment offered in the SCC Fitness center. The SCC survey results supports this usage data based (See Table 2 and 3 of SCC Survey Results attachment). This data could be helpful when determining space and cost needs for an additional fitness area space.

#### Equipment Usage Data at SCC (\* data was collected for 10 days)

Total users	Treadmills (5)	Ellipticals (3)	Bikes (4)	Steppers (3)	Free Weights	Machines/ exercise stations (16)
2,044	213	143	127	26	881	654

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A regular budget for equipment maintenance & replacement, status of equipment could not be found. Monthly maintenance for all 3 fitness centers is \$790 with a company called FITT Exercise. A total of \$4,900 per year is spent on repairs (cables, belts, etc.) for all 3 fitness centers. It is anticipated that once equipment is purchased for an additional fitness center space, monthly maintenance would increase to approximately \$263 and repairs would increase by \$1,633 yearly. Typical exercise equipment last 8-10 years before replacement is needed.

If an additional fitness center space is incorporated, aerobic exercise equipment (not already at SCC fitness center) appears to be the most desired equipment by the SC community. Figure 5 of the SCC Survey Results attachment details respondent choices for equipment they would like to see added to the SCC fitness center.

### **2. Supports the Physical Education Department and Organizations within the College**

The racquetball courts at SCC are currently being underutilized compared to previous semesters. Compared to all fitness center areas at SCC, the racquetball courts have the lowest awareness rates (See Fig. 1 of SCC Fitness Center Survey Results). As of fall 2013, the racquetball courts were open 71 hours per week and were in use by classes 7.7% of the time, this left 55.8% hours for general use. In fall 2015, the racquetball courts were open 71 hours per week, but were being used 0% of the time. Student awareness rates for the Fitness Centers were 54% when surveyed in previous years. An increase in student awareness rates could increase usage rates and warrant the addition of another weight room facility. The addition of PHED 1164 to the core (which requires weight room space) and the increase in offerings for this course by the Physical Education Department will further decrease SCC weight room open hours for students, faculty and staff. The most common time students are on campus is the morning and early afternoon. Sections offerings for PHED 1164 will most likely be added during these times. Having an alternate fitness center facility for students to use during peak hours could accommodate larger numbers of students. The proposal for this unit is to increase access to fitness center space for the general population at SCC. We propose removing the SCC racquetball courts and replacing them with an additional fitness center area. In addition, the location of the proposed space supports a smooth transition within the fitness center area that allows for supervision of participants and is in close proximity to the physical education department, where the PE courses are taught. Moreover, additional fitness center space supports more offerings of PHED 1164, which was recently added as a core component option. In fall 2014, 7 sections of this course were offered. Twelve additional face-to-face sections of this course have been scheduled for spring 2016.



## 2015-16 SERVICE UNIT REVIEW

The following charts show usage rates of all fitness center facilities at SCC over the past 3 years. Special attention should be paid to the racquetball court usage, which has dropped tremendously over the past 3 years.

### BASKETBALL GYM – SCC A100

Semester	Class	Day/Time	Enrollment	Total Usage & Percent Usage
Fall 2013	Badminton	MWF 11:00-11:50am	19	37 hrs. (52.1%)
	Basketball	TR 11:30am-12:45pm	30	
	Volleyball	TR 1:00-2:15pm	31	
	Basketball	T 7:00-9:45pm	29	
	Volleyball	R 7:00-9:45pm	30	
	Basketball Practice	MTWR 2:30-7:00pm F 1:00-5:00pm		
Spring 2014	Badminton	MWF 11:00-11:50am	18	37 hrs. (52.1%)
	Basketball	TR 11:30am-12:45pm	23	
	Volleyball	TR 1:00-2:15pm	27	
	Volleyball	T 7:00-9:45pm	26	
	Basketball	R 7:00-9:45pm	24	
	Basketball Practice	MTWR 2:30-7:00pm F 1:00-5:00pm		
Summer 2014	No Classes			0 hrs. (0%)
Fall 2014	Badminton	MWF 11:00-11:50am	20	37 hrs. (52.1%)
	Basketball	TR 11:30am-12:45pm	30	
	Volleyball	TR 1:00-2:15pm	31	
	Basketball	T 7:00-9:45pm	18	
	Volleyball	R 7:00-9:45pm	29	
	Basketball Practice	MTWR 2:30-7:00pm F 1:00-5:00pm		
Spring 2015	Basketball	TR 11:30am-12:45pm	31	34 hrs. (47.9%)
	Volleyball	TR 1:00-2:15pm	27	
	Volleyball	T 7:00-9:45pm	20	
	Basketball	R 7:00-9:45pm	27	
	Basketball Practice	MTWR 2:30-7:00pm		



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		F 1:00-5:00pm		
Summer 2015	No Classes			0 hrs. (0%)
Fall 2015	Basketball	TR 11:30am-12:45pm	21	34 hrs. (47.9%)
	Volleyball	TR 1:00-2:15pm	17	
	Basketball	T 7:00-9:45pm	21	
	Volleyball	R 7:00-9:45pm	15	
	Basketball Practice	MTWR 2:30-7:00pm F 1:00-5:00pm		

#### WEIGHT ROOM – SCC A103

Semester	Class	Day/Time	Enrollment	Total Usage & Percent Usage
Fall 2013	Beginning Weight Training	MWF 8:00-8:50	30	25.5 hrs. (35.9%)
	Intermediate Weight Training	MWF 9:00-9:50	30	
	Beginning Weight Training	MWF 10:00-10:50	31	
	Beginning Weight Training	MWF 11:00-11:50	31	
	Beginning Weight Training	MW 1:00-2:15pm	30	
	Intermediate Weight Training	TR 8:30-9:45am	31	
	Beginning Weight Training	TR 10:00-11:15am	30	
	Beginning Weight Training	TR 11:30am-12:45pm	29	
	Beginning Weight Training	TR 7:00-8:15pm	28	
Spring 2014	Beginning Weight Training	MWF 8:00-8:50	22	28 hrs. (39.4%)
	Intermediate Weight Training	MWF 9:00-9:50	25	
	Beginning Weight Training	MWF 10:00-10:50	21	
	Beginning Weight Training	MWF 11:00-11:50	24	
	Beginning Weight Training	MW 1:00-2:15pm	19	
	Beginning Weight Training	TR 8:30-9:45am	25	
	Beginning Weight Training	TR 10:00-11:15am	22	
	Beginning Weight Training	TR 11:30am-12:45pm	31	



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	Intermediate Weight Training	TR 2:30-3:45pm	31	
	Beginning Weight Training	TR 7:00-8:15pm	18	
Summer I 2014	Beginning Weight Training	MTWR 10:10am-12:10pm	16	20 hrs. (35.1%)
	Beginning Weight Training	MTWR 1:00-3:00pm	14	
	Beginning Weight Training	MW 6:00-8:00pm	18	
Summer II 2014	Beginning Weight Training	MTWR 10:10am-12:10pm	23	12 hrs. (21.1%)
	Beginning Weight Training	MW 6:00-8:00pm	18	
Fall 2014	Beginning Weight Training	MWF 8:00-8:50	28	25.5 hrs. (35.9%)
	Intermediate Weight Training	MWF 9:00-9:50	30	
	Beginning Weight Training	MWF 10:00-10:50	30	
	Beginning Weight Training	MWF 11:00-11:50	30	
	Beginning Weight Training	MW 1:00-2:15pm	28	
	Intermediate Weight Training	TR 8:30-9:45am	29	
	Beginning Weight Training	TR 10:00-11:15am	29	
	Beginning Weight Training	TR 11:30am-12:45pm	31	
	Beginning Weight Training	TR 7:00-8:15pm	27	
Spring 2015	Beginning Weight Training	MWF 8:00-8:50	28	28 hrs. (39.4%)
	Intermediate Weight Training	MWF 9:00-9:50	15	
	Beginning Weight Training	MWF 10:00-10:50	28	
	Beginning Weight Training	MWF 11:00-11:50	29	
	Beginning Weight Training	MW 1:00-2:15pm	29	
	Beginning Weight Training	TR 8:30-9:45am	26	
	Beginning Weight Training	TR 10:00-11:15am	30	
	Beginning Weight Training	TR 11:30am-12:45pm	27	
	Intermediate Weight Training	TR 2:30-3:45pm	25	
	Beginning Weight Training	TR 7:00-8:15pm	15	
Summer I 2015	Beginning Weight Training	MTWR 10:10am-12:10pm	28	20 hrs. (35.1%)
	Beginning Weight Training	MTWR 1:00-3:00pm	16	
	Beginning Weight Training	MW 6:00-8:00pm	14	
Summer II 2015	Beginning Weight Training	MTWR 10:10am-12:10pm	12	12 hrs. (21.1%)



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	Beginning Weight Training	MW 6:00-8:00pm	14	
Fall 2015	Beginning/Intermediate Weight Training	MWF 8:00-8:50	28	26.25 hrs. (37.0%)
	Intermediate Weight Training	MWF 9:00-9:50	15	
	Beginning Weight Training	MWF 10:00-10:50	29	
	Beginning Weight Training	MWF 11:00-11:50	29	
	Intro to Fitness & Wellness	MW 1:00-2:15pm	27	
	Beginning/Intermediate Weight Training	TR 8:30-9:45am	28	
	Beginning Weight Training	TR 10:00-11:15am	29	
	Beginning Weight Training	TR 11:30am-12:45pm	29	
	Women's Basketball	TR 3:45-4:30pm		
	Beginning Weight Training	TR 7:00-8:15pm	24	

\*Room was used MWF 7:00-8:00am and Sunday 1:00-4:00pm for Fall 2013, Spring 2014, Fall 2014, Spring 2015, and Fall 2015 outside normal fitness center open hours

### DANCE ROOM – SCC A107

Semester	Class	Day/Time	Enrollment	Total Usage & Percent Usage
Fall 2013	Kickboxing/Karate	MWF 8:00-8:50am	24	46 hrs. (64.8%)
	Self-Defense	MWF 9:00-9:50am	25	
	Beginning Karate	MWF 10:00-10:50am	25	
	Beginning Aerobic Dance	MWF 11:00-11:50am	28	
	Wellness	MWF 12:00-1:00pm		
	DANC1145	MW 1:00-2:15pm	16	
	DANC1147	MW 2:30-3:45pm	18	
	Intro to Hatha Yoga	MW 5:30-6:45pm	21	
	Self-Defense	MW 7:00-8:15pm	25	
	DANC2145/2146	TR 10:00-11:15am	26	
	Wellness	TR 12:00-1:00pm		
	DANC2141/2142	TR 1:00-2:15pm	28	
	DANC1110	TR 2:30-3:45pm	18	
	Beginning Aerobic Dance	TR 5:30-6:45pm	21	

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	DANC1145/1146 Intro to Hatha Yoga	TR 7:30-8:45pm S 9:30am-12:30pm	18 18	
Spring 2014	Kickboxing/Karate Self-Defense Beginning Karate Beginning Aerobic Dance DANC1145 DANC1147/1148 Intro to Hatha Yoga Self-Defense DANC2141/2142 DANC1111 Wellness Intro to Hatha Yoga	MWF 8:00-8:50am MWF 9:00-9:50am MWF 10:00-10:50am MWF 11:00-11:50am MW 1:00-2:15pm MW 2:30-3:45pm MW 5:30-6:45pm MW 7:00-8:15pm TR 1:00-2:15pm TR 2:30-3:45pm TR 4:00-5:00pm S 9:30am-12:30pm	16 21 23 25 25 26 19 15 17 12 20	35 hrs. (49.3%)
Summer I 2014	Intro/Intermediate Yoga Intro to Hatha Yoga Kickboxing/Karate Beginning Aerobic Dance Intro to Hatha Yoga Wellness	MW 8:00-10:00am MW 10:10am-12:10pm MTWR 3:10-5:10pm MW 6:00-8:00pm TR 1:00-3:00pm TR 4:00-5:00pm	15 20 17 11 15	26 hrs. (45.6%)
Summer II 2014	Intro/Intermediate Yoga Intro to Hatha Yoga Beginning Aerobic Dance Intro to Hatha Yoga Wellness	MW 8:00-10:00am MW 10:10am-12:10pm MW 6:00-8:00pm TR 1:00-3:00pm TR 4:00-5:00pm	15 20 11 15	18 hrs. (31.6%)
Fall 2014	Kickboxing/Karate Self-Defense Beginning Karate Beginning Aerobic Dance DANC1145/1146 DANC1222 Intro to Hatha Yoga Self-Defense DANC2145/2146	MWF 8:00-8:50am MWF 9:00-9:50am MWF 10:00-10:50am MWF 11:00-11:50am MW 1:00-2:15pm MW 2:30-3:45pm MW 5:30-6:45pm MW 7:00-8:15pm TR 10:00-11:15am	21 24 15 17 17 31 20 20 12	45 hrs. (63.4%)



## 2015-16 SERVICE UNIT REVIEW

	Wellness DANC1141/1142 DANC1110/1111 Wellness Beginning Aerobic Dance DANC1145/1146 Intro to Hatha Yoga	TR 12:00-1:00pm TR 1:00-2:15pm TR 2:30-3:45pm TR 4:00-5:00pm TR 5:30-6:45pm TR 7:30-8:45pm S 9:30am-12:30pm	30 22 15 24 21	
Spring 2015	Kickboxing/Karate Self-Defense Beginning Aerobic Dance DANC1145/1146 Intro to Hatha Yoga Self-Defense DANC1145/1146 Wellness DANC1141 DANC1110/1111 Wellness DANC1145/1146 Intro to Hatha Yoga	MWF 8:00-8:50am MWF 9:00-9:50am MWF 11:00-11:50am MW 1:00-2:15pm MW 5:30-6:45pm MW 7:00-8:15pm TR 10:00-11:15am TR 12:00-1:00pm TR 1:00-2:15pm TR 2:30-3:45pm TR 4:00-5:00pm TR 7:00-8:15pm S 9:30am-12:30pm	22 16 18 14 19 20 25 17 12 13 19	36 hrs. (50.7%)
Summer 2015	Intro to Hatha Yoga Intro to Hatha Yoga Wellness	MW 10:10am-12:10pm TR 1:00-3:00pm TR 4:00-5:00pm	13 16	10 hrs. (17.5%)
Fall 2015	Kickboxing/Karate Self-Defense Intro to Hatha Yoga DANC1147 DANC1222 Intro to Hatha Yoga Self-Defense DANC2345 Wellness DANC1222 Wellness	MWF 8:00-8:50am MWF 9:00-9:50am MWF 12:00-12:50pm MW 1:00-2:15pm MW 2:30-3:45pm MW 5:30-6:45pm MW 7:00-8:15pm TR 10:00-11:15am TR 12:00-1:00pm TR 2:30-3:45pm TR 4:00-5:00pm	15 21 21 20 18 20 19 7 31	36 hrs. (50.7%)



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	DANC1145/1146 Intro to Hatha Yoga	TR 7:00-8:15pm S 9:30am-12:30pm	12 21	
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### RACQUETBALL COURTS – SCC A109

Semester	Class	Day/Time	Enrollment	Total Usage & Percent Usage
Fall 2013	Beginning Racquetball	TR 10:00-11:15am	24	5.5 hrs. (7.7%)
	Beginning Racquetball	M 7:00-9:45pm	23	
Spring 2014	Beginning Racquetball	TR 10:00-11:15am	21	8 hrs. (11.3%)
	Beginning Racquetball	TR 1:00-2:15pm	19	
	Beginning/Intermediate Racquetball	M 7:00-9:45pm	19	
Summer 2014	No classes			0 hrs. (0%)
Fall 2014	Beginning Racquetball	TR 10:00-11:15am	21	2.5 hrs. (3.5%)
Spring 2015	Beginning/Intermediate Racquetball	M 7:00-9:45pm	16	3 hrs. (4.2%)
Summer 2015	No classes			0 hrs. (0%)
Fall 2015	No classes			0 hrs. (0%)

Increasing SCC Fitness Center space to support physical education classes would increase the number of possible class offerings for the PE department, increase open hours for students, faculty, and staff, and could increase opportunities for engagement among the Collin community. Recommendations include:

- Replace current racquetball courts with a new fitness center.
- Obtain information from SCC surveys to guide for equipment choices within the new fitness center based on SCC preferences.
- Review usage of shared dance studio space with the Dance Dept. to better accommodate added PHED 1164 classes.

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### **3. Provides Community Support**

The fitness center rents tennis courts to local high schools, youth tournaments/organizations and adult leagues/tournaments. The Dallas Mavericks rent the gymnasium for camps. Rental and payment of fitness center facilities is handled strictly through the scheduling department at SCC.

## **C. Wellness Unit Functions**

### **1. Provides Health Programs for the Collin Community**

If the Wellness Department had clarity from the institution regarding specific outcomes that the College wants to see, it could have a unified focus that addresses the purpose of Wellness (employee perk, social responsibility, community outreach, improve health of employees and students to decrease insurance costs or sick days, positive mental health outcomes, retention of employees, etc.). This would help focus this program towards successful, attainable goals and a clear directive of job responsibilities. Options for clarifying the purpose of Wellness include:

- Offer dedicated funds to ensure continued success and quality of the annual community health and safety fair.
- Offer dedicated funds to ensure the continued support and engagement for employees for the Wellness Team Challenge.
- Increase pay for specialty Wellness instructors in order to increase the quality of instruction, variety of course offerings and to remain competitive in the fitness industry.
- Creating a Wellness Committee to assist with planning and implementing programs may support growth and allow the Wellness Coordinator to focus on other duties.
- Consider making the Wellness position a full-time position that may include fitness testing, taking blood pressure measurements and community outreach.
- Encourage health lectures within the college in order to promote the Wellness program and to promote health responsibility among students.
- Encourage healthful, engaging and innovative activities with student organizations, community members and faculty/staff.

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- Support the college wide distribution of information. Allow Wellness to utilize Collin resources that support a more professional appearance. Resources should incorporate all Health information released by the College and should be in a professional format.

### 2. **Decreased District-Wide Program Participation**

The purpose of the Wellness program is to provide programs and services for faculty, staff and students to model social and personal responsibility through healthful practices. The functions of the health fair, wellness team challenge, wellness classes, and information dissemination all support the function of this unit. However, only 6% of the Collin community participates in the wellness team challenge and 1% participate in Wellness classes. This unit is not making a large impact among the Collin community.

Currently, the Wellness program offers free, but limited variety of instructor led classes for students and faculty/staff (i.e., line dancing, pilates, yoga), a health and safety fair to the Collin County community, and employee support in the form of weekly e-mails (called health bytes). The program also offers a newsletter and a book club. The Wellness Team Challenge is also an engaging, light-hearted competition to increase exercise time among employees. Approximately 150 employees (6%) participate every semester. Blood pressure measurements are taken when requested (approximately 1-2 employees per year) by the Wellness Coordinator, however, digital blood pressure devices are available at CPC and PRC for the Collin community to use. The Spring Creek Campus does not have a digital blood pressure cuff. Wellness offered one community lecture in 5 years. The program supported the Dignity Initiative by offering input on Sexual Violence slides that were shown to students' district wide. Student organizations, like Psi Beta, call upon the Wellness program to lecture on health related topics. A recommendation to improve district wide participation is:

- Create opportunities for professional development by extending invitations to faculty members to lead Wellness discussions and book club brown bag lectures on each campus.

### 3. **Decreased Wellness Class Enrollment**

Wellness classes are utilized by faculty, staff and students on CHEC, CPC, CYC, PRC, and SCC. The majority of this group takes wellness classes at their home campus. Approximately 1.4% of faculty and staff participate; 0.09% of

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students participate. About 5 faculty and staff travel between campuses to attend wellness classes. Staff and students are the largest attendees of the wellness classes. Wellness classes struggle to meet consistent participation to justify payment of instructors on all campuses. This may be a result of the non-competitive pay offered to specialty class instructors. The average pay rate for generic group exercise instructors is \$21.00-\$30.00 (local Lifetime Fitness, YMCA and the City of Plano). The criteria used to support the higher level pay rates include fitness certifications, CPR certification, several years of experience and a college degree. Specialty classes like yoga, kickboxing or line dancing are paid at a higher pay rate of \$35.00-\$45.00 (Vibe Yoga Studio). Other possibilities for the limited participation include limited variety and of class offerings, limited time of day offerings or non-interest among the Collin community. Physical Education 1 credit hour activity classes are so inexpensive that students may only be interested in them as an option for exercise since more variety is offered.

<b>Average Meeting Attendance at Wellness Classes (* data collected for Oct. 2015)</b>					
<b>Campus</b>	<b>Employees</b>	<b>Class</b>	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>
CHEC	139	Line Dancing	0	4.6	0
CHEC	139	Yoga	0	7.8	0
CPC	555	Kickboxing	.14	2	2.4
CPC	555	Strengthening & Toning	1	0	1
CPC	555	Pilates	2.3	0	1
CYC	212	Line Dancing	0	1.5	2
PRC	510	Pilates	2.3	2.6	1.4
PRC	510	Yoga	.7	.7	4.7
SCC	1,050	Water Aerobics	1.5	3.9	.63
SCC	1,050	Yoga	.25	2.6	12.12
<b>Faculty/Staff Total</b>	2,466	<b>33.9 average meeting attendance for 10 programs participation rate (1.4%)</b>	<b>8.19 faculty average attendance</b>	<b>25.7 staff average attendance</b>	<b>25.3 student average attendance</b>
<b>Student Total</b>	28187	<b>25.3 average meeting attendance for 10 programs participation rate 0.09%</b>			



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Increasing awareness and advertising of the benefits of the Wellness program could increase awareness of all Wellness programs and promote healthful practices. Accessing Collin resources to help support and improve the current Wellness website would increase its presence in the Collin community. Effective advertisement to faculty, staff and students would also increase awareness of Wellness offerings. Consideration of a Wellness Committee to assist with planning and implementing programs may increase awareness and participation. Another possibility to increase participation is to have a full-time designated position for Wellness that is supported with a budget or line item that would allow for funds to support Wellness directly.

### 4. Overlapping information

Health promotion topics addressed in the Wellness program include, but aren't limited to breast cancer awareness, HIV, flu, West Nile virus, stress management, heart/back/brain health, diabetes, and physical activity. Some health promotion topics are addressed in other departments/ areas within the college (i.e. human resources, student life, dignity initiative, or counseling services). Information coming from multiple sources without coordination is inefficient, repetitive, and could create competition instead of cooperation between departments/areas. Moreover, overlapping messages to students could be confusing. Our recommendation is to place other departments/areas that disseminate health and wellness information under one umbrella for continuity and to avoid replication.

The following includes examples of how various Collin organizations release overlapping information.

<u>Organization</u>	<u>Event</u>	<u>Date</u>
a. Human Resources	“Sitting Disease” lecture	8-11-2015
	Info. On flu and flu shots	9-24-2015
	Cholesterol Info. & Webinar	10-15-2015
	“Eat to Control & Prevent Diabetes”	11-3-2015
b. Counseling Services	Student Health 101	11-4-2015
	Emotional Wellness	10-5-2015

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c. Dignity Initiative	Violence in Relationships, Sex Trafficking seminar	10-14-2015
d. CPC Library	HIV speaker and testing	Spring 2015

Having (1) Department/Area that disseminates health and wellness information supports continuity and avoids replication. Options include:

- Develop a committee comprising Wellness, Human Resources, Student Life, Counseling Services, Dignity Initiative, and a representative from each campus library. This committee can determine which Department/ Area will disseminate health information and determine how each could support the other to allow for maximum attendance & participation among the Collin community.

### 5. Increased interest in Wellness programming at CHEC and CYC

Students, faculty and staff who spend the majority of their time at CPC, PRC, and SCC have easy access to Wellness classes, including fitness center equipment on a variety of days and times each week. However, employees and students at CHEC and CYC have only limited access to Wellness classes 2-3 days per week, which can serve as a barrier for those looking to improve health and wellness. Employees/students at CHEC and CYC do not have access to an in-house fitness center. Employees at CHEC and employees/students were surveyed to solicit feedback about expanding the Wellness program to these campuses. Ninety-four percent of those polled at CHEC and 97% of those polled at CYC felt it was “very important” to have at least one wellness activity offered on their campus. Most participants at CHEC and CYC wanted access during the midday and evening hours. See “Section 5: Institutional Data to Consider” for more details. The proposal for this unit is to increase access to training space for CHEC and CYC. This space could be in the form of a designated room with cardiovascular and/or strength training equipment, which the participants in both the CHEC and CYC survey supported. The designated space could also allow for group exercise Wellness classes to be taught.



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### 6. Non-Competitive Website

The current Wellness website was created by the Wellness Coordinator. Other community colleges in Texas offer professional websites that are supported and advertised by their college. If Wellness were to utilize all Collin resources to improve the current website, interest, and exposure to the program would increase. Our suggestions include:

- a. Update website to reflect regional community college wellness programs and to serve students better.
- b. Offer a more prominent location on the Collin.edu website for easier accessibility and to encourage participation and support of events.
- c. Receive advertising support for Wellness events to increase exposure and participation.

### 7. Job Description

There appears to be dissonance between the current role and examination of job description of the Wellness Coordinator. Wellness activities that were originally described in the job description are no longer performed. Employee fitness assessments were performed in previous years but none have been done in the last 5 years. Previous administration's focus on health initiatives overshadowed the importance of some job responsibilities. The recommendation is to:

- a. Receive guidance from the institution regarding the job responsibilities of the Wellness Coordinator.

## 4. WHY DO WE PRODUCE THE PRODUCTS WE DO?

A. Make a case that products of the unit are necessary.

Points to consider:

- What is the origin of, and reason for, each of the products?
- Have the products evolved over time? Are the products continuing to fulfill the original reason or has the reason also changed over time?
- What would happen if the unit no longer produced these products?



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- What unit products require the most staff time?
- Are these the same unit products that add the biggest value for the college?
- What are the product interdependencies with other unit functions and other units of the college?
- Does the unit or the college have alternate ways of producing any of these products?
- Are there competing products that do the same job? What are the advantages and disadvantages of the unit's product and the competition?

B. Make a case that the production of the products should, or should not be, outsourced.

C. Unit Public Communications: List all Unit literature and other public communications (brochures, web presence, catalog entries, etc.) and provide the last date each was updated. All Unit public communications must be reviewed and updated no earlier than three months prior to the Unit review due date or provide a schedule to demonstrate that a review is periodically conducted to keep the contents current.

## IV. Production of Products

### A. Unit Products

#### 1. Athletic Unit Products

There are no products for this unit.

#### 2. Fitness Centers Unit Products

There are no products for this unit.

#### 3. Wellness Unit Products

## **2015-16 SERVICE UNIT REVIEW**

- A. Health bytes and e-mails are the only products for this unit. They were created to inform Collin employees of healthful, relevant information. The creation of health bytes each week contributes about 20% of the total Wellness Coordinator's time. Health bytes have evolved into brief summaries that are relevant to current health issues or popular health topics. In light of professional online health newsletters and other health information accessible online, the continuation of these products should be considered. Connecting participants with reputable outside sources (i.e. Mayo Clinic Newsletter) instead of sending weekly health bytes and e-mails may save staff time. No objective feedback has been gathered on the value of these products. Research should be done in this area to accurately determine the value of health bytes and e-mails.

### **B. Product Outsourcing**

#### **1. Athletics Unit Outsourcing**

Outsource- Third parties who oversee athletic websites are the standard among NJCAA participants. Collin's Athletics website is currently not competitive with local and national community colleges. The fee for third party maintenance is approximately \$2,000 per year.

#### **2. Fitness Centers Outsourcing**

There are no recommendations for outsourcing services for this unit.

#### **3. Wellness Outsourcing**

There are no recommendations for outsourcing services for this unit.

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### C. Public Communication

**Table I-B: Unit Public Communication**

Title	Type	Last Updated
Athletic website	Web page	Tennis 4/24/2015  Basketball 4/7/2015
Fitness center website	Web page	8/26/2015
Wellness website	Web page	Not found on website

#### Website Comments for Each Unit:

**Athletics:** Men’s and Women’s Basketball individual link doesn’t have picture identifying the team or a picture visually indicating the website to be athletic specific. Links to each sport & schedules should be clearer, game/match results should be easier to find, current website is not current with most teams in the conference/region and based on feedback from coaches and players, is not user friendly.

**Fitness Center:** No contact phone number on website, no room location (i.e., weight room, gymnasium, basketball gym), includes picture of women’s basketball team which could be misinterpreted by students as only allowing athlete’s to use fitness center. No mention that lockers that can be used by students or that student ID should be used upon check-in.

**Wellness:** Website is difficult to find. URL should be listed in a more visible location on Collin website. Needs updated web design. It should be more professional in appearance like similar colleges in Texas (San Jacinto College- <http://www.sanjac.edu/about-san-jac/college-operations/safety/balance-u>). The website includes various fonts & colors that make identifying information difficult. It advertises services



## 2015-16 SERVICE UNIT REVIEW

that are no longer offered (i.e. fitness assessments and exercise programs). Does not include a schedule of Wellness events that occur on each campus. Did not include “last update” date.

### 5. INSTITUTIONAL DATA TO CONSIDER

A. Gather any relevant, available information for the unit. Possibilities include:

1. Student Satisfaction Surveys

- a) IE Student Service Unit Satisfaction Survey 2010 and 2012. 2014 student survey data will be available on a unit basis by December 2014.
- b) Noel-Levitz Student Satisfaction Surveys

2. IE Faculty/Staff Service Unit Satisfaction Surveys 2010, 2012, and 2014.

3. IPEDS Data

4. Unit-level Data, if available

- a) Audit Reports
- b) Periodic Unit Reports for supervisory chain
- c) Point-of-Service Unit Surveys
- d) Number of delivered service units by function
- e) Cycle or response time for service or product delivery completion
- f) Number and types of complaints
- g) Time to resolution of complaints by type

**SEE ATTACHMENTS**



## 2015-16 SERVICE UNIT REVIEW

### 6. UNIT RESOURCES WE HAVE AND THEIR STATUS

A. Partnerships Resources: List any unit partnerships with university/business and industry partnerships and briefly describe them. If a contract is involved, indicate its duration.

**Table 6-A: Partnership Resources.**

University/Business & Industry	Partnership type	Contract, if any	Benefits to unit and/or college
Wellness agreement with City of Plano for use of Oak Point Recreation Center Wellness	Community	N/A	Partnership with Collin College
Health Fair Vendors (listed below)	Community outreach	N/A	Offer a community service
Medical Center of McKinney	Community outreach	N/A	Offer a community service
Methodist McKinney Hospital	Community outreach	N/A	Offer a community service
Presbyterian Hospital of Allen	Community outreach	N/A	Offer a community service
Centennial Medical Center	Community outreach	N/A	Offer a community service
Children’s Medical Center	Community outreach	N/A	Offer a community service
Medical Center of Plano	Community outreach	N/A	Offer a community service
Baylor Medical Center McKinney	Community outreach	N/A	Offer a community service
Carter Blood Care	Community outreach	N/A	Offer a community service
Lifestyle wellness Center	Community outreach	N/A	Offer a community service



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Eagle Chiropractic Wellness Center	Community outreach	N/A	Offer a community service
Richland Oaks Counseling Center	Community outreach	N/A	Offer a community service
Tai Chi for Health	Community outreach	N/A	Offer a community service
Texas Alcohol Beverage Commission	Community outreach	N/A	Offer a community service
Collin Children's Health clinic	Community outreach	N/A	Offer a community service
AIDS-ARMS	Community outreach	N/A	Offer a community service
RUN-On Foot solutions	Community outreach	N/A	Offer a community service
Health Science Program Allen ISD	Community outreach	N/A	Offer a community service
Advanced Foot and Ankle Center	Community outreach	N/A	Offer a community service
Care Club USA	Community outreach	N/A	Offer a community service
McKinney Spine and Wellness	Community outreach	N/A	Offer a community service
Collin County Health Department	Community outreach	N/A	Offer a community service
ACRC Trials Research Company	Community outreach	N/A	Offer a community service
McKinney Family Dental	Community outreach	N/A	Offer a community service
Possibility Dogs	Community outreach	N/A	Offer a community service
Veterans Health Care Access	Community outreach	N/A	Offer a community service



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Galaxy Counseling	Community outreach	N/A	Offer a community service
Walmart Vision Screening	Community outreach	N/A	Offer a community service
Cancer Support of North Texas	Community outreach	N/A	Offer a community service
Next Care Medical Centers	Community outreach	N/A	Offer a community service
North Texas Spinal Wellness	Community outreach	N/A	Offer a community service
BCBS of Texas	Community outreach	N/A	Offer a community service
Dr. Barrows Dermatology	Community outreach	N/A	Offer a community service
Wellness Center for Older Adults	Community outreach	N/A	Offer a community service
E-Care Emergency Centers	Community outreach	N/A	Offer a community service
The Turning Point (Rape Crisis)	Community outreach	N/A	Offer a community service
All Injury Rehab	Community outreach	N/A	Offer a community service
Mc Kinney Pain and Wellness	Community outreach	N/A	Offer a community service
Nutrition Avenue	Community outreach	N/A	Offer a community service
Neighborhood Walmart Pharmacies	Community outreach	N/A	Offer a community service
Hope Resources	Community outreach	N/A	Offer a community service
North Central Texas Area Agency on Aging	Community outreach	N/A	Offer a community service



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One Wellness Center	Community outreach	N/A	Offer a community service
Miracle Ear Creek	Community outreach	N/A	Offer a community service
Advanced Medical	Community outreach	N/A	Offer a community service
Equest	Community outreach	N/A	Offer a community service
Ag Cooperative Extension	Community outreach	N/A	Offer a community service
Care Now	Community outreach	N/A	Offer a community service
REACH (disabled)	Community outreach	N/A	Offer a community service
Extraordinary Health and Wellness	Community outreach	N/A	Offer a community service
Solis Women's Health	Community outreach	N/A	Offer a community service
Advanced Hearing Center	Community outreach	N/A	Offer a community service
Fitness Together	Community outreach	N/A	Offer a community service
380Chiropractic	Community outreach	N/A	Offer a community service
Vein clinics	Community outreach	N/A	Offer a community service
Plano Community Forum	Community outreach	N/A	Offer a community service
Donate Life Texas	Community outreach	N/A	Offer a community service
Texas Forestry Service	Community outreach	N/A	Offer a community service
Corps of Engineers Lake Lavon	Community outreach	N/A	Offer a community service





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Texas Parks and Wildlife	Community outreach	N/A	Offer a community service
U.S. Coast Guard Auxiliary	Community outreach	N/A	Offer a community service
McKinney Fire Department	Community outreach	N/A	Offer a community service
PHI EMS Helicopter	Community outreach	N/A	Offer a community service
Baylor Mammogram Mobile Unit	Community outreach	N/A	Offer a community service

B. Employee Resources: List Unit employees (full- and part-time), their role, credentials, and professional development activity during the last four years.

**Table 6-B: Employee Resources**

Employee Name	Role in Unit	Credentials	Professional Development since last Unit Review
Athletics: Sherry Schumann	Athletic Director	Ph.D	N/A
Athletics: Craig Leverette	Athletic Chair	M.S.	NJCAA Eligibility Training Seminar HR Training
Athletics: Susan Ketcham	Administrative Assistant to the Athletic Director	B.S.	N/A
Athletics: Larry Carter	Assistant Coach (all sports)	M.S.	Concur Training
Athletics: TBD	Part-time driver	HS diploma	N/A



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		or equivalent	
Athletics: Jim Sigona	Men's Basketball Head Coach	M.S.	<p>Attended SMU basketball clinic for coaches</p> <p>Consulted with Hall of Fame PBA instructor Mike Lewis</p>
Athletics:	Part-Time Assistant Coach	HS diploma or equivalent	N/A
Athletics: Jeff Allen	Women's Basketball Head Coach	M.S.	<p>Attended SMU basketball clinics for coaches</p> <p>Attended webinar entitled "Why we do fitness assessments, appropriate uses of fitness assessments and how they can enhance your existing curriculum"</p> <p>Attended the Ed Thomas Legacy Leadership Academy</p> <p>Attended "Eating for a Healthy Heart" webinar</p> <p>Concur Training</p> <p>CPR certification</p>
	Part-Time Assistant Coach	HS diploma or equivalent	N/A
Athletics: Marty Berryman	Men's and Women's Head Tennis Coach	M.S.	CPR certification
Wade Johnson	Athletic Trainer	M.S.	<p>Attended "Treatments and Treats for Better GI Health" seminar by Dr. Sindhu Abraham, MD at Medical Center of Plano</p> <p>Attended "ER, Urgent Care Center or Minute Clinic, Oh My! When, Where and Why!" Seminar by Agnes Kinra,</p>



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			MD at Medical Center of Plano  Enrolled in an Advanced Sports Nutrition course from Exercise Etc.
Athletics: Emilio Chavez	Student Asst, Tennis	HS diploma or equivalent	N/A
Athletics: Cooper Anderson	Student Asst, Men's Basketball	HS diploma or equivalent	N/A
Athletics: Kaitlin Sullivan	Student Asst, Women's Basketball	HS diploma or equivalent	N/A
Fitness Center: Doug Helton	Fitness Center Coordinator, SCC	M.S.	CPR/AED certification Online instruction certification Student Employment training Volleyball officials clinic
Fitness Center: Connie Eubanks	Fitness Center Coordinator, PRC & CPC	B.S.	CPR/AED certification Advanced MAT power pilates certification Student Employment training MAPP training
Fitness Center: Molly Wilkerson	Part-time Fitness	HS diploma	CPR/AED certification



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	Center Asst, SCC	or equivalent	
Fitness Center: Rob Rendell	Part-time Fitness Center Asst, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Andrea Montanez	Part-time Fitness Center Asst, PRC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Lorenzo Valenzuela	Part-time Fitness Center Asst, PRC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Dane Earl	Part-time Fitness Center Asst, CPC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Robert Clark	Part-time Fitness Center Asst, CPC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Logan Plymale	Student Worker, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Abbey Davis	Student Worker, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Alexis Matthews	Student Worker, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Alexis Johnson	Student Worker, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Billie Marlow	Student Worker, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Milenko Predic	Student Worker, SCC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Nick Pappas	Student Worker, PRC	HS diploma or equivalent	CPR/AED certification



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Fitness Center: Devon Wilson	Student Worker, PRC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Clarissa Walker	Student Worker, PRC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Matt Anderson	Student Worker, PRC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Lauren Morton	Student Worker, CPC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Michaela Clendening	Student Worker, CPC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Jennifer Foster	Student Worker, CPC	HS diploma or equivalent	CPR/AED certification
Fitness Center: Darien Florez	Student Worker, CPC	HS diploma or equivalent	CPR/AED certification
Wellness: Courtney Mulcahy	Yoga, Pilates instructor	Collin College FT Dance	Instructor, M.S., CPR renewal
Wellness: Pearl McGregor	Kickboxing instructor	Cert. in Kickboxing, CPR,	Associate of Science, CPR renewal
Wellness: Connie Eubanks	Circuit training, Pilates instructor	Collin Fitness Center Director, CPR, B.S.	Pilates, CPR renewal
Wellness: Anne Hensarling	Water Aerobics Instructor	Collin College Associate	CPR renewal



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		faculty, CPR, M.S.	
Wellness: Teresa Falldine	Stretch and Tone Instructor	Certification NTA Line Dancing, CPR	CPR renewal
Wellness: Sandy Davis	Yoga Instructor	Certification in Yoga, CPR, Collin College Manager H.R.	CPR renewal

C. Facilities Resources: List/describe any facility resources dedicated to the unit's use.

**Table 6-C: Facilities Resources**

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any N" answer in columns 5 or 6.
CPC Fitness Center- Racquetball courts	Two 40 x 20	Recreational space	N/A	Y	Y	Meets need



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CPC Fitness Center- weight room	24 students/ 61 max. capacity	Classroom/ recreational space	N/A	Y	Y	Meets need
CPC Fitness Center- Dance Room	17/ 17 max. capacity	Classroom/ recreational space	N/A	Y	Y	Meets need
PRC Basketball gymnasium for Athletics	30/ 156 max. capacity	Classroom/ recreational space-	N/A	Y	Y	Meets need
PRC Fitness Center- small weight room	25 max. capacity	Recreational space	N/A	Y	Y	Meets need
PRC Fitness Center- large weight room	25 students/ 51 max. capacity	Classroom/ recreational space	N/A	Y	Y	Meets need
PRC Fitness Center- Dance Room	20 students/ 36 max. capacity	Classroom/ recreational space	N/A	Y	Y	Meets need
SCC Basketball gymnasium	30 students/ 1500 max. capacity	Classroom/ recreational space/ Athletics usage outside of classroom and recreational space	N/A	Y	Y	Meets need



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SCC Fitness Center- Racquetball courts	Four 40 x 20 courts	Recreational Space	N/A	Y	Y	Not needed due to lack of consistent usage by classes. Should be repurposed. Creating a fitness center weight room in this area would support PE courses and increase open hours for the Collin community.
SCC Fitness Center- weight room	25/ 157 max. capacity	Classroom/ recreational space	N/A	Y	N	Meets need
SCC Fitness Center- Dance Room	25/ 430 max. capacity	Classroom/ recreational space	N/A	Y	Y	Meets need
Classrooms regularly assigned for wellness classes at various campuses	25 people	Classrooms/Wellness space	N/A	Y	Y	Meets need

D. Equipment and Supplies: List all equipment valued at \$5,000 or more each

**Table 6-D: Equipment and Supplies**

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Athletics	N/A		





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Fitness Centers	N/A		
Wellness	N/A		

E. Financial Resources: List all financial resources in the table below.

**Table 6-E: Financial Resources**

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
Games generate funds that are applied to referee fees and general operating expenses of Athletics	N	N	Operating expenses for this program exceed funds applied from this source. Additional funding is required from other budgets within the College	Athletics Line Item
No line item that says Fitness Center	N/A			
No line item that says Wellness	N/A			

### 1. UNIT PLANNING

A. Use the Institutional and Unit Data and Resources to respond to the following questions.



## 2015-16 SERVICE UNIT REVIEW

### 1. Strengths: What strengths can this unit build on in the near future?

**Athletics:** Student athletes have shown success after transferring from Collin to other colleges or universities, however, NCAA, NJCAA, and NAIA academic standards are becoming more stringent. These organizations will continue increase graduation rates for student athletes, which will require more focused attention to the academic needs of all student athletes. The ultimate goal is make student athletes successful and to allow them the option to transfer to any college or university with high academic standards. The addition of a LRC increases the likelihood that the student athletes' academic level matches their athletic opportunity.

**Fitness Centers:** It is known that healthier people function better in society, are more productive and are more efficient at work (Hutchinson, A., Wilson C. Health Prom Int. Vol. 27: 2). Obesity is linked to higher absenteeism, (Aldana SG, Pronk NP. J Occup Environ Med. 2001; 43:36–46) and increased job injuries (Schmier, J., Jones M., Halpern, M. Scand. J Work Environ. Health V32: 1: p. 5-11). College students who spend more time studying or have higher GPA's are more likely to participate in physical activity (Flynn, J., Piazza A., Ode, J. Med Sci Sports Exerc. May 2009.V 41: 5, p. 297). Studies also show that encouragement of aerobic exercise by colleges and universities increases the fitness levels of their students and GPA's (Bellar D., Judge L., Petersen J., Bellar A., Bryan, C. J Educ Health Promot. 2014:3:9). Fitness Centers provide opportunity to improve health, which supports the local, state, and national goals of improving health and decreasing risk of disease.

**Wellness:** While the current structure of Wellness at Collin College is unclear, Wellness activities are standard among community colleges and Universities. After receiving direction from the institution, Wellness activities can benefit the College by offering positive choices to students and employees with the intent to improve health. Health improvements can result in decreased sick leave time, lower healthcare costs, and decreased stress, resulting in a healthier work environment. Wellness activities also increase exposure in the community through partnerships and community event, which could increase brand recognition for the college.

### 2. Weaknesses: What unit weaknesses must be addressed in the near future?

**Athletics:** Academic requirements are stricter for student athletes than the general student body, especially at the four-year university level. The majority of colleges and universities have an LRC that are focused on the athlete. The addition of a multi-use space that includes several computers, designated tutors, and advising times would provide the support required to recognize at risk athletes faster and to more efficiently work with our current athletic teams. In addition, current marketing strategies have not been able to increase student, employee, and community involvement for this unit. Better utilization of Collins advertising tools, off-campus advertising, and opportunities for community engagement could improve campus and community involvement.

**Fitness Centers:** The trend in the U.S. is to improve fitness levels (Haskell, W., L. I., Pate, R., Powell K., Blair, S. Circulation. 2007.V116: 9: p. 1081-1093). Lack of use by students, faculty, and staff of racquetball court space at SCC decreases the efficiency of this unit. Re-



## 2015-16 SERVICE UNIT REVIEW

purposing the racquetball courts into other fitness center space significantly increases open-hours for students and employees (as shown at CPC and PRC), which increases class utilization and opportunity for engagement for the Collin community.

**Wellness:** Having an undefined institutional purpose has left this unit to focus on community programming. Students and employees have not maximized use of this program. After receiving an institutional directive and implementing improved advertisement and programming, participation may improve. Ultimately, Wellness activities provide a vehicle to improve the well-being of the Collin community. Lack of defined funds for the unit also makes it more difficult to develop new initiatives, impacting growth, and implementation of new ideas.

What are the perceived consequences if the weakness(es) is(are) not addressed?

**Athletics:** Academic requirements for student athletes continue to become more stringent in regards to GPA, graduation, and progress. If Collin does not follow the current trends being set by other institutions in the area of academic support, then the program's ability to recruit quality student-athletes will be directly affected. The community would also be affected in that student athletes from within the service area of the college will also look to attend college elsewhere.

**Fitness Centers:** If the expansion of the fitness center does not occur, open hours for fitness centers will decrease due to an increased number of course offerings which makes the weight room unavailable to students and employees. Students and employees could choose to exercise off campus (private or City owned weight room).

**Wellness:** If Wellness did not exist in its current form at Collin, we could lose a valuable opportunity to serve the community and develop partnerships through health programs like the health and safety fair. Businesses, colleges /universities and the government have dedicated attention to health programming and activities across the country. Nationwide, these groups have shown decreased sick-leave time and increased productivity.

3. Threats and Opportunities: Describe any forecasted trends or changes in the areas listed below that may impact the way this unit functions five to ten years from now:

- Legal
- Political
- Demographic
- Educational
- Technological
- Economic
- Environmental
- Social
- Cultural

**Athletics:** Technology has changed significantly in the last decade and now communication happens mainly through social media tools and applications available for smartphones and computers. Improving website, social media exposure, and improving email communication is



## 2015-16 SERVICE UNIT REVIEW

essential for Collin College to reach the society, community and promote the College's mission and strategic goals. The need to stay updated with these technologies is essential to increase alertness about the Colleges' ideas, programs, courses offered, and ultimately, to increase student attendance and enrollment. Improving the advertising, marketing, and the Athletic website is a good way to guarantee that Collin will be able to stay up to date with the new changes in the area while recruiting the capable and talented student athletes.

**Fitness Centers:** In the cultural and educational fields, health awareness has peaked in the last decade and more people are interested in getting fit and understanding the importance of leading a healthy life style. It is clear that Collin College must invest in these areas. Because there are so many fitness centers in the areas close to the campuses, it is important to have current equipment and facilities to appeal to these populations that are attending those centers. It is also important to mention that new high schools have sophisticated gyms and fitness centers and students have become accustomed to these high standards. This is especially relevant now that they are paying tuition to attend college. Also, while the economy has rebounded slightly in recent months, many students, faculty, and staff are counting costs with extra activities, including membership fees for gyms and health facilities. Collin College's fitness center and wellness programs play an important role in maintaining the health of students, faculty, and staff , and many of them would not be able to keep up with a health program if it was not offered to them by Collin College. Demographically, Collin County is one of the fastest growing regions in North Texas (data from <http://www.collincountytx.gov/living/Pages/numbers.aspx>). New companies, new housing projects, new high schools, sports events, and shopping areas are bringing a huge amount of investment and growth to the Collin County area. Offering more courses and redesigning the fitness centers space are a necessary act to keep up with demand. Collin College is growing and increasing the number of campuses and the existing campuses should be used as a positive example for successful promotion of a healthy lifestyle.

**Wellness:** Wellness activities will remain a necessity for the college because of the diverse population of students, faculty, employees, and community members it serves (see Section 5 attachments of Wellness Vendor, frequency, results by age and results by gender survey results for the 2014 Health & Safety Fair). Offering supportive health initiatives economically supports the student population with no health insurance. Wellness currently offers free screenings (vision, hearing, cholesterol, blood pressure, glucose, etc). These free services have shown to be of great value to the Collin community. Collins "baby boomer" (born approximately between the years of 1946 and 1964 [U.S. Census Bureau]) employees provide a unique demographic for targeted services. This group could greatly benefit from disease risk reduction, obesity, injuries and illness education, which can be provided by the Wellness program. In addition, Wellness can service one of the largest growing demographic in Collin County, Hispanics (U.S. Census Bureau) by offering health education to reduce the risk of heart disease and cancer that target this group the most (Centers for Disease control and Prevention).



## 2015-16 SERVICE UNIT REVIEW

- B. Complete the next Continuous Improvement Plan form that follows. This plan will be implemented the academic year following this Unit Review.
- C. Use the available data and any Unit Review Committee conclusions to justify/support the new action plan.
- D. Summarize expectations and general plans for the next five years. Under ideal circumstances, how might this unit move the college forward in terms of effectiveness, efficiency or customer satisfaction?



# Continuous Improvement Plan (CIP) Documentation

**Date:** December 8, 2015      **Name of Administrative or Educational Support Unit:** Athletics & Wellness

**Contact name:** Traci Ramsey      **Contact e-mail:** [tramsey@collin.edu](mailto:tramsey@collin.edu)      **Contact phone:** 972-881-5713      **Office location:** U-127 (PRC)

<p><b>Unit Mission:</b></p> <p><b>Athletics:</b></p> <ol style="list-style-type: none"> <li>1. Support student athletes in achieving academic excellence by adding a Learning Resource Center.</li> </ol> <p><b>Fitness Centers:</b></p> <ol style="list-style-type: none"> <li>1. Increase SCC Fitness Center space to support physical education classes, to increase open hours for students, faculty and staff and to increase opportunities for engagement among the Collin community.</li> <li>2. Increase utilization of all Fitness Centers in order to improve the health among the Collin community.</li> <li>3. Provide outdoor space for CPC and PRC, such as a walking trail, to support classroom physical activities.</li> </ol> <p><b>Wellness:</b></p> <ol style="list-style-type: none"> <li>1. Offer continuity and avoid replication of health &amp; wellness information by determining (1) area to disseminate this information.</li> <li>2. Solicit clarity from the Institution regarding specific outcomes that the College wants to see in order to have a unified focus that addresses health and wellness.</li> </ol> <p><b>Key Institutional Outcome Indicators:</b> Overall Satisfaction, Completers, Efficiency, Effectiveness</p>
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**PART I: Might not change from year to year. If this is an academic or workforce program, you must have 3-4 long-term student learning outcomes. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

A. Program Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Create a Learning Resource Center to assist student-athletes with academics.	<ol style="list-style-type: none"> <li>1. Five year rolling graduation/transfer rates</li> <li>2. Student athlete GPA</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet or exceed NCAA standard for college athlete graduation rate</li> </ol>



# Continuous Improvement Plan (CIP) Documentation

A. Program Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
		2. Meet or exceed NCAA required transfer rate of 2.5 GPA.
Increase the number of individual students and employees using the Fitness Centers.	Work with programming to create a report to set a baseline and track individual users going forward	<b>30% usage among students</b> <b>45% usage among staff/faculty</b>
Determine the College purpose for Wellness	Document of official purpose and directive for Wellness	By August 2016

**PART II: For academic year \_\_\_\_\_ (enter year, i.e. 2015-16)**

From Part I

A. Outcomes(s) Results expected in this department	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
Create a Learning Resource Center to assist student-athletes with academics.	1. Locate space to host LRC (20-25 capacity)  A. Equip LRC with technology to assist student-athletes B. Establish check-in	Implement plan and collect data	NCAA transferring students are required to have a 2.5 GPA on at minimum of 48 transferrable SCHs	Collin only requires a 2.0 for graduation and has not been tracking student athlete GPA performance and only requires a 2.0



# Continuous Improvement Plan (CIP) Documentation

A. Outcomes(s)	D. Action Plan Years 5 & 2	E. Implement Action Plan Years 1 & 3	F. Data Results Summary Years 2 & 4	G. Findings Years 2 & 4
Results expected in this department	Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	Implement the action plan and collect data	Summarize the data collected	What does data say about outcome?
Increase the number of individual students and employees using the Fitness Centers.	system to monitor LRC use C. Track student athlete GPA D. Coordinate times for tutoring.  1. Promote fitness centers through digital communication with students.  2. Work with student life on distributing information during orientation and tours  3. Increase SCC fitness center space to accommodate students	Implement plan and collect data	2014: Students 18.8% usage; awareness 54.7%  2014: Faculty 29.9% usage ; awareness 67.6%	Increase awareness and promote usage
Determine the College purpose for Wellness	2. Implement an action plan based on College charge.	Implement plan and collect data	No documented purpose found	Purpose is needed to drive resource allocation and planned activities





# Continuous Improvement Plan (CIP) Documentation

## UNIT REVIEW REPORT PATHWAY:

Completed Unit Review Reports will be evaluated by the appropriate deans and Unit Review Steering Committees. Following approval by the Steering Committee, Unit Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.