

**Kaua'i Community College
Five Year Comprehensive Program Review (CPR)**

At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Name – Health, Physical Education, Recreation (HPER)

Assessment Period: 2013-2018

HPER Program Goal & Mission Statement (UHCCP 5.202) The goal of the Health, Physical Education, and Recreation (HPER) program is to provide quality physical education and health classes for our students, faculty, staff and the general community in order to create overall healthy lifestyles. HPER's mission is to empower lifelong learners to think critically as they immerse themselves in a healthy physical activity. The physical education courses open avenues for learning how to take better care of the body, which can improve cognitive function, and give students' tools to live a personally-fulfilling life.

The Fitness Professional Certificate has been created to provide students who have an interest in fitness and personal training with an avenue to become certified, and fully prepared to be employed as Personal Trainers.

College Mission Statement (UHCCP 5.202) Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

Describe program or unit changes made as a result of these recommendations.

Part II. Program Description (UHCCP 5.202)

Brief History of Program	<p>The Health Physical Education and Recreation Program (HPER) began in the fall of 1980. From 1981-2011, HPER courses were primarily used as Elective courses. In 2012, students who were getting a Liberal Arts AA were required to take two credits with a cognitive or physical health designation. All of the HPER courses, as well as other courses across campus met these designations. In 2019, the Liberal Arts program is getting rid of the need to take the physical or cognitive health designations in an attempt to increase graduates, so the HPER courses will go back to being Electives, for the most part. The HPER courses will still be requirements for the Fitness Professional Certificate.</p> <p>During Fall 2015, a 20-credit Academic Subject Certificate was proposed for the Fitness Professional. It can be completed in two semesters. HPER 199V/270</p>
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	<p>has been taught Sp. 16, Fall 16, and Fall 17. HPER 271, the lab class has provided for free personal training for faculty and staff during the Spring semesters, while the Personal Training students have been putting into practice what they learned in the Fall semester.</p> <p>Fitness interest surveys have been given to students, which have laid the groundwork for new courses. During Russell Grady’s employment with KCC, the following courses were offered occasionally: Bowling, Volleyball and Beginning Karate, Swimming, Golf, and Racquetball. And, from 1999-2009, the following classes were offered: Physical Fitness, Beginning, Intermediate, and Advanced Tennis, Basketball, and Weight Training. Russell Grady did a student interest survey and found that students were interested in taking Yoga.</p> <p>In 2011, I was hired, and have made new courses based on students interests: Beginning Yoga, Intermediate Yoga, Fitness Bootcamp, Hiking, and Power and Posture in Martial Arts.</p> <p>Because our campus is limited in having an actual gym, some HPER courses have had to be taught at other schools on island. In the past (1980-2004), Kauai High School and Waimea High School was used for the Basketball classes and intramural basketball tournaments. We also have used Kauai Lagoons Tennis Club/golf course for intramural tournaments. Currently there has been no basketball, tennis, or golf intramural tournaments. The Island School’s gym was used for 2011-2013 for the Basketball class.</p>
Number of Faculty and Staff	Faculty (FT): 1 Faculty (Lecturers): 0 Staff: 0
Date Website Last Reviewed/Updated	Fitness Professional certificate updated Spring 2018. HPER instructor listed with Liberal Arts faculty Spring 2018. However, there is not a personal webpage for the HPER instructor or all of the HPER courses.
<i>For Instructional Programs ONLY</i>	
Graduate Occupation Options	With the Fitness Professional Certificate from KCC, a student can be a Personal Trainer. If a student goes on to a 4-year university to get a Bachelors in KES, KRS, or EXSC, jobs options include Physical Education and Health teacher at elementary, middle or high school. Also, public health, worksite or corporate wellness, sports management, YMCA, outdoor recreation, and cardiac rehab.
Special Admission Requirements	
Credentials Offered	
Current Program Articulation Agreements (Institution and Expiration Date)	Institution: Expiration Date: Institution: Expiration Date:
Distance Education Courses Offered	
Early College Courses offered (total number of sections/high school)	

Distance Education Programs offered	
Current Advisory Board Members/Employer and last meeting date	Member Name Employer Last Meeting Date:
Employer Internships	Have met and discussed with the owner of Adapt Fitness in Kapaa of having internships, but I need to change my curriculum to allow time to do this.
<i>For Non-Instructional Programs ONLY</i>	
Community Partnerships, Advisory Committees, etc.	

Part III. Analysis of Quantitative Indicators

Include the five years of Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Cautionary and Healthy.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program’s strengths and areas to improve regarding demand, efficiency, and effectiveness (UHCCP 5.202)?

FILL RATE for HPER COURSES	2012-8	2013-1	2013-8	2014-1	2014-8	2015-1	2015-8	2016-1	2016-8	2017-1	2018-1	Grand Total
Basketball (HPER 137)	60%	64%	72%	52%	28%							55%
Beginning Yoga (HPER 108)	92%	81%	78%	94%	81%	94%	86%	94%				88%
Power & Posture in Martial Arts (HPER 197)						56%						56%
Personal Training Practicum (HPER 271)										33%	7%	25%
Health, Wellness, and Fitness (HPER 100)		67%	50%	40%	47%		25%		69%			50%
Weight Training (HPER 152)	88%	79%	71%	92%	50%	67%		117%		92%	75%	81%
Fitness Boot Camp (HPER 160)				82%	103%	75%	78%	100%	89%	44%	72%	82%
Beginning Yoga (HPER 170)									89%	76%	52%	72%
Special Studies (HPER 199V)	(160) 42%	(160) 100%	(160) 79%					(270) 13%		(271) 33%		54%
Personal Trainer Cert Prep (HPER 270)								13%	58%		33%	31%
Beginning Tennis (HPER 130)		63%			100%							81%
Hiking (HPER 148)								67%			33%	50%
Intermediate Yoga (HPER 171)							25%					25%
	77%	77%	67%	77%	74%	81%	54%	78%	76%	61%	48%	71%

Advertising

In an attempt to increase class sizes, I have posted flyers in the counselors area, on bulletin boards across campus, as well as dropping into a few of the other teachers’ classrooms to put a plug in for HPER courses offered the following semesters. I let my current students know what classes are being offered in the next semester, as well. The second semester I offered the Personal Training Certification Prep course, I emailed students who had already graduated to tell them about the Fitness Professional certificate, so a few students came back for HPER 270/271. In Spring 2019, I will do a Fitness Professional interest meeting to try to draw in more students for the Fall semester.

New Program/Courses

The Fitness Professional Certificate has been a new addition to the HPER offerings. It has provided an avenue for students who are interested in pursuing fitness as a personal trainer or as a certificate to have as they go on for their Bachelors degree. I have taught the Personal Trainer Certification Prep course three times during this five year cycle. The second time I taught it, I was happy to have 7 students, and that was a good number when we had the Lab class, so that I could sufficiently supervise as they were training clients. HLTH 285 (Nutrition) was also made as a additional course for the Certificate. The Certificate is a 20-22 hour program that can be finished in 2 semesters.

Curriculum Modifications

HPER 270 went from a 2-credit lecture/lab to a 3-credit lecture/lab, because of the quantity of information being covered. HPER 170 has been offered as a Writing Intensive course on one semester, and can be offered again as a WI course.

Changes to Make for Fitness Professional Certificate

I think the max number needs to be changed. If the minimum has to be 10 for our classes, then I will change it to that, however, for safety purposes, I would change the max number to 6-8 students. During the spring semester, when they are enrolled in the Practicum course, and they are training a client in the weight room, the weight room would safely hold 12 participants (as is the max number in Weight Training), and it would be snug with up to 16 people lifting at the same time.

I have been teaching the Personal Trainer Cert Prep course as an evening course to allow for those students who are working to enroll in the course. It has benefited the students for two of the three semesters. However, I am realizing that I need to rearrange the timing of the courses to be able to reach a wider audience. Currently, a student will need to be on campus 4 days a week to take all the courses needed for the certificate, which has been a burden for some who are trying to work.

The ACE curriculum is intense, and requires a focused student. After teaching the curriculum and talking with students, it also may be beneficial to make the prep course a two-semester course (Part 1 and Part 2). We cover over 1100 pages with two textbooks, and, the information could easily be broken into 4-5 semester-long courses. But, two semesters would also help the student soak in the information. In one semester, it is a whirlwind of five classes in one: The smaller textbook (317 pages) has the following chapters: Applied Kinesiology, Exercise Physiology, Human Anatomy, Nutrition, and Physiology of Training. The larger textbook (808 pages) focuses solely on ACE method of Personal Training. With no support classes currently to lessen the load, the student has to be focused and prepared to learn it all in one semester.

The certification test is also intimidating, mainly because of the cost being \$399. There is currently one scholarship available to help with the cost of the test. For two of the cohorts, we have done the CPR class towards the end of the semester, which is required before they can take the certification test. I want to reorganize the curriculum to have students take the certification test at the end of the semester. I want to explore avenues to help with the cost of the test, so that it doesn't prohibit the students from taking the certification test.

With the addition of the Personal Training courses, it has limited the activity courses I have been able to offer per semester. So, I tried to offer Hiking and Intermediate Yoga on alternating years. The Intermediate Yoga has only been offered once, and has been dropped a few times due to low enrollment. Hiking has had a few more students, so it has run twice. The activity courses that have had higher fill rates have been Beginning Yoga, Fitness Bootcamp, and Weight Training. The Health, Wellness, and Fitness course has had low enrolled classes since the inception, so I did make a change to only offer it once a year, and that did make an improvement in the number of students taking it (went up from 25% to 69%).

There are a few courses that I have had lecturers teach: Power and Posture in Martial Arts, Tennis, and Basketball. Both Tennis and Basketball offer more competition and team play than many of the courses I teach, so that would be beneficial to diversify (to offer a variety of HPER courses) to address student's interests. The Martial Arts class was made and offered due to student interest (2012 interest surveys). I think it would be wise to see if there is interest in these classes to offer again. Based on Performance Funding, I've been told that if I can't teach the course, I can't offer it. I can teach Beginning Tennis, but would not feel comfortable teaching the Martial Arts or Basketball courses.

Strengths

Weight Training, Yoga, and Fitness Bootcamp have had high fill rates, on average for the last five years. Weight Training at 81%, Yoga at 88% and 72%, and Fitness Bootcamp at 82%. The success rate has progressively gone up from 60% to a high of 82%, with only 5 withdrawals in 2017/18. Students are meeting the expectations of the classes. Based on student interest surveys, I've tried to update and make new courses. I am still trying to get Swimming back on the books, and I am in the process of making Intermediate Weight Training, which will allow a progression for students who want to continue.

The Challenges

2017/18 had a record of 7 low-enrolled classes. I do think the max enrollment needs to change with some classes. When this happens, it will increase the safety of those in the class, and it will also positively impact the fill rate. Another challenge is finding the right times to offer classes that will give the most number of students that can take the course. I have tried teaching in the mornings, early and late afternoon, and evening courses. Early afternoon is not a good time for activity courses, being right after lunch.

Demand Indicators	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
SSH in all program classes	63	212	208	207	156	144	104
FTE Enrollment in Program Classes	5.25	17.66667	17.33333	17.25	13	12	8.66667
Total Number of Classes Taught	8	11	12	11	9	8	9
Efficiency Indicators							
Average Class Size	7.9	12.7	11.6	12.6	11.2	11.3	8.5
Fill Rate	59.6%	80.6%	73.6%	78.9%	67.3%	68.8%	51.8%
FTE BOR Appointed Faculty	1	1	1	1	1	1	1
Semester Hours	8	14	17	16	13	11	15
Analytic FTE Faculty	0.3	0.52	0.63	0.59	0.48	0.41	0.56
Number of Low-Enrolled Classes	4	2	4	3	3	3	7
Effectiveness Indicators							
Success Rate (Grade of A, B, C, or CR)	60.30%	69.30%	64.90%	69.70%	78.70%	76.29%	82.26%
Withdrawals (Grade of W)	6	12	11	10	4	9	5
Persistence in HPER (Fall to Spring)							
Persistence in HPER (Fall to Fall)							
Persistence at Kauai CC (Fall to Spring)	46.00%	66.40%	68.70%	62.10%	61.70%	68.18%	74.07%
Persistence at KauaiCC (Fall to Fall)	34.90%	48.60%	45.80%	49.20%	18.10%	50.00%	37.04%

The overall school enrollment is down, which seems to also affect the HPER courses. However, the average class size for HPER courses from 2012-2017 was 11.2-12.7 students. For a few of the HPER courses (170, 148, 270, 271), I will be making some changes to the max capacity for safety reasons. I'm not sure how HPER 170 went from 18 to 21 students as the max capacity, or how HPER 270 went from 12 to 15 students. I have done a waitlist on Weight Training, Yoga, and Bootcamp for the last few semesters, in case students dropped at the last minute. But, for safety of the students and the room size, 21 students is too many in Yoga. For the Personal Training courses, the max capacity also needs to come down, for best pedagogy and safety of students and their clients.

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2).

Develop a schedule for PSLO assessment over the next five years so that within the review period, all PSLOs will have been assessed (UHCCP 5.202).

1. List of the PSLOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
<p>Liberal Arts</p> <p>1) Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression.</p> <p>8) Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p>	<p>Via Livetext Spring 2017, however still assessing via grades/assignments every semester</p>	<p>PSLO #1</p> <p>HPER 170 – all are meeting PSLO #1 with doing literary flow. However, the Yama/Niyama reflections were not getting done outside of class.</p> <p>HPER 100 – Goal Setting, Dream Board, Group Presentation assignments address PSLO#1 and most of the students are meeting the learning objective.</p> <p>HPER 271 – Students have to work with their clients all semester, effectively communicating and training them.</p> <p>PSLO #8</p> <p>All of the HPER courses (100, 148, 152, 160, 170, 171) are meeting this objective. Through pre- and post-fitness testing, students realize firsthand if their actions through the semester had a positive or negative impact on their body composition.</p>	<p>HPER 170 - More (8) reflections are done during class now, with only 1-2 done outside of class, thus more are completing the reflections.</p> <p>HPER 271 - I give the client (faculty or staff) a mid- and post-questionnaire to assess how the trainer is doing with communication and actual training. This gives students a baseline or ways to change to better</p>	<p>Via Livetext – Fall 2018 HPER 100, HPER 152, HPER 160, HPER 170, HPER 270</p>

		Goal setting (HPER 100, 152, 160) helps them realize what actions they need to take to get their goals. Written Tests show their knowledge and understanding (all classes). HPER 270 is tested every class on their knowledge. HPER 271 is implementing knowledge gained from 270.	communicate with their clients.	
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When I first started at KCC (Fall 2011), I was told by Mona Kinkaid to make my own PSLOs. Subsequently, I was told to use Liberal Arts PSLOs. I have used the Liberal Arts PSLOs for the last six years. PSLO #8 has applied to all of my classes. PSLO #1 applies to some of my courses. However, Liberal Arts will be taking PSLO #8 away in 2019/20, so it may be beneficial for me to come up with PSLOs that apply to the HPER courses, if the one (PSLO #8) that applies to all of my courses will be going away. I will go through the process of submitting new PSLOs for HPER through Assessment and Curriculum in Spring 2019 or Fall 2019. PSLO #8 is good, and if I were to adopt it as a HPER PSLO, I would probably separate it into two PSLOs.

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

Course Prefix and Number	Date Last Reviewed	Next Review Date
HPER 100	2010/11	now
HPER 130	2014/15	2019/20
HPER 131	2015/16	2020/21
HPER 132	2014/15	2019/20
HPER 137	2014/15	2014/15
HPER 148	2014/15	2019/20
HPER 152	2006/07	now
HPER 160	2013/14	2018/19 - now
HPER 170	2015/16	2020/21
HPER 171	2017/18	2022/23
HPER 197	2014/15	2019/20
HPER 270	2017/18	2022/23
HPER 271	2017/18	2022/23
HLTH 285	2014/15	2019/20

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
YMCA survey to see if students would use YMCA if KCC subsidized the fee (student would pay \$35-45 instead of \$75)	5/13/2014		60 said Yes (64.5%) vs 33 said No (35.4%) Nothing was ever done past the survey. But, it would still be a good idea to pursue.

Part VII. Financials

Provide your program or unit’s budget for each year of this review.

Fiscal Year	Budget
2013-14	\$4000
2014-15	\$4000
2015-16	\$5000
2016-17	\$5000
2017-18	\$5000

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

There have been three classes that were taught by a lecturer: Basketball (2012-2014), Tennis (last taught 2014), and Martial Arts (2015). Even though the last time Tennis was taught and had 100% fill rate, the class was moved to OCET, and has been taught as a continuing education course. I think that it would still be a good course to teach on the credit side, as well. If I couldn’t get a lecturer to teach the courses, I would feel more confident teaching Beginning Tennis than I would Martial Arts or Basketball. These courses could be offered every other year to provide variety for students.

From 2011-2017, I have been supervising in the weight room during Free Time for students to lift. Occasionally, I have had student volunteers who have helped staff the weight room during Free Time. Since 2011, I have had the weight room open approximately 5-7 hours a week for Free Time, usually around the lunch time hours. On the days that I taught Yoga or Personal Training in the late afternoon/evening across campus, faculty and staff would lift on their own in the weight room, unsupervised. When I started the

Fitness Professional Certificate, students who take the Lab class are required to work a few hours a week in the weight room, but the Lab class is only offered during the Spring semester.

Provide the program or unit's current resources.

Category	What is needed?	Justification
PERSONNEL		
Positions (Faculty)	Already have this: 1 full-time faculty (me)	Teach the 5-6 health and fitness courses per semester, including Personal Training Certification Prep course/Lab.
Positions (Staff)	Need this: 2-4 paid student workers to staff the weight room during Fall/Spring semesters.	Supervised Free Time, so that students, faculty, and staff can lift when the weight room isn't being used for class.
OPERATING		
Supplies		
Equipment		
Space/Facilities	Need this: Adjoining office to the weight room for safety reasons.	I can work and prepare for my other classes, while also being able to see into the weight room during Free Lift.
	Need this: Increase the size of the weight room, so that there is more space to safely lift free weights.	There is a small space for bench press, military press, and very little floor space to do other free weight exercises.
TECHNOLOGY		
Hardware		
Software		

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
<ul style="list-style-type: none"> • Make the purchase of the outdoor fitness equipment and get concrete poured to stabilize the equipment using the HPER funds (\$21,500), Student Government funds (\$16,000), and College Council funds (\$8,500). • The second goal is to acquire \$200,000 for an addition to the weight room, office, storage, and bathrooms/showers. They are aligned with Strategic Goal 11 and 13. • The third goal is to get an MOA with the YMCA to re-establish HPER 103: Swimming. 	<ul style="list-style-type: none"> • Place chosen and approved, Equipment purchased, and ground broken, equipment installed. 	<ul style="list-style-type: none"> • Working with an office assistant to get a Super Quote through for the outdoor fitness equipment. Hope to have it ordered and installed in Spring 2019. • Not viewed as a priority. However the safety of the students/faculty/staff has become a priority in the last month, so it seems prudent to ask again for an adjoining office to the weight room with visibility of what is happening inside. • This was put on the side burner, because I was told I can't offer any classes that I can't teach. So, if my skill-set does not include teaching Swimming, then I can't offer the course.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)*	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
HPER Office relocated to the side of the weight room for added safety of weight room users.	Goal #11 – Sustainability and Safety		New office with visual access into weight room		2019
Weight room attendants for added safety of weight room users.	Goal #11 – Sustainability and Safety	Job posted for students to apply in December 2018	2-4 student workers in the weight room 15 hours a week	Job approved through HR, money allotted from Helen Cox, at least two students hired (\$11 per hour - 18 hours a week)	Spring 2019
Electronic Access door for the Weight Room for added safety of users.	Goal #11 - Sustainability and Safety		New electronic access door, so that we know who (faculty/staff) is in the weight room, and faculty/staff will have access	Purchased and in place by January 14, 2019	January 2019
Finish previous years goal of the outdoor fitness circuit - Purchase equipment and get it installed.	Goal #11 - Sustainability and Safety	SuperQuote, Equipment Purchased, Concrete	Circuit to be in place by June 2019	Equipment purchased by February	Spring 2019
Provide adequate fitness education and training to in order to certify as Personal Trainers and get a wage-earning job.	Goal #8 - Job Placement	50% job placement	50% job placement on Kauai	Number of students who finish the Fitness Professional certificate	Spring 2019
Encourage students to further their education and use the Personal Training certificate as a side job while they	Goal #4 - Transfer	50% transfer to 4-year university	50% transfer to 4-year university	Number of graduates who finish the certificate and	Spring 2019

finish a Bachelors degree.				transfer to a university	

*All Strategic Goals and Priorities are Aligned to the College Mission.

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

Program Goal	<ul style="list-style-type: none"> ● Purchase outdoor fitness equipment and get it installed Spring 2019 ● Office relocated to the side of the weight room for safety of weight room users, with 1-way window to see participants in the weight room. ● Improve safety of weight room users, able to have proof of who is using the weight room with electronic access door. ● Student workers to be in weight room during Free Lift
Resource Requested*	<ul style="list-style-type: none"> ● \$200,000 - new office / weight room expanded ● \$10,000 - Weight room door ● 2-4 student workers for Free Lift during Spring/Fall <ul style="list-style-type: none"> ○ \$11/hour x 18 hours a week x 34 weeks a year = \$6,732
Cost and Vendor	
Annual Recurring Cost	\$6,732 = student workers
Useful Life of Resource	<ul style="list-style-type: none"> ● New office - for a lifetime ● New door - as long as it works
Person(s) Responsible and Collaborators	Responsible - Laura Dillman Collaborators - <ul style="list-style-type: none"> ● Brandon Shimokawa, Helen Cox (door, office, student workers) ● Maintenance (installing outdoor fitness equipment) ● Duke's class can help with concrete (outdoor fitness equipment)
Timeline	Door - as soon as possible Student workers - Spring 2019 Office - Spring 2019

*An approved ITAC Request Form must be attached for all technology requests