

# INSTITUTIONAL PROGRAM REVIEW 2014 – 2015

## Program Efficacy Phase: Instruction

**DUE: April 13, 2015**

### Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

## Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

### Program Being Evaluated

Kinesiology/Health

### Name of Division

Social Sciences, Human Development and Physical Education

### Name of Person Preparing this Report

Erwin "John" Banola

### Extension

1661

### Names of Department Members Consulted

Ken Blumenthal, Quincy Brewer, Patricia Holder, Kenny Lawler, John Shipp

### Name of Reviewers

Nori Sogomonian, Diane Dusick

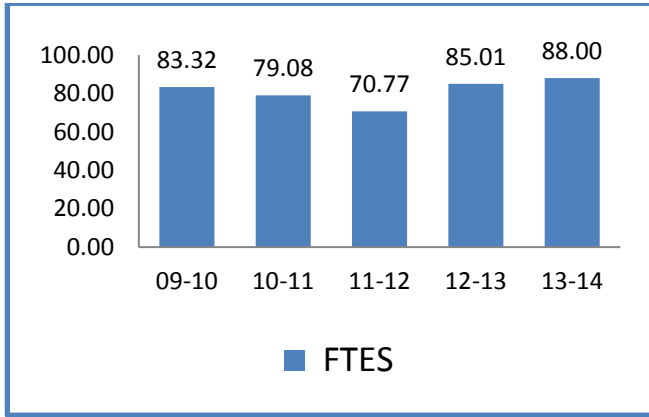
Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team	April 13, 2015	
Meeting with Review Team		
Report submitted to Program Review co-chair		

### Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1	0	0
Faculty	10	0	6
Classified Staff	3	0	0
<b>Total</b>	14	0	6

### Health Education 2013-2014



#### **Description:**

The Health Education Department offers transfer level courses that fulfill general education requirements for local universities and colleges. Additionally, the Health Education Department courses fulfill a general education requirement for the SBVC associates degrees, with Health 101 being a required course for the forthcoming Kinesiology A.A. degree starting in Fall 2015. Health courses provide students with guidelines for healthy living, which may improve their overall health and quality of life.

#### **Assessment:**

Enrollment declined from 09/10 to 11/12 before increasing again starting in 12/13. The drop in enrollment is consistent with the budget decreases across campus which resulted in fewer sections offered. By 13/14 enrollment reached a higher level than back in 09/10 with enrollment showing a large increase from 709 in 11/12 to 880 in 13/14. Success rates have remained relatively steady with 75% 09/10 to 72% in 13/14. Retention rates, though, have increased from 88% in 09/10 to 93% in 13/14.

#### **Department Goals:**

- To increase number of sections offered as budget allows and demand requires
- To increase number of evening, ITV and/or Saturday courses
- To increase the variety of courses offered through the development of new courses
- Develop more hybrid courses

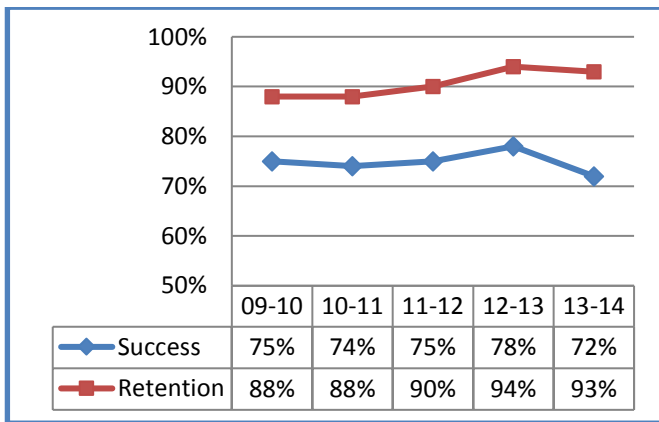
#### **Challenges & Opportunities:**

- The variety of courses offered is somewhat limited by the lack of curriculum.
- Use professional development resources to create new curriculum
- Use professional development resources to train faculty in teaching online, hybrid and ITV courses

#### **Action Plan:**

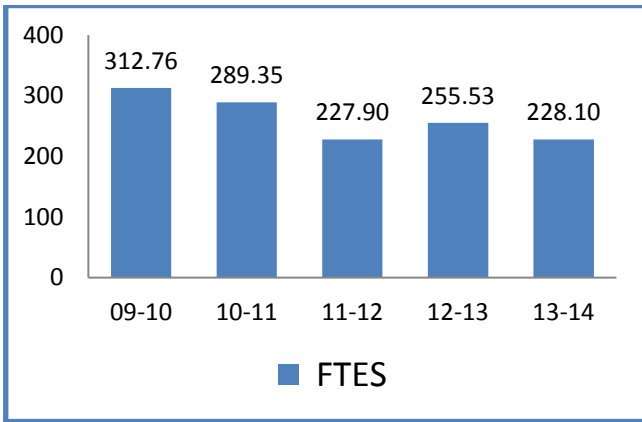
- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	837	789	709	821	880
FTEF	3.80	3.80	3.40	4.00	4.20
WSCH per FTEF	658	624	624	638	629

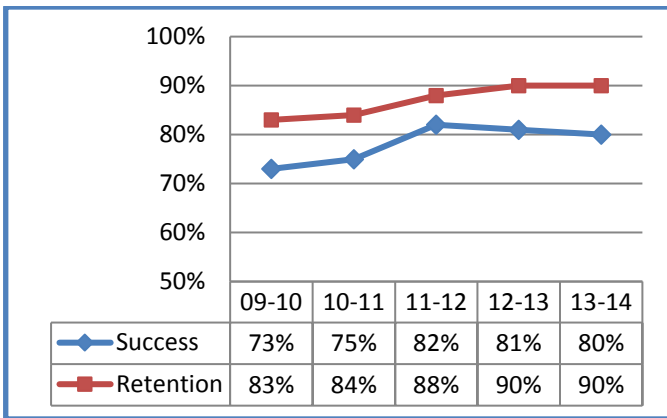


	09-10	10-11	11-12	12-13	13-14
Sections	19	19	17	20	21
% of online enrollment	21%	26%	29%	35%	38%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

## PHYSICAL EDUCATION – INDIVIDUAL 2013-2014



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,137	2,898	2,279	2,401	2,281
FTEF	11.76	10.64	8.54	9.07	9.60
WSCH per FTEF	798	816	801	845	713



### Description:

The Kinesiology (formerly PE) Department offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the Kinesiology (KIN) - Individual Activity courses focus on individual skill development and fitness/health improvement, as opposed to team oriented courses. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.

### Assessment:

- Enrollment decreased from 09/10 to 11/12, increased slightly in 12/13 and decreased back in 13/14 back to the 11/12 numbers. The decrease in is reflective of the budget cuts seen across campus which resulted in fewer sections offered. Enrollment has remained steady from 11/12 to 13/14. Success rates have increased from 73% in 09/10 to a high of 82% in 11/12 and have remained steady since then. Retention rates have steadily increased from 83% in 09/10 to 90% in 12/13. Retention was at 90% in 13/14 as well.

### Department Goals:

- To increase number of sections offered
- To increase the variety of courses offered through the development of new courses
- To increase the variety of equipment available to allow more students to participate safely
- To offer courses at the beginning, intermediate, and advanced levels to accommodate the various skill levels of the students

### Challenges & Opportunities:

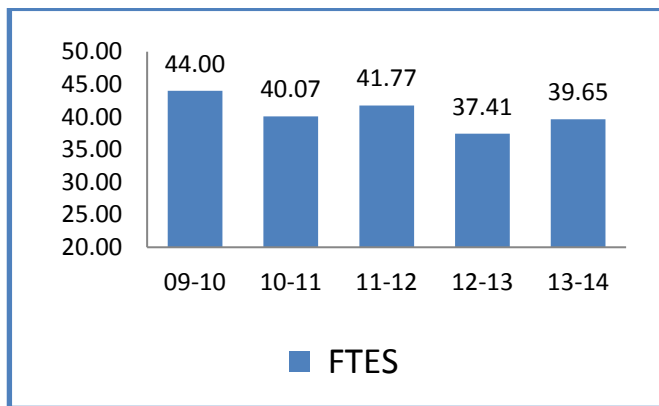
- The variety of courses offered is somewhat limited by the lack of appropriate equipment. We are hoping that through the Needs Assessment process, we will be able to acquire the equipment needed.
- Since we have leveled the courses, students may only take each course one time which will limit the number of students who can participate in our courses.
- Sharing the gym spaces with other departments limits our ability to offer certain courses.

	09-10	10-11	11-12	12-13	13-14
Sections	84	76	61	65	68
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

#### Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Acquire the latest equipment to service our students appropriately and safely
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles

### **PHYSICAL EDUCATION – TEAM 2013-2014**



#### Description:

The Kinesiology (formerly PE) Department offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the Kinesiology - Team Sports (KINS) courses focus on team skill development and fitness/health improvement, as opposed to individual activity courses. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer. Additionally, some KIN courses are required for the forthcoming KIN A.A. and A.A.-T degrees starting Fall 2015.

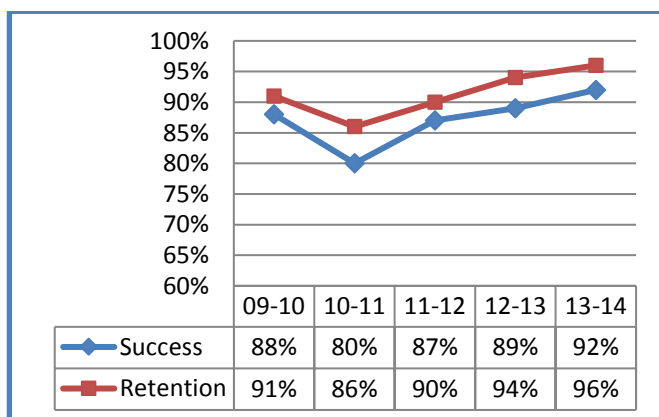
	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	444	401	418	358	399
FTEF	1.82	1.68	1.68	1.68	1.86
WSCH per FTEF	726	715	746	668	640

#### Assessment:

- Enrollment decreased from 09/10 to 10/11, increased slightly in 11/12, decreased in 12/13 and increased again in 13/14. The decrease in 10/11 is reflective of the budget cuts seen across campus which resulted in fewer sections offered. Success rates have fluctuated, but ultimately increased from 88% in 09/10 to a high of 92% in 13/14. Retention rates decreased from 91% in 09/10 to 86% in 10/11, but have increase steadily since then to a high of 96% in 13/14.

#### Department Goals:

- To increase the number of sections offered
- To increase the variety of courses offered through the development of new courses
- To increase the variety of equipment available to allow more students to participate safely



	09-10	10-11	11-12	12-13	13-14
Sections	13	12	12	12	13
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

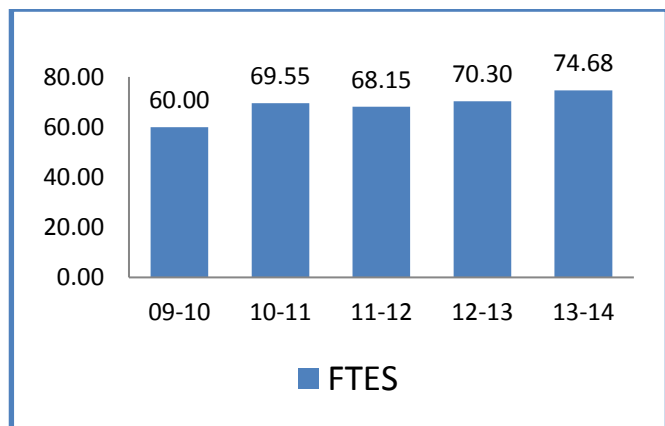
#### Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment. Hopefully through the Needs Assessment process, we will be able to acquire the equipment needed.
- Our newly leveled courses are no longer repeatable which may limit the number of students who can participate in our courses.
- Due to sharing the gym spaces with other departments, we are somewhat limited in when we can offer certain courses.

#### Action Plan:

- Continue to develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Acquire the latest equipment to service our students appropriately and safely
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles

### PHYSICAL EDUCATION 2013-2014



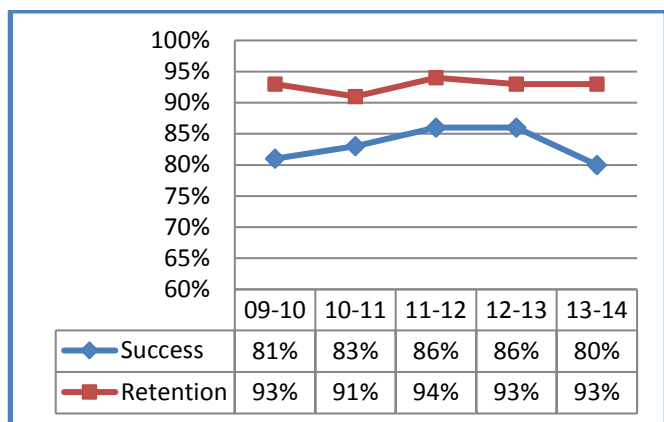
#### Description:

The Kinesiology (formerly PE) Department offers a variety of courses which provide students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the Kinesiology (KIN) courses are lecture based classes which focus on the theories behind a variety of topics related to PE, Kinesiology, and Health. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer. Some KIN courses are also either required or electives for the forthcoming KIN A.A. and A.A.-T degrees starting Fall 2015.

#### Assessment:

- Enrollment increased from 09/10 to 10/11. A slight decrease in 11/12 is reflective of the budget cuts seen across campus resulting in fewer sections offered. Enrollment again increased from 11/12 to 13/14 and we anticipate it will continue to do so as the A.A. and A.A.-T degrees start in Fall 2015. Success rates increased from 81% in 09/10 to a high of 86% in 12/13, before dropping back to 80% in 13/14.
- Retention rates have remained steady from 93% in 09/10 to 93% in 13/14.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	543	614	602	612	667
FTEF	3.72	3.93	3.93	3.92	4.05
WSCH per FTEF	484	531	520	538	554



	09-10	10-11	11-12	12-13	13-14
Sections	21	24	21	21	22
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

#### Department Goals:

- To increase number of sections offered
- To increase the number of online, hybrid or ITV courses offered
- To increase the variety of courses offered through the development of new courses
- To ensure that the courses articulate with the UC/CSU system

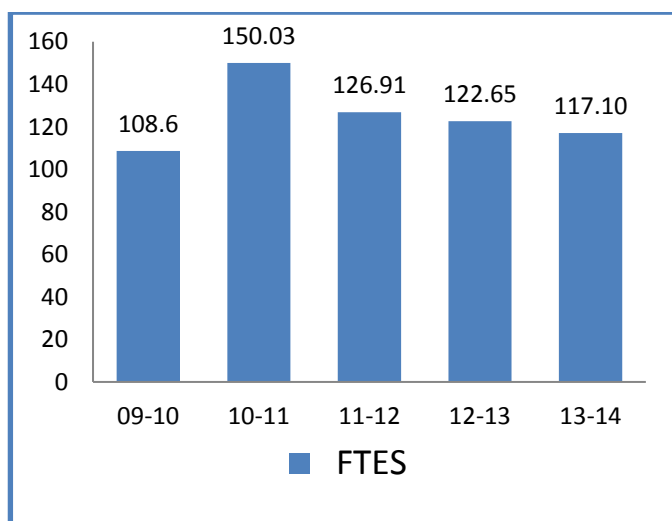
#### Challenges & Opportunities:

- The variety of courses offered is somewhat limited.
- A lack of smart classroom space limits our ability to offer more sections of our courses
- Offering online, hybrid or ITV courses is a possible avenue for making more courses available
- Explore the possibility of creating personal trainer or similar certification programs

#### Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles
- Acquire proper smart classroom space in order to offer more sections
- Explore the ITV possibilities for offering more courses

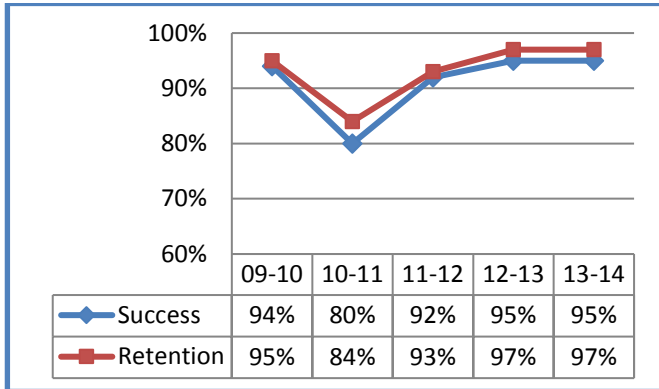
### PHYSICAL EDUCATION – VARSITY 2013-2014



#### Description:

Courses in Kinesiology and Health Department are designed to increase student's skills in activities that produce physiological results and promote lifelong habits of fitness. Varsity classes allow students to perform at maximum levels while competing in intercollegiate sports. Varsity classes satisfy the Kinesiology requirement for graduation and, or transfer

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	300	479	382	370	347
FTEF	5.28	4.32	5.28	5.76	5.71
WSCH per FTEF	617	1,042	721	639	615



	09-10	10-11	11-12	12-13	13-14
Sections	48	47	40	45	45
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

#### Assessment:

- Kinesiology (varsity) shows a peak in 2010/11 and a slow, but steady decline to 2013/14. Possible reasons for this data are decrease in course offering and limited repeatability in activity classes.
- Retention and success rates continue to be extremely high.
- This data shows the effectiveness of the Varsity classes.

#### Department Goals:

- To increase opportunities for students to participate in intercollegiate sports.
- To increase graduation and transfer rates
- To become fully compliant with Title IX
- To add more full-time faculty to our coaching staff
- To add more support staff to our department
- To increase the budget to meeting the yearly increase in cost of basic day to day operations

#### Challenges & Opportunities:

If the athletic department is to build a pond the success it has experienced in the past it will need to meet every goal stated above. The data clearly shows if we are to increase our numbers we will need to increase our support for our students.

#### Action Plan:

- Continue to participate in the program review process.
- Become more transparent, open and informative
- Develop collaborative relationships with other program on campus
- Strengthen relationships with the Foundation, alumni and the community
- Continue our fundraising efforts



## Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	<p>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</p>
Pattern of Service	The program's pattern of service is not related to the needs of students.	<p>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</p> <p>If warranted, plans or activities are in place to meet a broader range of needs.</p>

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: PE/Health	Campus-wide
Asian	4.4%	5.2%
African-American	21.3%	14.2%
Hispanic	57.4%	59.2%
Native American	0.8%	0.3%
Pacific Islander	1.1%	0.4%
White	13.2%	16.8%
Unknown	1.8%	3.9%
Female	52.2%	54.8%
Male	47.8%	45.1%
Disability	9.2%	5.7%
Age Min:	18	14
Age Max:	77	84
Age Mean:	27	29

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

As a whole, the program's population is generally reflective of the college's population. Of the seven different categorizations of ethnicity, all of the department percentages are within 3% of the campus population percentages with a couple of exceptions, African-American (+7.1%) and White (-3.6%). This is an improvement on the percentages reported in 2012 in which there were four ethnicities with a greater than 3% difference: Asian (-3.78%), White (-5.35%), Hispanic (-19.0%), and African-American (+9%). Specifically, this is a 50% improvement in the number of categories within 3% of campus population figures from four in 2011, to only two in 2014. Also, considering that one of the categories, White, is only -3.6% away from the campus population, there is only one remaining ethnicity, African-American (+7.1%), that may be of concern. However, this category has also shown an improvement of 1.9% when comparing 2011 (+9%) to 2014 (+7.1%). This difference may be attributed to the number of students who are participating in team sports and/or physical activity courses as part of their career or lifestyle goals. The greatest change shown was in the Hispanic category from a -19% in 2011 to only -1.8% in 2014. This improvement may be attributed to the increased importance placed on living a healthy lifestyle in conjunction with education provided in our Health and Kinesiology classes about the dangers of obesity, unhealthy eating, and lack of physical activity.

There has also been an improvement when comparing the 2011 and 2014 figures in regards to the gender makeup of the campus to the Kinesiology department. In 2011, the percentage of female students was approximately 15% lower and the percentage of male students was approximately 14% higher. In 2014, these percentages are only 2.6% lower for females and 7.1% higher for males. As reported in 2011, the higher proportion of male student-athletes participating in varsity team sports may explain this disparity. While a disparity still exists, there was still an almost 50% improvement from +14% in 2011 down to only +7.1% in 2014.

The population of students with disabilities taking courses in Kinesiology/Health is higher in 2014 (+3.5), than it was in 2011. This may be due to more students participating in the Adapted Physical Education courses, as well as the general physical activity courses offered, in which these students are afforded the opportunity to participate thanks to the instructors' ability to modify activities as necessary. Another reason is there may be greater numbers of students with disabilities participating on the athletic teams. With more students being assessed by DSP&S and subsequently being diagnosed with learning and/or physical disabilities, it is not surprising that the percentage has increased.

### **Pattern of Service**

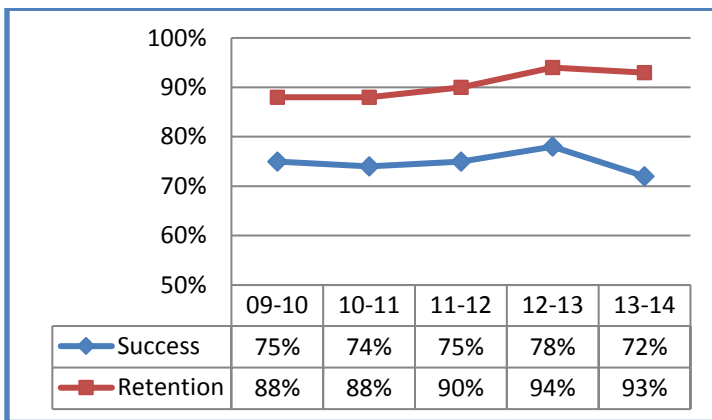
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Courses are typically offered in a MW or TTH format, but there are Friday and Saturday courses as well as occasional MWF course offerings. In terms of hours of operation, the courses are offered throughout the day from 8:00A–2:00P as well as in the afternoons/evenings from 4:30P–10:00P. Online Health courses are also offered to students, as well as an ITV course which was offered in SP'15 for the first time. The course offerings available to students and the community provides many options and therefore serves needs of our campus population well.

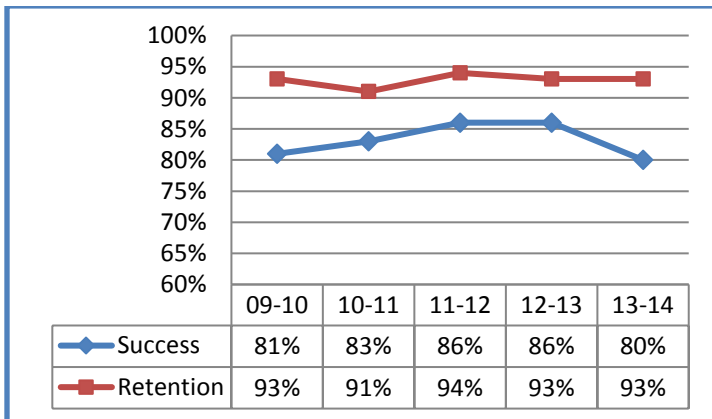
## Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

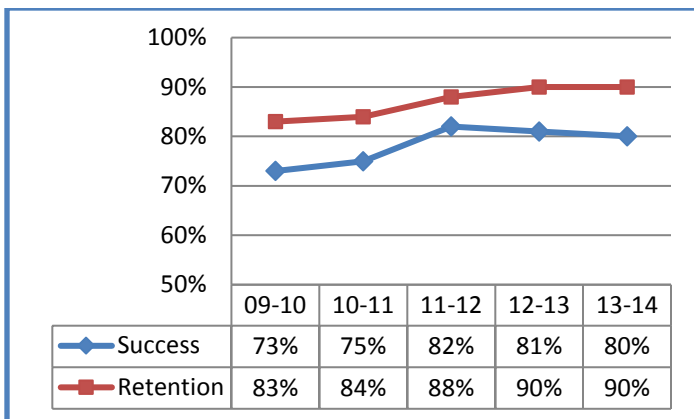
Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")



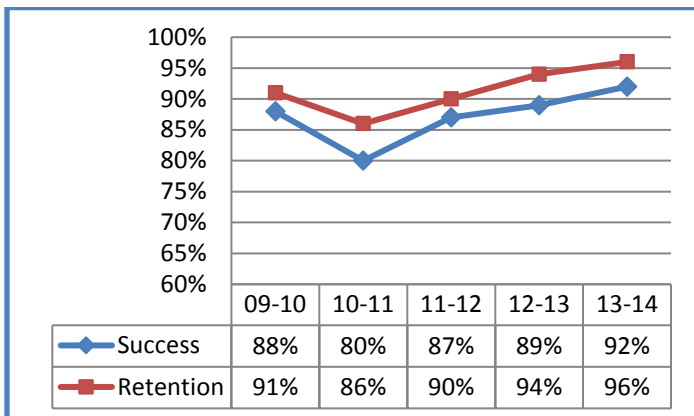
Health Education



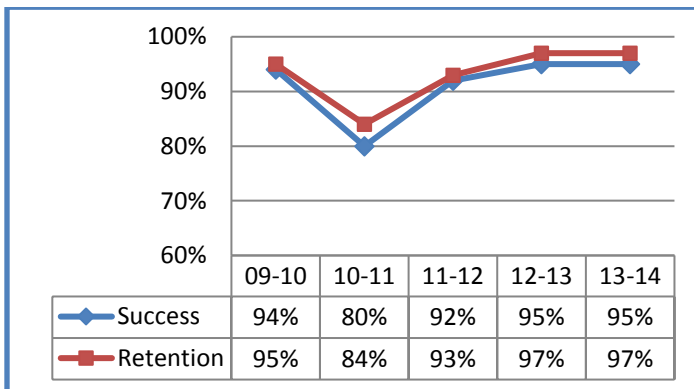
Physical Education



Physical Education – Individual



Physical Education – Team



Physical Education – Varsity

In terms of degrees and certificates awarded, our department has not offered a degree or certificate in the past. However, this will change with our AA-T and AA degrees. The AA-T degree has been approved and the AA degree in the process of being approved to start in FA'15. There have also been some informal preliminary discussions about creating a "Personal Trainer" certification program. This is an area that needs to be discussed further.

**Health:** The success rate over the 5 years has remained steady with an average of 74.8%. The lowest percentage of 72% was observed in 2013/14, with the highest percentage of 78% coming in 2012/2013. In terms of retention rates, there was an overall increase of 5% from 88% in 2009/10 to 93% in 2013/14.

**P.E.:** The average success rate over the 5 years was 83.2%, beginning with 81% in 2009/10 and 80% in 2013/14. The middle three years of the 5-year cycle had higher percentages of 83%, 86%, and 86%. The average retention rate for the 5-year cycle was 92.8% with the lowest percentage of 91% in 2010/11 and the highest percentage of 94% in 2011/12.

**P.E.-I:** There has been a steady increase over the five-year cycle from 73% in 2009/10 to 80% in 2013/14. There was a total overall increase of +7% with the highest overall percentage of 82% in 2011/12. The retention rates also showed an overall increase of +7% from 83% in 2009/10 to 90% in 2013/14.

**P.E.-T:** Overall, there was a +4% increase in success over the 5-year cycle. This included a big drop in percentage between 2009/10 and 2010/11 from 88% to 80%. However, the percentage increased the following year (2011/12) back up to 97%. Retention rates increased overall by +5% with an average of 91%. Similar to the success rates mentioned previously, there was a drop in 2010/11 of 5% from the previous year.

**P.E.-V:** The first and last year of the 5-year cycle showed similar percentages of 94% and 95% respectively. There was a major drop of 14% down to 80% in the second year (2010/11). Nevertheless, even with this major drop, the overall success rate average was still 91.2%. The success rate had an overall average of 93.2%. However, similar to P.E.-T, there was a big drop in 2010/11 from 95% the year before to 84%.

## Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

N/A

## Student Learning Outcomes

**Course SLOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. **(INSERT SLO COURSE GRID)**

See [Strategic Goal 2.11](#)

### Physical Education/Health 3-year SLO Assessment Schedule

Course	SLO's?	SP'13	SU'13	F'13	SP'14	F'14	SP'15	F'15
Health 101	X			X				
PE 098		X						
PE 200	X			X				
PE 201	X						X	
PE 210	X						X	
PE 222		X						
PE 231	X					X		
PE 232		X						
PE/T 100	X			X				
PE/T 104	X				X			
PE/T 108	X				X			
PE/T 116	X				X			
PE/T 120	X			X				

PE/T 124	X			X	
PE/T 132	X		X		
PE/V 100					X
PE/V 101					X
PE/V 102					X
PE/V 103					X
H 103	Not currently being taught				
PE 236	Not currently being taught				

Above is the original assessment schedule that was created in 2012, the first year of our 3-year assessment cycle. Since that time, there have been changes to the curriculum, such as leveling of all the courses. The assessment of the physical education courses had been occurring according to the schedule above until the change was made to where every section of every course is assessed each semester. In the grid below, all of the courses in the department are listed under their new KIN names. However, since the majority of the courses have only recently switched to the Kinesiology designation (FA'14), there are a number of courses that are not marked as ongoing. We are currently assessing all courses each semester so this will change as the courses start to be offered on a regular basis. In regards to how the SLOs are used to improve student learning, each faculty member has the academic freedom to utilize the assessment results in whatever way works best for them. I have had discussions with faculty members who have expressed that they use the assessment results in a reflective way in order to decide what, if any, changes may need to be made to their teaching approach. As a whole, I feel our department views the assessment results as opportunities to learn what is and is not working for our students and to change accordingly. There have also been some cursory discussions on whether or not SLOs may need to be revised, but no decisions have been made yet.

		General Ed	Not Assessed	Assessed	Ongoing	F07	S08	F08	S09	F09	S10	F11	S11	F12	S12	F13	S13	F14	S14	F15	S15
KIN	200			x	x												x		x		
KIN	201			x														x			
KIN	202		x																		
KIN	210		x																		
*KIN	222			x													x				
KIN	231			x	x			D									x	x	x		
KIN	232			x														x			
KIN	236	CSU/GE-L	x																		
KIN A	186 A	CSU/GE-L		x	x												x	x	x		
KIN A	186 B			x															x		
KIN A	186 C			x															x		
KIN A	188 A	CSU/GE-L	x																		
KIN A	188 B		x																		
KIN A	188 C			x														x			
KIN	189	CSU/		x	x												x		x		







S	A	GE-L																				
KIN S	120 B		x																			
KIN S	120 C		x																			
KIN S	124 A	CSU/ GE-L		x	x			D									x					
KIN S	124 B																					
KIN S	124 C																					
KIN X	110 AX3		x																			
KIN X	110 BX3																					
KIN X	110 CX3																					
KIN X	111 AX3			x															x			
KIN X	111 BX3																					
KIN X	111 CX3																					
KIN X	112 AX3			x															x			
KIN X	112 BX3																					
KIN X	112 CX3																					
KIN X	113 AX3			x															x			
KIN X	113 BX3																					
KIN X	113 CX3																					
KIN X	114 AX3		x																			
KIN X	114 BX3																					
KIN X	114 CX3																					
KIN X	115 AX3			x															x			
KIN X	115 BX3																					
KIN X	115 CX3																					
KIN X	116 AX3			x															x			
KIN X	116 BX3																					

KIN X	116 CX3																					
KIN X	120 AX3		x																			
KIN X	120 BX3																					
KIN X	120 CX3		x																			
KIN X	120 DX3																					
KIN X	121 AX3		x																			
KIN X	121 BX3																					
KIN X	121 CX3																					
KIN X	121 DX4																					
KIN X	130 AX3																					
KIN X	130 BX3		x																			
KIN X	130 CX3		x																			
KIN X	131 AX3																					
KIN X	131 BX3			x																x		
KIN X	131 CX3		x																			
KIN X	132 AX3																					
KIN X	132 BX3			x																x		
KIN X	132 CX3		x																			
KIN X	133 AX3																					
KIN X	133 BX3		x																			
KIN X	133 CX3			x																x		
HEA LTH	101	CSU/ GE-L		x	x				D									x	x	x		
Totals:		20	35	49	16	1	1		1 0									2 0	1 4	4 0		

**Instructional Program SLOs.** If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **(INSERT MAPPING GRID & RECENT PROGRAM EVAL. INFORMATION)**

See [Strategic Goal 2.11](#)

Currently, our department does not offer a degree, certificate or TMC. However, we will begin offering AA and AA-T degrees starting in FA'15.

**Institutional SLOs/Core Competencies.** Complete the **Core Competency grid** below (**(INSERT CORE COMPETENCY GRID)**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See [Strategic Goal 2.11](#)

<b>San Bernar dino Valley College</b>  <b>Depart ment: Health, PE and Athletic s, page 1</b>  For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	PE-1 105X4	X																	
	PE-1 103X4	X																	
	PE 293X2	X																	
	PE 291X2	X																	
	PE 290X2	X																	
	PE 288X2	X																	
	PE 285X2	X																	
	PE 283X2	X																	
	PE 282X2	X																	
	PE 236	X																	
	PE 232	X																	
	PE 231	X																	
	PE 223	X																	
	PE 222	X																	
	PE 210	X																	
	PE 201	X																	
	PE 200	X																	
	HEALTH 103	X																	
	HEALTH 101	X																	
X	1.1 Read and retain information																		
	1.2 Write clearly						X												
	1.3 Speak clearly																		
	1.4 Employ vocabulary of the							X	X	X	X								

	subject studied																			
	1.5 Demonstrate active listening skills																			
Info Comp	2.1 Find and interpret information																			
	2.2 Evaluate authority and bias of information																			
	2.3 Utilize technology to organize and present information																			
	2.4 Demonstrate working knowledge of basic computer function																			
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic																			
	3.2 Locate, evaluate and select evidence to support or discredit an argument						X													

Ethics	3.3 Construct a persuasive argument																			
	3.4 Apply learned knowledge to new situations	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x
	3.5 Apply principles of scientific reasoning to solve problems																			
	3.6 Defend a logical hypothesis to explain observed phenomenon																			
	4.1 Accept responsibility for own actions	x	x								x	x	x	x	x	x	x	x	x	x
	4.2 Demonstrate respect for a diversity of ideas and the rights of others																			
	4.3 Exhibit personal, professional and academic honesty			x	x	x		x	x	x		x	x	x	x	x	x	x		
	4.4 Display behavior consistent with											x	x	x	x	x	x	x		

	ethical standards w/in a discipline																		
	4.5 Apply lessons from the past to ethical issues faced in the present																		
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas			X	X	X													
	4.7 Assume civic, political or social responsibilities	X																	
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses		X	X	X	X					X	X	X	X	X	X	X	X	X
	5.2 Recognize own biases and values																		
	5.3 Recognize own learning style																		
	5.4 Give and receive constructive feedback			X	X	X													

	5.5 Develop time management skills									X									
	5.6 Set goals for educational, personal and professional development		X	X	X	X	X											X	X
	5.7 Set goals to create balance in personal and professional life		X	X	X	X				X								X	X
	5.8 Evaluate diverse artistic works																		
	5.9 Demonstrate creative thought through original expression																		
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions																		
	6.2 Work effectively in group settings										X	X	X	X	X	X	X		
	6.3 Utilize conflict resolution									X									



	skills																			
	6.4 Demonstrate knowledge of and respect for other cultures																			
	6.5 Demonstrate knowledge of and respect for one's own culture																			

<b>San Bernar dino Valley College</b>  <b>Depart ment: Health, PE and Athletic s, page 2</b>  For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	PE-I 188X4																			
	PE-I 187X4																			
	PE-I 186X4																			
	PE-I 185X4																			
	PE-I 184X4																			
	PE-I 173X4																			
	PE-I 168X4																			
	PE-I 164X4																			
	PE-I 148X4																			
	PE-I 144X4																			
	PE-I 143x4																			
	PE-I 138X4																			
	PE-I 127X4																			
	PE-I 116X4																			
	PE-I 115X4																			
	PE-I 111X4																			
	PE-I 110X4																			
	PE-I 108X4																			
	PE-I 107X4																			
X	1.1 Read and retain information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	1.2 Write clearly																			
	1.3 Speak clearly																			
	1.4 Employ vocabulary of the																			

	subject studied																			
	1.5 Demonstrate active listening skills																			
Info Comp	2.1 Find and interpret information																			
	2.2 Evaluate authority and bias of information																			
	2.3 Utilize technology to organize and present information																			
	2.4 Demonstrate working knowledge of basic computer function																			
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic																			
	3.2 Locate, evaluate and select evidence to support or discredit an argument																			

	3.3 Construct a persuasive argument																			
	3.4 Apply learned knowledge to new situations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3.5 Apply principles of scientific reasoning to solve problems																			
	3.6 Defend a logical hypothesis to explain observed phenomenon																			
Ethics	4.1 Accept responsibility for own actions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	4.2 Demonstrate respect for a diversity of ideas and the rights of others																			
	4.3 Exhibit personal, professional and academic honesty																			
	4.4 Display behavior consistent with																			

	ethical standards w/in a discipline																			
	4.5 Apply lessons from the past to ethical issues faced in the present																			
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas																			
	4.7 Assume civic, political or social responsibilities																			
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	5.2 Recognize own biases and values																			
	5.3 Recognize own learning style																			
	5.4 Give and receive constructive feedback																			

	5.5 Develop time management skills																			
	5.6 Set goals for educational, personal and professional development	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	5.7 Set goals to create balance in personal and professional life	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	5.8 Evaluate diverse artistic works																			
	5.9 Demonstrate creative thought through original expression																			
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions																			
	6.2 Work effectively in group settings																			
	6.3 Utilize conflict resolution																			

	skills																		
	6.4 Demonstrate knowledge of and respect for other cultures																		
	6.5 Demonstrate knowledge of and respect for one's own culture																		

	<b>San Bernardino Valley College</b>  <b>Department: <u>Health, PE and Athletics, page 3</u></b>  For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	PE-I 189X4	PE-T 100X4	PE-T 104X4	PE-T 108X4	PE-T 120X4	PE-T 124X4	PE-T 132X4	PE-V 100-103
X	1.1 Read and retain information	X	X	X	X	X	X	X	X
	1.2 Write clearly								
	1.3 Speak clearly								
	1.4 Employ vocabulary of the subject studied								
	1.5 Demonstrate active listening skills								
Info Comp	2.1 Find and interpret information								
	2.2 Evaluate authority and bias of information								
	2.3 Utilize technology to organize and present information								
	2.4 Demonstrate working knowledge of basic computer function								
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic								
	3.2 Locate, evaluate and select evidence to support or discredit an argument								

	3.3 Construct a persuasive argument										
	3.4 Apply learned knowledge to new situations	X	X	X	X	X	X	X	X		
	3.5 Apply principles of scientific reasoning to solve problems										
	3.6 Defend a logical hypothesis to explain observed phenomenon										
Ethics	4.1 Accept responsibility for own actions	X	X	X	X	X	X	X	X		
	4.2 Demonstrate respect for a diversity of ideas and the rights of others										
	4.3 Exhibit personal, professional and academic honesty		X	X	X	X	X	X	X		
	4.4 Display behavior consistent with ethical standards w/in a discipline		X	X	X	X	X	X	X		
	4.5 Apply lessons from the past to ethical issues faced in the present										
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas										
	4.7 Assume civic, political or social responsibilities										
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses	X	X	X	X	X	X	X	X		
	5.2 Recognize own biases and values										
	5.3 Recognize own learning style										
	5.4 Give and receive constructive feedback										
	5.5 Develop time management skills										
	5.6 Set goals for educational, personal and professional development	X									
	5.7 Set goals to create balance in personal and professional life	X									
	5.8 Evaluate diverse artistic works										
	5.9 Demonstrate creative thought through original expression										
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions										
	6.2 Work effectively in group settings		X	X	X	X	X	X	X		
	6.3 Utilize conflict resolution skills										
	6.4 Demonstrate knowledge of and respect for other cultures										



6.5 Demonstrate knowledge of and respect for one's own culture

The Core Competency grid above was completed in 2005. Since that time, the curriculum has all been updated with Kinesiology designations. Additionally, all courses have been leveled into Beginning, Intermediate, and Advanced. This leveling may affect the core competencies addressed in certain levels within a particular course when the grid is updated. At this point, the department is on hold in re: to updating our core competency grid until a determination is made in Academic Senate about if/when the core competencies will be rewritten.

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness - Rubric</b>		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

#### Mission and Purpose:

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

The mission statement for Kinesiology (formerly Physical Education) and Health is as follows: To facilitate growth and change in the individual through the study and application of human movement principles and participation in physical activities, exercise and sport across the lifespan. This is accomplished by providing excellence in instruction and services through a multidisciplinary approach in: 1) programs at the undergraduate level designed to prepare professionals in human movement, wellness, sport and exercise-related careers; 2) courses that promote general education and interdisciplinary concepts; 3) activity courses and programs designed to induce physical, cognitive and affective adaptations; and 4) specialized service programs in life skills. This mission is achieved with the development and maintenance of the behaviors that are essential for a healthy lifestyle.

How does this purpose relate to the college mission?

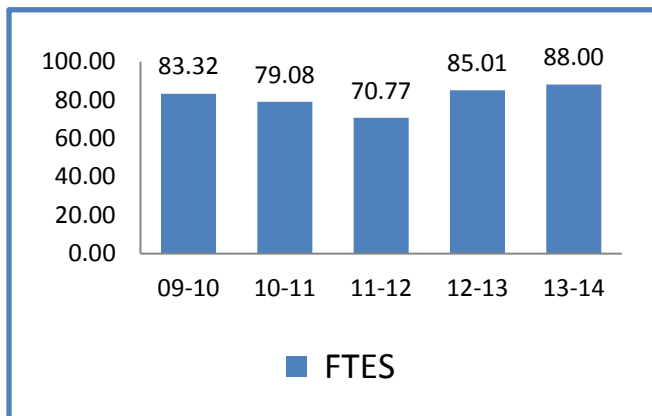
The department's mission relates to the college mission in a number of ways:

- We provide a variety of courses which include both lecture and lab/activity sections to allow more options for students to choose from
- We service students ranging from teenagers to older adults
- We adapt our teaching methodology in order to service students with varying levels of ability (both cognitive and physical) to ensure maximum potential for success
- We offer courses throughout the day and evening, as well as online, to accommodate all different types of schedules so that students have more options to choose from
- We will explore other alternate times for course offerings that don't currently exist to further accommodate students
- We will be creating curriculum to expand our offerings

## Productivity

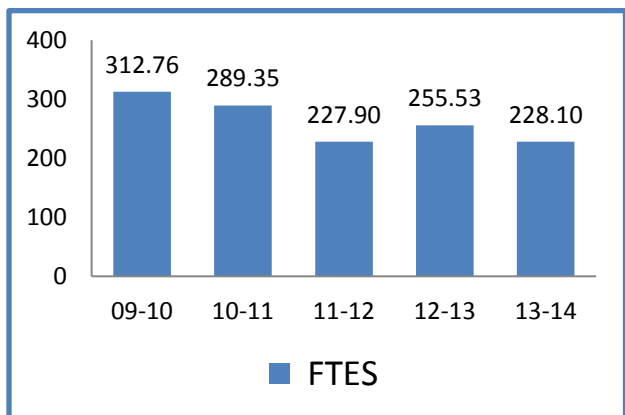
Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTEF and WSCH per FTEF) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

### Health



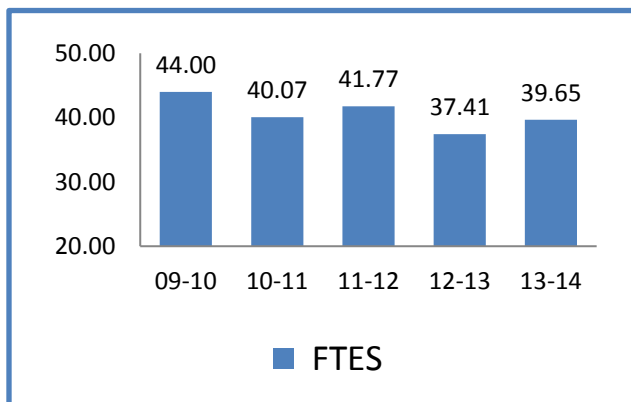
	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	837	789	709	821	880
FTEF	3.80	3.80	3.40	4.00	4.20
WSCH per FTEF	658	624	624	638	629

### Physical Education – Individual



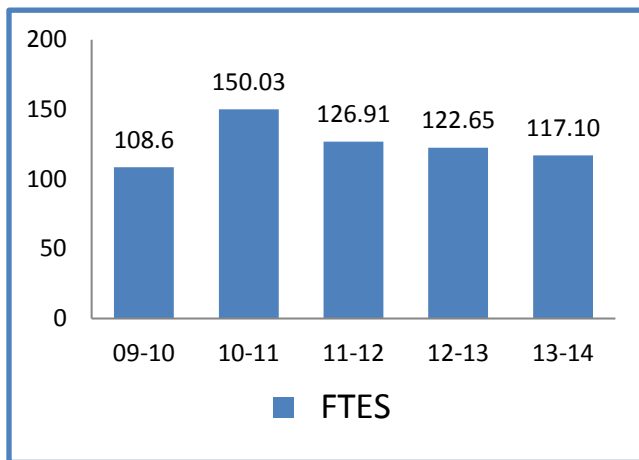
	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,137	2,898	2,279	2,401	2,281
FTEF	11.76	10.64	8.54	9.07	9.60
WSCH per FTEF	798	816	801	845	713

### Physical Education – Team



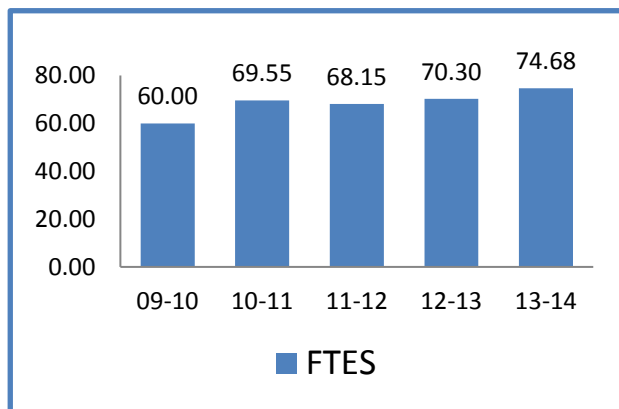
	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	444	401	418	358	399
FTEF	1.82	1.68	1.68	1.68	1.86
WSCH per FTEF	726	715	746	668	640

### Physical Education – Varsity



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	300	479	382	370	347
FTEF	5.28	4.32	5.28	5.76	5.71
WSCH per FTEF	617	1,042	721	639	615

### Physical Education



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	543	614	602	612	667
FTEF	3.72	3.93	3.93	3.92	4.05
WSCH per FTEF	484	531	520	538	554

### Health

Productivity data for Health Education shows that while the FTEF numbers decreased in 2010/11 (79.08) and 2011/12 (70.77), there was an overall increase of 5.61% for the five-year cycle from 83.32 in 2009/10 to 88.00 in 2013/14. From 2011/12 (70.77) to 2013/14 (88.00), there was a 24.34% increase. Similarly, duplicated enrollment showed an overall increase of 5.14% from 837 in 2009/10 to 880 in 2013/14, with a drop in numbers from 2010/11 (789) to 2011/12 (709). However, there was an increase of 24.12% from 2011/12 (709) to 2013/14 (880). FTEF data shows an overall increase of 10.53% from 2009/10 (3.8) to 2013/14 (4.2). For the years 2011/12 (3.4) to 2013/14 (4.2), there was an increase of 23.53%. Although WSCH per FTEF decreased 4.40% over the five-year cycle from 658 in 2009/10 to 629 in 2013/14, the department is still operating very efficiently and above the desirable 525 number.

### **Physical Education – Individual**

Productivity data for PE-I shows an overall decrease for FTES (-27.10%), duplicated enrollment (-27.29%), FTEF (-18.37%) and WSCH per FTEF (-10.65%). However, even with the decreases, the department is still operating very efficiently with a WSCH per FTEF number of 713. These decreases may be due to changes in the number of sections offered, as well as the cap size changing.

### **Physical Education – Team**

Productivity data for PE-T shows an overall decrease of -9.87% for FTES over the five-year cycle. Duplicated enrollment also showed an overall decrease of -10.14% over the five-year cycle. However, while the numbers decreased from 2009/10-2012/13, duplicated enrollment increased +11.45% from 2012/13 to 2013/14. FTEF had an overall increase of +2.2 with the number remaining at 1.68 from 2010/11 through 2012/13 before increasing +10.71% to 1.86 in 2013/14. WSCH per FTEF decreased 11.85% from 726 in 2009/10 to 640 in 2013/14, however still remained well above the 525 mark.

### **Physical Education – Varsity**

Productivity data for PE-V shows an overall increase across all sections. FTES increased overall by +7.83% from 108.60 in 2009/10 to 117.10 in 2013/14. From 2009/10 to 2010/11, there was a large increase of +38.15% from 108.6 to 150.03. Duplicated enrollment had an overall increase of +15.67% from 300 in 2009/10 to 347 in 2013/2014. From 2009/10 to 2010/11, there was a large increase of +59.67% from 300 to 479. FTEF had an overall increase of +8.14% from 5.28 in 2009/10 to 5.71 in 2013/14. From years 2010/11 through 2013/14, there was an overall increase of +32.18% from 4.32 to 5.71. WSCH per FTEF did not change much overall from 617 in 2009/10 to 615 in 2013/14 for a decrease of only -.32%. However, from 2009/10 to 2010/11, there was a 68.88% increase from 617 to 1042. Overall, the department is still well above the 525 mark.

### **Physical Education**

Productivity for PE shows overall increases across all sections. FTES increased +24.47% from 60 in 2009/10 to +74.68% in 2013/14. Duplicated enrollment increased +22.84% from 543 in 2009/10 to 667 in 2013/14. FTEF increased +8.88% from 3.72 in 2009/10 to 4.05 in 2013/14. WSCH per FTEF increased +14.46% from 484 in 2009/10 to 554 in 2013/14. This increase in brought our efficiency level above the desirable 525 mark.

### **Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Currently, the majority of courses are up to date. The following courses need to be addressed: PE/T 132X2 needs to be deleted since it is now part of the KINS 124 A/B/C series of courses; PE/I 105X4 needs to be deleted since it is now part of the KINF 105 A/B/C series of courses; Both KIN 201 and KIN 236 appear in CurricUNET as being "launched" (Board approved 1/16/14 & Curriculum approved 4/14/14), so the department will look into what the issue is and resolve it.

Both Health 101 and 103 appear in CurricUNET as "pending" so the department chair will look into what the issue is and resolve it.

Social Sciences, Human Development & Physical Education				
Health Education				
	Course	Status	Last Content Review	Next Review Date
	HEALTH101 Health Education	Active	12/10/2007	12/10/2013
	HEALTH103 Introduction to Holistic Health	Active	04/15/2004	04/15/2010
	HEALTH101 Health Education	Pending	12/10/2007	12/10/2013
	HEALTH103 Introduction to Holistic Health	Pending	04/15/2004	04/15/2010

Social Sciences, Human Development & Physical Education				
Physical Education				
	Course	Status	Last Content Review	Next Review Date
	KIN098 Physical Education Work Experience	Active	12/07/2009	12/07/2015
	KINS100A Beginning Baseball	Active	12/01/2014	12/01/2020
	KINS100B Intermediate Baseball	Active	12/01/2014	12/01/2020
	KINS100C Advanced Baseball	Active	12/01/2014	12/01/2020
	KINS103A Beginning Badminton	Active	11/04/2013	11/04/2019
	KINS103B Intermediate Badminton	Active	11/04/2013	11/04/2019
	KINS103C Advanced Badminton	Active	11/04/2013	11/04/2019
	KINS104A Beginning Basketball	Active	12/01/2014	12/01/2020
	KINS104B Intermediate Basketball	Active	12/01/2014	12/01/2020
	KINS104C Advanced Basketball	Active	12/01/2014	12/01/2020
	KINF105A Beginning Low Impact Aerobics	Active	12/10/2013	12/10/2019
	KINF105B Intermediate Low Impact Aerobics	Active	12/10/2013	12/10/2019
	KINF105C Advanced Low Impact Aerobics	Active	12/10/2013	12/10/2019
	KINF108A Beginning Weight Training	Active	11/25/2013	11/25/2019
	KINS108A Beginning Football	Active	12/01/2014	12/01/2020
	KINS108B Intermediate Football	Active	12/01/2014	12/01/2020
	KINF108B Intermediate Weight Training	Active	11/25/2013	11/25/2019
	KINS108C Advanced Football	Active	12/01/2014	12/01/2020
	KINF108C Advanced Weight Training	Active	11/25/2013	11/25/2019
	PE/I108X4 PE/I 108X4 Weight Training	Active	11/15/2004	11/15/2010
	KINX110Ax3 Intercollegiate Cross Country - Men	Active	10/07/2013	10/07/2019
	KINX110Bx3 Intercollegiate Cross Country - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX110Cx3 Intercollegiate Cross Country - Men Off-Season Athletics	Active	03/31/2014	03/31/2020

	KINX111Ax3 Intercollegiate Cross Country - Women	Active	10/07/2013	10/07/2019
	KINX111Bx3 Intercollegiate Cross Country Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX111Cx3 Intercollegiate Cross Country - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINF112A Beginning Body Conditioning	Active	11/04/2013	11/04/2019
	KINS112A Beginning Indoor Soccer	Active	03/10/2014	03/10/2020
	KINX112Ax3 Intercollegiate Football - Offense	Active	10/07/2013	10/07/2019
	KINS112B Intermediate Indoor Soccer	Active	03/10/2014	03/10/2020
	KINF112B Intermediate Body Conditioning	Active	11/04/2013	11/04/2019
	KINX112Bx3 Intercollegiate Football - Offense Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINS112C Advanced Indoor Soccer	Active	03/10/2014	03/10/2020
	KINF112C Advanced Body Conditioning	Active	11/04/2013	11/04/2019
	KINX112Cx3 Intercollegiate Football - Offense Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX113Ax3 Intercollegiate Football - Defense	Active	10/07/2013	10/07/2019
	KINX113Bx3 Intercollegiate Football - Defense Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX113Cx3 Intercollegiate Football - Defense Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX114Ax3 Intercollegiate Soccer - Men	Active	10/07/2013	10/07/2019
	KINX114Bx3 Intercollegiate Soccer - Men Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX114Cx3 Intercollegiate Soccer - Men Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX115Ax3 Intercollegiate Soccer - Women	Active	10/07/2013	10/07/2019
	KINX115Bx3 Intercollegiate Soccer - Women Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX115Cx3 Intercollegiate Soccer - Women Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINS116A Beginning Soccer	Active	12/01/2014	12/01/2020
	KINX116Ax3 Intercollegiate Volleyball - Women	Active	10/07/2013	10/07/2019
	KINS116B Intermediate Soccer	Active	12/01/2014	12/01/2020
	KINX116Bx3 Intercollegiate Volleyball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINS116C Advanced Soccer	Active	12/01/2014	12/01/2020
	KINX116Cx3 Intercollegiate Volleyball - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINS120A Beginning Softball	Active	12/01/2014	12/01/2020
	KINX120Ax3 Intercollegiate Basketball - Men, Fall	Active	03/31/2014	03/31/2020
	KINS120B Intermediate Softball	Active	12/01/2014	12/01/2020

	KINX120Bx3 Intercollegiate Basketball - Men, Spring	Active	03/31/2014	03/31/2020
	KINS120C Advanced Softball	Active	12/01/2014	12/01/2020
	KINX120Cx3 Intercollegiate Basketball - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX120Dx4 Intercollegiate Basketball - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINX121Ax3 Intercollegiate Basketball - Women, Fall	Active	03/31/2014	03/31/2020
	KINX121Bx3 Intercollegiate Basketball - Women, Spring	Active	03/31/2014	03/31/2020
	KINX121Cx3 Intercollegiate Basketball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX121Dx4 Intercollegiate Basketball - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINS124A Beginning Volleyball	Active	12/01/2014	12/01/2020
	KINS124B Intermediate Volleyball	Active	12/01/2014	12/01/2020
	KINS124C Advanced Volleyball	Active	12/01/2014	12/01/2020
	KINF127A Beginning Walking for Fitness	Active	11/04/2013	11/04/2019
	KINF127B Intermediate Walking for Fitness	Active	11/04/2013	11/04/2019
	KINF127C Advanced Walking for Fitness	Active	11/04/2013	11/04/2019
	KINX130Ax3 Intercollegiate Baseball	Active	10/07/2013	10/07/2019
	KINX130Bx3 Intercollegiate Baseball Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX130Cx3 Intercollegiate Baseball Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX131Ax3 Intercollegiate Softball	Active	10/07/2013	10/07/2019
	KINX131Bx3 Intercollegiate Softball Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX131Cx3 Intercollegiate Softball Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINF132A Beginning Distance Running	Active	11/04/2013	11/04/2019
	KINX132Ax3 Intercollegiate Track and Field - Men	Active	10/07/2013	10/07/2019
	KINF132B Intermediate Distance Running	Active	11/04/2013	11/04/2019
	KINX132Bx3 Intercollegiate Track and Field - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINF132C Advanced Distance Running	Active	11/04/2013	11/04/2019
	KINX132Cx3 Intercollegiate Track and Field - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
	PE/T132X2 Team Sports Activities: Advanced Volleyball	Active	11/28/2011	11/28/2017
	KINX133Ax3 Intercollegiate Track and Field - Women	Active	10/07/2013	10/07/2019



	KINX133Bx3 Intercollegiate Track and Field - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX133Cx3 Intercollegiate Track and Field - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINF138A Beginning Physical Fitness	Active	11/04/2013	11/04/2019
	KINF138B Intermediate Physical Fitness	Active	11/04/2013	11/04/2019
	KINF138C Advanced Physical Fitness	Active	11/04/2013	11/04/2019
	KINF142A Beginning Conditioning for Sports	Active	12/10/2013	12/10/2019
	KINF142B Intermediate Conditioning for Sports	Active	12/10/2013	12/10/2019
	KINF142C Advanced Conditioning for Sports	Active	12/10/2013	12/10/2019
	KINF168A Beginning Yoga	Active	11/04/2013	11/04/2019
	KINF168B Intermediate Yoga	Active	11/04/2013	11/04/2019
	KINF168C Advanced Yoga	Active	11/04/2013	11/04/2019
	KINA186A Adapted: Beginning Stretching and Stress Reduction	Active	11/05/2013	11/05/2019
	KINA186B Adapted: Intermediate Stretching and Stress Reduction	Active	11/05/2013	11/05/2019
	KINA186C Adapted: Advanced Stretching and Stress Reduction	Active	11/05/2013	11/05/2019
	KINA188A Adapted: Beginning Fitness and Conditioning	Active	11/05/2013	11/05/2019
	KINA188B Adapted: Intermediate Fitness and Conditioning	Active	11/05/2013	11/05/2019
	KINA188C Adapted: Advanced Fitness and Conditioning	Active	11/05/2013	11/05/2019
	KINA189A Adapted: Beginning Resistance Training	Active	11/05/2013	11/05/2019
	KINA189B Adapted: Intermediate Resistance Training	Active	11/05/2013	11/05/2019
	KINA189C Adapted: Advanced Resistance Training	Active	11/05/2013	11/05/2019
	KINF190A Beginning Tai Chi	Active	11/04/2013	11/04/2019
	KINF190B Intermediate Tai Chi	Active	11/04/2013	11/04/2019
	KINF190C Advanced Tai Chi	Active	11/04/2013	11/04/2019
	KIN200 Introduction to Physical Education and Kinesiology	Active	05/14/2012	05/14/2018
	KIN201 Mental Skills for Sport Performance	Active	11/15/2003	11/15/2009
	KIN202 History of Physical Education and Sport in the United States	Active	12/01/2014	12/01/2020
	KIN210 Sports Officiating	Active	10/17/2011	10/17/2017
	KIN222 Independent Study in Physical Education	Active	11/15/2011	11/15/2017
	KIN231 First Aid and CPR	Active	02/28/2011	02/28/2017
	KIN232 Prevention and Care of Athletic Injuries	Active	02/06/2012	02/06/2018
	KIN236 Stress Management and Wellness	Active	11/15/2003	11/15/2009

PE/I103X4 Badminton	Pending	08/29/2011	08/29/2017
PE/I105X4 PE/I-105X4 Low Impact Aerobics	Pending	04/14/2005	04/14/2011
PE/I112X4 Body Conditioning	Pending	11/14/2011	11/14/2017
PE/I127X4 Walking for Fitness	Pending	11/14/2011	11/14/2017
PE/T132X2 Team Sports Activities: Advanced Volleyball	Pending	11/28/2011	11/28/2017
PE/T132X2 Team Sports Activities: Advanced Volleyball	Pending	11/28/2011	11/28/2017
PE/T132X2 Team Sports Activities: Advanced Volleyball	Pending	11/28/2011	11/28/2017
PE/I132x4 Distance Running	Pending	08/29/2011	08/29/2017
PE/I138X4 Physical Fitness	Pending	03/14/2011	03/14/2017
PE/I168x4 Yoga	Pending	08/29/2011	08/29/2017
PE/I186X4 Adapted Physical Education: Stretching and Stress Reduction	Pending	10/17/2011	10/17/2017
PE/I188X4 Adapted Physical Education: Fitness and Conditioning	Pending	08/29/2011	08/29/2017
PE/I189X4 Adapted Physical Education: Resistance Training	Pending	11/14/2011	11/14/2017
PE/I190X4 Tai Chi	Pending	11/14/2011	11/14/2017
KIN098 Kinesiology Work Experience	Launched	04/28/2014	04/28/2020
KIN200 Introduction to Physical Education and Kinesiology	Launched	04/14/2014	04/14/2020
KIN201 Mental Skills for Sport Performance	Launched	04/14/2014	04/14/2020
KIN210 Sports Officiating	Launched	04/14/2014	04/14/2020
KIN222 Independent Study in Kinesiology	Launched	04/28/2014	04/28/2020
KIN231 First Aid and CPR	Launched	04/14/2014	04/14/2020
KIN232 Prevention and Care of Athletic Injuries	Launched	04/14/2014	04/14/2020
KIN236 Stress Management and Wellness	Launched	04/14/2014	04/14/2020

#### Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
Health 103 – Introduction to Holistic Health	Articulates	Does Not Articulate
KIN 236	Articulates	Does Not Articulate

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100

Information will be obtained to determine what is needed for Health 103 and PE 236 to articulate with the UC system. The department chair will meet with the articulation officer to determine next steps for articulation.

### Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

KIN 098: Physical Education Work Experience is no longer being offered. Department initiated the deletion process through the curriculum committee in FA'14. The department chair will follow up with the curriculum committee to make sure the process is completed.

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Changes in the repeatability of courses across the board may affect enrollment negatively. Beginning in FA'14, courses will no longer be "X4", with a combination of all ability levels taking the same course. Instead, courses will be separated into different levels according to ability. This will result in students needing to register separately for either the beginning, intermediate, or advanced course, which may result in sections not being filled. In addition, in summer 2012 the rules changed such that students are only allowed 3 attempts at completing a course. After the third attempt, students will no longer be allowed to take the course. Some students and community members who

take our activity courses do so in order to maintain a healthy lifestyle. This change in repeatability limits the number of activity courses available to the students and community members. To address these issues, the department will explore adding curriculum (i.e. walking for seniors, fitness for life, etc.) that will allow more community members to participate. The department will also work with the district in exploring how to create more curriculum for community members to participate in.

Another trend is the nationwide move towards promotion of a health lifestyle. The Healthy People 2020 (HP 2020) campaign is one of the driving forces behind getting our population more active. Specifically in regards to physical activity, the goal of HP 2020 is to “Improve health, fitness, and quality of life through daily physical activity.” In addition, one of the objectives in regards to physical activity is to “Reduce the proportion of adults who engage in no leisure-time physical activity.” To this end, the personal training field has an increased need for personal trainers. The department is starting preliminary research and will hold discussions re: the possibility of creating a personal training certification program.

### **Accomplishments and Strengths**

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

One of the major accomplishments for our department is that nearly 100% of the curriculum has been updated since the last program review took place. In addition, only two course do not currently articulate with the UC system. The department chair will follow up on these courses. The department has successfully leveled all courses to meet with the state standards, as well as added new curriculum, to the course offerings. However, the number one major accomplishment for the department is getting the new facility project passed and into construction. It was a major undertaking with many meetings and presentations, but the project is now scheduled for completion in December 2016. In addition to this new facility, the department has secured funding for new cardiovascular equipment that will be used for the new building.

### **Challenges**

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

One of the current challenges for our department is funding to replace equipment some of which is 16 years old. As we prepare to move into the new facility, we will need to seek out sources of funding (needs assessment, grants, etc.) to ensure that we have new equipment to serve our students properly. Another challenge is getting all faculty trained to teach online and/or CPR/First Aid courses. Having more faculty trained would allow greater flexibility in scheduling and coverage of courses when needed. The department chair will explore options for training with the professional development department in order to provide opportunities for the faculty.

## **V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that? What plans does your program have to further implement these initiatives?

#### **Technology:**

Our department has increased the number of sections of online health courses offered to meet the demands of increased enrollment. Our department will utilize professional development resources to train more faculty to teach online so that as enrollment and the number of sections offered rises, there will be qualified faculty available to teach. Our department utilizes Blackboard to maintain open communication with students enrolled in our courses. Our department has recently started offering a Health 101 course via ITV in conjunction with the Big Bear campus. The possibility of adding more ITV courses will be discussed with the department.

#### **Partnerships:**

Our department consistently has students from the middle college program enrolled in our physical activity courses. We have guest lecturers from student health services to help educate our students in topics such as nutrition and blood pressure. We will explore developing more partnerships with campus clubs, health services, and community entities to better serve our student's needs. When the new physical education/athletics facility is completed in 2016, new partnerships will be sought out for various events, including facility rental for conferences and high school events, etc.

#### **Campus Climate:**

Our department is in the construction phase of our new facility which is scheduled to be completed in December 2016. The new facility will house a contemporary fitness center, new basketball and volleyball courts, and rooms for lectures and group fitness courses. This facility will give our department the ability to serve students in a safer environment that will be more conducive to the activity and/or lecture for that class session. In addition, with the new facility we will have the ability to develop curriculum specific to all the different spaces that will be available for teaching. Lastly, the new facility will allow for more opportunities to work cooperatively with other campus entities which will further the sense of a true campus community.

## VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

**Student Success:** *There is no data analysis for Health. Program goals for both Physical Education and Health Education are not addressed. Physical Education goals were to update curriculum, develop an online introduction to physical education course, work towards articulation for physical education courses, develop new courses. Program goals for Health Education include updating curriculum, recruiting qualified instructors for Health 103, and developing an online Health 103 course. The department needs to address this issue.*

Nearly 100% of the curriculum has been updated and only 2 courses do not currently articulate with the UC system. The status (update, articulation) remaining courses will be addressed by the department chair. New courses in KIN (formerly PE) have been added to the curriculum: Indoor Soccer, Conditioning for Sports, History of Physical Education and Sport in the U.S. and research into others has begun. In re: to the Health goals, these are ongoing. Instructors for Health 103, Introduction to Holistic Health, are difficult to find. Department will look internally, as well as externally to find an instructor who will not only be able to teach the traditional in class course, but who will also be able to lead the development of an online version of the course.

**Student Learning Outcomes:** *Although in the majority of cases SLOs and their assessments have been defined, no SLOs have been assessed. There is no plan for assessing them other than they “need to be assessed”—stating that they are in a “holding pattern” until CTA settles the issue.*

Since the last program review, SLO’s have been assessed. Currently, SLOs are being assessed every semester for every section of every course.

**Relevance, Currency, and Articulation:** *The department acknowledges that it “has not been efficient in keeping the courses up-to-date. Although it has made recent progress, there are still a number of courses that need to be addressed. There is a plan in place to update these courses. The department is working with the articulation officer to make the necessary changes to the PE/V courses for articulation. Courses that are no longer being offered but are in the catalog are in CurricUNET for deletion.*

Nearly 100% of the courses are updated. There are only a few that are in the “launched” or “pending” stage of the curriculum process. The department chair will follow up with the curriculum committee to determine what needs to be done with these course to finalize updating them.

**Accomplishments:** *Accomplishments include articulation efforts, increase in student enrollments in online courses, secured funding for fitness equipment and the adapted physical education curriculum. Planning in this area is very generally discussed. The departments may want to look back at their action plans and address those specifically.*

The articulation process is nearly complete. As mentioned previously, the department chair will follow up with the articulation officer re: the two courses that do not currently articulate with the UC system. Student enrollment in online courses is strong. We have secured some funding (\$106,000) for new cardiovascular equipment, but are still in the process of trying to secure more. This will be an ongoing endeavor for the foreseeable future. In re: to the adapted physical education curriculum, options for different course need to be explored given the current lack of available space and/or equipment. The department will look into what possibilities exist with our available resources.

**Challenges:** *Challenges include updating the curriculum and training faculty to teach online courses. The departments may want to look back at their action plans and address those specifically.*

As stated previously, nearly 100% of the curriculum is updated. The department chair will follow up with the few remaining courses to determine what their status is and what the next steps are for getting them approved. The department chair will meet with the professional development department to discuss options for training the faculty in teaching online courses.