

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

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 each spring 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 early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

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

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy

2015 – 2016

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

Program Being Evaluated

Athletics

Name of Division

Social Science, Human Development and Physical Education

Name of Person Preparing this Report

David Rubio

Extension

x 8342

Names of Department Members Consulted

Quincy Brewer, Josh Brown, Kristin Hauge, Tricia Holder, Jim Ratigan, John Shipp, Ken Lawler, John Banola,

Names of Reviewers (names will be sent to you after the committee meets on February 19)

Diane Dusick, Stacy Meyer, David Smith

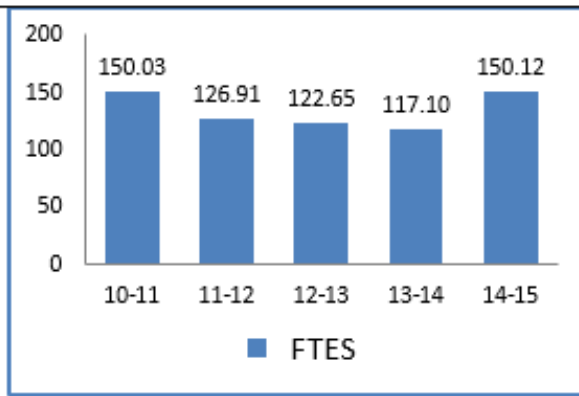
Work Flow	Date Submitted
Initial meeting with department	March, 18 th 2016
Meeting with Program Review Team	March, 25 2016
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

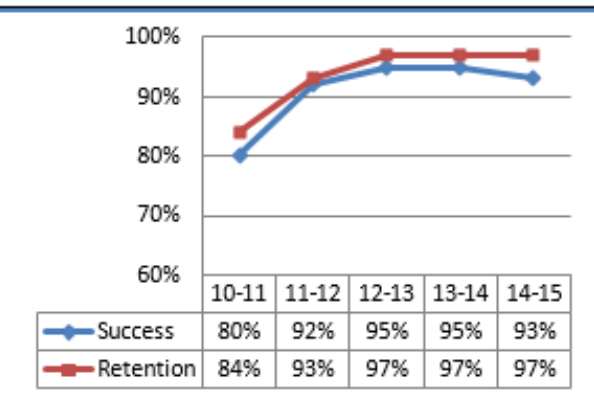
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	2	0	0
Faculty	6	24	6
Classified Staff	4	0	0
Total	12	24	6

KINESIOLOGY/ATHLETICS — 2014-2015



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	479	382	370	347	644
FTEF	4.32	5.28	5.76	5.71	8.58
WSCH per FTEF	1,042	721	639	615	525



	10-11	11-12	12-13	13-14	14-15
Sections	47	40	45	45	31
% 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

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

- Assessment:**
- Kinesiology (Kin-X) shows a substantial increase from the 13-14 to the 14-15 years with the same amount of section offered. Possible reason for the increase is the concerted effort of our coaching staff to raise the number of recruits/participants of each sport. In the past couple of years coaches have intensified their recruiting efforts. The high success rate of our programs is directly related to the coaches recruiting efforts.
 - Retention and success rate continue to be extremely high. This is also a reflection of how well our coaching staff preforms in the class/practice setting.
 - Data shows effectiveness of the Kin-X 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 meet 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 a complete academic support program for our student/athletes
 - Develop collaborative relationships with other program on campus.
 - Strengthen relationships with the Foundation, alumni and the community.
 - Continue and increase 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
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

INSERT DEMOGRAPHIC DATA (PROGRAM & CAMPUS)

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Athletics	Campus-wide
Asian	2.2%	4.9%
African-American	29.1%	13.4%
Hispanic	45.1%	61.8%
Native American	0.7%	0.3%
Pacific Islander	2.1%	0.4%
White	11.0%	15.4%
Unknown	9.9%	0.6%
Female	29.6%	55.1%
Male	70.4%	44.7%
Disability	1.7%	5.6%
Age Min:	18	15
Age Max:	57	83
Age Mean:	21	27

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?

The ethnic make-up of the Athletic program is not a concern. The athletic program at SBVC there is a is diverse and the athletic program has a positive reflection when compared to the campus population. It should be noted that in the athletic program we have a high percentage of African-American males which traditionally have a low percentage in attending college after high school. Athletics is proud of our efforts to provide an opportunity for this part for our campus population. With that said, Athletics does have a concern with our gender demographics. SBVC is not in compliance with Title IX. As the numbers show we have twice the amount of male athletes compared to female athletes while the total campus population shows there are more female students (55.1%) than male students (44.7%). SBVC has proposed plans in the past to increase the number of female opportunities to participate in sports but, because of limited funds and facilities these opportunities are not feasible on our campus at this time. However, in collaboration with Crafton Hills College SBVC will be able to offer women's sports starting in the Fall of 2016 with Women's Golf. This will provide evidence SBVC is attempting to come into compliance with Title IX by meeting the third prong of "expansion" in Title IX.

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.

All the coaches work year-round. Coaches recruit for new student/athletes in the off-season while providing study hall time, tutoring and off-season physical conditioning to the current student/athlete. On an average day a coach will make themselves available from 8am to 8pm, 6 to 7 days a week.

If a coach is in season he/she will prepare practice, direct assistant coaches, meet with student/athlete before practice. A practice will generally last 2 to 3 hours. After practice the coach will evaluate practice, consult with assistant coaches and meet with student/athletes to discuss performance on the field/court and in the class room. Post-practice meeting can range from 1 to 3 hours.

On game days a coach can show up as much as 3 hours before the start of competition. The average competition will last 2 hours. After competition a coach will make themselves available for media interviews, student/athlete question and concerns, student/athlete evaluations and team performance analysis with assistant coaches.

If the team is traveling to an away event 1 to 6 hours can be added to the above mentioned schedule.

Sports are entrenched in our community. By having an intercollegiate program we provide a great service to our community. Sports is a vehicle which can lead to access to college for students who might not consider higher education as a way to better their life.

Our coaches our constantly in our community recruiting for the college. We attend high school events, club events, visit with high school teachers/coaches and administrators. We make home visits and meet the parents, brother and sisters. Our coaches take full advantage of the internet and social media which is a tremendous help to stay connected. Athletics thereby makes a strong contribution to community engagement for SBVC. We do this to promote our programs and the college.

A great deal of competition is in the evening or on the weekends so, instruction and contact with our students is consistently available after traditional college hours.

Alternative methods of delivery involve the internet and social media. These have become a great tool for delivery instruction, recruitment and communication.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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")

Kinesiology (Kin-X) show a substantial increase from 13-14 years to 14-15 years with the same amount of sections offered in the Kin-X offerings. A possible reason for the increases is the concerted effort of our coaching staff to raise the number of recruits/participants of each sport. In the past year coaches have intensified their recruiting efforts. The high success rate of SBVC programs is directly related to the ability of the coaches to recruit successfully. The retention rate and pass rate are a reflection of the programs. Student/athletes that participate in SBVC Athletic programs tend to stay in the programs for the duration of their eligibility. The retention and success rate are extremely high. This also shows how well our coaching staff performs in the class/practice setting.

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.

SBVC Athletic on the average has close to 300 student/athletes enrolled full-time per year. Out of this number, student/athletes represent over 30 different declared majors or certificates on this campus. Because of the wide range of declared majors of student/athletes it is difficult to say how well the student/athlete is doing in the job market after college. SBVC Athletics can however point to the successful graduation and transfer rate. To remain

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.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

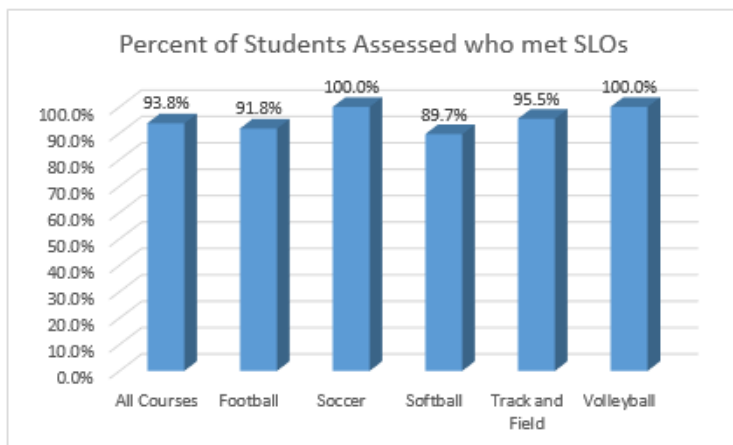
Kin-X classes were introduced in Fall, 2014. Kin-X classes replaced all the PE-V classes the athletic teams. The KinX chart show Athletics SLO's percentage for all courses (93.8%) is similar to the student success rate for Athletics (93%). This shows that SLO's, curriculum and course outcomes are well aligned. SLO are used to improve student learning. Each member has the academic freedom to utilize the assessment results in whatever way works best for them. Discussion with faculty members who have expressed that they use the assessment results in a reflective way in order to decide what, if any, changes need to be made to their teaching approach. The department views the assessment results as an opportunity to learn what is working and what is not working for the student and to change accordingly. There have been cursory discussion on whether or not SLO's may need to be revised, but no decisions have been made at this time.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

ATHLETICS (KINX)



No degree or certificate offered.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
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 or purpose of the program?

San Bernardino Valley College is a CCC/AA institutional and is a member of the Foothill Conference. In compliance with SBVC's mission and the CCC/AA philosophy the goals of the athletic department are to promote the growth of intellectual, physical and social behaviors of the student/athlete. It is our goal to create a culture of excellence for our student/athletes that celebrates integrity, diversity, sportsmanship and a strong work ethic.

How does this purpose relate to the college mission?

Yes, San Bernardino Valley College Athletics mission statement does relate to the college's mission statement. SBVC Athletics does this by incorporating the aspects of providing a quality education while understanding the college's diverse population and who we are serving in our community.

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; FTFE and WSCH per FTFE) 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.

Kinesiology (Kin-X) shows a substantial increase from 2013-14 to 2014-15 years with a fewer amount of sections offered. Possible reasons for the increase are the concerted effort of our coaching staff to raise the number of recruits/participants of each sport. In the past couple of years coaches have intensified their recruiting efforts. The high success rate of our programs is directly related to the coaches recruiting efforts.

Retention and success rate continue to be extremely high. This is a reflection of the effectiveness of our coaching staff. Our coaches preform at a high level in the class/practice setting.

Consistently the academic standards for student/athletes are raised. In order to remain in good standing with the CCCAA, SBVC must keep up with the academic standards set forth by the CCCAA.

Coaches and staff must insure student/athletes maintain a minimum GPA of 2.0. Student-athletes must have an updated educational plan. Student-athletes must be enrolled in a minimum of 12 units during season of competition. Student-athletes must be enrolled in 9 units of core classes each semester. They Must pass 6 units in season of competition. Finally, they must successfully complete 24 units between seasons of sport in order to be eligible for sophomore season.

The athletic department must also be aware the NCAA standards as we are preparing our student/athletes to be successful at the next level.

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.

All of the "PE Varsity Classes" have been deleted and replaces with "Kin-X" classes. All Kin-X classes are current within Curricunet.

CURRICUNET REPORT IS PROVIDED

Social Sciences, Human Development & Physical Education				
Physical Education				
	Course	Status	Last Content Review	Next Review Date
	KIN098 Kinesiology Work Experience	Active	12/09/2013	12/09/2019
	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

Content Review

	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
	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
	KINX121Cx3 Intercollegiate Basketball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020

http://www.curricunet.com/SBVC/admin/reports/documents/content_review_before.cfm[2/10/2016 6:21:44 PM]

Content Review

	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

http://www.curricunet.com/SBVC/admin/reports/documents/content_review_before.cfm[2/10/2016 6:21:44 PM]

Content Review

	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	12/09/2013	12/09/2019
	KIN201 Mental Skills for Sport Performance	Active	12/09/2013	12/09/2019
	KIN202 History of Physical Education and Sport in the United States	Active	12/01/2014	12/01/2020
	KIN210 Sports Officiating	Active	12/09/2013	12/09/2019
	KIN222 Independent Study in Kinesiology	Active	12/09/2013	12/09/2019
	KIN231 First Aid and CPR	Active	12/09/2013	12/09/2019
	KIN232 Prevention and Care of Athletic Injuries	Active	12/09/2013	12/09/2019
	KIN236 Stress Management and Wellness	Active	12/09/2013	12/09/2019
	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/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

http://www.curricunet.com/SBVC/admin/reports/documents/content_review_before.cfm[2/10/2016 6:21:44 PM]

Content Review

	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 Physical Education Work Experience	Historical		
	PE/V100 Intercollegiate Sports Activities	Historical		
	PE/V100 Intercollegiate Sports Activities	Historical		
	PE/T100X4 Team Sport Activities: Baseball	Historical		
	PE/T100X4 Team Sports Activities: Baseball	Historical		
	PE/V101 Intercollegiate Sports Activities	Historical		
	PE/V101 Intercollegiate Sports Activities	Historical		
	PE/V102 Intercollegiate Sports Activities	Historical		
	PE/V102 Intercollegiate Sports Activities	Historical		
	PE/V103 Intercollegiate Sports Activities	Historical		
	PE/V103 Intercollegiate Sports Activities	Historical		
	PE/I103X4 Badminton	Historical		
	PE/I103X4 PE/I 103X4 Badminton	Historical		
	PE/T104X4 Team Sport Activities: Basketball	Historical		
	PE/T104X4 Team Sport Activities: Basketball	Historical		
	PE/I105X4 PE/I-105X4 Low Impact Aerobics	Historical		
	PE/T108X4 Team Sport Activities: Football	Historical		
	PE/I110X4 Foil Fencing	Historical		
	PE/I110X4 Foil Fencing	Historical		
	PE/I112X4 Body Conditioning	Historical		
	PE/I115X4 Epee and Saber Fencing	Historical		
	PE/T116X4 Team Sport Activities: Soccer	Historical		
	PE/I116X4 PE/I-116X4 Epee Fencing	Historical		
	PE/T116X4 Team Sports Activities: Soccer	Historical		
	KINX120Bx3 Intercollegiate Basketball - Men, Spring	Historical		
	PE/T120X4 Team Sport Activities: Softball	Historical		
	PE/T120X4 Team Sport Activities: Softball	Historical		
	KINX121Bx3 Intercollegiate Basketball - Women, Spring	Historical		
	PE/T124X4 Team Sport Activities: Volleyball	Historical		
	PE/T124X4 Team Sport Activities: Volleyball	Historical		
	PE/I127X4 Walking for Fitness	Historical		
	PE/I127X4 Walking for Fitness	Historical		
	PE/T132X2 Team Sport Activities: Advanced Volleyball	Historical		
	PE/I132x4 Distance Running	Historical		

http://www.curricunet.com/SBVC/admin/reports/documents/content_review_before.cfm[2/10/2016 6:21:44 PM]

Content Review

	PE/I138X4 Physical Fitness	Historical		
	PE/I138X4 Physical Fitness	Historical		
	PE/I143X4 Water Polo	Historical		
	PE/I144X4 Racquetball	Historical		
	PE/I148X4 Tennis	Historical		
	PE/I148X4 Tennis	Historical		
	PE/I164X4 PE/I-164X4 Swimming	Historical		
	PE/I164X4 Swimming	Historical		
	PE/I164X4 Swimming	Historical		
	PE/I168x4 Yoga	Historical		
	PE/I173X4 Water Aerobics	Historical		
	PE/I173X4 Water Aerobics	Historical		
	PE/I184X4 Adapted Physical Education: Swimming	Historical		
	PE/I184X4 Adapted Physical Education - Swimming	Historical		
	PE/I184X4 Adapted Physical Education: Swimming	Historical		
	PE/I186X4 Adapted Physical Education - Stretching and Stress Reduction	Historical		
	PE/I186X4 Adapted Physical Education: Stretching and Stress Reduction	Historical		
	PE/I188X4 Adapted Physical Education: Fitness and Conditioning	Historical		
	PE/I188X4 PE/I-188X4	Historical		
	PE/I189X4 Adapted Physical Education: Resistance Training	Historical		
	PE/I189X4 PE/I-189X4	Historical		
	PE/I190X4 PE/I-190X4 Tai Chi	Historical		
	PE/I190X4 Tai Chi	Historical		
	PE200 Intro to PE and Kinesiology	Historical		
	KIN200 Introduction to Physical Education and Kinesiology	Historical		
	KIN201 Mental Skills for Sport Performance	Historical		
	KIN202 History of Physical Education and Sport in the United States	Historical		
	PE210 Sports Officiating	Historical		
	KIN210 Sports Officiating	Historical		
	PE222 Independent Study in P.E.	Historical		
	KIN222 Independent Study in Physical Education	Historical		
	PE223 Lifeguard Training	Historical		

http://www.curricunet.com/SBVC/admin/reports/documents/content_review_before.cfm[2/10/2016 6:21:44 PM]

Content Review

	PE231 First Aid and CPR	Historical		
	KIN231 First Aid and CPR	Historical		
	PE232 Prevention and Care of Athletic Injuries	Historical		
	KIN232 Prevention and Care of Athletic Injuries	Historical		
	KIN236 Stress Management and Wellness	Historical		
	PE282X2 Professional Actvts: Baseball	Historical		
	PE282X2 Professional Actvts: Baseball	Historical		
	PE283X2 Professional Actvts: Basketbal	Historical		
	PE283X2 Professional Actvts: Basketbal	Historical		
	PE285X2 Professional Actvts: Football	Historical		
	PE285X2 Professional Actvts: Football	Historical		
	PE288X2 Professional Actvts: Softball	Historical		
	PE288X2 Professional Actvts: Softball	Historical		
	PE291X2 Professional Activities: Track and Field	Historical		
	PE291X2 Professional Activities: Track and Field	Historical		
	PE293X2 Professionl Actvts: Volleyball	Historical		
	PE293X2 Professionl Actvts: Volleyball	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
NONE		

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

All Kin-X classes articulate and transfer. There are no plans at this time to make any changes.

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?

All information is accurate. All courses are being offered (in athletics).

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
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?

There is a constant evolution on technique or philosophy in intercollegiate athletics and the coaches/programs have to stay current with these changes. The greatest impacts on SBVC sports programs in general are the significant influences of social media. The coaching staff has taken advantage of this technology. Coaches will use social media to communicate with their student/athletes. They can use social media to recruit. Social media can be used to fundraise and social media has been a great way to promote all of what is great about SBVC Athletic programs and this college. By using social media in this manner it is hoped there will be an increase the number of recruits to come to San Bernardino Valley College.

The CCCAA (California Community College Athletic Association) follows the NCAA (National Collegiate Athletic Association) when it comes to academic standards. Coaches, the Academic Advisor, support staff, Dean and Director of Athletics must keep up to date with new, increased standards. Because these standards are constantly raised we as a college need to raise the level of support. We (SBVC) will do this. Athletics and Student Services have collaborated to start an academic support program for student/athletes. This new

program is call "Huddle". Huddle will start in the summer of 2016. Huddle is an academic support program for the student athlete. Huddle will provide counseling, tutorial services, study hall sessions and computer access. Huddle is design to increase the academic success of the student athlete and better prepare them for the next level.

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?

The EMP data show Athletic/Kinesiology classes operate at a high level of success. FTES are up. Enrollment is up. Retention and Success are in the 90's. What the data does not show is "why" we are successful. We are successful because of our coaching staff. Our coaches/instructors put in more time and effort into our students than any other faculty/department on campus! This is noted in the "pattern of service" area of this document. Our coaches/instructors have a great passion for our student/athletes to succeed in the classroom as much in competition.

From 2013 to 2015 SBVC has won 18 Conference Championships! 72 first team, all-conference selections, 132 second team all-conference selections, 48 honorable mentions!

From 2013 to 2015 SBVC 118 student/athletes have graduated/transferred and, or received a scholarship.

The average student/athlete GPA is above the college average.

SBVC Athletics averages 300 student/athletes per years. FTES = \$4,676.00. $300 \times \$4,676 = \$1,402,800.00$

SBVC Athletics has two major strengths. 1. The ability to transfer, graduate and, obtain scholarships. 2. The ability to win championships. SBVC Athletics does have one major weakness, our poor facilities. SBVC facilities hindered the ability of coaches to recruit effectively. Our facilities gave a poor, untrue image of the college. This will be corrected in the summer of 2016 with the completion of SBVC's new Kinesiology/Athletics facilities. SBVC is looking forward to providing a state of the art facility to all our students and the community.

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?

If one only looks at EMP data there are not any weaknesses one could notice or refer to. But, the challenge is to raise the level of success in the classroom and on the field/court. As aforementioned, the main reason for our success is our coaches/instructors. They recruit. They tutor/mentor. They fundraise. And they coach! So, how does the college ask coaches/instructors to give more time

and effort without compensation? I know this can be a CTA question but, this is the biggest challenge for our department.

Planning should involve the CTA. I also believe the college could offer an increase in stipends or amendment could be made to the contract to offer reassigned time. If SBVC wants to continue and raise the level of success the college need to seriously consider the appropriate compensation for faculty that put in the time and effort to make San Bernardino Valley College a great institution to attend.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<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 apply to your program. What plans does your program have to further implement any of these initiatives?

We have our new “athletic website” which provides the college with a newer, up-to-date look. The website also provide areas for sponsorship (\$) and recruiting information.

Athletics provide a positive image to the community. We bring a sense of pride to the student body.

We have partnered with Student Service to start our “huddle” program for our student’s academic success.

We have partnered with Crafton Hills College to start up athletics on their campus and start women's golf which helps SBVC come closer to Title IX compliance under the "expansion" prong.

SBVC Athletics in collaboration with SBVC Foundation has hosted the "Annual Athletics Golf Tournament" which has risen well over \$50,000.00 in book scholarships for the general campus population.

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.

Several courses haven't been articulated and some courses are obsolete and need to be updated. Again, this process is being handled by the PE department and the document states that Athletics will work with PE to coordinate, update, eliminate duplicate courses and delete obsolete courses. PE-V 100; 101; 102; and 103 need to be revised; PE-V 115; 120; 122; 123; 130; 131; 132; and 133 need to be updated.

Address, in detail and with specific examples, how this deficiency was resolved:

All courses above have been deleted and replaced with Kin-X classes which meet today's standards.