

# Program Efficacy

2018 – 2019

## Program Being Evaluated

Kinesiology/Health

## Name of Division

Social Sciences, Human Development, and Physical Education

## Name of Person Preparing this Report

John Banola

## Extension

1661

## Names of Department Members Consulted

Adler, Dawn; Algattas, Daniel; Brewer, Quincy; Hauge, Kristin; Holder, Tricia; Lawler, Ken; Powell, Mike; Torres, Christina

## Names of Reviewers

Girija Raghavan, Kenny Melancon, Paula Ferri-Milligan

Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	Met with Kenny Melancon 2.26.19 Met with Kenny Melancon 3.13.19
Report submitted to Program Review co-chair(s) & Dean	<b>by NOON on March 18</b>

## 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		
Faculty	9		20 adjunct
Classified Staff	3		
<b>Total</b>	13		20

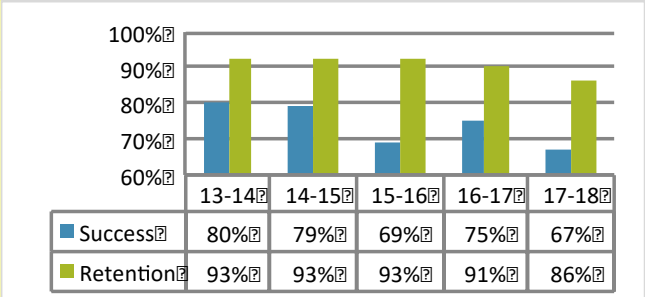


**Description:** Provide an updated overview of your program/area. (225 Words Max)

The Kinesiology (KIN) 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 KIN courses are lecture-based classes which focus on the theories behind a variety of topics related to physical education, 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 KIN A.A. and A.A.-T degrees which began being offered in fall 2018.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	667	395	349	293	313
FTEF	4.05	2.89	2.95	3.15	2.95
WSCH per FTEF	554	442	386	294	347



	13-14	14-15	15-16	16-17	17-18
Sections	22	14	15	16	15
% of online enrollment	0%	0%	7%	6%	13%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

**Assessment:** Provide an analysis based on the data provided. As you do so, address each of the tables/charts. (225 Words Max)

- Enrollment decreased from 667 in 2013-14 to 293 in 2016-17. However, enrollment increased in 2017-18 to 313 in 2016-17.
- Overall, success rates decreased from 80% in 2013-14 to 69% in 2015-16. Success rates increased again to 75% in 2016-17 before decreasing to 67% in 2017-18.
- Retention rates were consistently at 93% until decreasing slightly to 91% in 2016-17 and 86% in 2017-18.
- The number of sections offered decreased from 22 in 2013-14 to 14 in 2014-15. Sections offered increased to an average of 15.33 from 2015-16 through 2017-18.
- Sections offered online increased from 0% in 2013-14 to 7% in 2015-16 before decreasing to 6% in 2016-17. In 2017-18, the percentage of online classes offered increased to 13%.

**Progress from Last Year's Action Plan:** Provide an update on the progress made from last year's Action Plan. (225 Words Max)

- One new course, "Theory of Coaching" started being offered in fall 2017.
- The department participated in the yearly program review and needs assessment processes to stay current.
- The number of online and hybrid courses being offered has increased.
- There have been discussions regarding a few of our KIN courses being included as required courses for a Nutrition certificate which will be offered through Culinary Arts/Food and Nutrition. At this time, the Nutrition certificate is still in the works.
- Potential cross-discipline degrees such as public health are still being explored with preliminary discussions having taken place.
- The department continued to look for opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.
- The department continued to explore the TV possibilities for offering more courses.

**SAOs/SLOs/PLOs:** Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. (200 Words Max)

SAOs: N/A

PLOs: N/A

SLOs are used to help guide the instructors with regard to course content and desired outcomes.

**Departmental/Program Goals:** Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

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

**Challenges & Opportunities:** Challenges and opportunities should be reflected in the Action Plan. (200 words maximum).

- The lack of variety of courses leads to redundancy in the courses offered which may affect enrollment
- Not having access to Gym 140 (computer lab) nullifies that space's existence for our department. Theoretically, we could offer more courses if that space were available.
- Offering online, hybrid or TV courses is a possible avenue for making more courses available
- Explore the possibility of creating APEAide, personal trainer or similar certification programs

**Action Plan:** Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>Continue to develop new courses and/or update historical courses</li> <li>Continue to participate in the yearly program review and needs assessment processes to stay current</li> <li>Continue to seek opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles</li> <li>Try to gain access to the computer lab in Gym 140</li> <li>Explore the TV possibilities for offering more courses</li> </ul>	<ul style="list-style-type: none"> <li>Develop and/or update one or two courses</li> <li>Research the curriculum of other colleges and universities to find potential new courses</li> <li>Meet with the faculty of other departments to discuss the possibility of creating an annual event</li> </ul>	<ul style="list-style-type: none"> <li>Professional development funding</li> <li>Student Services funding</li> <li>ASG funding</li> </ul>	<ul style="list-style-type: none"> <li>August 2018</li> <li>August 2018</li> <li>August 2018</li> </ul>

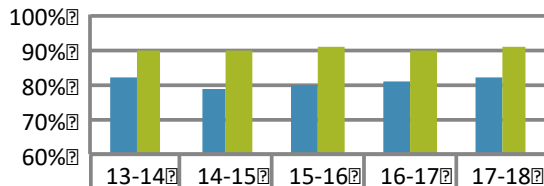
**Description:** Provide an updated overview of your program/area. (225 Words Max)

The Kinesiology (KIN) department offers a variety of courses which provides students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong, wellness lifestyle. Specifically, the KINF, Fitness Activity courses, focus on individual skill development and fitness/health improvement, as opposed to the team-oriented KINS courses which focus on teamwork, skill development as part of a unit, as well as fitness/health improvement. KINA adapted courses offer students with and without disabilities the same opportunities as other students with the added benefit of individualized modifications as needed. All of the courses can be used for electives in Category V which is required for graduation and/or transfer.

FTEs

13-14 14-15 15-16 16-17 17-18

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,680	2,015	1,703	1,527	1,450
FTEF	11.46	10.30	9.01	9.87	10.15
WSCH per FTEF	701	586	568	465	429



	13-14	14-15	15-16	16-17	17-18
Success	82%	79%	80%	81%	82%
Retention	90%	90%	91%	90%	91%

	13-14	14-15	15-16	16-17	17-18
Sections	81	202	188	188	206
% 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:** Provide an analysis based on the data provided. As you do so, address each of the tables/charts. (225 Words Max)

- Enrollment has decreased from 2,680 in 2013-14 to 1,450 in 2017-18.
- Conversely, the number of sections offered has increased from 81 in 2013-14 to a high of 202 in 2014-15. The number of sections decreased to 188 in 2015-16 and 2016-17 before increasing again to 206 in 2017-18.
- Success rates have remained steady ranging from 79-82% with an overall average of 80.8%.
- Retention rates have remained steady and high at 90-91%.
- Due to the physical participation required in these classes, there are no online classes offered.

**Progress from Last Year's Action Plan:** Provide an update on the progress made from last year's Action Plan. (225 Words Max)

- One new course has been submitted for approval
- The department participated in the program review process, but did not receive funding for new equipment.
- We are still searching for opportunities to develop collaborative relationships with other campus entities

**SAOs/SLOs/PLOs:** Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. (200 Words Max)

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- SAOs N/A
- PLOs N/A
- SLOs are used to help guide the instructors with regard to course content and desired outcomes.

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**Departmental/Program Goals:** Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

- To increase enrollment
- To increase efficiency
- To continue 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
- Maximize facility usage to increase enrollment

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**Challenges & Opportunities:** Challenges and opportunities should be reflected in the Action Plan. (200 words maximum).

- The variety of courses offered is somewhat limited by the lack of appropriate equipment.
- Utilizing the needs assessment process to acquire the equipment needed for existing courses, as well as future courses that are being developed.
- Since students may only take each course level one time, the number of students participating in these courses may be limited.
- Sharing the gym spaces with other departments limits our ability to offer certain courses.

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**Action Plan:** Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

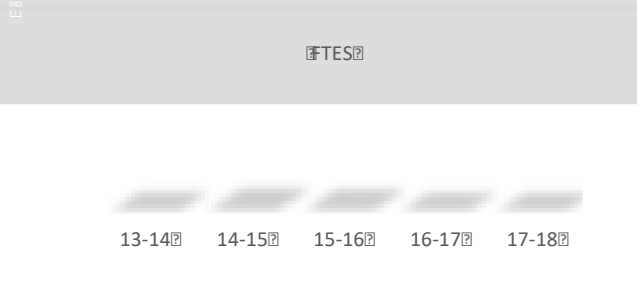
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Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>• Continue to develop new courses</li> <li>• Participate in the program review and needs assessment processes in an attempt to acquire the latest equipment to service our students appropriately and safely</li> <li>• Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles, group fitness challenges, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop one or two new courses</li> <li>• Acquire new equipment</li> <li>• Create an annual event</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development funding</li> <li>• Program review funding</li> <li>• Professional development funding</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019</li> <li>• August 2019</li> <li>• August 2019</li> </ul>

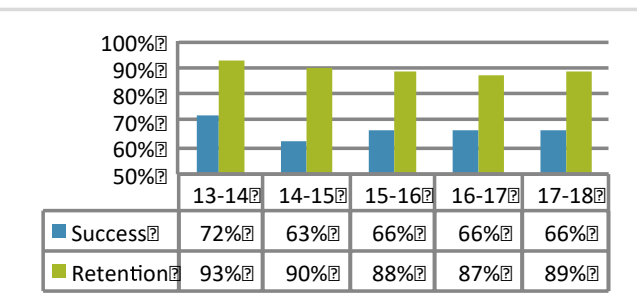
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**Description:** Provide an updated overview of your program/area. (225 Words Max)

The health education department offers transfer-level courses that fulfill general education requirements for local universities and colleges. Additionally, the department courses fulfill general education requirements for the SBVC associates degrees, with Health 101 being a required course for the kinesiology A.A. and A.T. degrees, which began being offered in the FA'18 semester. Health courses also provide students with guidelines for healthy living, which may improve their overall health, as well as increase length and quality of life.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	880	1,046	1,002	842	821
FTEF	4.20	5.20	5.40	6.20	6.20
WSCH per FTEF	629	600	556	407	397



	13-14	14-15	15-16	16-17	17-18
Sections	21	27	27	31	31
% of online enrollment	38%	44%	52%	61%	56%
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:** Provide an analysis based on the data provided. As you do so, address each of the tables/charts. (225 Words Max)

- There was a large increase from 2013-14 to 2014-15 before declining slightly in 2015-16. There were decreases in enrollment from 2015-16 to 2017-18.
- The increase in enrollment is consistent with the increase in sections offered for 2013-2014 to 2014-2015. Enrollment showed a large increase from 880 in 2013-14 to 1,046 in 2014-15. Enrollment was essentially the same in 2015-16 before decreasing in 2016-17 and 2017-2018, although there were more sections offered during this time.
- Success rates decreased from 72% in 2013-14 to 63% in 2014-15 before rising again slightly to 66% in 2015-16 and remaining there through 2017-2018.
- Retention rates have remained relatively steady, fluctuating anywhere from 87%-93% for an overall average of 89.4%. The percentage of online sections increased from 38% in 2013-2014 to a high of 61% in 2016-2017, before decreasing slightly to 56% in 2017-2018.

**Progress from Last Year's Action Plan:** Provide an update on the progress made from last year's action plan. (225 Words Max)

- No new courses have been developed as of yet.
- The number of online and hybrid courses have been increased.
- The department participated in the program review and needs assessment processes to stay current.
- There have been discussions regarding our Health 101 being included as a required course for a Nutrition certificate which will be offered through Culinary Arts/Food and Nutrition. At this time, the nutrition certificate is still in the works.
- We are also still searching for opportunities to develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles.
- Potential cross-discipline degrees such as public health are still being explored with preliminary discussions having taken place.

**SAOs/SLOs/PLOs:** (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

SAOs N/A

PLOs N/A

SLOs are used to help guide the instructors with regard to course content and desired outcomes.

**Departmental/Program Goals:** (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

- To increase enrollment and efficiency
- To increase number of sections offered as budget allows and demand requires
- To increase number of evening, TV and/or Saturday courses
- To develop new courses in order to increase the variety of courses available to our students

**Challenges & Opportunities:** (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

- Use professional development resources to create new curriculum
- Use professional development resources to train faculty in teaching hybrid, online and TV courses
- Create opportunities to work with other BVCC college programs through certifications or degrees

**Action Plan:** (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> <li>Develop new courses</li> <li>Increase training opportunities for TV and hybrid courses</li> <li>Develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles</li> <li>Research potential cross-discipline degrees such as public health</li> </ul>	<ul style="list-style-type: none"> <li>Create one or two new courses</li> <li>Find ways to offer TV courses</li> <li>Increase course offerings</li> </ul>	<ul style="list-style-type: none"> <li>Professional development funding</li> <li>Professional development funding for workshops</li> <li>Professional development funding for workshops</li> </ul>	<ul style="list-style-type: none"> <li>August 2018</li> <li>August 2018</li> <li>August 2018</li> </ul>

**Part I: Questions Related to Strategic Initiative: Increase Access**

**Goal: SBVC will improve the application, registration, and enrollment procedures for all students.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b><u>does not provide</u></b> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	<p>The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program <b><u>discusses the plans or activities</u></b> that are in place to recruit and retain underserved populations as appropriate.</p>	In addition to the meets criteria, the program's analysis and plan <b><u>demonstrates a need</u></b> for increased resources.
<b>Pattern of Service</b>	The program's pattern of service is <b><u>not related to the needs of students.</u></b>	<p>The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.</p> <p>The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.</p>	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>



Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Physical Education/ Health	Campus- wide
Asian	4.4%	4.8%
African-American	17.5%	12.4%
Hispanic	64.6%	65.3%
Native American	0.7%	0.2%
Pacific Islander	0.5%	0.2%
White	11.6%	13.2%
Unknown	0.8%	3.9%
Female	56.9%	57.5%
Male	42.1%	42.5%
Disability	1.6%	5.4%
Age 19 or Less	7.2%	22.5%
Age 20 to 24	55.4%	34.7%
Age 25 to 29	18.5%	17.7%
Age 30 to 34	7.9%	9.3%
Age 35 to 39	4.1%	5.5%
Age 40 to 49	4.0%	6.2%
Age 50+	2.8%	4.1%

## Demographics:

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 (+5.1%) and Unknown (-3.1%). While this is the same number of categorizations as reported in the 2015 efficacy review, there has been a change in which categorizations were not within 3% of the campus population figures. Specifically, in the 2015 efficacy review, the categorization of White had a differential of -3.6% when compared to the campus population. However, based on the demographics being used for the 2019 efficacy review, the categorization of White is now less than 3% different from the campus population at -1.6%. Another change is that the categorization of Unknown increased from a difference of -2.1% in the 2015 efficacy review to a difference of -3.1% based on the 2019 efficacy review demographics. Considering that the category of Unknown is only -3.1% away from the campus population, there is only one remaining category, African-American (+5.1%), that may be of concern. However, this category has improved 2.0% (+7.1% to +5.1%) when comparing demographics used for the 2015 efficacy review to the ones used for the 2019 efficacy review. Additionally, when compared to the demographics from the 2012 efficacy review, this category has improved nearly 4% from +9% down to the current +5.1%. 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.

There has also been an improvement when comparing the 2014 and 2018 figures in regards to the gender makeup of the campus to the Kinesiology department. In 2014, the percentage of female students was 2.6% lower and the percentage of male students was approximately 2.1% higher when compared to the campus population. In 2018, the percentage of female students is only 0.6% lower, while for male, the percentage is now 0.4% lower. Overall, throughout the college, as well as within our department, the percentage of females has increased while the percentage of males has decreased. When comparing the 2014 and 2018 figures, the percentage of females increased from 54.8% to 57.5% college-wide and from 52.5% to 56.9% within our department. Conversely, the percentage of males decreased from 45.1% to 42.5% college-wide and from 47.8% to 42.1% within our department. Within our department, these figures represent an increase of female students by 4.4% and a decrease of male students by 5.7%.

When comparing the demographics from 2014 to the demographics from 2018, there has been a decrease from 9.2% to 1.6% within our department while the college-wide statistics show a decrease from 5.7% to 5.4%. This may be due to less students participating in the Adapted Physical Education courses, as well as the general a physical activity course offered. Another possible reason for the decrease may be the change in policy in which DSP&S students are limited in the number of times they may take a course. Previously, DSP&S students were not limited in the number of times they could take adaptive PE courses as long as the course was helping to maintain or improve the student's health. This allowed students to take the classes multiple times. However, the policy has since been changed and DSP&S students are no longer being given exceptions to the number of times they can take a class. Additionally, the limited number of adaptive PE course offerings may be a contributing factor - especially for the students who have already reached the limit for the number of times you can take a specific class. Lastly, there may be an issue with how the campus in general views APE classes as evidenced by the fact that counselors in the Veterans Center on campus recently shared with us that they were told that the APE classes are only for students registered with DSP&S. Since we informed them otherwise, there has already been an increase in the number of students from the Vet Center signing up for APE courses.

In regards to different age groups, statistics show that at 7.2% for the age 19 or less group, our department is well below the campus figure of 22.5%. This could be due to that age group typically representing freshman level students who are likely focusing on getting into GE courses such as Math and English. Conversely, our department statistics show that the Ages 20-24 group (55.4%) is more than 20 percentage points above the college average of 34.7%. This disparity may due to this age group generally being more active and wanting to incorporate that active lifestyle into their academics as well. However, the same cannot be said for the age groups 30 and above. Based on the student reports and classroom survey data, many students age 30 and up have indicated that they are seeking to improve their skill set either for personal enrichment or for job attainment. The department will monitor this rationale so we may understand the reason that ages from 30 and above, whether male or female, shift their focus from health and fitness to other areas of education. The department's goal is to close the gaps of the age groups 30 and above to be closer to, or higher than campus-wide figures.

**Pattern of Service:**

Describe how 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 our department also offers Friday and Saturday courses. 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 and Kinesiology courses are also offered to students and the community. 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: Promote Student Success**

**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Data/Analysis demonstrating achievement of instructional or service success</b>	Program <b><u>does not provide an adequate analysis</u></b> of the data provided with respect to relevant program data.	Program <b><u>provides an analysis</u></b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b><u>uses the achievement data</u></b> in concrete planning and <b><u>demonstrates</u></b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes</b>	Program <b><u>has not demonstrated</u></b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b><u>missing or incomplete</u></b> .	Program <b><u>has demonstrated</u></b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <b><u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth</u></b> .

## Student Success:

### KINESIOLOGY

### KINESIOLOGY SPORTS-FITNESS-ADAPTIVE

### HEALTH EDUCATION

In terms of degrees and certificates awarded, our department started offering the AA and AA-T degree in FA'18. There have been some preliminary discussions about creating a "Personal Trainer" certification program. Research into this possibility has begun. Additionally, there has been some informal discussions regarding a possible collaboration with the Culinary program and creating a nutrition related certification.

**Kinesiology:** Success rates decreased from 80% in 2013-14 to 69% in 2015-16. Success rates increased again to 75% in 2016-17 before decreasing to 67% in 2017-18. Retention rates had consistently been at 93% until decreasing slightly to 91% in 2016-17 and 86% in 2017-18. The number of sections offered decreased from 22 in 2013-14 to 14 in 2014-15. Sections offered increased to an average of 15.33 from 2015-16 through 2017-18. Sections offered online increased from 0% in 2013-14 to 7% in 2015-16 before decreasing to 6% in 2016-17. In 2017-18, the percentage of online classes offered increased to 13%. While retention rates have remained high, success rates have declined. This may be due to the increased number of online classes which many students take, but perhaps are not as successful due to challenges with completing work/studies online.

**Kinesiology S-F-A:** Conversely, the number of sections offered has increased from 81 in 2013-14 to a high of 202 in 2014-15. The number of sections decreased to 188 in 2015-16 and 2016-17 before increasing again to 206 in 2017-18. Due to the physical participation required in these classes, there are no online classes offered. Success rates have remained steady ranging from 79- 82% with an overall average of 80.8%. Retention rates have remained steady and high at 90- 91%. Physical activity classes have consistently had high success and retention rates which is likely due to the physically interactive format of the classes.

**Health:** Success rates decreased from 72% in 2013-14 to 63% in 2014-15 before rising again slightly to 66% in 2015-16 and remaining there through 2017-2018. Retention rates have remained relative steady fluctuating anywhere from 87%-93% for an overall average of 89.4%. The percentage of online sections increased from 38% in 2013-14 to a high of 61% in 2016-17, before decreasing slightly to 56% in 2017-18. Similar to Kinesiology lecture courses, success rates may have decreased due to the number of students signing up for online classes which they may not be prepared for.

In analyzing the data for all 3 areas together, because of the duplicated enrollment, it is believed that our strong enrollment could be effected in the future by legislative changes that will require students to have an Educational Master Plan (EMP). The EMP may place a priority on having the students focus on GE courses, which would directly affect the success and the retention within our program.

To further increase our success and retention, our department is working on ways to increase the number of students who enroll in our classes by actively reaching out to all incoming students as well as those in specific areas such as Culinary Arts, DSP&S and the Veterans Center.

## 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.

Kinesiology Job Outlook. According to the BLS, the increase in employment opportunities for kinesiologists from 2014 to 2024 would be around 27% for those with a **master's degree**, and 34% for those with a doctoral degree.

**(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.)** (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at [chuston@valley.edu](mailto:chuston@valley.edu) if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

### **Student Learning Outcomes:**

**Course SLOs/SAOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The department is in the process of updating courses that are up for review in late 2019 or early 2020. The update in CurricUnet will also include reviewing and possibly updating the SLOs for these courses. During the curriculum update process, the department meetings will include discussion of the progress achieved on the assessment of SLOs. Faculty members have, and will continue to discuss the plans for assessment, success, and possible revision of SLOs for the courses as a measure of success or adjustment. These discussions will be recorded in our meeting minutes.

Based on the data, the department has done well in assessing SLOs with an overall average of 91% across all courses. However, when looking at some of our SLO data, there are a few classes that seem to be unusually high or low.

When examining the 100% score for the KINA courses, it is important to note that these classes are capped at 15 students, all of which have personalized exercise/activity programs where they receive a lot of 1-on-1 instruction from both the instructor and their assistant. The individual attention enables these students to be highly successful in meeting the SLOs for these classes.

When further inspecting the 100% score across the KINS courses, one of the factors found is that KINS 103 has not been offered since the department moved into a new building in 2015 due to equipment and court issues. However, this will hopefully be resolved soon and the class will be offered in the near future. As for the KINS 104 course, this has been taught by adjunct faculty, which is likely the reason for a lack of reporting. The department chair will meet with the instructor of this course to complete SLO assessments in the future. The other two KINS courses (KINS 116 & KINS 124) have reported at 100%. Other courses that are below the average of 91% for the 3-year period from 2015-16 to 2017-18 will be reviewed and modified as necessary.

KIN 231 reported 70.35% and 71.52% for the SLOs dealing with critical thinking in emergency scenarios and development of a plan of action respectively, while the SLO addressing the demonstration of CPR and AED techniques were higher at 76.77%. The department recognizes that students may not have developed their evaluation skills enough to adequately recognize and interpret the emergency scenario by the time these practical skills are assessed, which is what the lower percentages reflect. To address this concern, the department is developing strategies to assist and improve students skills and experiences.

Example: The instructors for this course are providing more practice scenario opportunities for the students at the beginning of the semester. More practice scenarios would allow the students to more fully develop these skills.

The KINX 132BX3 course also reported below the department average of 91% with percentages of 69.70%, 69.70% and 57.58% for SLOs 1, 2, and 3 respectively. While the overall average is lower, when comparing and contrasting each of the different years that were reported, it was found that one year, 2016-2017, reported at 10% which resulted in the overall low percentages that were reported for the 3-year period.

These types of analysis will continue to take place so that our department can improve our teaching strategies and subsequently our SLO scores.

**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.). **Describe** 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 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Our program started offering AA and AA-T degrees in FA'18, therefore there is currently no data at this point.

**Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate**

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b><u>does not identify</u></b> data that demonstrates communication with college and community.	The program <b><u>identifies</u></b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b><u>demonstrates</u></b> the ability to communicate more widely and effectively, <b><u>describes</u></b> plans for extending communication, and provides data or research that <b><u>demonstrates</u></b> the need for additional resources.
<b>Culture &amp; Climate</b>	The program <b><u>does not identify</u></b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b><u>identifies and describes</u></b> its impact on culture and climate. Program <b><u>addresses</u></b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b><u>demonstrates</u></b> the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Our program communicates with the campus community through our Kinesiology and Health webpage which is listed under the Division of Social Sciences, Human Development and Physical Education. Our student athletes are a presence throughout campus, especially during the times when their respective seasons are in session. The department also works with the athletics department to host an annual golf tournament which raises funds for student scholarships. Additionally, during the health fairs that are held on campus, the department hosts a booth which highlights the APE program and the course offerings.

Describe how your program seeks to enhance the culture and climate of the college.

The department's philosophy is that we enhance the culture and campus climate in everything we do, and, to that end, our faculty members are highly active across campus and in the community by serving as organizers, facilitators, and mentors. We believe that these events and activities embrace the diversity of our students, faculty, and staff, providing a culturally rich, academic atmosphere for our students. Our program provides physical activity courses, which brings a wide variety of students together in a single class to participate collegially in ways they may not do otherwise. Our classes provide students with the opportunity to meet and interact with their peers from different majors and various areas of the campus. The athletic events that our students-athletes compete in provide opportunities for constituents from all over campus to gather together in support of our school teams. In addition, the success of these teams fuels a sense of pride throughout the campus, which spreads out to the local communities as well. Additionally, our faculty put on events for local high schools such as volleyball and basketball tournaments, as well conduct summer camps in other disciplines.

Describe one or more external/internal partnerships.

Our department partners with DSP&S to provide opportunities for students with disabilities to participate in physical activity courses in order to maintain and/or improve their health. Recently, we have started to work with the Veterans Center on campus to help get more of the students who are veterans into our physical activity courses. Our department is also in the preliminary stages of discussing with the Culinary department a possible nutrition certificate.

What plans does your program have to further implement any of these initiatives?

Our department will work closely with both DSP&S and the Veterans center to make sure we are meeting their student's needs in regards to the classes we offer. Our department will further the discussions with the Culinary department regarding a possible nutrition certificate.

#### IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

##### Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Members of our department attend a variety of workshops and conferences within their respective fields. From PD workshops on Flex Day, to conferences at the state and/or national level, our faculty is actively seeking out information to maintain currency.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

There are a number of professional organizations that our faculty members are members of various professional organizations, some of which are: SHAPE AMERICA - Society of Health and Physical Educators (formerly AAHPERD); CAHPERD - California Association of Health, Physical Education, Recreation and Dance; CCCAA - California Community College Athletic Association; AFCA - American Football Coaches Association; NSCA - National Strength and Conditioning Association. All of these organizations require members to stay current with their respective areas. This varies with each organization, but can include attending workshops, conferences, taking tests/exams, becoming certified, taking CEUs, etc.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.



Members of our department regularly attend conferences and workshops either as presenters or participants. While some of this participation is due to requirements of their standing membership in a professional organization, members of the faculty also attend workshops and conferences simply as a way to stay current and broaden their knowledge base. The continued professional development of our faculty allows us to be more flexible in scheduling and offering a wider variety classes to serve our student population.

**V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability**

**Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Mission/ Statement of Purpose</b>	The program <b><u>does not have</u></b> a mission/ statement of purpose, or it <b><u>does not clearly link</u></b> with the institutional mission.	The program <b><u>has</u></b> a mission/statement of purpose, and it <b><u>links</u></b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b><u>does not show</u></b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b><u>shows</u></b> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.

**Relevance,  
Currency,  
Articulation**

The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.

Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.

The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.

Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.

In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

**Challenges**

The program **does not incorporate** weaknesses and challenges into planning.

The program **incorporates** weaknesses and challenges into planning.

The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

**Mission and Purpose:**

*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

What is the mission statement or purpose of the program?

The mission statement for Kinesiology 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 mission or 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 week from the morning through the evening, as well as online, to accommodate all different types of schedules and give students 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 continue to create 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 (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	667	395	349	293	313
FTEF	4.05	2.89	2.95	3.15	2.95
WSCH per FTEF	554	442	386	294	347

#### Kinesiology:

- Productivity for KIN shows that FTES decreased 59.8% from 2013-14 (74.68) to 2016-17 (30.9). However, from 2016-17 (30.9) to 2017-18 (34.10) there was an increase of 10.35%. For the five-year cycle, there was an overall decrease of 54.2%.
- Similarly, duplicated enrollment decreased 56% from 667 in 2013-14 to 293 in 2016-17. From 2016-17 (293) to 2017-18 (313), there was an increase of 6.8%. For the five-year cycle, there was an overall decrease of 53% in duplicated enrollment.
- From 2013-14 (4.05) to 2014-15 (2.89), FTEF decreased 28.6%. However, FTEF increased 9% from 2014-15 (2.89) to 2016-17 (3.15) before decreasing by 6.3% from 3.15 in 2016-17 to 2.95 in 2017-18. For the five-year cycle, there was an overall decrease of 27% in FTEF.
- WSCH per FTEF decreased 46.9% from 554 in 2013/14 to 294 in 2016-17. From 2016-17 (294) to 2017-18 (347), there was an increase of 18%. For the five-year cycle, there was an overall decrease of 37.3% in WSCH per FTEF.

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,680	2,015	1,703	1,527	1,450
FTEF	11.46	10.30	9.01	9.87	10.15
WSCH per FTEF	701	586	568	465	429

#### Kinesiology S-F-A

- Productivity for KIN shows that FTES decreased 45.6% during the five-year cycle from 2013-14 (267.75) to 2017-18 (145.07).
- Duplicated enrollment decreased 45.8% during the five-year cycle from 2680 in 2013-14 to 1450 in 2017-18.
- From 2013-14 (11.46) to 2015-16 (9.01), FTEF decreased 21.4%. However, from 2015-16 (9.01) to 2017-18 (10.15), FTEF increased by 12.6%. For the five-year cycle, there was an overall decrease of 11.4% in FTEF.
- WSCH per FTEF decreased 38.8% during the five-year cycle from 701 in 2013-14 to 429 in 2017-18.
- These decreases may be attributed to an increase in the number of sections offered.

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	880	1,046	1,002	842	821
FTEF	4.20	5.20	5.40	6.20	6.20
WSCH per FTEF	629	600	556	407	397

**Health:**

- Productivity data for Health Education shows that FTES numbers increased from 88.00 in 2013-14 to 104.07 in 2014-15 (79.08). In 2015-16, FTES decreased slightly to 100.08, with further decreases to 84.22 and 81.99 in 2016-17 and 2017-2018 respectively. From 2013-14 (88.00) to 2014-15 (104.07), there was an increase of 18.26%. Overall, there was a decrease of 6.82% for the five-year cycle from 88.00 FTES in 2013-14 to 81.99 FTES in 2017-18.
- Duplicated enrollment showed an increase of 18.87% from 880 in 2013-14 to 1046 in 2014-15. Starting in 2015-16, the numbers decreased from 1002 to 821 in 2017-18. Overall, there was a net decrease of 6.7% for the five-year cycle decreasing from 880 in 2013-14 to 821 in 2017-18.
- FTEF steadily increased over the five-year cycle. FTEF data shows an overall increase of 47.61% from 2013-14 (4.2) to 2017-18 (6.2).
- For the years 2013-14 to 2015-15, WSCH per FTEF remained well above the desirable 525 number. However, from 2015-16 (556) to 2017-18 (397), WSCH per FTEF decreased by 28.6%. Over the five-year cycle, WSCH per FTEF decreased by 36.8 from 629 in 2013-14 to 397 in 2017-18.

**ASSESSMENT:**

The department's productivity numbers indicate that productivity has decreased as noted in the WSCH of all three areas (Health, KIN, KIN S-F-A). This slight decrease is in direct correlation to the total number of sections and students being served by this department and state course caps for each class. As noted in the data shown, while the EMP data shows a slight decrease in WSCH since our last efficacy review, it is expected that the department WSCH will always be lower than the college figures due to the new requirement that English 101 and College Algebra be scheduled within the first year for any student planning to transfer to a 4-year institution. To further improve our productivity, the department is working on ways to increase the number of students who enroll in our classes by actively recruiting all incoming students via flyers and emails, as well as signs and banners across campus. Another avenue for increasing enrollment that the department will continue to look into is the use of OER (Open Educational Resources) for creating zero cost textbook (ZTC) sections of our classes. Offering sections of our lecture classes that have ZTCs should improve enrollment due to removing the financial barrier of buying textbooks.

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

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, ([mcopel@valleycollege.edu](mailto:mcopel@valleycollege.edu)) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)) for updated information.

**Social Sciences, Human Development & Physical Education****Physical Education**

	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	KIN 098 Kinesiology Work Experience	Active	09/24/2018	09/24/2024
	KINS 100A Beginning Baseball	Active	12/01/2014	12/01/2020
	KINS 100B Intermediate Baseball	Active	12/01/2014	12/01/2020
	KINS 100C Advanced Baseball	Active	12/01/2014	12/01/2020
	KINF 101A Beginning Boxing for Fitness	Active	11/05/2018	11/05/2024
	KINF 101B Intermediate Boxing for Fitness	Active	02/27/2017	02/27/2023
	KINF 101C Advanced Boxing for Fitness	Active	02/27/2017	02/27/2023
	KINS 103A Beginning Badminton	Active	11/04/2013	11/04/2019
	KINS 103B Intermediate Badminton	Active	11/04/2013	11/04/2019
	KINS 103C Advanced Badminton	Active	11/04/2013	11/04/2019
	KINS 104A Beginning Basketball	Active	12/01/2014	12/01/2020
	KINS 104B Intermediate Basketball	Active	12/01/2014	12/01/2020
	KINS 104C Advanced Basketball	Active	12/01/2014	12/01/2020
	KINF 105A Beginning Low Impact Aerobics	Active	12/10/2013	12/10/2019
	KINF 105B Intermediate Low Impact Aerobics	Active	12/10/2013	12/10/2019
	KINF 105C Advanced Low Impact Aerobics	Active	12/10/2013	12/10/2019
	KINS 108A Beginning Football	Active	12/01/2014	12/01/2020
	KINF 108A Beginning Weight Training	Active	11/25/2013	11/25/2019

	KINS 108B Intermediate Football	Active	12/01/2014	12/01/2020
	KINF 108B Intermediate Weight Training	Active	11/25/2013	11/25/2019
	KINS 108C Advanced Football	Active	12/01/2014	12/01/2020
	KINF 108C Advanced Weight Training	Active	11/25/2013	11/25/2019
	PE/I 108X4 PE/I 108X4 Weight Training	Active	11/15/2004	11/15/2010
	KINX 110Ax3 Intercollegiate Cross Country - Men	Active	10/07/2013	10/07/2019
	KINX 110Bx3 Intercollegiate Cross Country - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 110Cx3 Intercollegiate Cross Country - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 111Ax3 Intercollegiate Cross Country - Women	Active	10/07/2013	10/07/2019
	KINX 111Bx3 Intercollegiate Cross Country Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 111Cx3 Intercollegiate Cross Country - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINS 112A Beginning Indoor Soccer	Active	03/10/2014	03/10/2020
	KINF 112A Beginning Body Conditioning	Active	11/04/2013	11/04/2019
	KINX 112Ax3 Intercollegiate Football - Offense	Active	10/07/2013	10/07/2019
	KINF 112B Intermediate Body Conditioning	Active	11/04/2013	11/04/2019
	KINS 112B Intermediate Indoor Soccer	Active	03/10/2014	03/10/2020
	KINX 112Bx3 Intercollegiate Football - Offense Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINF 112C Advanced Body Conditioning	Active	11/04/2013	11/04/2019

	KINS 112C Advanced Indoor Soccer	Active	03/10/2014	03/10/2020
	KINX 112Cx3 Intercollegiate Football - Offense Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 113Ax3 Intercollegiate Football - Defense	Active	10/07/2013	10/07/2019
	KINX 113Bx3 Intercollegiate Football - Defense Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 113Cx3 Intercollegiate Football - Defense Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 114Ax3 Intercollegiate Soccer - Men	Active	10/07/2013	10/07/2019
	KINX 114Bx3 Intercollegiate Soccer - Men Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 114Cx3 Intercollegiate Soccer - Men Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 115Ax3 Intercollegiate Soccer - Women	Active	10/07/2013	10/07/2019
	KINX 115Bx3 Intercollegiate Soccer - Women Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 115Cx3 Intercollegiate Soccer - Women Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINS 116A Beginning Soccer	Active	12/01/2014	12/01/2020
	KINX 116Ax3 Intercollegiate Volleyball - Women	Active	10/07/2013	10/07/2019
	KINS 116B Intermediate Soccer	Active	12/01/2014	12/01/2020
	KINX 116Bx3 Intercollegiate Volleyball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINS 116C Advanced Soccer	Active	12/01/2014	12/01/2020
	KINX 116Cx3 Intercollegiate Volleyball - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINS 120A Beginning Softball	Active	12/01/2014	12/01/2020



	KINX 120Ax3 Intercollegiate Basketball - Men, Fall	Active	03/31/2014	03/31/2020
	KINS 120B Intermediate Softball	Active	12/01/2014	12/01/2020
	KINX 120Bx3 Intercollegiate Basketball - Men, Spring	Active	10/12/2015	10/12/2021
	KINS 120C Advanced Softball	Active	12/01/2014	12/01/2020
	KINX 120Cx3 Intercollegiate Basketball - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 120Dx4 Intercollegiate Basketball - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 121Ax3 Intercollegiate Basketball - Women, Fall	Active	03/31/2014	03/31/2020
	KINX 121Bx3 Intercollegiate Basketball - Women, Spring	Active	10/12/2015	10/12/2021
	KINX 121Cx3 Intercollegiate Basketball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 121Dx4 Intercollegiate Basketball - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINS 124A Beginning Volleyball	Active	12/01/2014	12/01/2020
	KINS 124B Intermediate Volleyball	Active	12/01/2014	12/01/2020
	KINS 124C Advanced Volleyball	Active	12/01/2014	12/01/2020
	KINF 127A Beginning Walking for Fitness	Active	11/04/2013	11/04/2019
	KINF 127B Intermediate Walking for Fitness	Active	11/04/2013	11/04/2019
	KINF 127C Advanced Walking for Fitness	Active	11/04/2013	11/04/2019
	KINX 130Ax3 Intercollegiate Baseball	Active	10/07/2013	10/07/2019
	KINX 130Bx3 Intercollegiate Baseball Pre-Season Athletics	Active	11/25/2013	11/25/2019

	KINX 130Cx3 Intercollegiate Baseball Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 131Ax3 Intercollegiate Softball	Active	10/07/2013	10/07/2019
	KINX 131Bx3 Intercollegiate Softball Pre-Season Athletics	Active	11/25/2013	11/25/2019
	KINX 131Cx3 Intercollegiate Softball Off-Season Athletics	Active	11/25/2013	11/25/2019
	KINF 132A Beginning Distance Running	Active	11/04/2013	11/04/2019
	KINX 132Ax3 Intercollegiate Track and Field - Men	Active	10/07/2013	10/07/2019
	KINF 132B Intermediate Distance Running	Active	11/04/2013	11/04/2019
	KINX 132Bx3 Intercollegiate Track and Field - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINF 132C Advanced Distance Running	Active	11/04/2013	11/04/2019
	KINX 132Cx3 Intercollegiate Track and Field - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
	PE/T 132X2 Team Sports Activities: Advanced Volleyball	Active	11/28/2011	11/28/2017
	KINX 133Ax3 Intercollegiate Track and Field - Women	Active	10/07/2013	10/07/2019
	KINX 133Bx3 Intercollegiate Track and Field - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
	KINX 133Cx3 Intercollegiate Track and Field - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
	KINF 138A Beginning Physical Fitness	Active	11/04/2013	11/04/2019
	KINF 138B Intermediate Physical Fitness	Active	11/04/2013	11/04/2019
	KINF 138C Advanced Physical Fitness	Active	11/04/2013	11/04/2019

	KINF 142A Beginning Conditioning for Sports	Active	12/10/2013	12/10/2019
	KINF 142B Intermediate Conditioning for Sports	Active	12/10/2013	12/10/2019
	KINF 142C Advanced Conditioning for Sports	Active	12/10/2013	12/10/2019
	KINF 150A Beginning Table Tennis	Active	11/05/2018	11/05/2024
	KINF 150B Intermediate Table Tennis	Active	11/05/2018	11/05/2024
	KINF 150C Advanced Table Tennis	Active	11/05/2018	11/05/2024
	KINF 168A Beginning Yoga	Active	11/04/2013	11/04/2019
	KINF 168B Intermediate Yoga	Active	11/04/2013	11/04/2019
	KINF 168C Advanced Yoga	Active	11/04/2013	11/04/2019
	KINA 186A Adapted: Beginning Stretching and Stress Reduction	Active	11/05/2013	11/05/2019
	KINA 186B Adapted: Intermediate Stretching and Stress Reduction	Active	11/05/2013	11/05/2019
	KINA 186C Adapted: Advanced Stretching and Stress Reduction	Active	11/05/2013	11/05/2019
	KINA 188A Adapted: Beginning Fitness and Conditioning	Active	11/05/2013	11/05/2019
	KINA 188B Adapted: Intermediate Fitness and Conditioning	Active	11/05/2013	11/05/2019
	KINA 188C Adapted: Advanced Fitness and Conditioning	Active	11/05/2013	11/05/2019
	KINA 189A Adapted: Beginning Resistance Training	Active	11/05/2013	11/05/2019
	KINA 189B Adapted: Intermediate Resistance Training	Active	11/05/2013	11/05/2019
	KINA 189C Adapted: Advanced Resistance Training	Active	11/05/2013	11/05/2019

	KINF 190A Beginning Tai Chi	Active	11/04/2013	11/04/2019
	KINF 190B Intermediate Tai Chi	Active	11/04/2013	11/04/2019
	KINF 190C Advanced Tai Chi	Active	11/04/2013	11/04/2019
	KIN 200 Introduction to Physical Education and Kinesiology	Active	11/05/2018	11/05/2024
	KIN 201 Mental Skills for Sport Performance	Active	12/09/2013	12/09/2019
	KIN 202 History of Physical Education and Sport in the United States	Active	12/01/2014	12/01/2020
	KIN 203 Theory of Coaching	Active	05/09/2016	05/09/2022
	KIN 210 Sports Officiating	Active	12/09/2013	12/09/2019
	KIN 222 Independent Study in Kinesiology	Active	12/09/2013	12/09/2019
	KIN 231 First Aid and CPR	Active	10/23/2017	10/23/2023
	KIN 232 Prevention and Care of Athletic Injuries	Active	12/09/2013	12/09/2019
	KIN 236 Stress Management and Wellness	Active	10/23/2017	10/23/2023
	KIN 098 Kinesiology Work Experience	Historical		
	KIN 098 Physical Education Work Experience	Historical		
	PE/V 100 Intercollegiate Sports Activities	Historical		
	PE/V 100 Intercollegiate Sports Activities	Historical		
	PE/T 100X4 Team Sport Activities: Baseball	Historical		
	PE/T 100X4 Team Sports Activities: Baseball	Historical		

	PE/V 101 Intercollegiate Sports Activities	Historical		
	PE/V 101 Intercollegiate Sports Activities	Historical		
	KINF 101A Boxing for Fitness	Historical		
	PE/V 102 Intercollegiate Sports Activities	Historical		
	PE/V 102 Intercollegiate Sports Activities	Historical		
	PE/V 103 Intercollegiate Sports Activities	Historical		
	PE/V 103 Intercollegiate Sports Activities	Historical		
	PE/I 103X4 Badminton	Historical		
	PE/I 103X4 PE/I 103X4 Badminton	Historical		
	PE/T 104X4 Team Sport Activities: Basketball	Historical		
	PE/T 104X4 Team Sport Activities: Basketball	Historical		
	PE/I 105X4 PE/I-105X4 Low Impact Aerobics	Historical		
	PE/T 108X4 Team Sport Activities: Football	Historical		
	PE/I 110X4 Foil Fencing	Historical		
	PE/I 110X4 Foil Fencing	Historical		
	PE/I 112X4 Body Conditioning	Historical		

	PE/I 115X4 Epee and Saber Fencing	Historical		
	PE/T 116X4 Team Sport Activities: Soccer	Historical		
	PE/T 116X4 Team Sports Activities: Soccer	Historical		
	PE/I 116X4 PE/I-116X4 Epee Fencing	Historical		
	KINX 120Bx3 Intercollegiate Basketball - Men, Spring	Historical		
	PE/T 120X4 Team Sport Activities: Softball	Historical		
	PE/T 120X4 Team Sport Activities: Softball	Historical		
	KINX 121Bx3 Intercollegiate Basketball - Women, Spring	Historical		
	PE/T 124X4 Team Sport Activities: Volleyball	Historical		
	PE/T 124X4 Team Sport Activities: Volleyball	Historical		
	PE/I 127X4 Walking for Fitness	Historical		
	PE/I 127X4 Walking for Fitness	Historical		
	PE/T 132X2 Team Sport Activities: Advanced Volleyball	Historical		
	PE/I 132x4 Distance Running	Historical		
	PE/I 138X4 Physical Fitness	Historical		
	PE/I 138X4 Physical Fitness	Historical		

	PE/I 143X4 Water Polo	Historical		
	PE/I 144X4 Racquetball	Historical		
	PE/I 148X4 Tennis	Historical		
	PE/I 148X4 Tennis	Historical		
	PE/I 164X4 Swimming	Historical		
	PE/I 164X4 Swimming	Historical		
	PE/I 164X4 PE/I-164X4 Swimming	Historical		
	PE/I 168x4 Yoga	Historical		
	PE/I 173X4 Water Aerobics	Historical		
	PE/I 173X4 Water Aerobics	Historical		
	PE/I 184X4 Adapted Physical Education: Swimming	Historical		
	PE/I 184X4 Adapted Physical Education - Swimming	Historical		
	PE/I 184X4 Adapted Physical Education: Swimming	Historical		
	PE/I 186X4 Adapted Physical Education - Stretching and Stress Reduction	Historical		
	PE/I 186X4 Adapted Physical Education: Stretching and Stress Reduction	Historical		

	PE/I 188X4 PE/I-188X4	Historical		
	PE/I 188X4 Adapted Physical Education: Fitness and Conditioning	Historical		
	PE/I 189X4 PE/I-189X4	Historical		
	PE/I 189X4 Adapted Physical Education: Resistance Training	Historical		
	PE/I 190X4 Tai Chi	Historical		
	PE/I 190X4 PE/I-190X4 Tai Chi	Historical		
	PE 200 Intro to PE and Kinesiology	Historical		
	KIN 200 Introduction to Physical Education and Kinesiology	Historical		
	KIN 200 Introduction to Physical Education and Kinesiology	Historical		
	KIN 201 Mental Skills for Sport Performance	Historical		
	KIN 202 History of Physical Education and Sport in the United States	Historical		
	KIN 210 Sports Officiating	Historical		
	PE 210 Sports Officiating	Historical		
	PE 222 Independent Study in P.E.	Historical		
	KIN 222 Independent Study in Physical Education	Historical		
	PE 223 Lifeguard Training	Historical		



	KIN 231 First Aid and CPR	Historical		
	PE 231 First Aid and CPR	Historical		
	KIN 231 First Aid and CPR	Historical		
	KIN 232 Prevention and Care of Athletic Injuries	Historical		
	PE 232 Prevention and Care of Athletic Injuries	Historical		
	KIN 236 Stress Management and Wellness	Historical		
	KIN 236 Stress Management and Wellness	Historical		
	PE 282X2 Professional Actvts: Baseball	Historical		
	PE 282X2 Professional Actvts: Baseball	Historical		
	PE 283X2 Professional Actvts: Basketball	Historical		
	PE 283X2 Professional Actvts: Basketball	Historical		
	PE 285X2 Professional Actvts: Football	Historical		
	PE 285X2 Professional Actvts: Football	Historical		
	PE 288X2 Professional Actvts: Softball	Historical		
	PE 288X2 Professional Actvts: Softball	Historical		
	PE 291X2 Professional Activities: Track and Field	Historical		

	PE 291X2 Professional Activities: Track and Field	Historical		
	PE 293X2 Professional Actvts: Volleyball	Historical		
	PE 293X2 Professional Actvts: Volleyball	Historical		

<b>Social Sciences, Human Development &amp; Physical Education</b>				
<b>Health Education</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	HEALTH 101 Health Education	Active	10/23/2017	10/23/2023
	HEALTH 103 Introduction to Holistic Health	Active	11/05/2018	11/05/2024
	HEALTH 101 Health Education	Historical		
	HEALTH 103 Introduction to Holistic Health	Historical		

**Articulation and Transfer**

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
KIN 222	Does Not Articulate	Limited Articulation

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 KIN 222 to articulate with both the CSU and UC systems. The department chair will meet with the articulation officer to determine next steps for articulation.

### **Currency**

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

Need to remove AS-T from catalog as we do not offer that degree.

Need to add Health 103 and KINS 105 to the catalog.

If any courses are no longer offered, list them here. (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?

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

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

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)).

PE/I 108X4 Weight Training - no longer offered under this course number, but still listed as active. Currently offered as KINF 108 Weight Training. Meeting with Kay Dee Yarbrough to update courses.

PE/T 132X2 Team Sports Advanced Volleyball - no longer offered under this course number, but still listed as active. Currently offered as KINX 116 Intercollegiate Volleyball - Women. Meeting with Kay Dee Yarbrough to update courses.

### **Challenges:**

Referencing the narratives in the EMP summary, 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?

The current challenge for our department is low enrollment. We need to find ways to increase enrollment and, subsequently, efficiency across our courses. The department chair will meet with the Dean and VPI to discuss strategies for accomplishing this goal and then bring that information to the faculty to determine how the department will proceed.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b><u>does not provide an evaluation</u></b> that addresses the sustainability of the physical environment for its programs.	Program <b><u>provides an evaluation</u></b> of the physical environment for its programs and <b><u>presents evidence</u></b> to support the evaluation.	In addition to the meets criteria, the program has <b><u>developed a plan</u></b> for obtaining or utilizing additional facilities for program growth.

**Facilities:**

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

For the most part, our facilities are providing an excellent educational environment for our students. At times, there are space issues due to conflicts in scheduling related to other programs utilizing the space/rooms we need. However, this could likely be addressed without too much difficulty. One concern with our facilities is the intermittent cleaning issues following events. On more than one occasion, this has resulted in the classes using those areas being disrupted due to the events on the night before. Communication with M & O has taken place and the situation will continue to be monitored. A few areas do need updating and/or repair. The soccer field has turf and irrigation issues that need to be addressed in order to provide a safe environment for the students. The track needs to be replaced as it has become dangerous due to the raised lip on the inside lane being a hazard. Lastly, the baseball field needs upgrading in regards to the turf, dugouts, and bleachers.

## VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

### **Spring 2015 Full Efficacy Review**

**Student Success:** The program will be offering degrees for the first time starting in fall 2015. They have increased success and retention rates; however, the department provided no explanation for these increases.

**Response:** Due to various delays at the local, as well as the state level, our program was not able to offer degrees until FA'18. In this review, explanations have been provided for the changes in across different statistics (success, retention, FTES, FTEF, WSCH per FTEF, etc).