

PEAK

Physical Education, Athletics and Kinesiology
Program Review
2014

Program Review
Physical Education, Athletics and Kinesiology
Last Review: 2008
Current Year: 2014

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SUMMARY OF DEPARTMENT/PROGRAM

1. Summary of Program

Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.

Program summary

The value of the relationship between physical activity, nutrition and wellness is never greater than when the alignment of these life forces breakdown and disease manifest. Our subject matter in Physical Education, Athletics and Kinesiology (PEAK) serves to protect and extend good health and wellness. Wellness, an essential component for life-quality, too often becomes a priority only after it's too late. Health degradation and loss of life-quality resulting from sedentary and nutritional diseases in many cases are totally preventable and need not exist. For the less fortunate who suddenly learn the value of PEAK subject matter after onset of preventable disease desire better health greater than wealth, success or education.

Employers are also beginning to analyze workforce health and lifestyle behaviors. Driven by cost saving and increased productivity having "healthy credentials" and lifestyles that are consistent to the skills taught in PEAK courses are also attractive to employers. Considering the type of data CEO's are looking at these days including a review of 56 published studies of work-site health promotion programs by the Washington-based [Partnership for Prevention](#) who reported an average savings-to-cost ratio of \$5.81 to \$1. Improved employee health habits reduced annual health costs by an average of 26 percent, reduced absenteeism by 27 percent, and reduced workers compensation and disability claim costs by 32 percent.

The looming social and economic crisis to pay for growing medical costs in treatment of preventable diseases becomes a greater concern each year. The fact now that children in record numbers are being diagnosed with historically "adult" diseases including diabetes provides evidence linking higher rates of disease in the future as these children move into adulthood. Many sedentary and diet related diseases including Obesity, Coronary Artery Disease, Stroke, Diabetes, Hypertension and High Blood Pressure usually begin to show their signs in older populations after years of neglect. The costs associated with treatment and care of these diseases for our entire society has been the cause for much economic alarm in addition to loss of quality in life. PEAK courses contribute to the eradication of sedentary diseases and their destructive impact in our society.

Fortunately, the community college system promotes access for all and strives to incorporate local communities. It is in this medium that PEAK courses can provide their greatest impact. Universal student access combined with the fact nearly 67% of Evergreen's students are under the age of 22 provides a unique opportunity to improve individual health before the onset of sedentary and dietary diseases. Older students who seek PEAK courses can gain important

intervention tactics through education and lifestyle changes that could be quite literally, life-saving.

All PEAK courses pointedly serve to reduce and reverse negative impacts of sedentary and nutritional diseases. All courses offered in the department are designed to improve individual health through positive lifestyle actions. The program serves more than 1000 students in each semester. And, a high percentage of students have indicated on program surveys that completing a PEAK course was very helpful in acquiring better knowledge and strategies in making better lifestyle choices for improved personal wellness.

PEAK activities and courses serve to educate students about wellness and on how to integrate healthful living practices into their lives. PEAK activities ultimately protect and extend personal health and wellness, contribute to employability and reduce the future social and economic burden of skyrocketing medical care cost.

The PEAK program provides opportunities to meet degree requirements, four year university transfer, personal wellness and health improvement across all adult age groups including lifelong learners. Students across all ethnic and age groups enroll in our courses as well as ESL students. We offer fifty-two different courses in health and physical fitness related courses including team sports, relaxation and stress reduction, lifetime wellness activity and intercollegiate athletics. The five full-time and seven part-time department faculty are experienced and qualified to teach all courses available.

PEAK has previously established very productive strategic partnerships in the community. Athletic Camps, Open Gyms and athletic partnerships with community groups have produced significant income streams for the department in the past and served a great number of community members and groups outside of the classroom. These important partnerships have a direct impact on helping us serve our students. To exemplify, in 2001, 26 students on the EVC Soccer Team were provided an 8 day eight day trip playing international soccer matches in Mexico. The entire cost of this trip (in excess of \$50,000) was paid entirely with non-district funds and donations through alliances that the PEAK program established with local community partners. In that same year another \$70,000 was raised for the PEAK program through a variety of community activities including sport camps, Open gyms and athletic partnerships. These funds served to supplement program funds especially for facility maintenance, repair of equipment and supply budgets.

Our Students

- 1) Kinesiology/Physical Education Majors: These students are interested in pursuing a career in Kinesiology/Physical Education.
- 2) Non-Kinesiology/Physical Education Majors: These students take our courses for a variety of reasons including degree/transfer requirements and personal wellness.
- 3) Lifelong Learners: These students take kinesiology/physical education classes for personal enrichment and improved health practices. They are often older community members who bring a very valuable life experiences and perspectives to our classes.

- 4) “Gateway” Students: We have a large population of students with limited English language skills and students who are the first in their families to attend college. Kinesiology/physical education classes serve as a gateway for many students who are college pioneers in their families. We also have many students with learning or language disabilities.

Community Partnerships

The PEAK department has developed very successful relationships with community groups who participate in college sponsored activities which has been a significant fund raising mechanism for the department. Examples include a relationship with the Futbol Association de San Jose which funded entirely 26 student athletes an eight day international trip to Mexico and more than \$140,000 infused into the district and PEAK program over several years produced by a partnership with the Mt. Hamilton Youth Soccer League.

Intramural sports participation

Previously offered through the department were organized extracurricular activities for students and staff including basketball, badminton, softball, weight training, yoga, table tennis and volleyball. These activities provided quality opportunities for recreation, socializing, and physical activity and contributed to a sense of community and belonging by the campus community.

2. *How does your program define effectiveness, and what measures have you chosen to gauge it?*

- Student skills demonstration: The primary assessment tool of the effectiveness of our teaching is the culmination of skills and understanding demonstrated in skill demonstration and written exams. Assessment of Student Learning Outcomes and critical thinking skills occur throughout each semester. Faculty employs the use of rubrics in their assessment techniques.
- Student evaluations of classes: These are very useful tools to help faculty improve their curriculum and teaching methods. Student evaluations are reviewed seriously by faculty.
- SLO Assessment Matrixes

3. *Please summarize the results of any measures you have applied. What do these results mean for your program?*

SLO are measured, analyzed and adjusted for improved alignment of instruction and student learning. Most courses SLO's were written in the past year and many are in the process of being re-written. It is our goal that all courses cycle through the complete process of updating and revision by spring 2015.

4. *Where we would like our program to be in three years from now?*

1) Facilities maintenance and repair

Safe and functional facilities are ultimately important to the safe instruction of our students, the quality of their experience and the ability to achieve SLO's. Many years of neglect and the absence of a functional operational plan to maintain and care for PEAK facilities has resulted in accelerated aging and wear of these facilities. The gymnasium, tennis courts, turf soccer field, softball field and large grass field all are in danger of dysfunction and diminish the quality of student experience. This

same neglect has resulted in an entire building (racquetball courts) becoming non-functional for its original design and purpose.

We hope in three years all PEAK facilities will receive regular and diligent care including, maintenance for the additional new Fitness Facility scheduled to be built during Fall 2014.

In three years we hope the following essential repairs are completed:

- a) Gymnasium floor resanded, painted and finished
- b) Eight lighted Tennis courts refinished
- c) Grass Soccer Field Repaired

In addition, we would like to see a functional operational plan that has a mechanism to set-aside funds for future repairs and major maintenance expenses for PEAK facilities.

- 2) Updated curriculum, updated articulation
 - a) All courses currently going through the updating process completed.
 - b) New courses in growing interest developed, written and in place.
- 3) Updated programs
 - a) The addition of an AA degree in Kinesiology
- 4) Expanded programs and courses in PEAK
 - a) Four new Intercollegiate Sports added: Volleyball, Cross Country, Basketball and Tennis
- 5) Full time faculty hires
 - a) One new Full-time faculty hire in PEAK and 8 new coaches.
- 6) Athletic Director position
 - a) Full-time Athletic Director in place
- 7) Department Chair
 - a) PEAK Department Chair in place providing leadership and coordination of courses, scheduling and program liaison with the Dean.

PART A: Overview of Program

1. Identify your program/department's commitments to Action - CTA's for this year.

- a. Student Centered:
 - i. Establish facility maintenance plan and implement
 - ii. Establish facility maintenance cost recovery mechanism and implement
 - iii. Develop and install EVC PEAK website.
- b. Community Engagement:
 - i. Continued professional development through attending professional conferences and workshops.
 - ii. Re-establish community partnerships including lectures on wellness and health for the community.
- c. Organizational Transformation
 - i. Update curriculum
 - ii. Establish AA degree

iii. Create new courses

2. Please explain how your program's CTA's are aligned with the goals of the College. How does your program help the College fulfill its Mission, Strategic initiatives, and Commitments to Action (CTA's)?

Aligned with EVC Mission: The EVC PEAK Department's curriculum is designed to prepare students to be successful in academic advancement. Improving student wellness contributes directly to their capacity for learning and achievement. The unique social opportunities inherent only in PEAK courses allow students having diverse backgrounds regular interactions with each other that contribute and expand their understanding, value and acceptance of their cultural differences and similarities.

Aligned with EVC CTA's:

i. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are: 1) Increased Visibility; 2) Develop Strategic Partnerships; 3) Building Campus Community.

- 1) Whether it's functioning as a contributing member on a team or asserting oneself to achieve individual personal fitness challenges develops student confidence and assertiveness that underlies their ability to engage themselves socially. By practicing positive engagement students increase their own visibility and become more visible to others.
- 2) The PEAK department has in the past developed close partnerships with community groups offering a variety of sport camps and wellness activities where students have had the opportunity to work as assistants and supervisors of community events. These successful partnerships foster greater closeness and have value both for the college and the community forming a mutually beneficial partnership.
- 3) The old adage "play together stay together" does not persist without reason. Students in PEAK classes often build lasting friendships that continue beyond the classroom and provide additional social connections on and off campus. Social recognition and acknowledgement, even simple as a smile or passing friendly gesture can help create a sense of togetherness, belonging and lessen isolation all of which contribute to creating a positive EVC community.

ii. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are: 1) Student Access - Completion of Educational Goals; 2) Employee Development; 3) Transparent Infrastructure.

- 1) Changes in personal fitness are readily apparent, concrete and measurable by the individual. PEAK course allow students to develop skills and strategies for accomplishing semester goals and during the process gain greater self-confidence by doing so. The successes they discover by achieving student learning outcomes in PEAK courses continue to contribute to their success beyond the classroom. Good planning, determination and successful execution are necessary tactics for personal fitness, healthy lifestyles and successful careers. Building upon these successes students not

only gain trust in their ability to achieve but also place greater value and trust in the institution that assisted this important personal development, growth and empowerment.

- 2) Staff is encouraged to seek staff development opportunities continuously. District funding is available for workshops, conferences and conventions. Staff regularly takes professional development courses for continued professional development and sabbaticals.
- 3) Staff interactions and meetings are handled within an open infrastructure having clearly defined agendas with freely flowing communication between members.

ii. *Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are: a) Access; b) Curriculum and Programs; c) Services*

- a) The PEAK Department attracts a diverse group of students having varied ethnic backgrounds, age groups and cultural experiences. The breadth of courses offered in the program serve a wide range in student interests from Intercollegiate sports competition to classes designed to serve seniors and lifetime learning.
- b) Integral partnerships previously established with key community groups has played a significant role in infusing necessary funding for the EVC Athletics program. The organizational structure that allowed these community partnerships has temporarily suffered. The department intends to re-establish the structure necessary to bring back this important fund raising mechanism to the department.
- c) The PEAK program can provide service to the college in promotion of positive, highly visible images through youth sports camps and intercollegiate athletics. Community value and appreciation of these programs pay sizable dividends back to the college in many ways including at the ballot box when bonds are offered for growth.

3. *Please state at least three recent accomplishments for your program which show how it contributes to the College's success.*

- a. Consistent High Productivity: Course offerings in the PEAK program consistently record high productivity rates mostly over 600. Program efficiency is high with staff commonly managing multiple large class loads daily. The breadth of courses offered the experienced faculty on staff and courses written to serve community interest all contribute to these numbers.
- b. Consistent high WSCH: The PEAK program consistently serves a large number of students measured in WSCH (more than 4500) each semester. This number ranks very high compared to most departments at EVC.
- c. Student access: Courses in PEAK are enrolled and maintain high retention rates across all twelve ethnicity groups measured and recorded by the district. Enrollment patterns by students reflect well the enrollment pattern

of all ethnicities in the college. This demonstrates the breadth of courses offered serve well the breadth of diverse students attending EVC.

- d. Student Retention Rates: PEAK student retention rates across all ethnicities average 90%.
- e. Student Success Rates: PEAK student success rates across all ethnicities average 83%.
- f. Student Persistence Rates: PEAK student persistence rates across all ethnicities range between 82%.
- g. Intercollegiate Athletics: The Men and Women Intercollegiate Soccer teams have consistently performed very well in their respective divisions.
- h. Community Partnerships: The athletics program in partnership with the Mt. Hamilton Youth Soccer League has established a mutually beneficial relationship which at its core was summer soccer camps for community youth which in return allowed the district to gain more than \$148,000 in community funds back into the college over a five year period.

4. State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

PEAK Mission Statement

The mission of the PEAK program is to develop and deliver Physical Education, Kinesiology and Health courses, sport opportunities, fitness activities and programs that promote lifelong physical activity, health, and emotional, psychological and social well being of our diverse student population and community.

Goals and focus of PEAK

Program Learning Outcomes (PLO's)

- a. PLO#1 Demonstrate effective communication skills, teamwork, leadership, and concepts of fair play and inclusiveness.
- b. PLO#2 Demonstrate the ability to analyze, adjust and employ skills, tactics and successful strategies for achievement in competitive and noncompetitive physical activity.
- c. PLO#3 Demonstrate the ability to actively locate, evaluate and utilize necessary information discovered online, in the community and from peers.
- d. PLO#4 Demonstrate communication, behavior and sensitivity necessary for effective collaboration and group function with individuals from diverse economic, cultural, racial, gender, and sexual orientation backgrounds.

- e. PLO#5 Demonstrate the assimilation of skills, concepts, behaviors and tactics necessary to successfully implement personal life-long wellness initiatives and action.

PEAK Program Alignment with College and District

Alignment with ILO #1 - Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

PLO#1 Demonstrate effective communication skills, teamwork, leadership, and concepts of fair play and inclusiveness.

Individual performance in communication effectiveness is measured in all courses. Written communication is evaluated through written assignments, written tests and other projects in all courses. Verbal communication and leaderships skills are evaluated during class participation and in group activity. PLO #1 is developed and evaluated throughout the program.

Alignment with ILO #2 Inquiries and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.

PLO#2 Demonstrate the ability to analyze, adjust and employ skills, tactics and successful strategies for achievement in competitive and noncompetitive physical activity.

Critical and analytical thinking components are embedded in all of the program courses. For example, students must analyze and evaluate current health practices and determining effective actions for improvement using information presented in the course. *PLO#2 is developed and evaluated throughout the Program.*

Alignment with ILO #3 Information Competency: The student will utilize information from a variety of sources to make an informed decision and take action.

PLO#3 Demonstrate the ability to actively locate, evaluate and utilize necessary information discovered online, in the community and from peers.

All Program courses contain demonstrations, quizzes, exams, and class activities to allow students to practice basic course level terminology, skills, and tactics. For example, students in PED 33 are required to perform a self nutritional analysis identifying potentially positive and negative health consequences. After their analysis they are required to synthesize a report using information learned in class and resources online to develop a comprehensive prescription for better health outcomes. PLO#3 is developed and evaluated throughout the program.

Alignment with ILO #4 Social Responsibility: The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.

PLO#4 Demonstrate communication, behavior and sensitivity necessary for effective collaboration and group function with individuals from diverse economic, cultural, racial, gender, and sexual orientation backgrounds.

All courses require significant exposure to and demand for social responsibility. Successfully performing both as a member of a team and as an opponent require significant social skills and appropriate behaviors. PLO#4 is developed and evaluated throughout the program.

ILO #5 Personal Development: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

PLO#5 Demonstrate the assimilation of skills, concepts, behaviors and tactics necessary to successfully implement personal life-long wellness initiatives and action.

All courses develop greater understanding of physical health and its direct connection to personal well being. Physical, social, psychological and emotional skills and best practices are introduced and developed throughout the program. Students learn how to engage personal resources for self health improvement.

5. *Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes. Please see Appendix A. for attached data.*

Summary of Demographical Data (Appendix A):

- Men are served slightly greater than women (53% to 47%).
- On average approx. 67% of PEAK students are between the ages of 18 and 22
- On average approx. 47% of students are part-time and 53% are full-time
- Latino students have consistently made up between 31-37% of PEAK students
- Asian students have consistently made up approx. 31-37% of PEAK students
- White students have ranged approx. 5% of PEAK students
- Retention rates across all ethnicities average 90%.
- Success rates across all ethnicities average 83%.
- Persistence rates across all ethnicities range between 82%.

6. *Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns (see Appendix B. for data).*

Summary of Enrollment, Productivity and Success Rates (Appendix B.):

- PEAK courses average 85% retention rate
- PEAK Art courses average 76% success rate

7. *Identify department/program productivity WSCH/FTEF (see appendix C. for data)*

Summary of Productivity Data:

- Average productivity is 630

PART B: Curriculum

1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

Comprehensive list of PEAK courses from catalog are listed in Appendix D.

The PEAK program provides opportunities to meet degree requirements, four year university transfer, personal wellness and health improvement across all adult age groups including lifelong learners. Students across all ethnic and age groups enroll in our courses as well as ESL students. We offer fifty-two different courses in health and physical fitness related courses including team sports, relaxation and stress reduction, lifetime wellness activity and intercollegiate athletics. The breadth of courses offered is diverse and meets the wide range of student interests.

2. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

The PEAK Department is currently developing the following certificate and AA programs to serve areas of growing interest:

1. Certificate in Personal Fitness Trainer
2. AA degree in PEAK
3. Coaching First Aid Certificate

Additional program considerations currently include:

- Curriculum Updating: Many courses in the department are currently being re-written to accommodate recent changes in repeatability allowances. It is important for students to have the opportunity for progression and advancement of a particular physical activity or sport.
- Adding eight new intercollegiate Sports: In every previous program report sanctioned by the district increasing the number of intercollegiate sports has been identified a priority. In addition, regularly reported are the necessity of facility improvements and upgrades, the need for additional facilities including a running/walking track and now soon to be displaced softball field.

Timeline:

Fall 2014	Complete all curriculum updates Implement SLO assessment matrixes
Spring 2015	Complete AA degree in PEAK

	Complete Coaching Certificate program
Fall 2015	Add four new intercollegiate sports
Spring 2016	Add four new intercollegiate sports

- 3. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four-year institutions. (Include articulation agreements, common course numbering, etc.)**

The EVC PEAK Department courses are college level and do not articulate with high school or CCOC courses.

- 4. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

PART C: Student Outcomes

- 1. On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for those courses that do not have one.**

Link to SLO's for all PEAK courses:

\\Do_data_whse\R&P\Curriculum_Course Outlines of Record_Course Outlines of Record-EVC

All active PEAK courses have SLO's. List of active courses in Appendix D.

- 2. On the program level, list all programs (and degrees) that have current student learning outcomes**

a. PEAK Program

- 3. List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of any analysis.**

- a. PEAK Projects
- b. Quizzes
- c. Papers
- d. Exams
- e. Skills demonstration matrix
- f. Rubrics

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Name	FT	PT	Peak Classes	Athletics
Minerva Duke	X		X	
Felicia Perez	X		X	X
John Payne	X		X	
Randy Pratt	X		X	
Nancy Zeiszler	X	X	X	
Joseph Silveira		X	X	
Susan Armenta		X	X	X
Laura Corrado		X	X	

Each faculty member brings qualifications appropriate for instruction in PEAK courses. Coaching faculty has demonstrated success in coaching in that particular sport in addition to the qualifications to teach PEAK courses.

Full-time Faculty

Minerva Duke-Carusio

BA in Physical Education, California State Polytechnic University, Pomona.

MS in Physical Education, California State University, Hayward.

How this Position Does Contributes to the Program Success?

Minerva Duke-Carusio accomplishes the SLO's in her classroom settings by creating a positive environment with strict behavioral expectations of good sportsmanship. Students are given clear set of skills for each appropriate sport. The instructor provides support and encouragement in order for the students to attain their personal best.

Students learn in a supportive environment where they interact with each other and their instructor.

Ms. Duke promotes cooperation among students utilizing various instructional skills. Instructional goals are adjusted based on students' skills and abilities within the sport. Effort is encouraged to develop teamwork.

Ms. Duke has continuously mentored students within her classes, women's soccer teams; ENLACE program students, and students majoring in Kinesiology and Physical Education. She identifies the potential in students and supports them to self-discover their talents, builds their confidence, and promotes academic excellence beyond Evergreen Community College.

Ms. Duke has taken a leadership role in the Physical Education department by studying new disciplines within the field of Physical Education and Kinesiology and creating curriculum. This

new curriculum broadens the students' perspective for future career choices. Recently, through a sabbatical leave, professor Duke will gain knowledge and expertise to instruct students in officiating basketball and volleyball of sports. Students will not only gain officiating skills but also at the same time be able to generate a future income.

She offers fitness/ health workshops and mini classes to faculty, staff and administrators on a volunteer basis.

Professor Duke maintains her skills current through professional development and ongoing research in the field of sports, fitness and health. She attends classes, workshops, seminars, clinics, and keeps abreast of latest literature in her field.

Randy Pratt

B.A., Physical Education, University of California, Berkeley

M.A., Physical Education, Institutional Emphasis, San Jose State University

Additional credentials awarded

California Single Subject Teaching Credential, Physical Education

California Community College Instructor Credential, Physical Education

California Child Development Program Director Permit

Certified Instructor, American Mountain guides Association

Certified Instructor, American Canoe Association

Certified Instructor, American Red Cross

National Diploma, National Soccer Coaches Association of America

How His Position Contributes to the Program Success:

Randy first start teaching at Evergreen in 1988 and began full-time in 1993. Previous to Evergreen he served as Director, NASA Ames Fitness Center located in Mountain View CA. He has written many new courses including Outdoor Education courses in Rock Climbing, Backpacking and Hiking, Mountain Biking, Cross Country Skiing among others. These courses serve students seeking learning opportunities beyond traditional sports. As a scholarship student-athlete Randy achieved AP All American Honors in Football while attending CAL and signed a professional contract with the San Francisco 49er's in 1984. These experiences combined with more than 25 years teaching experience provides him with great depth in the delivery of instruction to students in PEAK courses.

Randy has served in various leadership roles on campus including Staff Development Coordinator and Athletic Director. Additionally, he has served on the Academic Senate, Campus Technology Committee, and Matriculation/Retention Committee and as advisor to student clubs. He is very approachable, friendly and works diligently to keep learning student centered.

John Payne

B.A., San José State University

M.A., Stanford University

John Payne has been an active member of CAHPERD, Southwest District and AAHPERD for nearly 40 years. He has served as CAHPERD President, VP for Physical Education, Awards

Committee member, Southwest District AAHPERD President, Southwest District AAHPERD liaison to NASPE, and Multicultural Chair for Southwest District AAHPERD.

Included in his list of contributions to the field, John has given over forty presentations for CAHPERD and ten presentations for AAHPERD. John has a history of involvement with sports and athletics including serving as the Director of Athletics for Evergreen Valley College in San Jose. He utilizes his skills to implement innovative approaches and practices to meet the needs of diverse faculty, staff, students and local communities.

Felicia Perez

A.A., Cosumnes River College

B.A., Chico State University

M.A., University of Redlands

How Her Position Contributes to the Program Success:

Now with 15 years of experience in Athletics and Physical Education, Felicia started her education as a community college student. With clear guidelines and expectations, students are provided with a safe and energized environment in which to establish and achieve personal life and health goals. Utilizing inspirational activities such as pre and post fitness assessments and team fitness challenges allows the students to thrive in a motivating and challenging environment. Felicia encourages feedback at semester end evaluations, and has a high level of retention, with students often enrolling in her courses semester after semester.

As the head Women's Intercollegiate Soccer coach, Felicia has the privilege of directly impacting the academic and athletic lives of her student-athletes. Under Felicia's guidance, the athletes are provided with personal tutors, a tutoring center equipped with computers, and a direct link to an EVC academic counselor who provides an educational plan for the students to transfer. Felicia enforces a high academic standard by continually monitoring progress reports, and maintains connections and correspondence with four year university coaches to encourage continuing education.

During her time at Evergreen, Felicia has annually attended the California Fitness Convention, ensuring that Evergreen students are receiving the most current fitness and health information available in the industry. Additionally, Felicia holds annual youth soccer camps for members of the community, teaches coaching courses for local community coaches, and has achieved and maintained both a Premier NSCAA Diploma and the United States Soccer Federation National "A" license; the highest level of licensing available in the United States.

Nancy Zeiszler

A.A. Physical Education, San Joaquin Delta Community College

B.A. Physical Education, University of Pacific, Graduated Phi Beta Kappa

M.A. Physical Education, University of Pacific

How Her Position Contributes to the Program Success:

While attending UOP on scholarship Nancy was a member of the women's volleyball, basketball, and softball teams. She was a Division I All League third baseman and also a UOP scholar athlete. Nancy began her coaching career at UOP as the assistant softball coach while completing her Masters in Physical Education.

During next twelve years Nancy taught Physical Education at the High School level in Calaveras, Lodi, and Stockton, California while coaching softball, volleyball, basketball, and boys' golf. In 1986, her softball expertise resulted in being named All Area Softball Coach of the Year by the Stockton Record newspaper.

Nancy's professional service to the California Association of Health, Physical Education, Recreation and Dance (CAHPERD) began as she served as President of Unit 303 and numerous other committees. In 1992 she served as the California State Coordinator for National Girls and Women in Sport Day. She was elected as Vice President of the Girls and Women in Sport for CAHPERD. In 1999 she also received the California Girls and Women in Sport Distinguished Service Award. Nancy was awarded the Pathfinder Award by the National Association for Girls and Women in Sport in recognition for her dedication and long-standing contributions to advancing the opportunities for women in sport and sport careers.

Nancy was involved with the California Physical Education Workshop for over 20 years. She was a member of the Planning Committee, an instructor teaching her peers, member of the Advisory Board, and was elected Director of the workshop in 1996.

Nancy has been a full-time Physical Education Instructor at Evergreen Valley College in San Jose, California since 1993. In 2010 Nancy was awarded a sabbatical to pursue her interest in Yoga and Pilates. She completed a 200 hour teacher training program earning her Yoga fit certification. Nancy currently teaches Yoga, Pilates, Weight Training, Tennis, and Table Tennis.

Nancy is currently serving on the Diversity Committee, is past Academic Senate President and past Curriculum Committee member.

While not working Nancy pursues her passions in golf, photography, and yoga.

Adjunct Faculty

Jory Segal

B.S. University of Illinois. Magna Cum Laude, Economics and Social Science Education
M.S. University of Illinois. Physical Education

Jory has extensive experience teaching PEAK courses. Jory has been teaching at EVC for 15 years. She has served on the F.A. negotiating team for the past 9 years and served as Athletic Director. F.A. negotiations require an enormous amount of time commitment and Jory does this on an adjuncts wage.

She also has been teaching at West valley college for the past 18 years and created and maintains an online library of instructional videos on Social Dance found at **jorysegal** on You Tube. In addition, Jory served as full-time Women's Tennis Coach at University of Notre Dame, Notre Dame, IN, taught 5 years at Palm Beach Community College, Boca Raton, FL and served as a Teaching Tennis Professional at Tumwater Valley Athletic Club, Olympia, WA.

Jory works diligently to individualize instruction that is both challenging and valued.

Joeseph Silveira

BA Organizational Management with concentration in PE, Ashford University
MS Exercise Science, California University of Pennsylvania

- 20 years Head Coaching Experience
- Record: 541-246-76
- Professional (MLS, APSL, WSL, USISL) Collegiate (NCAA, CCC)
- 3 national Championships
- 20 Conference/Division Championships
- 11 Time Coach of the Year
- Recruited and developed All American, Academic All American and All Conference student athletes

Joe has both played and coached professionally (SJ Earthquakes) and holds a USSF "A" license. Joe was the Director / Coach for the men's and women's programs at Notre Dame de Namur University where his teams were nationally ranked. He was named Conference Coach of the year more than 6 times while at Notre Dame; and has served as the US Liaison to the 1994 Brazilian World Cup team.

Joe Silveira, Coach of the Men's soccer program has been successfully teaching/coaching at EVC for the past 7 years. Coaching requires year round involvement and adjunct head coaches rely heavily on the income of teaching classes off-season to have time to perform necessary intercollegiate duties such as recruiting, meeting with players and parents, providing tours and assisting student-athletes in the enrollment and sometimes even the relocation process. Our adjunct soccer coach has developed and international stream of interest in the EVC program. The complexities involved with bringing international students to our district is very time consuming and provides this district notable visibility well beyond the Bay Area.

Additional comments regarding the value of adjunct staff

People are the districts most valuable and important resource.

The value in service provided by our adjunct faculty goes well beyond expectation and must be recognized. The SJECCD benefits greatly from adjunct faculty service. Adjunct faculty are required to do the same work as full-time faculty at much less pay. The fact that some of the PEAK department's adjunct take on extra duties outside of classes usually served by full-time faculty speaks highly to the degree of commitment and service these members provide.

In assigning adjunct taught courses consideration should be given to the level of contribution adjunct faculty make to the PEAK program. Not doing so increases the risk of losing valuable resources.

Additional Department Staff

Lisa Renteria

Instructional Lab Tech. II/Physical Education
M.A., San Jose State University, Kinesiology

1. *Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?*

One of the strategies Professor Duke applies is Lateral Learning during her lecture classes. Lateral learning provides for lecturing and group interaction. Critical thinking and problem solving are an integral part of individual and team work in all the lecture classes. The students develop critical thinking skills, problem solving, and ability to critique each other's work respecting divergent opinions as well as gain knowledge in their course work.

In activity classes, Lateral Learning includes student interaction within their skill level and supporting each other with all skill levels. Leadership roles are key to the success of Ms. Duke's instruction. Culture background, language and social interactions are considered when developing student leadership. The professor promotes self-awareness, hidden talents, and communication skills thus creating a safe educational environment where students blossom as leaders when given the opportunity.

Another innovative instructional strategy is taking roll. The students have "name tags". This promotes positive and respectful interaction among all. Another important benefit of this strategy is the ability of the instructor to immediately know who is present; thus, saving time by avoiding roll call.

Technology is used often in professor Duke classes. Students are videotape in order to assess their skill growth. Students react favorable to this instant feedback. Through a user-friendly web page, students can find their syllabus, study guides, and examples of assignments. Another successful tool is the posting of a chapter outline via PowerPoint. The students print and bring the outline to each lecture. Not only does this outline provide students with a study guide, but it helps them take better notes during lecture.

Another instructional strategy is the use of the computer lab. With their health fitness test results, students access an Internet web to analyze and assess their results. Another assignment is to use the Internet to investigate scientific journals in health, fitness, sports and other topics. Thirdly, students learn about college resources for future academic growth.

2. *Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.*

Evaluations and reviews of faculty are done in accordance with the FA Handbook.

3. Describe the department orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

New faculty hires are given an administrative orientation by HR and the Dean overseeing PEAK. Student evaluations and peer evaluations are planned by the Division Dean's office in accordance with the Faculty Contract.

PART E: Facilities, Equipment, Materials and Maintenance

1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.

PEAK programs and student SLO's are heavily dependent on well designed, maintained and safe facilities. While student/instructor safety while engaged in learning/instruction is paramount, the quality of the student experience can be largely degraded when learning in poorly maintained facilities. For example, when a student in a basketball, badminton, volleyball or table tennis class were to engage in the activity on ice, rather than a cleaned wood floor, the experience would be substantially degraded and downright dangerous. Yet, in our gymnasium, this is often the case. A wood floor that accumulated oily sweat throughout a day becomes increasingly slippery, much like playing on ice. These surfaces require special attention in cleaning regularly and are very different than most classroom environments.

Our department has struggled in getting the necessary support by the district to complete this regular care. Another example can be readily observed on the eight lighted tennis courts. Regular care is absent which should included clearing small debris (rocks, sand, and dirt) as well as regular washing down of the courts. Absent of removing this debris causes accelerated wear and degradation of the surface. Currently, the surface which is still within it usual lifetime has developed holes and craters in the surface due to this debris. Now expensive repairs are necessary in order to keep these facilities functional. It is our hope that a better maintenance plan can be incorporated to eliminate additional necessary, costly and premature repairs in the future.

Recommended Facility Maintenance Plan/Replacement Schedule

Gymnasium and two class exercise rooms (PED 204/205)

- Sweep and wet mop floor daily to remove oils
- Refinish varnish on wood floor every year
- Resurface wood floor every 5-8 years

Eight Lighted Tennis Courts

- Remove debris daily (power blower)
- Power wash courts weekly
- Resurface courts every 5 years

Turf Soccer Field

- Rake field and clean/add fill twice annually
- Replace turf every 5-7 years

Grass Multipurpose Field

- Treat for rodents annually
- Repair sod as needed
- Maintain striping on field weekly

Student Learning Outcomes and the quality of student learning experiences are influenced by the quality, function and safety of PEAK facilities. The importance for well designed and properly cared for facilities cannot be over stated. Several PEAK facilities are in dire need of immediate repairs to maintain their functionality and safe use. PEAK faculty is concerned about losing facilities due to poor maintenance. Loss of any current facility would significantly affect the PEAK program enrollment and ability to serve our students.

Over the past eight years facility issues have been repeatedly researched and documented on various reports. Most notable were two, The Maas Report (original 2006 and updated 2008), The EVC Physical Education Facilities Report (2006) written by department staff and Dean Adrienne Akinsete, and the Report for Future Program Expansion written by staff and Athletic director Bill Campbell (2008). In all reports facility issues are identified.

Additional Physical Education Facilities Requested

- All-weather running track
- Softball field - current field will be lost due to new construction
- New synthetic all purpose field for use by all PEAK classes
- Indoor climbing wall

2. Describe the use and currency of technology used to enhance the department. Identify projected needs and rationale.

- a. All lecture classrooms are outfitted with a smart podium and projector.
- b. Some computer systems need to have upgraded software, such as flash player, to allow for smooth streaming of video content off the Web, and updated Adobe Reader.
- c. Additionally, faculty offices need be updated with current computer hardware and software to keep pace with technological changes in these systems to fully utilize these important resources.

3. If applicable, describe the support the program receives from industry.

N/A

PART F: Future Needs

1. Current budget

A. Identify the budget currently allocated for the department through the division budget (fund 10). Discuss its adequacy in meeting your program's needs

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The current budget does not provide adequate dollars to consistently provide supplies for all PEAK courses. Currently, three courses, Badminton, Tennis and Table Tennis classes require students to supplement the course supplies by donating equipment. No other courses in the department require students to make contributions.

Not all students have the means to purchase and/or otherwise acquire this equipment. Increased funds are necessary to provide consistently in supplying all courses the necessary items for instruction.

Growth in the department is now long past due. Increased funding is necessary for adding additional intercollegiate sports and staffing. A summary of these needs are listed below using projections originated in 2007.

Women's Volleyball

Equipment & Supplies:	\$5,000 - \$7,000
Meals & Lodging	\$3,000 - \$5,000
Transportation	\$3,000 - \$5,000
Officials/Tournament Fees	\$6,000
Team manager	\$1,500
Assistant Coach Stipend	\$3,000
Part-time Head Coach	\$12,000 - \$15,000
Estimated Total Budget	\$35,000 - \$42,000

Tennis (Men &/or Women)

Equipment & Supplies	\$3,000 - \$7,000
Meals & Lodging	\$3,000 - \$6,000
Transportation	\$3,000 - \$6,000
Officials/Tournament Fees	\$2,000 - \$4,000
Team Manager	\$1500
Assistant Coach Stipend	\$3,000
Part-time Head Coach	\$12,000 - \$15,000
Estimated Total Budget	\$25,000 - \$37,000 (Higher budget numbers reflect men and women's Teams)

Cross Country (Men & Women)

Equipment & Supplies	\$5,000 - \$7,000
Meals & Lodging	\$3,000 - \$5,000
Transportation	\$2,000 - \$3,000
Entry Fees	\$2,000
Assistant Coach Stipend	\$3,000
Part-time Head Coach	\$12,000 - \$15,000

Estimated Total Budget \$27,000 - \$35,000 (Total for both men & women)

Women's Badminton

Equipment & Supplies	\$4,000 - \$6,000
Meals & Lodging	\$2,000 - \$4,000
Transportation	\$2,000 - \$3,000
Officials/Tournament Fees	\$2,000
Team Manager	\$1500
Assistant Coach Stipend	\$3,000
Part-time Head Coach	\$12,000 - \$15,000
Estimated Total Budget	\$24,000 - \$28,000

Budget Notes:

- The equipment and supplies portion of all the sports should decrease after the initial start-up costs of purchasing all new equipment.
- Not included are Coast Conference dues that will be approximately \$2500 per year. A college must have a minimum of four intercollegiate teams in order to be a conference member. EVC is currently hosted at \$400 per year.
- It is un-clear on how to figure and include the costs of the part-time head coach instructor's class loads in the off season semesters as a part of the budget estimate.

B. Identify any external (fund 17) funding the department receives and describe its primary use.

There are no external (fund 17) funds.

C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.

Though substantial in the past, currently, the PEAK department receives no funding though successful strategic community partnerships.

2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?

The PEAK department is currently seeking to re-establish an administrative structure that will enable greater community partnerships. PEAK department access and involvement in building strategic community partnerships involving the use of PEAK facilities has previously generated significant funding. These funds may play a pivotal role in meeting PEAK program funding needs for current and future programs.

3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's CTAs?

- A. Facilities issues as outlined above
- B. New faculty positions as outlined below

4. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.

Faculty needed to fulfill expansion is listed below. In addition to faculty requirements, the PEAK department needs a Full-time Athletic Director (AD) and Department Chair (C).

The AD would be assigned to oversee and manage all PEAK program concerns and issues. The responsibilities inherent in the position of Athletic Director make this assignment not effective when simply re-assigning faculty to complete the duties of the position with no real administrative authority or responsibility. The position must be assigned among the administrative rank

The Department Chair is needed to serve in a leadership capacity and coordinator to assist in schedule development, curriculum development and as an important communication link between staff and the administration.

1 FT Athletic Director
1 Department Chair 50% Faculty Reassigned time
8 PT Head Coaches - Volleyball, Tennis, Badminton, Cross Country

5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program's current budget)?

- Tennis Court surface
- New softball field
- New running Track
- New Gymnasium Floor
- Replace 8 table tennis tables
- New badminton racquets
- New tennis racquets

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

PART H: Annual Assessment: Program Faculty and PR Committee

Please attach copies of any annual review that you have completed in the last six years (if applicable)

N/A

PART I: Resource Allocation Table

Item Title	Response
Productivity (WSCH/FTEF)	607
Student Success Rate (Retention Rate)	90%
Number of class sections offered by your program on average	50 (Fall/Spring)
Changes in enrollment 2012-2014	+ 5.1% Female, -5.2% male, total seat count 1382 (SP2014)
Your Program's Current Budget (from Fund 10)	\$????
Current External Funding (from Fund 17)	\$0
Future Needs: Faculty (Estimated Additional Cost)	\$900000
Future Needs: Staff (Estimated Additional Cost)	\$450000
Future Needs: Facilities (Estimated Additional Cost)	1,000,000
Future Needs: Supplies (Estimated Additional Cost)	85,000

Appendices

- A Demographic Data, Trends, WSCH/FTE Data
- B PEAK Courses