

Kinesiology

Program Review
2017

Program Review
Kinesiology
Last Review: 2014
Current Year: 2017

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Program overview

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 Kinesiology serves to protect and extend good health and wellness. Wellness, an essential component for life-quality, often becomes a priority only after the onset of chronic disease. Health degradation and loss of life-quality resulting from sedentary and nutritional choices in many cases is preventable. The charge of our subject matter is to help people learn how to maintain and improve life-quality through healthy lifestyle practices.

Weighing the cost of unhealthy lifestyles

Employers are also interested in workforce health and employee lifestyle behaviors. Driven by cost saving and increased productivity, businesses value employees who have “healthy credentials” and “healthy lifestyles”. CEO’s look to the bottom line and the bottom line has never been effected greater by the health or poor health of their employees.

A healthy versus unhealthy workforce can generate significant cost savings in many areas including: annual health insurance premiums, reduced absenteeism and increased productivity, reduced worker’s compensation and disability claim costs all effecting the bottom line. Many innovative working environments are offered employees allowing flexible schedules, onsite wellness and physical activity programs, healthy onsite meals and health education training. Discounts on insurance premiums are even offered for “healthy credentials” – an employee who has less lifestyle health risk factors, for example a non-smoker and participates in regular exercise through a gym membership and maintains healthy Body Mass Index (BMI).

Personal wellness education

The fact that children in record numbers are being diagnosed with historically “adult” diseases including diabetes provides evidence even higher rates of disease are in our near 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 the loss of quality in life. All Kinesiology courses contribute to the eradication of sedentary diseases and their destructive impact in our society.

The community college system promotes access for all and strives to incorporate local communities. It is in this medium that Kinesiology courses can provide their greatest impact. Universal student access combined with the fact most students attending Evergreen are in their early stages of adulthood when opportunity to improve an individual’s health before the onset of sedentary and dietary diseases is greatest. Older students who seek Kinesiology courses can gain important intervention tactics through education and lifestyle changes that could be quite literally, life-saving.

All Kinesiology courses pointedly serve to reduce and reverse negative impacts of sedentary and nutritional diseases. All activities in the department are designed to educate students about wellness and on how to integrate healthful living practices into their lives. Kinesiology 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.

Kinesiology courses meet degree requirements, are transferable, and serve life-long learners including the senior population. 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 adventure based activity education. There are five full-time and seven part-time experienced and fully qualified department faculty.

Our current students

Students taking courses in Kinesiology include:

Kinesiology/Physical Education Majors: These students are interested in pursuing a career in Kinesiology/Physical Education.

Non-Kinesiology/Physical Education Majors: These students take our courses for a variety of reasons including degree/transfer requirements and personal wellness.

Lifelong Learners: These students take Kinesiology/physical education classes for personal enrichment and improved health practices.

“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.

What’s new

The EVC Fitness Center is now open and utilized for classes. The department is developing open entry/open exit curriculum to facilitate more flexible access to the facility. In addition, other operational models are being explored to provide community and staff access, allow students drop-in use and generate additional funding for the Kinesiology program for maintenance and repairs.

Additional new courses that have been created include Indoor Biking, Mindfulness Fitness, Cardio and Strength Circuit, Self-defense, Partner Yoga and Pickle Ball. Other courses being developed include Futsal, Team Building through Outdoor Education activities and a Healthy Lifestyle class.

Outdoor education courses have been written tapping the growing student interest in nontraditional sports. Now students have the option to fulfil degree requirements, transfer credit and acquire skills and knowledge necessary for safe and enjoyable participation in adventure activities that are otherwise inaccessible to most of our students due to economic restrictions. Courses in Paddle Sports: kayaking, canoeing and stand-up paddle boarding; canyoneering; rock climbing; hiking and biking offer an entirely new and attractive dimension to the program offerings.

The AAT Kinesiology degree has been under development for the past year and is in its final stages. It is anticipated to be offered in 2017 and will serve students in search of this degree.

Additional certificates are under development including Personal Trainer and Adventure Based Recreation Leadership. The department has written 22 new courses since the last program review and have re-written 34 existing courses.

All new courses and re-writes are using the subject KINS.

The next three years

Short term goals we want to achieve over the next three years include:

- 1) Increase access to the new Fitness Center. The department is exploring mechanisms to facilitate increase access including additional open entry/open exit courses and community partnerships.
- 2) Add two full-time department faculty.
- 3) Enter the lucrative high tech market for employee culture development and leadership training education through adventure based leadership courses.
- 4) Build new facilities that can serve a dual purpose between the instructional program and on-campus student recreation and activities. New facilities include a second multi-use gymnasium, indoor climbing and training facility, multi-purpose outdoor lighted synthetic field, all-weather fitness path, outdoor sand volleyball courts. The department anticipates access to classes in the aquatics facility promised by the district and built by the newly leased land developers.
- 5) Collaborate with Student Activities and strategic Community Groups to increase on campus physical activity opportunities for all students and staff.
- 6) Establish department chair with 40% release time.
- 7) Refine a comprehensive and balanced approach to the delivery of health and wellness programs through instruction, athletics and student self-directed activities.

Develop business relationships

High tech business culture relies on creativity, synergy and an energized workforce to survive in a lightning fast world of technological advancement. Silicon Valley is at the very heart of this pulse and our department has a unique opportunity to tap into that pulse for mutual benefit.

Adventure based activities in climbing, hiking, paddling and biking are effectively used in corporate leadership, team and trust building activities. The highly sought youthful culture and its associated energy, creativity and teamwork is well matched to adventure based activities which at their core stimulate the very same personal and group dynamics sought in high tech companies. It is not by coincidence that some of the most visible high tech companies make these types of activities accessible to their employees even on their breaks at work. See some of the adventure activity playgrounds built on site for employee use:

Facebook: <https://goo.gl/images/xgGyhP>

Google: <https://www.google.com/search?q=google+climbing+wall+pic&ie=UTF-8&oe=UTF-8&hl=en-us&client=safari#imgsrc=AvDJz9QXZvd43M%3A>

Athletic Business: <http://www.athleticbusiness.com/fitness-training/climbing-gyms-proliferate-as-the-sport-takes-hold.html>

Climbing Business Journal: <http://www.climbingbusinessjournal.com/gyms-and-trends-of-2015/>

U.S. News: <http://money.usnews.com/money/careers/articles/2015/03/26/this-is-what-the-best-companies-do-to-keep-their-employees-happy>

<https://www.entrepreneur.com/article/249174>

<http://www.tandfonline.com/doi/full/10.1080/01490400600851346?scroll=top&needAccess=true>

Evergreen can go into these high-tech companies and deliver leadership courses and team training activities at any location. In return, once a relationship has been established with a company the partnership can evolve and grow into other areas and campus programs. For example, business or coding relationships might be developed and we don't even have a chance to know in what other ways the campus may benefit until that relationship door is first opened. Our department can serve as the key that opens the door to begin building some very beneficial relationships to this college.

PART A: Program effectiveness and Student success

Mission

The mission of the Kinesiology program is to develop and deliver wellness and lifelong physical activity education. Our programs promote physical activity, health, emotional, psychological and social well-being of our diverse student population and community.

Program Learning Outcomes and alignment with college (proposed pending approval of the KINS AA-T degree)

Upon successful completion of this program, students will be able to:

1. Demonstrate an understanding of the basic structure of the human body and how its various systems respond. This aligns closely with the college ILO #2 Inquiries and Reasoning: “The student will critically evaluate information to interpret ideas and solve problems”. Critical and analytical thinking components are embedded in all 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#1 also aligns with ILO #3 Information Competency: “The student will utilize information from a variety of sources to make an informed decision and take action”. 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 #1 is developed and evaluated throughout the program

2. Explain the importance of lifetime fitness in today’s society. This aligns with ILO #5 Personal Development: “The student will demonstrate growth and self-management to promote life-long learning and personal well-being”. 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. PLO #2 is developed and evaluated throughout the program

3. Identify the values or code of ethics related to the major that reflects one’s respect for different ideas, peoples, and cultures. This aligns with 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”. 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#3 is developed and evaluated throughout the program.

4. Demonstrate oral and written competence in the major field.

This aligns closely with the college ILO #1 “The student will demonstrate effective communication, appropriate to the audience and purpose.” 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 #4 is developed and evaluated throughout the program.

Strategic Initiatives

The Kinesiology 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 in Kinesiology courses enables students having diverse backgrounds regular engagement with each other and that greatly contributes to their understanding, value and acceptance of their differences.

Student Centered

Kinesiology courses can help students feel engaged socially on campus and therefore improve persistence and completion rates overall. Research is clear that engaged students are more successful. Joy, stress relief and social engagement are primary effects students report as benefits to their participation in physical activity. These experiences deliver a healthy on-campus reprieve from their often over-worked and over-stressed obligations off campus. The breadth of courses offered in our program serve a wide range of students including traditional sports, physical fitness training and nontraditional activities in adventure based courses including kayaking, climbing, hiking, biking and canyoneering.

Self-assertion, building positive relationships and overcoming challenges are required by students in all kinesiology activities. Their subsequent success builds self-confidence and a sense of achievement which contributes to their positive self-esteem and greater value of them-self.

Community Engagement

The department can be an integral positive link to the community by engaging the youth and families in on-campus activities and events. Through youth sports camps, a flexible open entry/open exit fitness center and developing youth adventure based camps climbing and kayaking can build strong community ties which are highly visible to the community. Community value and appreciation of college programs can pay sizable dividends back to the college in many ways including at the ballot box when bonds are offered for growth.

The adage “play together stay together” does not persist without reason. Students in Kinesiology classes often build lasting friendships that continue beyond the classroom and provide additional social connections on and off campus. Social recognition and acknowledgement, even a simple smile of acknowledgement or other friendly gesture can help create a sense of connectivity and lessen the sense of isolation. Our program area can make significant contributions to campus community through the engagement of staff in on-campus wellness and recreation opportunities from hiking to softball to yoga. An infrastructure to facilitate greater staff integration is currently being explored.

Organizational Transformation

Changes in personal fitness are clear, concrete and measurable by the individual. Through these successes students not only gain trust in their ability to achieve but also place greater value and

trust in the institution that helped facilitate these transformations in personal development, growth and empowerment.

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.

Staff interactions and meetings are handled within an open infrastructure having clearly defined agendas with freely flowing communication between members. More definitive and greater transparency in communication and function between the department and the administration needs to develop.

How the program defines effectiveness including measures used to gauge it.

Student proficiency in subject matter: Assessment tools utilized to determine mastery of subject matter include: class examinations, written assignments, presentations, projects, and skill demonstration/observation. Assessment of student learning outcomes occur throughout each semester.

The Kinesiology department has agreed upon a baseline course success rate of 70%. This is based upon multiplying the State 5-year average success rate in Physical Education/Kinesiology courses. If the success rate falls below 70% the Kinesiology department will meet and determine how best to address the issue and serve our students.

Student evaluations of classes: The department incorporates student feedback via the student evaluation of course process. This feedback is helpful in assessing student experience and gaining insight into improving delivery of content.

SLO and PLO Assessment: The use of this data will be incorporated in the planning of course content delivery each semester. Objectives that are not being met will be analyzed and modifications will be made to the course if necessary.

Student engagement and completion, success and persistence

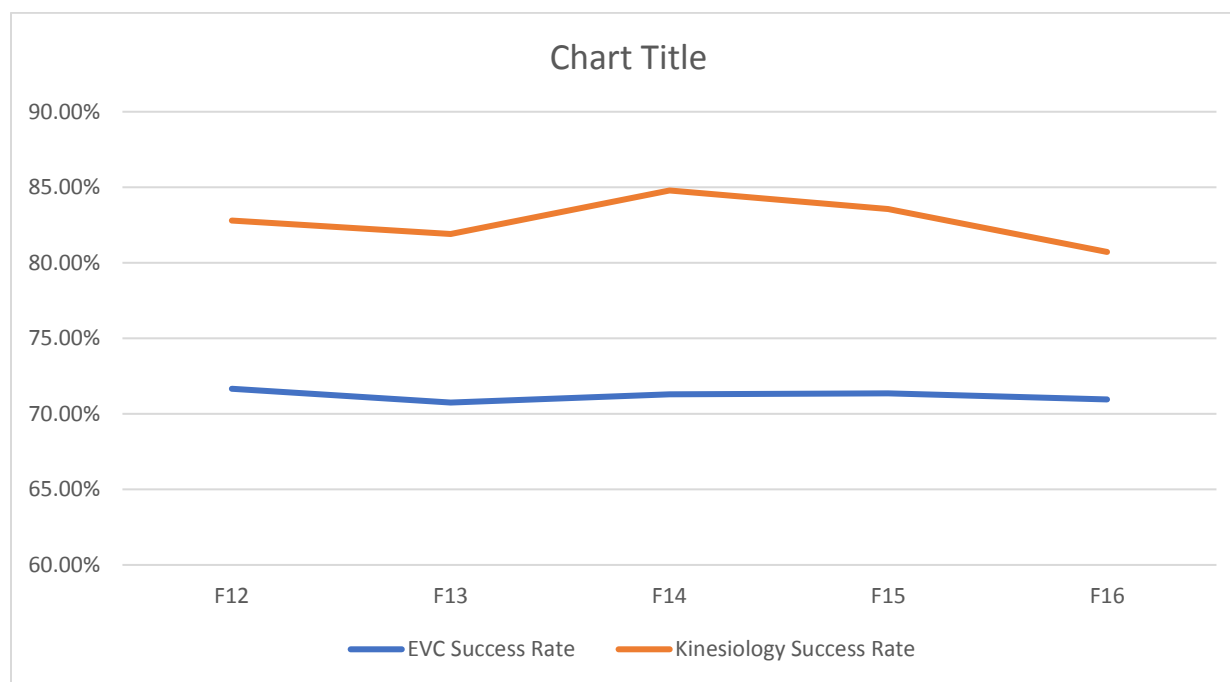
Kinesiology course completion, success and persistence follows the Evergreen overall pattern but performs consistently better in all areas than the college averages. The degree of engagement socially, physically and intellectually is unmatched in most other campus offerings and we assert this is largely responsible for these differences. Research on student engagement and campus connectivity consistently demonstrate high correlation to student success.

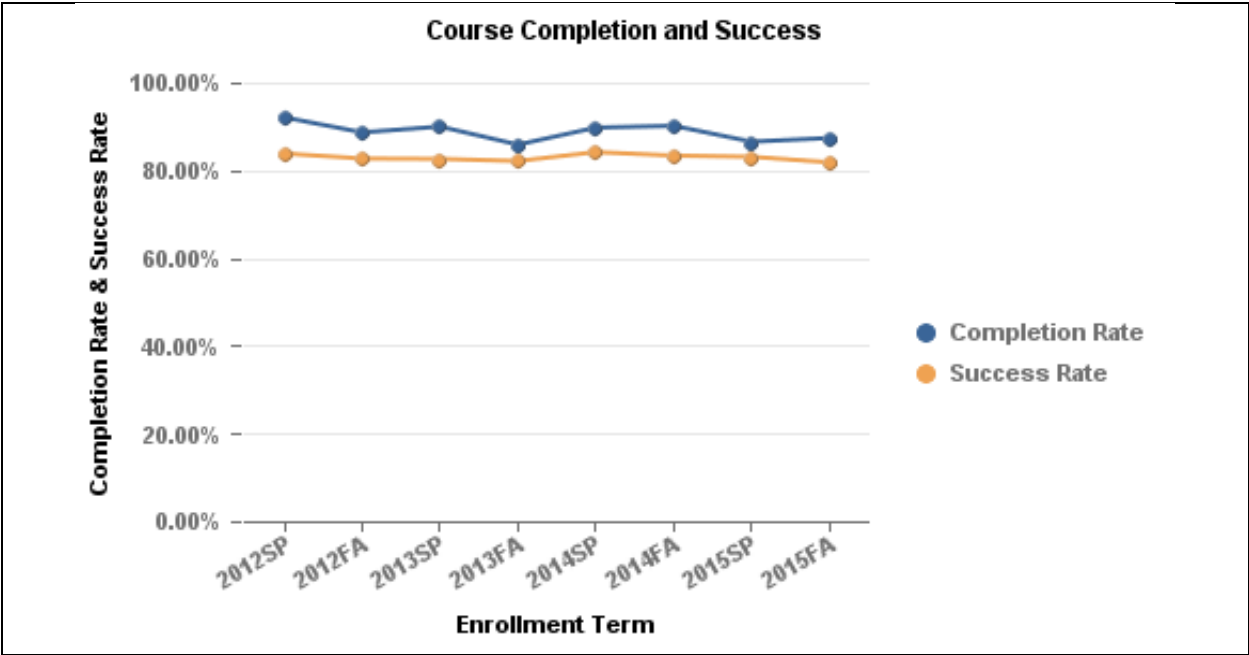
The overall college success rate 5-year average is at 71% and the Kinesiology program 5-year average success rate is 83%. Completion and Persistence is also higher among students taking Kinesiology courses across all student demographics.

It is well documented that students who are more engaged in campus activities are more successful. Our programs stimulate social engagement between students making significant contributions toward increasing student success rates.

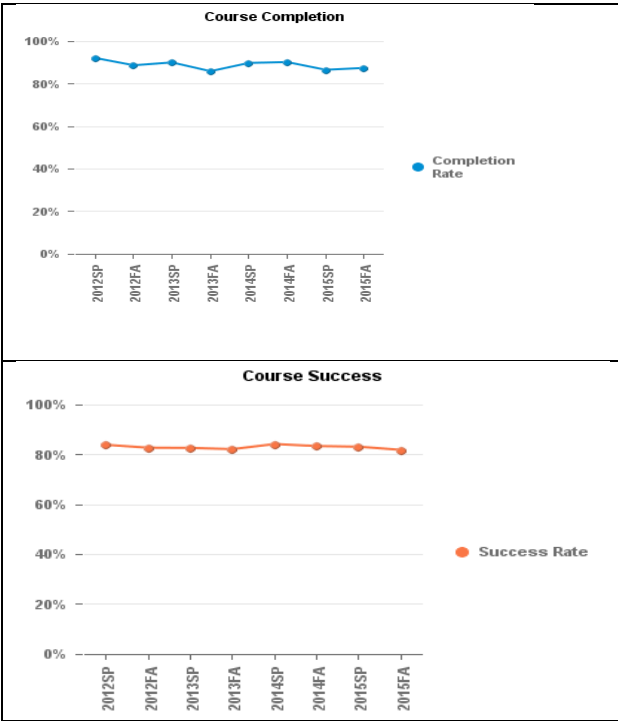
Success Rates 5 Year Averages: EVC 71% KINS 83%

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	Credit	Credit	Credit	Credit	Credit
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
	F12	F13	F14	F15	F16
EVC Success Rate	71.66%	70.75%	71.29%	71.36%	70.96%
Kinesiology Success Rate	82.79%	81.91%	84.79%	83.57%	80.72%

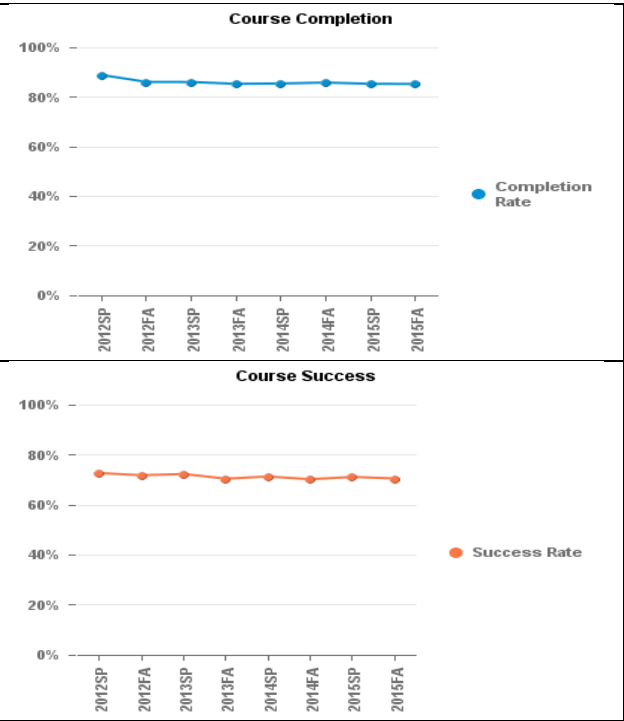


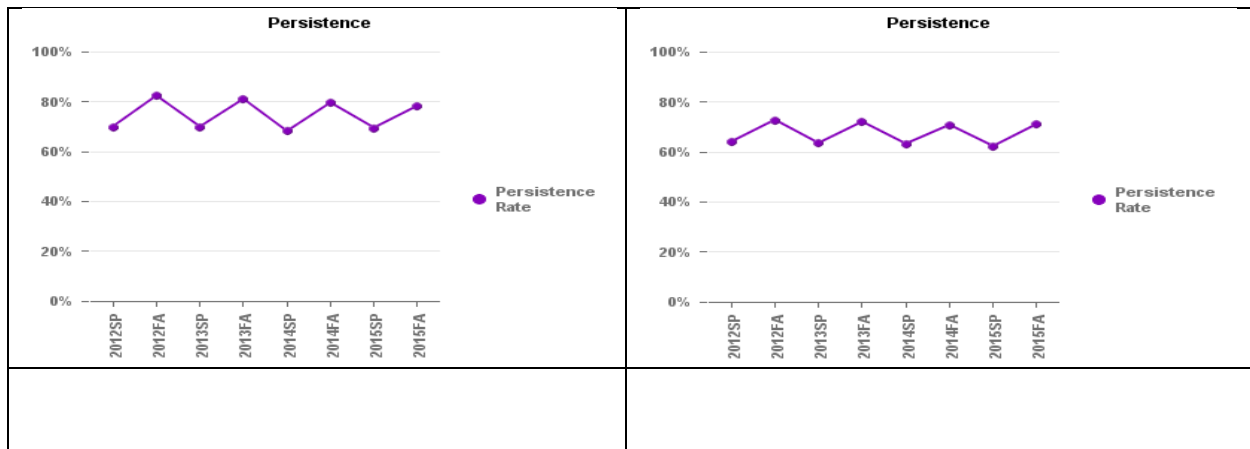


Kinesiology



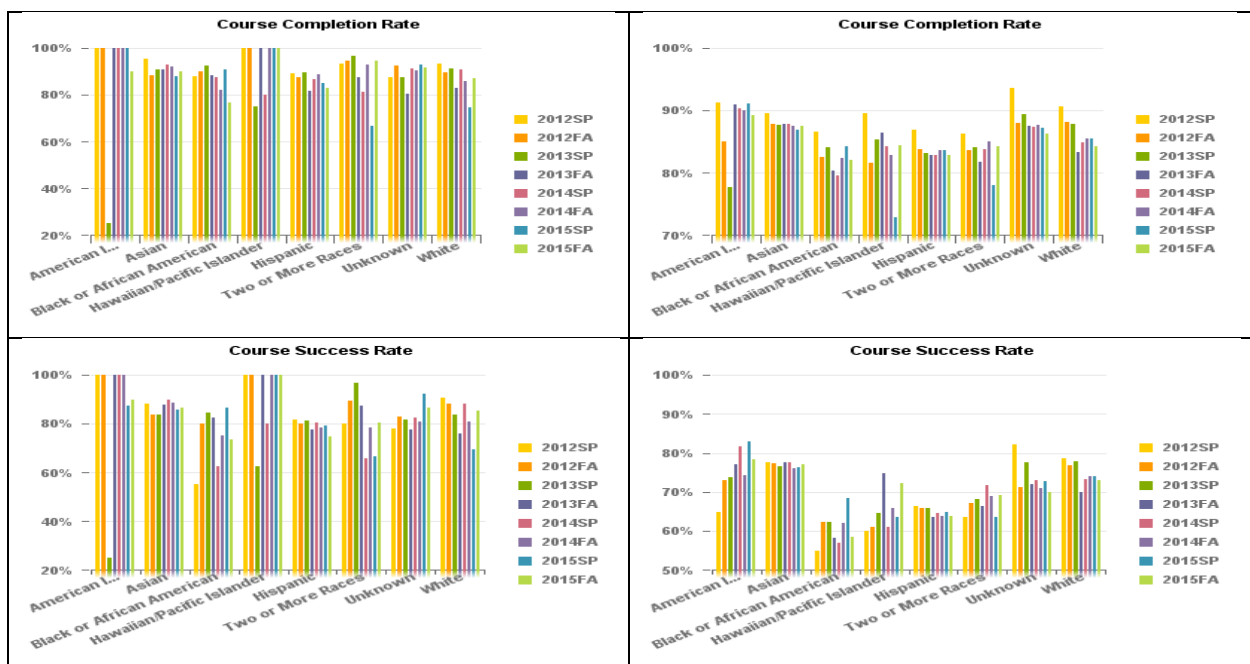
EVC Overall

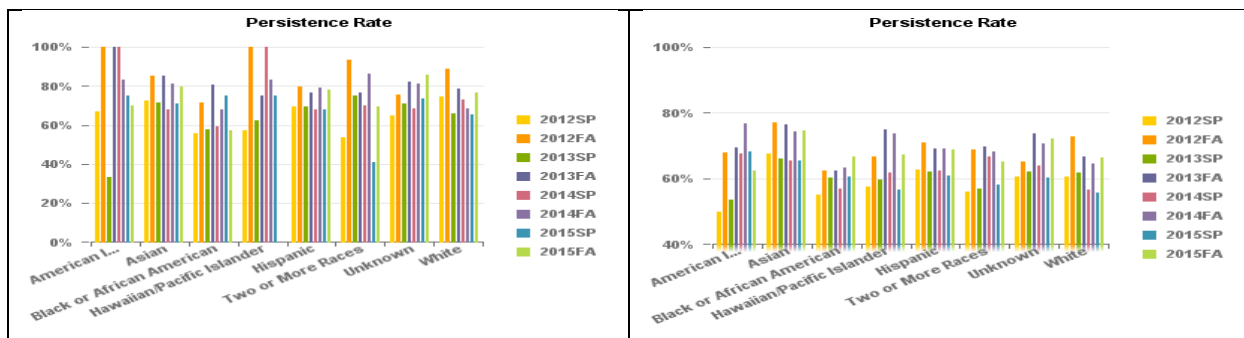




Student demographics

Kinesiology courses earn greater rates in course completion, success and persistence compared to institutional averages across all student demographic groups. Hispanics, Multi-cultural and Black or African American groups have success and persistence rates almost 20% higher in Kinesiology courses compared to another institutional course. If students do not remain enrolled in classes and are on campus no amount of resources developed to assist these groups will be helpful. Kinesiology courses once again serve to increase and maintain greater student engagement to the institution and keep these students on our campuses.

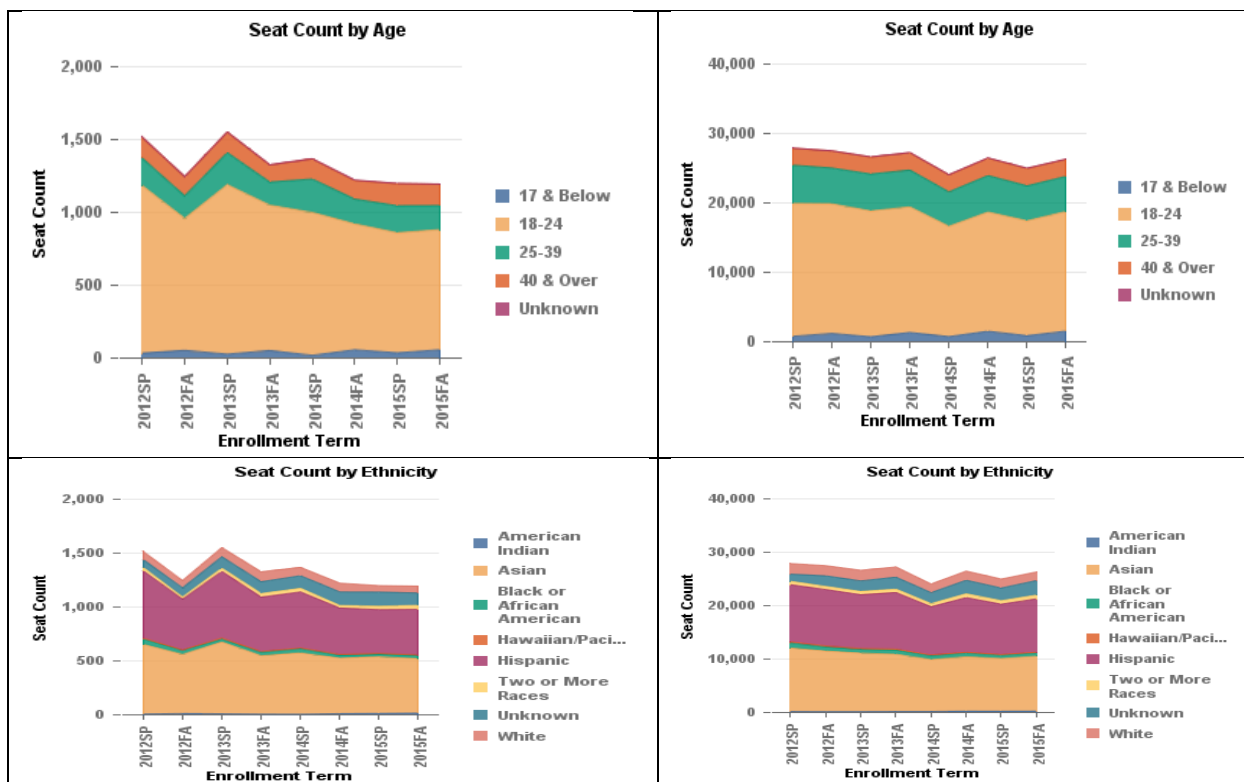


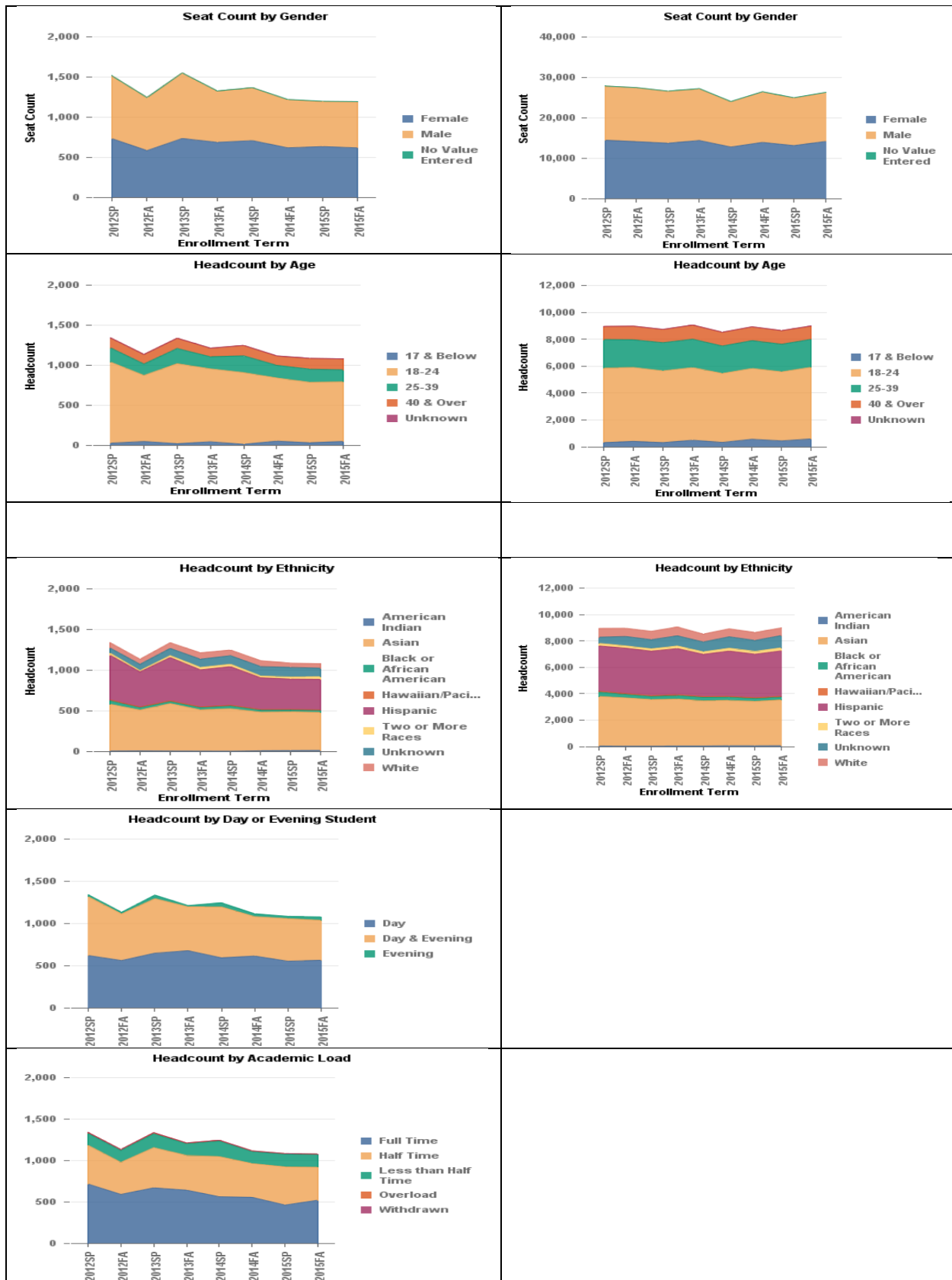


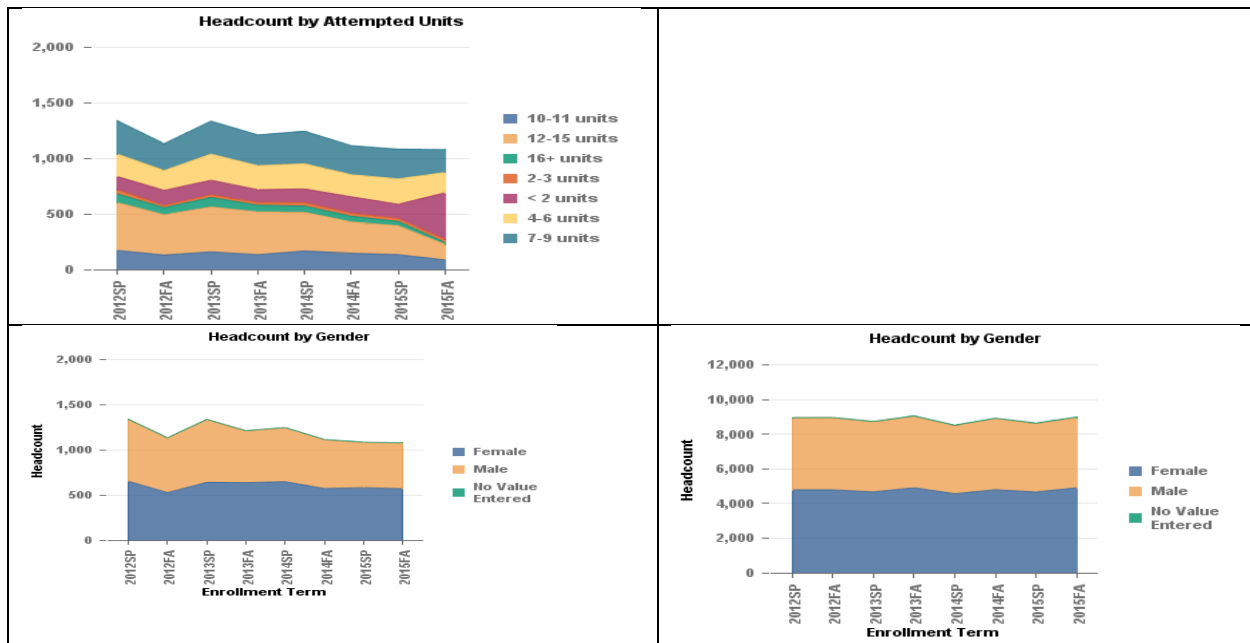
Enrollment patterns

The enrollment pattern of students' in Kinesiology follow closely follow the overall demographic enrollment pattern recorded by the college. More than 50% of the students enrolled in Kinesiology courses are less than full-time students and very few courses are offered outside of the prime-time schedule. The department is beginning to offer weekend and more evening courses to serve a more varied schedule and attract additional enrollment.

It should be noted that the number of individual courses offered over the past 5-years has not increased as fast as the number of sections offered mostly due to concurrent enrollment.





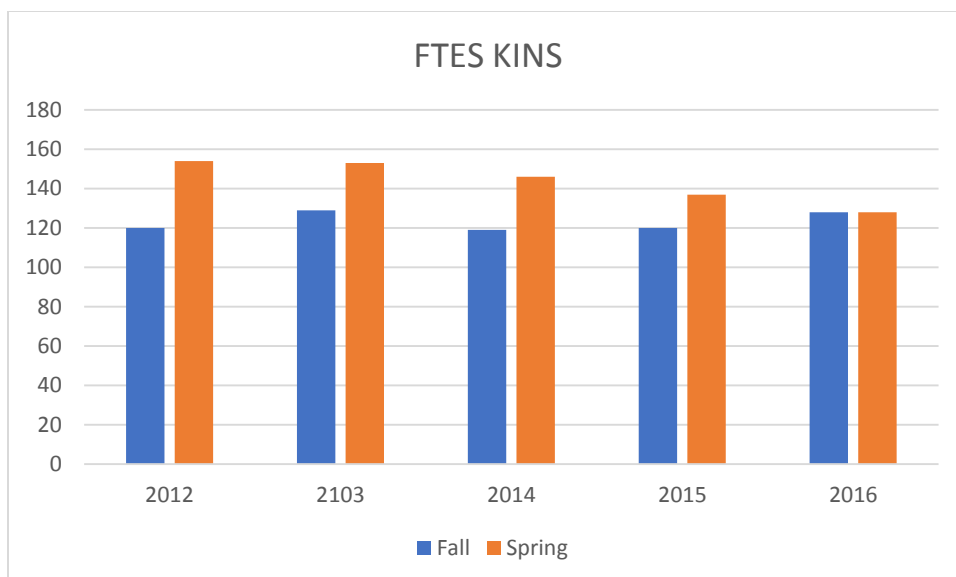


A note on FTES

Enrollment generated FTES is consistently higher in the Spring versus Fall semester. This difference may be partially explained by 1.0 faculty load diverted to Intercollegiate Athletic courses in the fall semesters and then back to Kinesiology courses in the spring semester. Adding back a 1.0 Kinesiology faculty in the fall semesters can increase Kinesiology FTES and enrollment during the intercollegiate athletics season.

DataMart FTES KINS Fall vs Spring

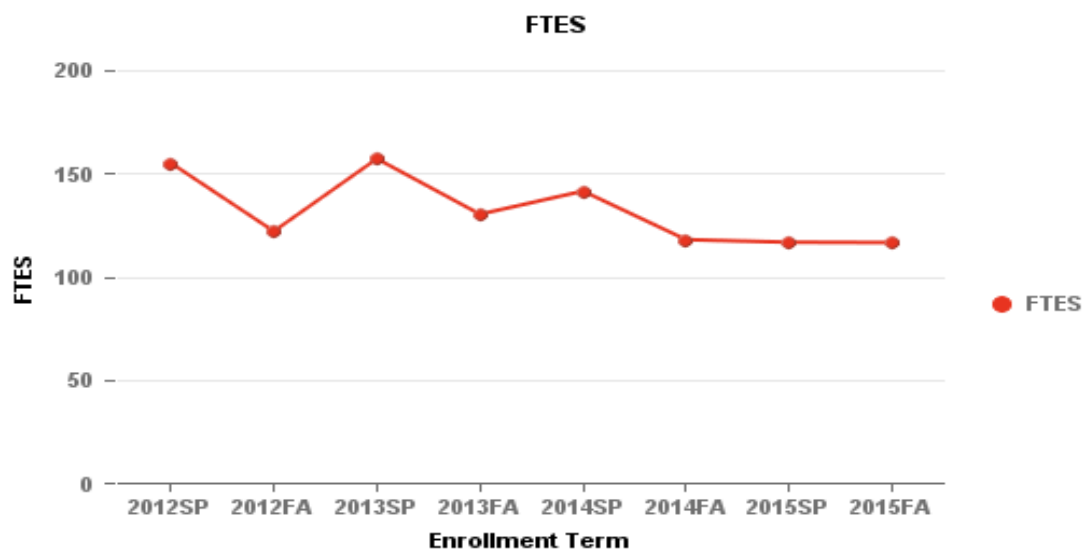
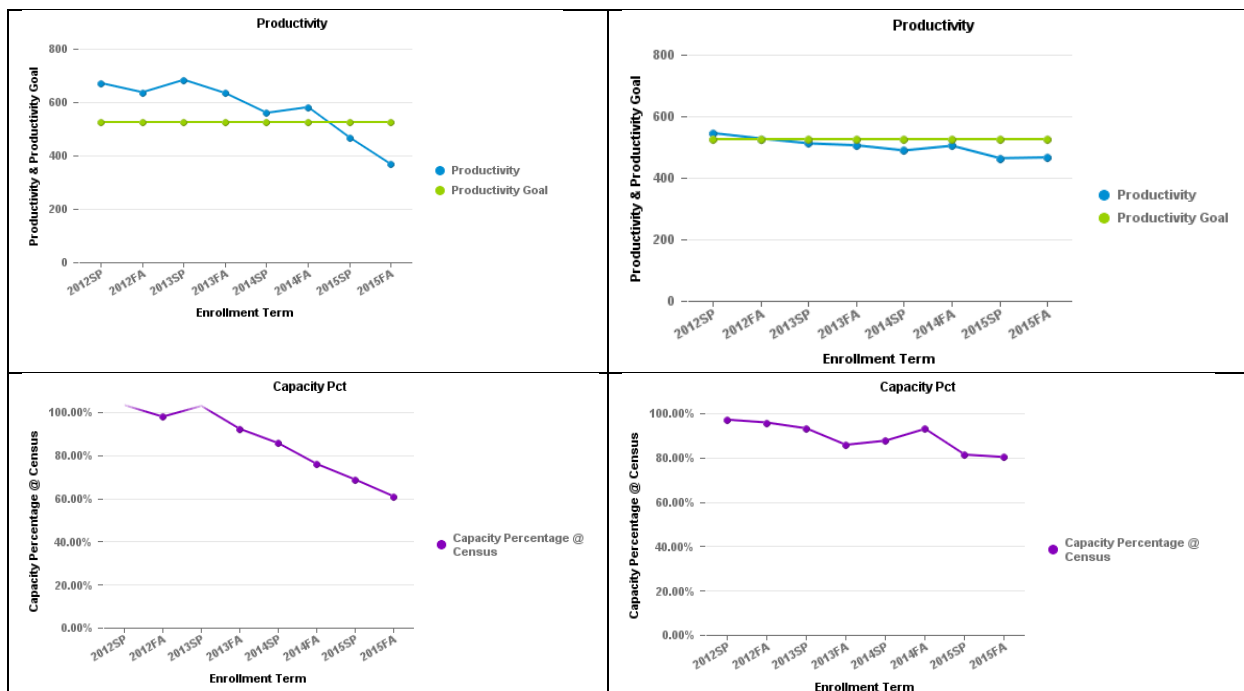
FTES	2012	2013	2014	2015	2016
Fall	120	129	119	120	128
Spring	154	153	146	137	128



Productivity

Historically productivity in Kinesiology courses remains high and above the college 525 goals. While two data points in this cycle Spring 2015 and Fall 2015 have shown a sharp decline and below the college goals for the very first time. This data is effected by a lower college enrollment but also by facility degradation. By 2015 it has been 5 years that the Weight Training courses had to be offered in a less than adequate, poorly equipped, poorly ventilated and uncomfortably small temporary facility while the new Fitness Center was under development. During this time enrollment in these once “bread and butter” courses collapsed. Class CAPs had to be reduced 50% and then still classes struggled for students. Since as many as 10 sections were offered (more than 20% of the sections) these dismal numbers are reflected in the enrollment, productivity and capacity data.

The new Fitness Center is now open and enrollment in these courses is growing once again.



A note on productivity data calculated in CROA

It should be noted that positive attendance courses are offered in the Kinesiology department - all outdoor education courses are positive attendance and as many as 8 sections are offered each semester. While the department productivity data counts the faculty member it does not include the student data (hours served) thus negatively effecting the productivity data. The same is true for Kinesiology faculty that are teaching Intercollegiate Athletic (ATH) courses. The faculty member is counted as a Kinesiology faculty member in total FTEF but the WSCH are not applied to KINS. These factors skew the productivity data for Kinesiology.

In addition, DataMart reports the combined FTES for Physical Education and Kinesiology at EVC for 2015-2016 is 279, averaging 139 per Fall and Spring semesters (see table below). We cannot explain why CROA indicates FTES for the same period at 120.

Pasted below is FTES data from the DataMart website. Also, Appendix D provides greater FTES detail for this period.

FTES DataMart			
California Community Colleges Chancellor's Office			
Full Time Equivalent Student (FTES)			
Summary Report			
	Annual 2015-2016	Annual 2015-2016	Annual 2015-2016
	Credit FTES	Non-Credit FTES	Total FTES
Evergreen Valley Total	6,271.93	61.67	6,333.60
Kinesiology-127000	3.29	0.00	3.29
Physical Education-083500	279.39	0.00	279.39
ReportE Run Date As Of : 3/14/2017 8:03:31 AM			

Included below is the Program Review Overview and Definitions taken from the EVC website indicating information on how the data is calculated as well as the use of positive attendance.

Program Review Overview and Definitions

This report document provides information for any program or campus. To tailor the report to your needs, please follow the steps below:

If you would like to view data for a program:

1. Choose which subjects to include using the Input Controls panel on the left. You can select any number of subjects.
2. Choose the location with the drop-down filter at the top of the document. This filter will have to be selected on each report.
3. If you would like to see different terms than those listed in the report, click the Refresh icon to refresh the report data.

If you would like to view data for an entire campus:

1. Choose "All Subjects" using the Input Controls panel on the left.
2. Choose the campus location with the drop-down filter at the top of the document. This filter will have to be selected on each report.
3. If you would like to see different terms than those listed in the report, click the Refresh icon to refresh the report data.

Definitions:

- Headcount = a count of distinct student IDs with active term statuses (R, P, S, or T), and active enrollment statuses (A, I, or T).
- Seat Count = a count of active enrollment statuses as of the census date. Students will be double counted in a term with multiple sections.
- Total Enrolled = a count of all verified grades, as of 10 days after the end of term.
- Capacity Percentage @ Census (CAP) = $\text{Seat Count} / \text{Section Capacity for all sections in a term.}^*$
- Completion Rate = $\text{Completion Total (sum of A, B, C, CR, D, F, I, NC, NP, P, RD grades)} / \text{Total Enrolled (sum of A, B, C, CR, D, F, I, NC, NP, P, RD grades)}$
- Success Rate = $\text{Success Total (sum of A, B, C, CR, IA, IB, IC, IPP, P grades)} / \text{Total Grades For Success (sum of A, B, C, CR, IA, IB, IC, IPP, P grades)}$
- Persistence Headcount = count of distinct Student IDs with active term and enrollment statuses at Census in the following term.
- Persistence Rate = $\text{Persistence Headcount} / \text{Headcount}^*$
- Weekly Student Contact Hours (WSCH) = $\text{Seat Count} * \text{Weekly Contact Hours (WCH)}$, with WCH defined as follows: meetings per week. For Work Experience courses, # credits. For Positive Attendance courses, total hours per semester.
- Full Time Equivalent Students (FTES) = $\text{WSCH} * \text{number of weeks} / 525^*$
- FTEF = $\text{sum of section loads (as a percentage of full-time, which is 15 weekly contact hours)}^*$
- Productivity = $\text{WSCH} / \text{FTEF}^*$
- Student Faculty Ratio = $\text{FTES} / \text{FTEF}^*$

* Positive Attendance courses, Police Academy courses, and their enrollments are not included in these measures.

PART B: Curriculum

The Kinesiology program provides opportunities to meet degree requirements, four year university transfer, personal wellness and health improvement for all students across all adult age groups. Additionally, our courses are accessible by our large population of English Second Language students providing excellent opportunities for practicing conversation skills in a relaxed social environment. We offer fifty-two different courses all related to health and wellness. Learning areas include physical fitness training, team sports, individual sports, Intro to Kinesiology Theory, adventure based recreation, first aid and intercollegiate athletics. The breadth of courses offered is diverse and meets the wide range of student interests.

Two certificates and one degree are currently in development. The AAT Kinesiology degree will serve students pursuing a four-year degree in Kinesiology as well as students pursuing other areas including Sports Medicine, Physical Therapy, Sport Business Management and Teaching. The certificates in Personal Training and Adventure Based Recreation Leadership will prepare students to work in these capacities upon successful completion.

Programs currently under development

1. Certificate in Personal Fitness Trainer
2. AAT degree in Kinesiology
3. Adventure Based Recreation Leader Certificate

Innovative instructional approaches

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.

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.

Active course list:

009B	KINS 009B - Badminton Intermediate	10/21/14
009C	KINS 009C - Badminton Advanced	10/21/14
009D	KINS 009D - Badminton Tournament Play	10/21/14
012A	KINS 012A - Beginning Basketball	10/21/14
29	KINS 029 - Power Punch	10/21/14

33	KINS 033 - Introduction to Kinesiology and Physical Education	10/21/14
040A	KINS 040A - Softball, Beginning	10/21/14
040B	KINS 040B - Softball Intermediate	10/21/14
040C	KINS 040C - Softball Advanced	10/21/14
040D	KINS 040D - Softball Tournament Play	10/21/14
047A	KINS 047A - Tennis, Beginning	10/21/14
047B	KINS 047B - Tennis, Intermediate	10/21/14
047C	KINS 047C - Tennis, Advanced	10/21/14
051A	KINS 051A - Table Tennis Beginning	10/21/14
051B	KINS 051B - Table Tennis Intermediate	10/21/14
051C	KINS 051C - Table Tennis Advanced	10/21/14
052A	KINS 052A - Beginning Volleyball	10/21/14
052B	KINS 052B - Intermediate Volleyball	10/21/14
052C	KINS 052C - Advanced Volleyball	10/21/14
053B	KINS 053B - Jogging for Fitness	10/21/14
056A	KINS 056A - Weight Training Beginning	10/21/14
056C	KINS 056C - Weight Training Advanced	10/21/14
070A	KINS 070A - Fitness Walking for Beginners	10/21/14
80	KINS 080 - Backpacking and Hiking	10/21/14
080L	KINS 080L - Backpacking and Hiking Lab	10/21/14
081L	KINS 081L - Canyoneering Lab	10/21/14
082L	KINS 082L - Hiking Death Valley	10/21/14
087A	KINS 087A - Hiking and Backpacking, Beginning	5/22/15
087B	KINS 087B - Hiking and Backpacking, Intermediate	5/26/15
25	KINS 025 - First Aid, CPR & AED	5/26/15
053A	KINS 053A - Walk/Jog Beginning	5/27/15
012D	KINS 012D - Basketball Tournament Play	6/22/15
052D	KINS 052D - Volleyball Tournament Play	6/22/15
008A	KINS 008A - Pickleball Beginning	6/25/15
008B	KINS 008B - Pickleball Intermediate	6/25/15
008C	KINS 008C - Pickleball Advanced	6/25/15
087C	KINS 087C - Hiking and Backpacking, Advanced	6/25/15
90	KINS 090 - Wilderness First Aid	6/26/15
088A	KINS 088A - Rock Climbing, Beginning	9/24/15
088B	KINS 088B - Rock Climbing, Intermediate	9/24/15
088C	KINS 088C - Rock Climbing 5.7	9/24/15
089A	KINS 089A - Paddle Sports, Beginning	9/26/15
089B	KINS 089B - Paddle Sports, Intermediate	9/26/15
9	PED 009 - Beginning Badminton	10/21/14

009A	PED 009A - Beginning Badminton	10/21/14
009B	PED 009B - Intermediate Badminton	10/21/14
12	PED 012 - Intermediate Basketball	10/21/14
21	PED 021 - Step Aerobics	10/21/14
22	PED 022 - Ultimate Fitness	10/21/14
022A	PED 022A - Adapted Cross Training	10/21/14
23	PED 023 - Cardio Kickboxing	10/21/14
24	PED 024 - Beginning Golf	10/21/14
024A	PED 024A - Intermediate Golf	10/21/14
25	PED 025 - Advanced First Aid, CPR & AED	10/21/14
27	PED 027 - Sports Officiating	10/21/14
31	PED 031 - Lifetime Physical Fitness & Wellness	10/21/14
38	PED 038 - Soccer-Recreational	10/21/14
39	PED 039 - Hatha Yoga	10/21/14
40	PED 040 - Softball	10/21/14
43	PED 043 - Pilates Mat Workout	10/21/14
51	PED 051 - Table Tennis	10/21/14
53	PED 053 - Walk/Jog	10/21/14
55	PED 055 - Aerobics with Music	10/21/14
56	PED 056 - Weight Training	10/21/14
056A	PED 056A - Adapted Strength Conditioning	10/21/14
62	PED 062 - Soccer Theory	10/21/14
70	PED 070 - Fitness Walking	10/21/14
33	PED 033 - Introduction to Kinesiology and Physical Education	3/4/15
26	PED 026 - Basketball - Competitive	3/4/15
039D	PED 039D - Partner Yoga	5/1/15
039B	PED 039B - Hatha Yoga - Intermediate	6/10/15
039C	PED 039C - Mindfulness Fitness	9/28/15

Curriculum under review

KINS 57	KINS 057 - Cardio and Strength Circuit Training	7/6/15
KINS 081B	KINS 081B - Canyoneering, Intermediate	9/21/15

KINS	081C	KINS 081C - Canyoneering, Advanced	9/22/15
KINS	081A	KINS 081A - Canyoneering, Beginning	9/22/15
KINS	95	KINS 095 - Core Strength Conditioning	9/25/15
KINS	96	KINS 096 - Body Sculpting	9/25/15
KINS	97	KINS 097 - Healthy Body-Weight Management	9/25/15
KINS	089C	KINS 089C - Paddle Sports, Advanced	9/26/15
KINS	130A	KINS 130A - Adventure Based Outdoor Recreation I	10/8/15
KINS	120	KINS 120 - Adventure Based Recreation Leadership	10/11/15
KINS	130B	KINS 130B - Adventure Based Outdoor Recreation II	10/12/15
KINS	130C	KINS 130C - Adventure Based Outdoor Recreation III	10/12/15
KINS	081L	KINS 081L - Canyoneering Skills Lab	10/13/15
KINS	82	KINS 082 - Hiking Death Valley	10/13/15
KINS	080A	KINS 080A - Hiking Lab A	10/14/15
KINS	053C	KINS 053C - Jogging For Fitness Intermediate	5/1/15
KINS	54	KINS 054 - Indoor Cycling	5/1/15
KINS	25	KINS 025 - Advanced First Aid, CPR & AED	10/30/15
KINS	60	KINS 060 - Self-Defense	10/31/15
KINS	33	KINS 033 - Introduction to Kinesiology and Physical Education	11/2/15
KINS	038A	KINS 038A - Soccer Beginning	12/16/15
KINS	034	KINS 034 - Introduction to Athletic Injuries	1/19/16
KINS	62	KINS 062 - Soccer Theory	3/12/16
KINS	101A	KINS 101A - Outdoor Cycling, Beginning	4/5/16
KINS	102A	KINS 102A - Mountain Biking Beginning	4/20/16
PED	43	PED 043 - Pilates Mat Workout	8/28/15
PED	60	PED 060 - Fitness Center Laboratory	10/5/15
PED	34	PED 034 - Fit Camp	5/1/15
PED	67	PED 067 - Cardio Tai-chi	12/9/15
PED	38B	PED 38B - Intermediate Soccer	1/11/16

Note: Course de-activation has been submitted for all duplicate courses listed above (all PED duplicates). The timing of the de-activation of the PED (old) course may have an overlap with the KINS (new) because we wanted a cushion of time for the new courses to make it into the catalog before the old courses were de-activated. All PED duplicates are on schedule for de-activation.

Future curriculum

The department is writing new physical fitness and health related courses that will utilize the newly opened fitness center. Additional adventure based education and leadership courses will continue to broaden the scope of curriculum in the department.

Course articulation

Articulation agreements are maintained with the CSU's listed below. The department is working with the articulation office to increase the number of courses articulated and adding additional campuses.

CSU Northridge

Articulation Agreement by Department
Effective during the 16-17 Academic Year

====Kinesiology====

KIN 70	Introduction to Kinesiology (3)		PED- 33	
Introduction to	(3)			
Kinesiology and				Physical
Education			Same as: KINS- 33	
			<u>OR</u>	
			KINS- 33	
Introduction to	(3)			
Kinesiology and				Physical
Education			Same as: PED- 33	

END OF DEPARTMENT

CSU Long Beach

====Physical Education====

KIN 102A	Badminton I	(1)		PED- 9A	Beginning
Badminton	(1)				

KIN 108A	Golf I	(1)		PED- 24	Beginning
Golf	(1)				

KIN 142	Group Exercise: Cardio	(1) PED-	21	Step
Aerobics	(1)			
			<u>OR</u>	
		PED-	22	Ultimate
Fitness	(1)			
			<u>OR</u>	
		PED-	55	Aerobics
with Music	(1)			

KIN 151A	Weight Training &	(1) KINS-	56A	Weight
Training	(1)			
	Conditioning I			Beginning
			<u>OR</u>	
		PED-	56	Weight
Training	(1)			

KIN 152A	Yoga	(1) PED-	39	Hatha Yoga
(1)				

KIN 167A	Soccer I	(1) PED-	38	Soccer-
Recreational	(1)			

KIN 198J	Mat Pilates Level I	(1) PED-	43	Pilates Mat
Workout	(1)			

END OF DEPARTMENT

CSU San Bernardino

====Physical Education====

KINE 101B	Individual and Dual	(2) KINS-	9B	Badminton
Intermediate	(1)			
	Activities: Badminton		<u>OR</u>	
		KINS-	9C	Badminton
Advanced	(1)			
			<u>OR</u>	
		KINS-	9D	Badminton
Tournament	(1)			
				Play
			<u>OR</u>	
		PED-	9A	Beginning

Badminton	(1)		<u>OR</u>	
			PED- 9B	
Intermediate Badminton	(1)			

KINE 101F	Individual and Dual	(2)	PED- 24	Beginning
Golf	(1)			
	Activities: Golf		<u>OR</u>	
			PED- 24A	
Intermediate Golf	(1)			

KINE 114A	Physical Fitness and	(2)	KINS- 29	Power
Punch	(1)			
	Conditioning Activities:		<u>OR</u>	
	Body Conditioning		PED- 22A	Adapted
Cross Training	(1)			
			<u>OR</u>	
			PED- 56A	Adapted
Strength	(1)			
				Training

KINE 114C	Physical Fitness and	(2)	KINS- 53A	Walk/Jog
Beginning	(1)			
	Conditioning Activities:		<u>OR</u>	
	Jogging		KINS- 53B	Jogging
for Fitness	(1)			
			<u>OR</u>	
			KINS- 70A	Fitness
Walking for	(1)			
				Beginners
			<u>OR</u>	
			PED- 53	Walk/Jog
(1)				
			<u>OR</u>	
			PED- 70	Fitness
Walking	(1-4)			

KINE 114E	Physical Fitness and	(2)	KINS- 56A	Weight
Training	(1)			
	Conditioning Activities:			Beginning
	Weight Training		<u>OR</u>	
			KINS- 56C	Weight
Training	(1)			

				Advanced
			<u>OR</u>	
			PED- 56	Weight
Training	(1)			

KINE 114F	Physical Fitness and	(2)	PED- 39	Hatha Yoga
(1)				
	Conditioning Activities:		<u>OR</u>	
	Yoga		PED- 39B	Hatha Yoga
(1)				
Intermediate				
			<u>OR</u>	
			PED- 39D	Partner
Yoga	(1)			

KINE 120G	Somatic and Martial Arts	(2)	PED- 23	Cardio
Kickboxing	(1)			
	Activities: Cardio-Arts			

KINE 120J	Somatic and Martial Arts	(2)	PED- 43	Pilates Mat
Workout	(1)			
	Activities: Pilates			

KINE 121A	Team Activities:	(2)	KINS- 12A	Beginning
Basketball	(1)			
	Basketball		<u>OR</u>	
			KINS- 12D	
Basketball Tournament	(1)			
				Play
			<u>OR</u>	
Intermediate	(1)		PED- 12	
Basketball				
			<u>OR</u>	
			PED- 26	
Basketball-Competitive	(1)			
				e

KINE 121F	Team Activities: Soccer	(2)	PED- 38	Soccer-
Recreational	(1)			

KINE 150A with Music	Dance Activities: (1) Aerobic	(2) PED- 55 	Aerobics

KINE 150C Aerobics	Dance Activities: Step (1) Aerobic	(2) PED- 21 	Step

KINE 200 CPR & AED	First Aid (1)	(2) KINS- 25 <u>OR</u> PED- 25	First Aid, Advanced
First Aid,	(2)	 	CPR & AED
Elective credit only.			

KINE 205 Physical	Foundations for Lifetime (3) Fitness and Wellness	(2) PED- 31 	Lifetime Fitness and
Wellness			

KINE 210 Introduction to Introduction to Kinesiology and Education	Introduction to (3) Kinesiology	(2) KINS- 33 	Physical
		Same as: PED- 33 <u>OR</u> PED- 33	
Introduction to	(3)		
Kinesiology and			Physical
Education		Same as: KINS- 33	

KINE 267 Officiating	Sports Officiating (3)	(2) PED- 27	Sports
Elective credit only.			

END OF DEPARTMENT

PART C: Student Outcomes

SLO's for all Kinesiology courses:

Upon completion of this course, the student will be able to:

PED 009A: Beginning Badminton

- 1) Demonstrate safety on the court.
- 2) Demonstrate basic shots including drop, clear, drive, smash and block.
- 3) Describe the benefits of Badminton as a participant and/or a spectator for health and leisure.
- 4) Perform in a game situation by applying rules, basic shots and tactics.

PED 012: Intermediate Basketball

- 1) (1): Perform with increased proficiency the skills, footwork, and intermediate strategies of the sport of basketball.
- 2) (2): Apply knowledge of team play as they apply to rules and regulations, and team unity, and respect.

PED 021: Step Aerobics

- 1) Step for 30 minutes non-stop within the perceived training heart rate zone.
- 2) Demonstrate the techniques and choreography related to step aerobics.
- 3) Develop a short-term plan to maintain cardiovascular fitness.
- 4) Describe and employ safety parameters relative to their own mechanics and physical fitness level when using a step as a means of aerobic exercise.
- 5) Evaluate the difference between entrance levels of fitness and exit levels of fitness.

PED 022: Ultimate Fitness

1. Demonstrate different types of cardiovascular activities such as step, fitness walking, and kickboxing
2. List the four components of fitness.
3. Explain the health, fitness, and emotional benefits of cardiovascular fitness.
4. Apply the FIT (frequency, Intensity & Time) principle to their specific exercise program.
5. Explain exercise perceived exertion.
6. Determine their own physical fitness levels by taking standardized fitness tests and comparing their scores to national norms.
7. List their daily food intake and assess their nutrition from the food pyramid.

PED 22A: Adapted Cross Training

1. Explain basic principles of fitness training.
2. Adapt and use various fitness training methods based on physical ability and needs.
3. Demonstrate basic fitness exercises using proper and safe techniques and identify fitness component affect by each exercise.
4. Demonstrate maintained or improved fitness level.
5. Design an individualized fitness program suitable for physical ability and needs.

PED 023: Cardio Kickboxing

- A. Demonstrate basic punching and kicking techniques against a target.
- B. Complete a 40 minute routine at varying intensities without stopping.
- C. Set goals after completing a pre and post fitness assessment

PED 024: Beginning Golf

1. Describe the function, selection, and use of all the golf clubs.
2. Model safety rules and etiquette on the practice range and during course play.

PED 024A: Intermediate Golf

1. Demonstrate how to read a green.
2. Describe the advantages of using different clubs for chipping.
3. Create pre-shot routines for all their shots: putting, chip, pitch, and full swing shots.
4. Analyze another student's swing and make corrective suggestions.
5. Demonstrate the correct technique used for playing out of a sand bunker.
6. Apply course management strategies for more effective play.
7. Practice and apply mental techniques of golf to improve their game.
8. Play 18 holes at a golf course.

PED 026: Basketball – Competitive

1. Apply advance court management strategies for effective play.
2. Demonstrate advantages for using different zone defense, and “person to person.”
3. Demonstrate advantages for using different offense attacks.
4. Describe and demonstrate mental techniques of basketball such as visualization and relaxation when shooting free throws.
5. Demonstrate the correct techniques used for playing advance defense and offense.
6. Write specific plays used in a game situation by their team and demonstrate them during a match game.
7. Create a drill that demonstrates the correct techniques of shooting a field goal, lay-up and a 3-point shot.

PED 027: Sports Officiating

1. Evaluate the qualities and requirements needed for officiating.
2. Analyze proper mechanics related to officiating.
3. Interpret and understand basic rules for sports covered in the course.
4. Examine and pursue career opportunities in officiating.

PED 031: Lifetime Physical Fitness and Wellness

- A. Assess current personal lifestyle and develop a journal for optimal lifelong wellness.
- B. Identify and explain how the health-related components of physical fitness contribute to general health and well-being.
- C. Identify the potential risks as well as the benefits associated with exercise.
- D. Demonstrate practical techniques for assessing one's own fitness status, fitness program design and participation; plan a fitness program suited to individualized needs based on the results of personal fitness assessment.
- E. Participate in a variety of correctly performed activities designed to improve their physical fitness levels.
- F. Explain how nutrition is related to health and wellness, and describe components of healthy nutritional habits; assess personal eating habits and understand sound individual nutritional program.
- G. Demonstrate the ability to evaluate and distinguish between good and bad commercial fitness and nutrition programs and products.
- H. Assess social and physical environment of work place, and human's need for recreation and leisure time.

1. Assess risk factors associated with #1 cause of death-heart disease, and understand how exercise can have positive effects on the aging process and the quality of life.

PED 033 - Introduction to Kinesiology and Physical Education

1. Evaluate the basic foundations and principles of physical education, kinesiology, exercise theory, recreation, wellness, and athletics. (I – XI)
2. Evaluate current issues in physical education, kinesiology, sports, recreation and athletics with an emphasis on cultural, gender, and economic influences. (I – IX with emphasis on IIB & IX)
3. Examine the current state of physical education and related areas in regard to influences, conditions, deficiencies, and shortcomings. (VII)
4. Determine which emphasis, within the major, matches his/her strengths and goals. (I – X)
5. Assess a variety of career options in physical education, kinesiology, recreation, wellness, and athletics. (VII & X)
6. Evaluate the role of the physical education teacher in the total spectrum of education. (VII)

PED 038 - Soccer-Recreational

1. Demonstrate competency in FIFA' seventeen Laws of the Game.
2. Demonstrate the basic fundamentals of dribbling, passing, receiving and shooting in individual tactics.
3. Develop and apply offensive and defensive team tactics.
4. Identify positions of the players on the field and the related responsibilities.
5. Demonstrate competency in the basic skills of the goal keeper.
6. Improve cardiovascular fitness to meet the demands of the game.
7. Demonstrate competency in safety and prevention of injuries.

PED 039: Hatha Yoga

1. Demonstrate and name basic Hatha Yoga postures (asanas) and breathing techniques
2. Create a personal program of Hatha Yoga
3. Describe benefits of yoga to personal health

PED 039B: Hatha Yoga- Intermediate

1. Verbalize and demonstrate proper alignment, connection and balance in the practice of intermediate poses like angle and triangle bound, standing splits, standing balancing pigeon and others.
2. Perform intermediate techniques in the art of breathing like the three-part breath, sinking breath, and expanding breath.
3. Demonstrate the ability to coordinate sets of poses to create strength and flexibility throughout the entire body.
4. Develop increased personal awareness between body and mind to develop good habits on breathing, posture, range of motion, and stress.

PED 039C: Mindfulness Fitness

1. Integrate proper breathing techniques to induce relaxation during stressful times and calm the mind.
2. Apply knowledge of basic fitness concepts to health and wellness.
3. Describe and assess the connection between body and mind using breathing and relaxation techniques.
4. Develop cardiovascular fitness through physical activity.

PED 043: Pilates Mat Course

1. Name Pilates exercises, and demonstrate the correct technique used in performing each Pilates exercise.
2. Apply correct breathing technique while performing Pilates exercises.
3. Describe and apply Pilates Principles.
4. List the benefits of Pilates.

5. Define and describe basic Pilates terminology and concepts.
6. Modify Pilates exercises.
7. Design a personal home Pilates program.

PED 053 - Walk/Jog

1. Exercise aerobically by walking or jogging for 20-30 minutes within the training heart rate zone.
2. Demonstrate increases in body flexibility and strength through fitness testing.
3. Identify, record and log good nutritional habits.
4. Identify how walking/jogging can control body weight.
5. Develop a lifelong plan to maintain cardiovascular fitness through walking or jogging.
6. Evaluate the difference between entrance levels of fitness and exit levels of fitness based on a battery of tests given at the beginning of the course and at the end.
7. Make appropriate and positive changes in lifestyle based on the results of the entrance and exit fitness levels and the principles learned in class.
8. Describe how the body uses fats, carbohydrates, protein and performance enhancers and inhibitors during exercise.
9. Identify and list nutritional food sources.
10. Complete a 5K walk, 8K walk/jog or 10K jog

PED 055: Aerobics with Music

1. Recognize and implement techniques to increase or decrease their exercise intensity levels while they work.
2. Describe and employ safety parameters relative to their own body mechanics, physical fitness level, fitness materials, and peers.
3. EXERCISE 40 MINUTES PERFORMING AN AEROBIC EXERCISE ROUTINE DONE TO MUSIC.

PED 056A: Adapted Strength Conditioning

1. Explain basic weight training principles.
2. Adapt and use various weight training methods based on physical abilities and needs.
3. Demonstrate basic weight training exercises using proper and safe techniques and identify major muscle groups affected by each exercise.
4. Demonstrate improved muscle strength and endurance.
5. Design an individualized weight training program suitable for physical ability and needs.

PED 058- Sports Conditioning

1. Identify and measure the effectiveness of each fitness component.
2. Identify and derive sports conditioning principles.
3. Synthesize and implement four separate training protocols: aerobic endurance, aerobic power, muscular endurance and muscular strength.
4. Create, describe and demonstrate several effective training protocols
5. Recognize, analyze and implement appropriate first responder care for life threatening and non-life threatening sports injuries.
6. Describe how the body uses fats, carbohydrates, protein and performance enhancers and inhibitors during exercise.
7. List and identify nutritional food sources
8. Create and prescribe a training protocol for pre-season, during season and post season conditioning programs.

Course No. and Title: PED 062 - Soccer Theory

Upon completion of the course, the first time student will be able to:

- A. Identify competitive soccer organizations and accurately describe their administrative structures

- B. Interpret, analyze and prescribe adjustment to strategies for varying game situations
- C. Apply learned basic skills and concepts for field use.
- D. Demonstrate knowledge of basic concepts and strategies related to offensive soccer.
- E. Demonstrate knowledge of basic concepts and strategies related to defensive soccer.
- F. Demonstrate knowledge of basic concepts and strategies related to transitional play in soccer.
- G. Demonstrate basic physical and psychological approach to competitive soccer.
- H. Analyze various basic alignments and responsibility techniques as per position.
- I. Determine basic specific goals and objectives in offensive, defensive and transitional play in soccer.

Upon completion of the course, the second time student will be able to:

- A. Formalize, create and describe all tasks associated with team management in competitive soccer.
- B. Differentiate and describe the differences in competitive playing rules for varying organizations
- C. Apply learned intermediate skills and concepts for field use.
- D. Demonstrate knowledge of intermediate concepts and strategies related to offensive soccer.
- E. Demonstrate knowledge of intermediate concepts and strategies related to defensive soccer.
- F. Demonstrate knowledge of intermediate concepts and strategies related to transitional play in soccer.
- G. Demonstrate intermediate physical and psychological approach to competitive soccer.
- H. Analyze various intermediate alignments and responsibility techniques as per position.
- I. Determine intermediate specific goals and objectives in offensive, defensive and transitional play in soccer.

Upon completion of the course, the third time student will be able to:

- A. Analyze video footage of competitive play and accurately grade performance
- B. Determine and describe the requirements for employment in local coaching and officiating job opportunities.
- C. Apply learned advanced skills and concepts for field use.
- D. Demonstrate knowledge of advanced concepts and strategies related to offensive soccer.
- E. Demonstrate knowledge of advanced concepts and strategies related to defensive soccer.
- F. Demonstrate knowledge of advanced concepts and strategies related to transitional play in soccer.
- G. Demonstrate advanced physical and psychological approach to competitive soccer.
- H. Analyze various advanced alignments and responsibility techniques as per position.
- I. Determine advanced specific goals and objectives in offensive, defensive and transitional play in soccer.

PED 064 - Soccer- Competitive

- 1. Compare and identify differences between high school, club and college soccer.
- 2. Describe and list specific eligibility requirements for community college soccer.
- 3. Synthesize and prescribe a preseason physical conditioning training protocol for effective preparation for the first-year player.
- 4. Analyze, compare and contrast collegiate systems of play identifying basic tactical and strategic differences.
- 5. Create, describe and demonstrate training activities for development of intermediate ball skills.

At the end of the course the **Level II** student will be able to:

- 1. Compare and identify differences between community college soccer conferences.
- 2. Describe and list specific eligibility requirements for community college soccer and transfer to four-year universities.
- 3. Synthesize and prescribe a preseason physical conditioning training protocol for effective preparation for the second-year player.

4. Analyze, compare and contrast collegiate systems of play identifying intermediate levels of understanding between tactical and strategic differences.
5. Create, describe and demonstrate training activities for skill development to progress from the intermediate to an advanced level.
6. Derive and identify psychological basic characteristics necessary for advanced development in soccer.

At the end of the course the **Level III** student will be able to:

1. Compare and identify differences between two-year and four-year collegiate soccer conferences.
2. Describe and list specific eligibility requirements for community college soccer and four year universities.
3. Synthesize and prescribe a preseason physical conditioning training protocol for effective collegiate preparation.
4. Analyze, compare and contrast collegiate systems of play identifying advanced tactical and strategic differences.
5. Create, describe and demonstrate training activities for development of advanced skills.
6. Derive and identify psychological characteristics necessary for advanced development in soccer.
7. Describe, demonstrate and coordinate methods for player development using various training environments including indoor and outdoor spaces.

PED 068 - Ultimate Frisbee

1. Develop and maintain a physical fitness training program.
2. Demonstrate understanding of regulation Ultimate rules.
3. Demonstrate the hammer, forehand and backhand throwing skills proficiently.
4. Demonstrate proficiency in catching skills.
5. Evaluate the difference among various zone formations and their strengths and weaknesses.
6. List and describe four different offensive strategies and evaluate their strength and weaknesses.
7. Successfully participate in a regulation Ultimate match demonstrating knowledge of rules, etiquette and basic strategies.

ATH 058: Sports Conditioning for Competitive Athletes

1. Choose the proper apparatus for specific conditioning exercises.
2. Explain and demonstrate the basic principles of a particular physical performance, including strength, power, speed, and endurance.
3. Appropriately modify nutritional food sources for pre-game and post-game meals.

ATH 064: Competitive Soccer

1. Identify, define, and solve tactical challenges in practices and games.
2. Analyze advanced techniques of receiving, passing and dribbling.
3. Assess improvement of cardiovascular fitness to meet the demands of the game.

ATHM 060: Intercollegiate Soccer

1. Identify, define, and solve tactical challenges in intercollegiate league matches.
2. Evaluate individual and team performance in skill, physical ability and tactical interpretation.
3. Function effectively in a team, exercise initiative, and perform in a leadership role.

ATHW 060: Intercollegiate Soccer

1. Identify, define, and solve tactical challenges in intercollegiate league matches.
2. Evaluate individual and team performance in skill, physical ability and tactical interpretation.
3. Function effectively in a team, exercise initiative, and perform in a leadership role.

ATHW 061: Intercollegiate Volleyball

1. Perform the fundamental skills of passing, setting, spiking using excellent technique.

2. Perform additional skills related to offense and defensive volleyball including tips, swipes, precise serving, back court attack, and ball control with excellent techniques.
3. Perform various learning parameter defenses depending on opponents' skill level and tendencies.
4. Perform various advance plays involving 1, 2, or 3 hitters.
5. Perform running advance plays like the slide, the X, and others.
6. Perform systematic patterns of attack in game situations with excellent execution.
7. Function as a contributing member of a team, demonstrating team work skills with a high degree of skill in execution of the techniques and strategies outlined above

KINS 009B Badminton Intermediate

1. Demonstrate accuracy in short, drive and long serves.
2. Apply effective backcourt skills including smash, flat drop and blocks.
3. Apply the rules and etiquette in match play.
4. Demonstrate consistency in court balance, tactics and strategy in match play.

KINS 009C: Badminton Advanced

1. Employ tactics at an advanced level using appropriate footwork and speed of play.
2. Demonstrate power and control in use of all shots.
3. Evaluate tactics/skills in determining strengths and weaknesses of an opponent.
4. Complete competitive matches in singles and doubles.

KINS 009D: Badminton Tournament Play

1. Employ appropriate readiness activities before, between and after matches.
2. Participate in Mixed Doubles, Doubles and Singles utilizing etiquette and tactics appropriate in tournament format.
3. Apply tournament team scoring rules.

KINS 012A: Beginning Basketball

1. Demonstrate specific skills such as shooting, passing and dribbling.
2. Demonstrate knowledge of basketball and classroom rules that also includes etiquette and sportsmanship while playing, and scoring.
3. Demonstrate basic skills and mechanics while playing defense zones and how to guard when playing person to person.

KINS 029: Power Punch

1. Execute on target 7 out of 10 punches on the stationary hitting towers.
2. Demonstrate proper stance and footwork used in power punching.
3. Complete a circuit-training sequence without stopping for 30 minutes.

KINS 033: Introduction to Kinesiology and Physical Education

1. Evaluate the basic foundations and principles of kinesiology and sub-disciplines.
2. Evaluate current issues in kinesiology and sub-disciplines with an emphasis on gender, cultural, and economic influences.
3. Assess a variety of career options in kinesiology, and determine which emphasis within the major matches his/her strengths and goals.

KINS 040A: Softball, Beginning

1. Describe the function, selection and use of all softball bat sizes.
2. Model the safety rules during practice and play.
3. Perform appropriate swinging techniques used for bat speed.
4. Demonstrate proper technique for bunting and hitting.
5. Apply rules, terminology, and etiquette of softball.

6. Utilize basic softball strategies during play.
7. Explain the importance of softball as a healthy lifelong and leisure activity.

KINS 040B: Softball Intermediate

1. Demonstrate infield defensive skills including double plays, backing up and alignment shifts.
2. Demonstrate outfield skills including throwing to cut-offs, catching on the run and backing-up teammates.
3. Employ defensive tactics that prevent runners from advancing and maintaining force out opportunities.
4. Develop hitting skills incorporating effective bat control, speed and power.

KINS 040C: Softball Advanced

1. Perform defensive skills at two different infield positions.
2. Perform defensive skills at one outfield position.
3. Demonstrate bat control by hitting to both foul lines.
4. Demonstrate effective verbal and physical communication while base coaching.

KINS 040D: Softball Tournament Play

1. Organize and pack necessary supplies for tournament play.
2. Demonstrate the ability to play multiple positions daily.
3. Practice offensive and defensive readiness before, in between and after games.
4. Perform in tournament play.
5. Apply tournament rules and etiquette.

KINS 047A: Tennis, Beginning

1. Identify and describe court etiquette and rules of the game.
2. Demonstrate basic forehand and backhand grips.
3. Demonstrate service technique.
4. Demonstrate shots including lob, volley, ground stroke, smash.
5. Implement game rules, etiquette and scoring while playing singles and doubles.

KINS 047B: Tennis, Intermediate

1. Demonstrate shots including down-the-line, cross-court shots, net volley and smash.
2. Demonstrate use of spin on ground strokes.
3. Demonstrate approach and volley tactics.
4. Demonstrate offensive and defensive tactics in singles and doubles play.
5. Play complete matches using effective serves, shots and tactics

KINS 047C: Tennis, Advanced

1. Implement training drills utilizing game conditions including time, pressure and reaction.
2. Demonstrate power and control in use of all ground strokes during competitive play.
3. Demonstrate effective first and second serves during competitive play.
4. Analyze and evaluate tactics/skills in determining strengths and weaknesses of the advanced level player.
5. Complete multiple sets in singles and doubles during tournament play.

KINS 051A: Table Tennis Beginning

1. Define the terms involved with basic table tennis vocabulary.
2. Demonstrate proper table tennis etiquette and sportspersonship.
3. Demonstrate proper technique of the major table tennis strokes of the serve, forehand drive, backhand drive, push, loop, and block.
4. Successfully apply basic rules in singles and doubles games.

KINS 051B: Table Tennis Intermediate

1. Demonstrate forehand pendulum and back sidespin serves.
2. Perform loops with correct weight transfer, contact point and follow through.
3. Smash using correct set-up, body rotation, and contact point.
4. Adjust tactics for play against opponents predominantly using power or spin.

KINS 051C: Table Tennis Advanced

1. Demonstrate correct recovery position for corner shots to right and left handed players.
2. Perform loops against a forehand and backhand chop.
3. Perform counter-looping and reverse-spin shots.
4. Demonstrate the use of 10 different serves changing location, spin, speed and delivery.

KINS 052A: Beginning Volleyball

1. Apply the basic volleyball fundamentals.
2. Demonstrate basic rules and strategies of the game through game play.
3. Demonstrate basic offensive/defensive strategies.

KINS 052B: Intermediate Volleyball

1. DEMONSTRATE PROPER BODY MECHANICS AND SKILL TECHNIQUES FOR STRIKING THE BALL DURING SERVE.
2. DEMONSTRATE PROPER BODY MECHANICS AND SKILL TECHNIQUES FOR BUMPING, SETTING AND SPIKING.
3. INTERPRET AND IMPLEMENT RULES AND SPORTSMANSHIP WHILE PLAYING.

KINS 052C - Advanced Volleyball

1. DEMONSTRATE ADVANCED LEVEL VOLLEYBALL SKILLS SUCH AS TOP SPIN AND BLOCKING.
2. PARTICIPATE IN GAME-LIKE DRILLS IN PREPARATION FOR MATCH PLAY
3. DEMONSTRATE KNOWLEDGE OF RULES, SCORING, AND ETIQUETTE FOR 2-6 PERSON MATCH PLAY.
4. APPLY GAME TACTICS AND STRATEGIES FOR PARTICIPATION IN A VARIETY OF OFFENSIVE AND DEFENSIVE SYSTEMS INCLUDING PLAY COMBINATIONS.

KINS 052D: Volleyball Tournament Play

1. Employ appropriate readiness activities and drills before, between, and after matches.
2. Participate in doubles, coed doubles, and six-member team utilizing etiquette and strategies appropriate in tournament and club format.
3. Participate in class tournaments while applying team scoring rules.

KINS 053A: Walk/Jog Beginning

1. Exercise aerobically by walking or jogging for 20-30 minutes within the training heart rate zone.
2. Identify how walking/jogging can control body weight.
3. Create an exercise prescription utilizing walking and/or jogging for improved cardiovascular fitness.
4. Describe how the body uses fats, carbohydrates and protein during cardiovascular exercise.
5. Create a healthy nutritional plan.

KINS 053B: Jogging for Fitness

1. Identify and demonstrate appropriate jogging techniques during daily exercise.
2. Identify proper clothing and footwear for jogging in various climate conditions and long runs.
3. Identify proper pre & post workout meals.
4. Demonstrate improvement in pre and post fitness assessment.
5. Complete a 5K, 8K, 10K and/or 16K jog.

KINS 056A: Weight Training Beginning

1. Use correct terminology to identify beginning weight training exercises.
2. Demonstrate correct technique used in performing beginning weight training exercises using machines and free weights.
3. Create and maintain a daily record for analysis of progress.

KINS 056C: Weight Training Advanced

1. Design a personal weight training program using a split training schedule.
2. Apply weight training principles of overload specificity and progression to weight training progress.
3. Employ various measurements and evaluation tests to assess weight training progress, cardiovascular fitness, diet, and health.

KINS 070A: Fitness Walking for Beginners

1. List the benefits of fitness walking
2. Calculate 60,70, and 80 percent of their age-predicted maximum heart rate
3. Describe strategies to increase workout intensity
4. Employ various measurement and evaluation procedures to assess fitness walking progress

KINS 080: Backpacking and Hiking

1. Develop and organize an individual exercise program for improving physical capacity.
2. Identify and interpret risks associated with specific outdoor terrain.
3. Identify risks associated with changing weather conditions and develop a plan of action to minimize those risks.
4. Identify preparations and risks while hiking in severe heat and cold environments.
5. Identify acceptable guidelines for preparing potable water from natural sources.
6. Compare and contrast differences in preparation for hiking or backpacking in alpine and sub-alpine environments.

KINS 080L: Backpacking and Hiking Lab

1. Develop and implement an individual exercise program to improve hiking power and endurance
2. List environmental impact rules for hiking and camping near lakes and streams.
3. Practice the buddy system and explain why this system is important.
4. Identify hiking hazards and describe what action can be taken to minimize exposure.
5. Describe two common types of insect bites associated with outdoor activities and how to minimize risk.
6. Demonstrate how to efficiently prepare a pack for overnight trip.

KINS 081L: Canyoneering Lab

1. Safely negotiate obstacles typically found in slot canyons
2. Use basic climbing skills smearing, wedging, stemming and layback
3. Identify gear necessary for Canyoneering

4. Describe environmental impact rules specific to Slot Canyons managed by the Bureau of Land management

KINS 082L: Hiking Death Valley

1. Prepare and assemble necessary items and gear for safe hiking in desert conditions.
2. Describe three common environmental hazards found in desert environments.
3. Employ established environmental policies for hiking and camping in the National Park.
4. Describe safe trail practices and navigation markers typically used in desert environments.

KINS 087A: Hiking and Backpacking, Beginning

1. Demonstrate necessary preparation for hiking and backpacking.
2. Successfully hike distances up to 8 miles with less than 1000 feet elevation change.
3. Successfully complete an overnight trip hiking or backpacking in a wilderness environment.

KINS 087B: Hiking and Backpacking, Intermediate

1. Demonstrate necessary preparations for hiking and backpacking trails rated moderately difficult.
2. Successfully hike distances up to 10 miles with elevations changes between 1000-2000 feet.
3. Successfully complete an overnight trip hiking or backpacking in a wilderness environment on moderately difficult trails.

SLO Assessment Data

Sharing course SLO assessment data between department faculty determined some common areas in need of consideration pedagogy changes to improve student learning and performance. Most notably, the performance may be improved for ESL students with limited English skills through additional use of skills demonstration exams in these lab courses compared to relying on written exams.

Another area discovered through faculty collaboration of student performance on SLO's is the importance of having adequate and appropriate class equipment available to perform the skills taught in the class. In Yoga, for example, some positions taught in the course require certain types of blocks. When adequate blocks are not available, the use of solid, less comfortable wood blocks versus more comfortable stiff foam blocks, students do not perform skills as well.

In another course, Canyoneering, inadequate harnesses, greatly affected the student's ability to perform certain climbing skills due to discomfort of the apparatus. Better quality materials will result in better performance because students will feel more comfortable in the harnesses longer and spend more time practicing skills.

Because of faculty implementation and collaboration on student SLO data courses can be improved and effect greater student learning and success.

Other examples of assessment data utilized for instructional improvement are listed below.

PED 009

After working with my Ipad this semester in my volleyball class, I realized I can do the following: I can work in each badminton court (4-6 students) and use my Ipad to draw the badminton court and have different student draw the boundary and serving lines. I can also asked them to write a specific shot that is used in offense or defense strategy. This way the student can visually and orally learn the material.

May 2014 - The test scores improved. The students with limited English had a higher scores but did not pass my written exam. I do not want to make the exams too easy because this is college. I will continue reviewing the material several times during the semester

PED 051

Although almost all students used topspin as assessed in their skills rubric there seems to be a disconnect between when the spin is used and with what shots. Changes that can be made are a handout explaining different spins and when they are used, and a longer demonstration by instructor of the different spins and when they are performed

PED 012

This is a simple way to evaluate students' knowledge of rules and how to implement them as well. I would not change this SLO. I did added extra time to go through the rules in class. First as a whole class, second in small groups and finally as Jeopardy challenge game for each team. This made the students learn the rules in a fun way and scoring some extra credit as well. I will assess this SLO in the fall 2015. I encourage my students to show sportsmanship during drills, before and after games. This works well every semester. The plan works and I can say this SLO is done every semester.

Courses with no SLO Assessment yet (new and not offered courses)

KINS 081

KINS 009D

KINS 087ABC

KINS 088ABC

KINS 089ABC

KINS 081ABC

PED 039C

KINS 047A– not offered

KINS 047B– not offered

KINS 047C– not offered

PED 027 – not offered

KINS 025 – not offered

KINS 080 - not offered

KINS 080L - not offered

KINS 081L - not offered

PED 024 - not offered
PED 024A - not offered

Courses moving through de-activation (no SLO assessment in progress)

PED 070
PED 051
PED 056

PART D: Faculty and Staff

Each faculty member brings qualifications appropriate for instruction in Kinesiology courses.

Full-time Faculty

Minerva Duke-Caruso

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-Caruso 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 began 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, Canyoneering, Biking, Paddle Sports-kayaking, canoeing and stand-up paddle board, Advanced First Aid and Wilderness First Aid, Adventure Based Recreation Leadership among a variety of traditional sport and fitness classes. The Outdoor Education courses serve students seeking learning opportunities beyond traditional sports. As a scholarship student-athlete at the University of California Berkeley Randy achieved AP All American Honors in Football and signed a professional contract with the San Francisco 49ers in 1984. These experiences combined with more than 30 years teaching experience provides him with great depth in the delivery of instruction to students in Kinesiology courses.

Randy is currently the AFT 6157 Vice President and serve on the Academic Senate. Previously he has served as the Staff Development Coordinator, Athletic Director, a member of the Campus Technology Committee, 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 Kinesiology 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.

Joeseeph 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 Department Staff

Lisa Renteria

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

Staff Evaluations and Tenure Review

Full-time and part-time faculty evaluations as well as Tenure Review are completed accordance to the collective bargaining agreement and described in the AFT 6157 Collective Bargaining Agreement Articles 19-23. Evaluations are scheduled at the discretion of the administration.

All new faculty participate in an orientation program where training and information is provided from the following areas: Academic Affairs, Administrative Services, Deans, Library Resources, Academic Senate and the Faculty Association AFT6157.

PART E: Budget Planning and Resource Allocation

Budgetary information is not routinely shared with the department. No annual budgets for equipment purchases are made available to faculty to plan and prioritize request for necessary equipment and supplies. The current practice of announcing to faculty there are funds available for equipment submit your requests is insufficient and dismisses the shared governance tenet for faculty participation in the budget development process at the department level. Faculty need to be involved in the budget allocation and planning process to more adequately provide the resources necessary for safe and effective program operation.

Kinesiology courses are often equipment dependent. The quality and functionality of the equipment can affect student experience and student learning outcomes. For safety reasons equipment must be replaced when necessary and has an expected useful life. Budget planning can incorporate these consumables and plan accordingly replacement costs in the budget.

The department is taking steps to improve this process by requesting greater involvement and discussions with the Academic Senate.

Part F: Future Needs

Unmet Needs

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

Over the past ten years' facility maintenance issues have been repeatedly identified and documented on various reports.

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

Unmet equipment needs

Item	Est Cost	Basis
Weight Scale	\$500	Strategic Initiative Student Centered
Exercise Mats	\$2000	Strategic Initiative Student Centered
Weight Benches	\$1500	Strategic Initiative Student Centered
Rackets and balls	\$1000	Ongoing Depletion
Climbing ropes	\$2,000	SLO Assessment Results
Climbing hardware	\$2,500	SLO Assessment Results
Kayaks	\$10,000	Strategic Initiative Student Centered
SUP	\$2500	Strategic Initiative Student Centered

Canoes	\$5,000	Strategic Initiative Student Centered
Trailers (2) 16' enclosed	\$20,000	Strategic Initiative Student Centered
Bicycles hybrid	\$5,000	Strategic Initiative Student Centered
Paddles	\$1,000	Strategic Initiative Student Centered
Paddle vests	\$2500	Strategic Initiative Student Centered
Misc Paddle gear	\$500	Ongoing Depletion
Webbing	\$1,000	SLO Assessment Results
Helmets climbing	\$2,000	Strategic Initiative Student Centered
Helmets biking	\$2,000	Strategic Initiative Student Centered
15 passenger vans (2)	\$60,000	Strategic Initiative Student Centered
Outdoor volleyball gear	\$1,000	Strategic Initiative Student Centered
Futsal goals	\$2,000	Strategic Initiative Student Centered
Misc class athletic equip/supplies	\$3,000	Strategic Initiative Student Centered
Strength training equipment	\$2,000	Strategic Initiative Student Centered
Fitness equip/supplies	\$2,000	SLO Assessment Results
Outdoor class misc equip	\$2,000	SLO Assessment Results
Instructor support materials	\$3000	Strategic Initiative Student Centered
Pickleball nets portable	\$800	SLO Assessment Results
Athletic training supplies	\$1,000	Ongoing Depletion
Instructional equipment/supplies	\$1,000	Ongoing Depletion
total	\$138,800	

If new facilities are acquired additional equipment will be necessary for those facilities. An estimated cost of all necessary equipment to complement new facilities is listed in the allocation table.

New Faculty/Staff Required

Staffing needs

Another full-time faculty member is required to assist in teaching new courses in the fitness center. A department chair having 40% re-assigned time is needed to help coordinate department functions, schedule, serve as link for communication between department and administration and represent the department on various committees.

Currently, the Athletic Director serving Evergreen's two athletic teams is employed at San Jose City College and not easily accessible to coaches, staff or students at Evergreen. This creates an added burden on everyone involved in and effected by the athletics program at Evergreen. It is recommended that the intercollegiate athletics program be streamlined for greater efficiency and better serve its program participants.

Summary of new staff required:

1 FT Kinesiology Faculty/Fitness Center Coordinator

1 Department Chair 40% Faculty Reassigned time

Additional New Facilities

1. Gymnasium
2. Indoor Climbing Facility
3. Multipurpose lighted synthetic field
4. Walk/Run path or Track
5. Outdoor sand volley ball courts
6. Aquatics partnership
7. Re-purpose Room PE 110 for Table Tennis, Pickle ball and other classes

New dual purpose facilities can serve the instructional program and student recreation activities. The current gymnasium cannot fully serve the student demand for courses. A second gymnasium will have a multi-faceted capacity to serve additional classes, allow student recreation hours and include one of the more popular and attractive feature for college campuses, an indoor climbing facility.

A lighted multipurpose synthetic field will finally replace the lost softball field due to the new Math Science building, provide needed instructional space for a variety of classes including Ultimate, outdoor fitness classes and recreational sporting both organized and self-determined opportunities for student recreation. A fitness path with training stations can be used by classes, and students and staff in self-directed exercise.

PART G: Additional Information

Additional information for a historical record in the appendices include:

- Kinesiology and Intercollegiate Athletics five-year budget history (Appendix A)
- Equity in Athletics Disclosure Act (EADA) Reports – Five-year history (Appendix B)
- Kinesiology and Intercollegiate Athletics SJECCD Foundation accounts five-year history (Appendix C)

PART H: Annual Assessment: Program Faculty and PR Committee

N/A

PART I: Resource Allocation Table

Item Title	Response
Productivity (WSCH/FTEF) 5 yr. Avg	580
Student Success Rate (Retention Rate)	83%
Number of class sections offered by your program on average	41/semester
Enrollment 2012-2017 AVG	133 FTES
Your Program's Current Budget (from Fund 10)	1,222,435.00
Current External Funding (from Fund 17)	\$211
Future Needs: Faculty (Estimated Additional Cost)	\$500,000
Future Needs: Staff (Estimated Additional Cost)	\$100,000
Future Needs: Facilities (Estimated Additional Cost)	35,000,000.
Future Needs: Supplies (Estimated Additional Cost)	\$500,000.

