

# Instructional Comprehensive Program Review: Kinesiology Department 2024

## Cover

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Overview

**Program Review Year** 2024

**Title** Kinesiology Department 2024

**Year of Last Comprehensive Review** Fall 2018

**Year of Last Mini Update, if applicable**

**Originator** Perez, Felicia

**Area Dean** VP Matais Pouncil

**Division**

SocSci, Humnt, Arts, & PE

**Department**

Kinesiology

Subject

- KINS - Kinesiology

**Is this a review for a degree/certificate or all the courses in the subject?**

All Courses

Courses

## Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

- Cook, Simon

## Overview

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**Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- **Access**
- **Curriculum and programs**
- **Services**

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- **Communication**
- **Employee development**
- **Transparent Infrastructure**

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

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 in Kinesiology serves to protect and extend good health and wellness. Wellness, an essential component of life-quality, often becomes a priority only after the onset of a chronic disease. Health degradation and loss of quality of life resulting from sedentary and nutritional choices in many cases is preventable.

The motivation and drive in our subject matter is to help people learn how to maintain and improve life-quality through healthy lifestyle practices.

### ***Personal wellness education***

The fact that children in record numbers are being diagnosed with historically “adult” diseases including diabetes provides evidence that 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 of life. All Kinesiology courses contribute to the eradication of sedentary diseases and their destructive impact on 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 have their greatest impact. Universal student access combined with the fact that most students attending Evergreen are in their early stages of adulthood

when the 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 forty-seven different courses in health and physical fitness related courses, including team sports, relaxation and stress reduction and lifetime wellness activity education. There are two 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.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

The last Kinesiology program review was in 2017. Seven goals were created.

- 1) To Increase access to the new Fitness Center - **We have increased access to the Fitness Center by creating Credit/No Credit course.**
- 2) Add two full-time department faculty - **Hired one Full-Time Kinesiology Faculty & Head Men's Soccer Coach.**
- 3) Entering the lucrative high-tech market for employee culture development and leadership training education through adventure-based leadership courses - **All Outdoor Adventure courses have been deactivated.**
- 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, a 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. - **Goal not met**

5) Collaborate with Student Activities and strategic Community Groups to increase on campus physical activity opportunities for all students and staff - **Goal not met**

6) Establish department chair with 40% release time- **Goal not met.**

7) Refine a comprehensive and balanced approach to the delivery of health and wellness programs through instruction, athletics and student self-directed activities. - **Goal not met.**

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

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.

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 such as basketball, volleyball and soccer. Along with your popular net games such as pickleball, tennis, badminton and table tennis and our variety of selection of physical fitness activities such as; weight training, walk/jog, beginning fitness walking, jogging and cardio kickboxing classes.

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 acknowledgment, even a simple smile of acknowledgment 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 the campus community through the engagement of staff in on-campus wellness and recreation opportunities, from walking to pickleball to yoga. An infrastructure to facilitate greater staff integration is currently being explored.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

No fund were allocated from last program review.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

Department goals for the next 3 years:

1.) Increases 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. Our department needs to have more free rein to provide more youth sports camps and have access to soccer stadium, gymnasium and pickleball courts. The high rental fees are discouraging for department to come up with the funding needed to do community events. Holding these events can build strong community ties which are highly visible to the community.

2.) 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, multi-purpose outdoor lighted synthetic field, all-weather fitness path, new Team and PE Locker/Changing rooms. The department anticipates access to classes in the aquatics facility promised by the district and built by the newly leased land developers.

4. The department has had 5 full-time faculty retire since 2017 and only 1 faculty member has been replaced. The department is in need of another full-time faculty.

5. Establish department chair with 40% release time. The department chair position would be viable for department along with Athletics.

## Program Set Standards

**Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

### Courses with no Degree or Certification

**Program Success Rate** 85.14

**Program Set Standard**: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

**Program Set Standard** 76.63

***Recommendation***: 90% of the 6 year average success rate could be your program standard (average x 0.9).

**Program Success Goal**: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

**Program Success Goal** 90%

- **Is your program success rate higher or lower than the campus?**

Our program success rate is higher than the campus average by 13%

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The Kinesiology department works hard to engage the students taking our degree. We actively support and mentor them throughout their time at EVC. This sense of belonging helps the department be above the institutional average. Activity based classes are also proven to stimulate interaction between students, foster closer relationships and create a sense of belonging for students.

- **Is the current program success rate higher than the program set standard?**

Yes. We are currently at 85.1% whereas the set standard is 76.6%

- **How close is the program to meeting the program success goal?**

Our goal of 90% is above our current success level of 85%. There have been many changes in the department over the last few years. Our goal of 90% is where we aspire to be moving forward, with new faculty and new courses within the department.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

We believe they are still accurate as they have been provided to us.

#### Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**  
**Program Average Total Enrolled**  
 5.000  
**Program Success Rate**  
 90.950
- **Asian: 9182 - 79.970%**  
**Program Average Total Enrolled**  
 463.000  
**Program Success Rate**  
 88.650
- **Black or African American: 455 - 61.770%**  
**Program Average Total Enrolled**  
 20.000  
**Program Success Rate**  
 77.460
- **Hawaiian/Pacific Islander: 85 - 62.970%**

**Program Average Total Enrolled**

3.000

**Program Success Rate**

92.090

- **Latinx: 8952 - 64.890%**

**Program Average Total Enrolled**

401.000

**Program Success Rate**

82.520

- **Two or More Races: 609 - 70.560%**

**Program Average Total Enrolled**

29.000

**Program Success Rate**

78.730

- **Unknown: 1397 - 72.850%**

**Program Average Total Enrolled**

69.000

**Program Success Rate**

86.230

- **White: 1207 - 73.590%**

**Program Average Total Enrolled**

54.000

**Program Success Rate**

80.280

## Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**

**Program Average Total Enrolled**

557.000

**Program Success Rate**

85.100

- **Male: 9868 - 70.160%**

**Program Average Total Enrolled**

485.000

**Program Success Rate**

85.280

- **No Value Entered: 76 - 72.420%**

**Program Average Total Enrolled**

3.000

**Program Success Rate**

72.580

## Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**

**Program Average Total Enrolled**

10.000

**Program Success Rate**

90.270

- **18-24: 14936 - 69.850%**

**Program Average Total Enrolled**

725.000

**Program Success Rate**

85.560

- **25-39: 4313 - 75.310%**

**Program Average Total Enrolled**

181.000

**Program Success Rate**

84.090

- **40 & Over: 1929 - 78.380%**

**Program Average Total Enrolled**

128.000

**Program Success Rate**

83.590

- **Unknown: 11 - 65.690%**

**Program Average Total Enrolled**

1.000

**Program Success Rate**

100.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

The success rates when you look at age, gender and race are similar. There does not seem to be a large variance across these groups when it comes to student success. Within the measures by race/ethnicity group black / African American students have the lowest success rate at 77% but this not significantly below other groups that score 80% or similar.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Kinesiology courses earn greater rates in course completion, success and persistence compared to institutional averages across all student demographic groups. Latin X, Asian and multi-culture groups have success and persistence rates almost 20-30% higher in Kinesiology courses compared to other 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 in the institution and keep these students on our campuses.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

Our fully online courses have a higher success rate.

## Program Awards - If Applicable

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If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

[http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
([http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx))

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AA-T**

*Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)*

72

**Discussion**

2018-19 = 5

2019 -20 =13

2020-21=11

2021-22 =25

2022-23 =18

## Student Enrollment Types

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### Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**  
**Program Average Headcount**  
564.000  
**Program Percentage of Total**  
56.500
- **Day & Evening: 2656 - 29.800%**  
**Program Average Headcount**  
347.000  
**Program Percentage of Total**  
34.700
- **Evening: 951 - 10.700%**  
**Program Average Headcount**  
28.000  
**Program Percentage of Total**  
2.800
- **Unknown: 807 - 9.000%**  
**Program Average Headcount**  
60.000  
**Program Percentage of Total**  
6.000

### Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**  
**Program Average Headcount**  
418.000  
**Program Percentage of Total**  
42.600
- **Half Time or less than half time: 5843 - 65.500%**  
**Program Average Headcount**  
535.000  
**Program Percentage of Total**  
54.500
- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

The enrollment pattern of students in Kinesiology closely follows 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 the prime-time schedule.

It should be noted that the number of individual courses offered over the past 7 years has not increased as fast as the number of sections offered due to concurrent enrollment.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

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.

- **c. Based on the data, would you recommend any changes?**

The department should be offering weekend and more evening courses to serve a more varied schedule and attract additional enrollment.

## Student Demographics - Headcount

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### Student Demographic: Gender

- **Female: 4914 - 55.170%**  
**Program Headcount**  
 520.000  
**Program Percentage of Total**  
 53.900
- **Male: 3965 - 44.400%**  
**Program Headcount**  
 444.000  
**Program Percentage of Total**  
 45.840
- **No Value Entered: 38 - 0.430%**  
**Program Headcount**  
 3.000  
**Program Percentage of Total**  
 0.310

### Student Demographic: Age

- **17 & Below: 517 - 5.810%**  
**Program Headcount**  
 10.000

**Program Percentage of Total**

0.970

- **18-24: 5364 - 60.090%**

**Program Headcount**

725.000

**Program Percentage of Total**

70.430

- **25-39: 2101 - 23.600%**

**Program Headcount**

181.000

**Program Percentage of Total**

17.200

- **40 & Over: 931 - 10.440%**

**Program Headcount**

102.000

**Program Percentage of Total**

11.390

- **Unknown: 6 - 0.060%**

**Program Headcount**

1.000

**Program Percentage of Total**

0.080

## Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**

**Program Headcount**

5.000

**Program Percentage of Total**

0.460

- **Asian: 3634 - 40.800%**

**Program Headcount**

442.000

**Program Percentage of Total**

43.600

- **Black or African American: 205 - 2.310%**

**Program Headcount**

18.000

**Program Percentage of Total**

1.870

- **Hawaiian/Pacific Islander: 33 - 0.360%**

**Program Headcount**

3.000

**Program Percentage of Total**

0.340

- **Latinx: 3608 - 40.490%**

**Program Headcount**

378.000

**Program Percentage of Total**

39.380

- **Two or More Races: 248 - 2.800%**

**Program Headcount**

26.000

**Program Percentage of Total**

2.700

- **Unknown: 598 - 6.590%**

**Program Headcount**

64.000

**Program Percentage of Total**

6.370

- **White: 556 - 6.260%**

**Program Headcount**

51.000

**Program Percentage of Total**

5.250

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Our program has grown. The AA-T degree in Kinesiology maps the core requirements of those who are interested in the field of health, such as, health science, nursing and athletic trainer.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Our enrollment is similar to our campus. The highest enrollment of ethnic group is Latin X and Asian ages 18-24 many of our Kinesiology graduates have participated in an Intercollegiate team. All sports programs have a high percentage of Latin X between the ages 18-24.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Continue to push for more Intercollegiate sports. Whilst sports are known for offering a level playing field where all students have the opportunity for success, they are also deeply connected to heritage and culture. Certain sports are more, or less, likely to appeal to racial/ethnic groups or marginalized communities. Through basketball for example, the school would be more likely to attract black / African American students to enroll at EVC. The women's badminton team in 2023 primarily identified as asian students, and both the mens and women soccer teams are heavily populated with students who identify as Latinx.

## Institutional Effectiveness (6.5 year average)

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EVC Capacity: 61.69% EVC Productivity: 14.27

### **Program Capacity**

35.18

### **Program Productivity**

15.12

### **Is your capacity rate higher or lower then the campus?**

LOWER

### **Is your productivity goal higher or lower than the campus?**

HIGHER

### **If the program capacity and/or productivity is lower than the campus, please provide rationale**

Our capacity is lower than the campus, but the productivity is higher. We do not know how to interpret that information

## Curriculum

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### **Related Assessments**

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

All PED, Physical Education, courses were transitioned to KINS, Kinesiology, courses which align with degrees description at the CSU's.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

All the courses listed below have been offered in the last 2 years. These courses have all been mapped with our Kinesiology degree.

**KINS**

021

KINS	021
KINS	021
KINS	008A
KINS	008B
KINS	008B
KINS	008B
KINS	008C
KINS	008C
KINS	008C
KINS	009A
KINS	009A
KINS	009A
KINS	009B
KINS	009C
KINS	009D
KINS	012A
KINS	012A
KINS	012A
KINS	012B
KINS	012B
KINS	012B
KINS	012C
KINS	012D
KINS	012D
KINS	012D
KINS	022
KINS	022
KINS	023
KINS	023
KINS	023
KINS	025
KINS	025

KINS	025
KINS	025
KINS	031
KINS	033
KINS	034
KINS	037
KINS	037
KINS	037
KINS	038A
KINS	038B
KINS	038B
KINS	038B
KINS	038C
KINS	038C
KINS	038C
KINS	039A
KINS	039A
KINS	039A
KINS	039B
KINS	039C
KINS	047A
KINS	047B

KINS	047B
KINS	047C
KINS	051A
KINS	051B
KINS	051C
KINS	052A
KINS	052A
KINS	052A
KINS	052B
KINS	052B
KINS	052B
KINS	052C
KINS	052D
KINS	052D
KINS	052D
KINS	053A
KINS	053B
KINS	053C
KINS	053C

KINS	053C
KINS	054
KINS	054
KINS	054
KINS	055
KINS	055
KINS	056A
KINS	056A
KINS	056A
KINS	056B
KINS	056C
KINS	056C
KINS	056C
KINS	058
KINS	060L
KINS	070A
KINS	089A
KINS	130A
KINS	500
KINS	500
KINS	500

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

AA-T Kinesiology Program Map (<https://programmap.evc.edu/academics/interest-clusters/98e28db3-bc7b-4b0c-bddf-caf8163675fc/programs/3eefbe38-5d00-639a-8191-a91b3cf8bcd0>)

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

One of the strategies Professor Cook is Lateral Learning during his 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 an 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 at all skill levels. Leadership roles are key to the success of Professor Perez and Cook'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.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**
  - In 2021, we have offered a variety of teaching modalities for our different student population. Our asynchronous classes have the highest enrollment.
  - We are in the process, and have met with the Articulation office, to start updating our program to add or modify courses that articulate with CSU's and UC's.
- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**
  - Our courses are CSU/UC transferable and therefore not appropriate for high school articulation. Required courses for the AA-T Kinesiology are articulated with most CSU campuses and some UC's. Articulation agreements can be viewed on ASSIST.org.
  - CID Approved Courses are KINS 025 and KINS 033

## Student Learning Outcome and Assessment

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### Related Assessments

### Student Learning Outcomes

### Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

**PLO 1)\_ Demonstrate comprehensive understanding and application of physical fitness principles, including healthy lifestyles, sports skills, and the 5 components of fitness.**

This PLO is mapped to the ILO's of Communication, Inquiry and Reasoning, Information Competency, Personal Development and Social Responsibility. **SLO's in KIN008, 009, 012, KIN 023, KINS 25 , KIN 33, 034, 037 , 038, 039, 047, 051, 052, 053, 056, 070A.**

**PLO 2) Illustrate proficiency in movement-based activities and skills, while comprehending the structure of the human body and its responses to various systems.**

This PLO is mapped to the ILO's of Communication, Inquiry and Reasoning, Information Competency, Personal Development and Social Responsibility. ***SLO's in KIN 008, 009, 012, , 022, 023, 025, , 033, 034, 038, , 039, 043, 047, 051, 052, 053, 056, 070A.***

**PLO 3) Develop strategic plans for pursuing career and educational pathways in Kinesiology, integrating knowledge of health and fitness for client improvement.** This PLO is mapped to the ILO's of Communication, Inquiry and Reasoning, Information Competency, Personal Development and Social Responsibility. ***SLO's in KINS 33 are mapped to achieve this PLO.***

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

Kinesiology has all SLO assessments up to date.

Each semester, faculty prepare and present SLO assessment data from the sections/classes that they taught. This allows for more meaningful input from a wider variety of faculty as it pertains to SLO's and their success. Faculty have used allocated PDD time for these meetings.

We do not have documented minutes for these meetings.

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Simon Cook is on SLOAC Committee which helps keep Kinesiology Department engaged and aligned with SLO developments and updates. Professional Development Days have helped all FT and associate faculty share SLOA results with specific time beng assigned to this.

A success is that there is a high level of mastery across all faculty in the department. There is also a high level of mastery in the varying modalities and term lengths in which the classes/ sections are taught.

Kinesiology assessment report status has been successful since the hiring of SLOAC coordinator. The department continues to work diligently with SLO coordinator to maintain reporting successful every year.

## Faculty and Staff

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### Part D: Faculty and Staff

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

#### **Felicia Perez - FT Faculty**

##### **How Her Position Contributes to the Program Success:**

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.

The Fitness Center opened in Fall 2016. One of Felicia's teaching strengths, through ongoing research, is being able to guide and instruct my students to reach their full potential in learning how to utilize each aspect of the Fitness Center. She is actively involved in purchasing squat racks for Fitness Center to meet the learning outcomes of my advanced weight training students and the needs of the athletes' during off-season training.

#### **Simon Cook - FT Faculty**

##### **How His Position Contributes to the Program Success:**

As the head Men's Intercollegiate Soccer coach, Simon has the privilege of directly impacting the academic and athletic lives of her student-athletes. Under Simon's guidance, the athletes are held accountable to academic standards through personal meetings, mandatory study halls and progress reports which the athletes are required to have completed by faculty. Simon has created a culture of being a STUDENT-athlete rather than just a soccer player and this culture is clearly visible in the respect the men's soccer team show around campus. Simon and the men's soccer players have a direct link to an EVC academic counselor who provides an educational plan for the students to transfer. Simon enforces high academic standards and maintains connections and correspondence with four-year university coaches to encourage continuing education.

One of Simon's teaching strengths, through years of experience and also his personality, is being able to engage and motivate students through a variety of inclusive teaching techniques. In whichever classes he teaches, Simon shows the commitment and enthusiasm required to ensure all students have a positive experience in the class and school. Simon's has primarily taught soccer, conditioning and jogging-based classes, however over the past year has challenged himself to deliver weight training classes and also lecture-based classes in KINS 31 and KINS 33.

#### **Associate Faculty**

**Laura Corrado** - Laura has been associate faculty for 10 years and assistant Women's Soccer Coach for 15 years. Teaches different modalities of courses, such as, Introduction to Kinesiology and Fitness Walking, Weight Training, and Pilates. For the women's soccer team, she teaches Athletic 58 - Sports and Conditioning class. Lauar has contributed to the huge success of injury prevention for the women's team. The rate of injuries has gone down significantly since she has been teaching sport and conditioning course.

**Orlando Betencor** - Associate Faculty for 5 years and assistant women's goalkeeper coach. Orlando has seen full enrollment in KIN 500 credit/no credit course that has been offered since Spring 2021. Orlando expertise is teaching table tennis along with teaching different modalities with our asynchronous course, such as Walk/Jog.

**Lauren Hickey** - Has been associate faculty for five years. Lauren has vast experience of teaching tennis and is a community college coach for women's tennis coach. Lauren has a high success rate in assessing her SLO's. Lauren retains her students by them taking all three levels of tennis with her.

**Joe Silveria** - Joe has been teaching KIN classes since 2018. Joe teaches many of the nets game courses such as Badminton and Volleyball.

**Jory Segal** - Teaches our yoga classes. Yoga is one of more popular class on campus.

### **Lisa Renteria- Staff**

Instructional Lab Tech. II/Physical Education

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

### Felicia Perez

- Now with 17 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 course's semester after semester.
- Felicia annually attends the California Fitness Convention, ensuring that Evergreen students are receiving the most current fitness and health information available in the industry.
- During the pandemic, Felicia registered for the EDIT 22 course (course management system to develop and online course) plus participated in the EVC online bootcamp that was taught by our EVC distance educational instructors. Felicia developed an awareness of making courses accessible for different learning styles and disabilities and has a better understanding of making my course modules' "less is more" motto.
- Fall 2021 Felicia had a clear understanding of teaching in the classroom and using the Canvas platform. Canvas is her teaching tool and is utilized every day for her students to view and submit daily assignments. Having prepared teaching modules in advance, has allowed Felicia's students to view, prior to when class meets, and review the information. Questions are encouraged at the beginning of class on the assigned module and there is a meaningful discussion. Noticeably observed in my classes, students seem to have more time to participate and or be active in the one-hour fifteen minutes of class time. Most importantly, the students are accomplishing the task assigned by the instructor or accomplishing their daily goal(s).

- Fall 2021 - Present, Felicia has assisted the department to complete all SLO's for all KIN courses.

### Simon Cook

- Simon has been with the men's soccer team for 6 seasons now. There has been a steady growth over these years in both performance on the field and also in the classroom. The men's soccer team have qualified for post-season competition each of the last 3 years and in 2023 made the State Final 4, and were ranked the 5th best NJCAA soccer program in the Nation. This success has given exposure to the student-athletes wanting to transfer to 4-year schools after EVC, it has also significantly increased the interest in attending EVC from local high school soccer players. The success of the sports programs can significantly increase interest and enrollment at the college.
- In the Fall 2023 Simon participated in and completed the OFAR (open for anti-racism) course with some other EVC faculty. The cohort learned of innovative ways to incorporate anti-racism pedagogy in their class environment and help close the equity gap among our students. At the end of the course the cohort delivered a presentation back to the school about the experience they had.
- Simon has been on the Student Learning Outcome Committee at EVC for 18 months now. Simon joined the committee to be part of the larger EVC family and to work alongside and with a diverse group of faculty from various departments. Simon has been able to bring much knowledge from his SLOAC experience back the KINS department.
- Simon has not attended the United Soccer Coaches Convention the last few years as it conflicts with primary recruitment time. It is his objective to attend the Covention for the next few years.

## Budget Planning

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### Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

No Fund 10 has been identified since last program review in 2018.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

**2020 - \$6,100 replace broken table tennis tables, Badminton rackets (20), Basketball Scrimmage vest, Squat racks for Fitness Center and Tennis ball machine.**

2021- \$5,320 - Indoor soccer goals, 2 cases tennis balls, (30) badminton Birdies , (15) Volleyball balls

**2022 - \$4,440 - Weight room items: Hex bar and Olympic collars/ (20) soccer balls, (20) Futsal balls**

**and Basketball balls**

2023 - \$4,500 - (16) Pickleball Paddles/(1) case of Pickleball balls/ Yoga blocks/(2) cases of Tennis balls/ badminton nets

## Technology and Equipment

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### Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

#### Wellness Center

1.) Heart Monitors with software so students can wear monitors while working out and and can show data on productivity after each class session.

#### PE Building 204 & 206

1. The Stereo needs to be replaced with updated equipment. There is no access to Bluetooth so phones can be connected. Instructors have playlists on music apps. Only radio and CDs can be played.

2. The headsets for teaching are outdated. Need to go wireless.

#### Gymnasium

Install television to be able to teach. The closest classroom is occupied by Middle School Excel program. Using the Canvas platform and having access to plugging your laptop into the television can address all students' learning style of auditory and visual learner, especially when going over Orientation of the class. Television can allow instructors to show video clips for our activity-based classes. (Note - Television is installed in the Wellness Center that has never been turned on). IF t.v. monitor are installed, the use of heart monitors can also be implemented into the activity class.

Since the last program review no implementation of technology has ever been purchased.

## Additional Information

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### Part G: Additional Information

## Future Needs and Resource Allocation Request

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1. **Equipment/Supplies**  
**Ongoing Budget Needs**

**One-Time Expenditure**

\$1870

**Request linked to SLO/PLO #**

Badminton Equipment Rackets, Nets and Birdies

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

2. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$1400

**Request linked to SLO/PLO #**

Basketball: 20 Balls

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

3. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$930

**Request linked to SLO/PLO #**

Futsal: Training Vests and New Goals

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

4. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$1440

**Request linked to SLO/PLO #**

Pickleball paddles and balls.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

5. **Equipment/Supplies**

**Ongoing Budget Needs**

**One-Time Expenditure**

\$1800

**Request linked to SLO/PLO #**

Pickleball: serving machine

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

6. **Equipment/Supplies**

**Ongoing Budget Needs**

**One-Time Expenditure**

\$2920

**Request linked to SLO/PLO #**

Soccer: Games nets, soccer balls and training vests.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

7. **Equipment/Supplies**

**Ongoing Budget Needs**

**One-Time Expenditure**

\$4000

**Request linked to SLO/PLO #**

Soccer: Mini goals for the turf field

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

8. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$600

**Request linked to SLO/PLO #**

Table Tennis: Paddles nets and balls.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

9. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$760

**Request linked to SLO/PLO #**

Tennis: Rackets and Balls

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

10. **Facilities****Ongoing Budget Needs**

\$3800

**One-Time Expenditure****Request linked to SLO/PLO #**

Fitness Center: Required maintenance to machines

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

11. **Equipment/Supplies****Ongoing Budget Needs**

**One-Time Expenditure**

\$3300

**Request linked to SLO/PLO #**

Weight Training: Leg extension machine

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

12. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$3300

**Request linked to SLO/PLO #**

Weight Training: Abdominal Crunch Machine

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

13. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$1500

**Request linked to SLO/PLO #**

Fitness Center: Barbells, dumbbells, olympic collars and rummer bumper plates

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

14. **Equipment/Supplies****Ongoing Budget Needs****One-Time Expenditure**

\$1500

**Request linked to SLO/PLO #**

Volleyball: Balls and equipment carrier.

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving student success rates**

Yes

**Achievement of program set standard for student success**

Yes

**Total Cost**

Equipment/Supplies

One-Time Expenditure: \$1870

Equipment/Supplies

One-Time Expenditure: \$1400

Equipment/Supplies

One-Time Expenditure: \$930

Equipment/Supplies

One-Time Expenditure: \$1440

Equipment/Supplies

One-Time Expenditure: \$1800

Equipment/Supplies

One-Time Expenditure: \$2920

Equipment/Supplies

One-Time Expenditure: \$4000

Equipment/Supplies

One-Time Expenditure: \$600

Equipment/Supplies

One-Time Expenditure: \$760

Facilities

Ongoing Budget Needs: \$3800

Equipment/Supplies

One-Time Expenditure: \$3300

Equipment/Supplies

One-Time Expenditure: \$3300

Equipment/Supplies

One-Time Expenditure: \$1500

Equipment/Supplies

One-Time Expenditure: \$1500

**Attach Files**

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Attached File

**IEC Reviewers**

**IEC Mentor**

Fahmida Fakhruddin

**IEC Second Reader**

Robert Brown

