

**NORCO COLLEGE**  
**COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

**Discipline/Unit/Department: Kinesiology**

*Program(s) or Certificate(s) Associated: N/A*

**Contact Person: Beverly Wimer**

**Contributors: Suzie Witmer, Denise Bednarczyk, James Winn, and Tim Wallstrom**

**Due: April 20, 2017**

Please send an electronic copy as a Word document (avoid PDF)

[programreview@norcocollege.edu](mailto:programreview@norcocollege.edu)



*Form Last Revised: November 2016*

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

# Comprehensive Instructional Program/Unit Review Update

## Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

**For Program Review data, please go to the following link:**

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.brown@norcocollege.edu](mailto:nicole.brown@norcocollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco:            VP Business Services            951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

# **Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018**

## **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## **Goal 2: Improve the Quality of Student Life**

### Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

## **Goal 3: Increase Student Access**

### Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

## **Goal 4: Create Effective Community Partnerships**

### Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

## **Goal 5: Strengthen Student Learning**

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Comprehensive Instructional Program Review Update

Unit: **KINESIOLOGY**

Contact Person: **Beverly Wimer**

Date: **April 17, 2017**

## Trends and Relevant Data

### 1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	Yes – The Math and Science Department officially separated effective Spring 2017. We are now the Department of Science and Kinesiology.	None anticipated
Have any new certificates programs been created by your unit? For example, did your unit develop an <a href="#">ADT</a> ? If not, discuss if you are in process or have future plans to do so.	The Kinesiology Discipline has developed an ADT. As of April 17, 2017 we continue to await approval from the state. College level approvals were completed at the end of Spring 2016.	Institution of the KIN ADT
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No	None anticipated
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new <a href="#">ADT</a> may require resources such as supplemental courses for another unit's <a href="#">ADT</a> .	No	None anticipated

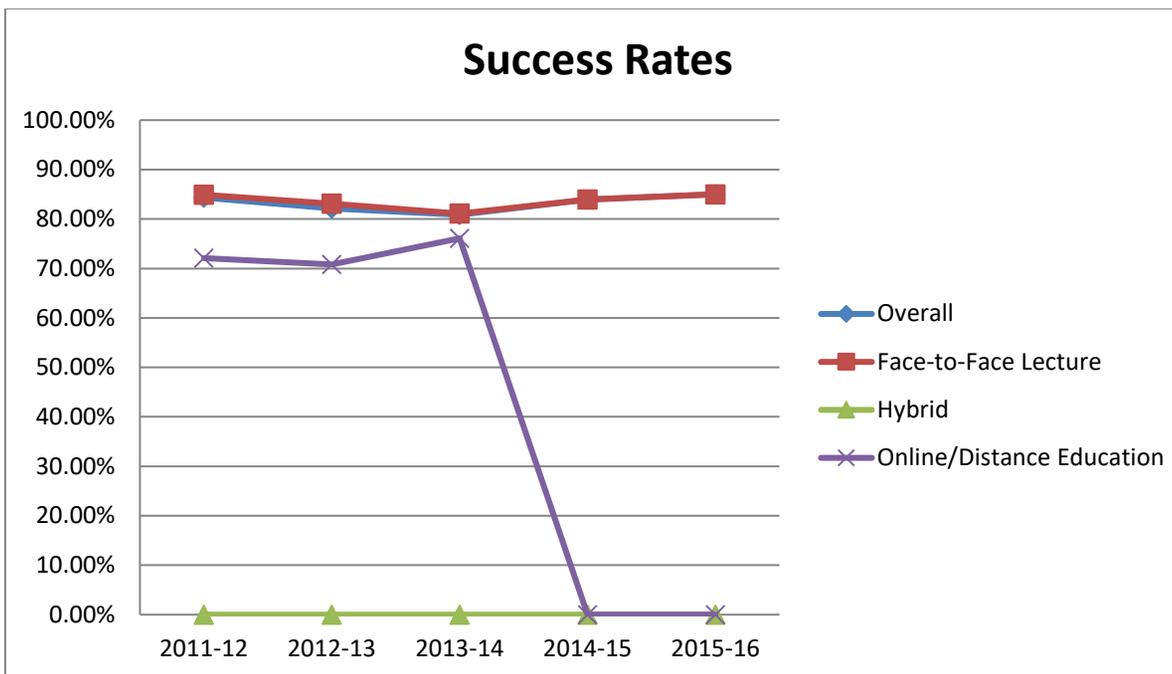
2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

## Success

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	84.33%	82.14%	80.86%	83.94%	84.99%
Face-to-Face Lecture	84.92%	83.10%	81.09%	83.94%	84.99%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	72.09%	70.78%	76.09%	0.00%	0.00%

### Success Discussion

Kinesiology Success rates remain very high with no significant changes or trends. It is worth noting that for the academic year of 2015-16 we did achieve our highest success rate in the past four years (nearly 85%)

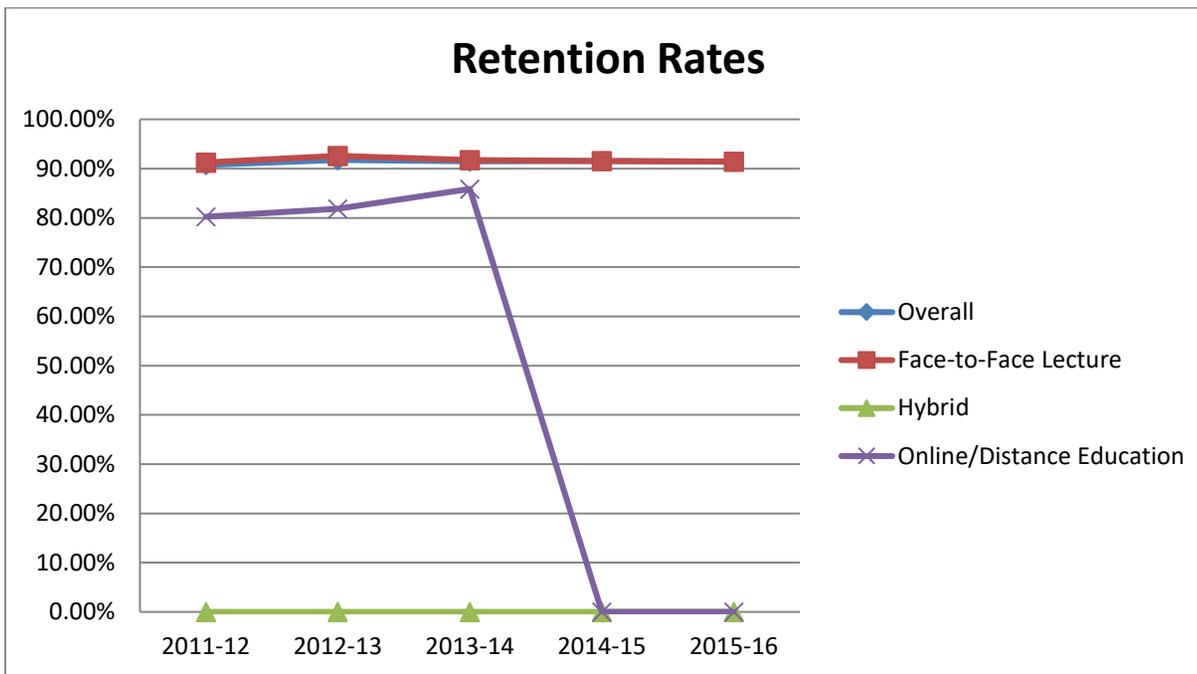


## Retention

Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	90.74%	91.75%	91.47%	91.52%	91.41%
Face-to-Face Lecture	91.25%	92.59%	91.74%	91.52%	91.41%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	80.23%	81.82%	85.87%	0.00%	0.00%

### Retention Discussion

Kinesiology retention rates are also quite high with no significant changes or trends. It is worth noting that we have sustained the 91%+ level for the past three years (a slight increase over 2011-2012).

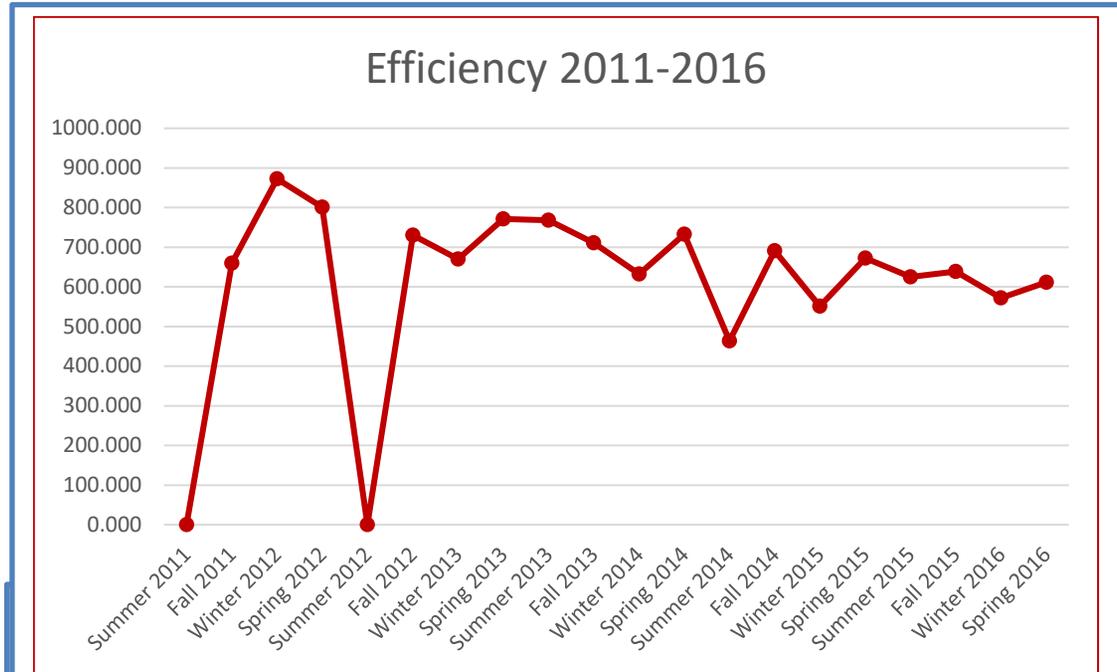


## General Statement on Success and Retention

The discipline of Kinesiology demonstrated significantly higher success and retention than overall college averages. It is possible that our percentages are higher due to, in part, the content of our courses. Within most, if not all courses, the concepts of success, adherence (retention), and persistence are directly addressed. For example, our activity courses directly address the ability to be self-motivated and self-disciplined. Exercise adherence (retention/persistence) is an important aspect of these courses. Within the Wellness: Lifestyle Choices and Stress Management courses students are exposed to content that will encourage success (i.e. learned optimism, self-discipline, the nature of habit change, an emphasis on making wise lifestyle choices, setting boundaries, techniques to manage distress, etc.) In all of our courses we are teaching students to care for their overall health & well-being. Improved health & well-being lends itself to a higher probability of student success.

## Efficiency

Term	Efficiency
Summer 2011	0.000
Fall 2011	659.529
Winter 2012	872.486
Spring 2012	800.920
Summer 2012	0.000
Fall 2012	730.162
Winter 2013	669.933
Spring 2013	771.198
Summer 2013	768.300
Fall 2013	711.141
Winter 2014	632.495
Spring 2014	732.666
Summer 2014	463.756
Fall 2014	691.286
Winter 2015	551.011
Spring 2015	672.563
Summer 2015	624.875
Fall 2015	638.719
Winter 2016	572.274
Spring 2016	611.144
<b>Total</b>	<b>693.168</b>



### Efficiency Discussion

Efficiency data for Kinesiology are well above department and college averages. This is a trend that has been consistent since the last program review.

3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the

**program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.**

**N/A**

**4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.**

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Increase in number of Kinesiology sections offered to meet student demand.	Kinesiology faculty have worked with administration to strategically add classes with high demand and importance to the program.	During 2012-13 CY, Kinesiology offered 39 sections while in 2016-17 Kinesiology was able to offer 48 sections, an increase of 19% since the last CPR.	The additional course sections facilitate the delivery of diverse opportunities for students to complete their KIN requirement for graduation.
Increase support for Norco College Athletics without penalizing Norco College Kinesiology.	Course sections have been provided which support athletics without dropping other KIN courses.	KIN Varsity courses have remained consistent since the last CPR while KIN courses have increased 19%.	Athletics are included in the NC Master Plan and the continuing support aligns KIN with this college objective.

**5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A**

**Resources Received**

**Original Request Date**

**Semester Received**

1 - Storage Shelves

Spring 2014

Fall 2016

**Impact on Student Learning:** The storage shelves (cabinets) have increased accessibility to CPR Manikins as they are now stored in the WEQ 3 classroom space. This change has solved problems related to the loss of instructional time due to transporting equipment both to and from a storage space. It has also promoted the opportunity for more hands-on practice in acquiring CPR skills.

2 - First Aid Manikins

Spring 2014

Spring 2015

**Impact on Student Learning:** The manikins were delivered in the Spring and were used for instruction during the Fall of 2016. The existing manikins were worn out and difficult for the students to utilize during instruction and testing. The new manikins solved these problems and are still in use as of this report.

3 - Wall Fans-Fitness Center

Spring 2014

Fall 2016

**Impact on Student Learning:** The wall fans were installed in the Fitness Center and immediately had a positive impact on the environment in the room. Air is now easily circulated in the room alleviating the accumulation of odors and heat generated by the machines and students alike.

4 - Laptop Computer - Faculty

Spring 2016

Fall 2016 (Desktop)

**Impact on Student Learning:** The new desktop computer has allowed for the completion of class preparation via Microsoft Word and PowerPoint. It has also provided the opportunity to keep accurate attendance and evaluation records via Excel. It allows for access to all information received via school email and important documentation and communication via email. The previous computer was freezing and shutting down making all aspects of the work process much more difficult (and at times impossible).

5 - New Seating – WEQ 3

Spring 2016

Fall 2016

**Impact on Student Learning:** The new seating in WEQ 3 has very positively impacted the student learning environment. Instructors can now easily navigate the classroom and alter classroom configuration to best fit the specific needs of instruction. It has also created an atmosphere of more ease when conducting group activities. Students enjoy the more comfortable seating arrangement which allows for all items to be stored below their desks. The room aesthetics are much improved. The seating has also resolved conflicts associated with conducting the practice of CPR (chairs are easily moved to create floor space).

6 - Fitness Center  
Equipment Maintenance

Spring 2012

Winter and Spring 2017

**Impact on Student Learning:** There are a limited number of cardio machines in the Fitness Center. The broken machines severely impacted the number of students who could utilize their fitness programs in appropriate sequence. The repairs made to the machines have alleviated these issues.

## **Resources NOT Received**

Fitness Center Equipment Maintenance

## **Request Dates & Impact of Student Learning**

Spring 2012

**Impact on Student Learning:** Reduced functioning of equipment thus limitations on student usage and skill acquisition

Fitness Center Equipment Maintenance	Spring 2013 <b><u>Impact on Student Learning:</u></b> Reduced functioning of equipment thus limitations on student usage and skill acquisition
Fitness Center Equipment Maintenance	Spring 2014 <b><u>Impact on Student Learning:</u></b> Equipment breakage/loss of function thus limitations on student usage and skill acquisition. Increased cost to the college due to poor equipment maintenance.
Fitness Center Equipment Maintenance	Spring 2015 <b><u>Impact on Student Learning:</u></b> Equipment breakage/loss of function thus limitations on student usage and skill acquisition. Increased cost to the college due to poor equipment maintenance.
Fitness Center Equipment Maintenance	Spring 2016 <b><u>Impact on Student Learning:</u></b> Equipment breakage/loss of function thus limitations on student usage and skill acquisition. Increased cost to the college due to poor equipment maintenance.
Bod Pod	Spring 2015 <b><u>Impact on Student Learning:</u></b> Having access to a “Bod Pod” would provide a more sophisticated and highly accurate method for assessing body composition. To determine healthy weight, body composition must first be assessed. Body Composition is considered one of the four health-related components of fitness. It is a standard instructional topic within most Kinesiology courses. The inability to measure student body composition directly impacts knowledge acquisition and the ability of students to determine the degree to which their percent body fat may impact their overall health. Without assessment of body composition, appropriate goal-setting regarding nutrition and exercise becomes more challenging.
Desktop Computer – Faculty	Spring 2016 <b><u>Impact on Student Learning:</u></b> Loss of efficiency in terms of classroom preparation and implementation of clicker technology within the classroom setting. Loss of productivity as an instructor and challenges related to pedagogy.
Classroom Computer – WEQ 3	Spring 2016

**Impact on Student Learning:** The classroom computer requires approximately 10 minutes to start up. To prevent the loss of instructional time, it is necessary to start the computer at the beginning of the day. We generally do not log out because future instructors may not have the time to allow for a 10-minute start-up.

Equipment for Athletic Training Course

Spring 2016

**Impact on Student Learning:** Students have not had the supplies necessary for practice skills related to the treatment and prevention of injuries. Side note: An associate faculty member has been purchasing this equipment and incurring out of pocket expenses.

Yoga Blocks

Spring 2016

**Impact on Student Learning:** The use of blocks within the context of yoga is essential for students who may lack the range of motion necessary to perform certain poses (asanas) with correct form. Having access to blocks reduces the risk of potential injury and improves the opportunity for students to master the very technical nature of yoga.

Yoga Straps

Spring 2016

**Impact on Student Learning:** Yoga straps allow students to perform specific types of poses (asanas) and allow for improved impact the development of flexibility. Students are not able to reach their potential without the availability of yoga straps.

Softball Equipment

Spring 2016

**Impact on Student Learning:** At the current time, students only have access to one team sport class, therefore there are more extreme limitations with regard to student choice in this area. When the KIN ADT is implemented, a second choice will become necessary.

**6. In the table below, please list your long-term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? \*Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."**

<p><b>List the long term goals of your unit for the next four years.</b></p>	<p>List activity(s) linked to the goal</p>	<p>Anticipated timeline for completion</p>	<p>Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan</p>
<p><b>Implement Organizational Strategies Within the Discipline</b></p>	<p>1 – Bi-Annual discipline meetings.</p> <p>2 – Identify “point” person responsible for various discipline-related tasks/responsibilities such as assessment, curriculum, facility and equipment-related issues, etc.</p>	<p>1 – Institution of bi-annual meetings to begin during the 2017-2018 academic school year.</p> <p>2 – Fall 2017 and revisit during Spring 2018</p>	<p><b>EMP 1 &amp; 5</b></p> <p>1 - The introduction of bi-annual discipline meetings will facilitate improved communication within the unit and provide opportunities to both assess and clarify yearly responsibilities (such as assessment). It will also provide opportunities to build cohesiveness within the discipline.</p> <p>2 - Assigning full-time faculty to specific discipline responsibilities will improve our focus as a discipline and ensure that all aspects of curriculum, assessment, and communication are managed in a timelier fashion. Adopting this procedure will also encourage more manageable workloads, improved time management, and</p>

			communication with colleagues both within and outside the unit.
<b>Implement four-year assessment plan/rotation</b>	<p>1-Disseminate four-year assessment plan to all faculty members within the discipline (see plan created in the Assessment Portion of this Program Review)</p> <p>2-Conduct Discipline Meeting prior to each Fall Semester. Assessment will be a key agenda item. The Fall Meetings will also be a time to review the past year's assessment and make modifications if necessary.</p> <p>3-Include TracDat Training or question/answer session in Fall Discipline Meetings.</p> <p>4-Complete four-year assessment plan</p>	<p>1-During Discipline Meeting – August 2017.</p> <p>2 - Schedule Discipline Meeting during Flex Time that occurs prior to the Fall semester (August 2017, 2018, 2019, 2020).</p> <p>3 – August 2017, 2018, 2019, 2020</p> <p>4 – Spring 2021</p>	<p><b><u>EMP 1 &amp; 5</u></b> Implementing a four-year assessment plan/rotation is directly related to the mission of the college in terms of “encouraging an innovative approach to learning”. Through assessment we can discover new strategies for improving student success, and retention. Through assessment, we can strengthen student learning by examining the current effectiveness of pedagogy and how adjustments may result in improved learning opportunities for students.</p>
<b>Institute the ADT for Kinesiology</b>	<p>1-Meet with counseling to discuss methods for identifying and tracking students who are enrolled in the ADT.</p> <p>2-Review of class</p>	<p>Timeline is uncertain (will depend upon when state approval is granted)</p>	<p><b><u>EMP 1 &amp; 3</u></b> Instituting the ADT for Kinesiology is directly related to the mission of the college in terms of providing “...foundational skills and pathways to</p>

	<p>scheduling practices to ensure course availability to students.</p> <p>3-Institute courses that will create additional options for students to meet ADT requirements (for example: Slow-pitch Softball)</p>		<p>transfer, career and technical education, certificates and degrees”. It will improve transfer preparedness for our Kinesiology majors and assist students in identifying educational goals.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **Course Outlines of Record (COR)**

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

<b>Course Number</b>	<b>Date Last Updated</b>	<b>Last Editor (name)</b>	<b>If not current, where is the COR in the review process</b>	<b>Was the last update a major or minor modification?</b>
KIN 4-Nutrition	01/19/2016	Clara Lowden	N/A	Major
KIN 10-Introduction to Kinesiology	01/20/2015	Michelle Daddona	N/A	Major
KIN 16 – Introduction to Athletic Training	01/19/2016	Jim Elton	N/A	Major
KIN 29 – Soccer Theory	04/19/2011	Tim Wallstrom	Contact Tim Wallstrom	Major
KIN 30 – First Aid & CPR	01/19/2016	Clara Lowden	N/A	Major
KIN 35 – Foundation for Fitness & Wellness	01/19/2016	Steven Sigloch	N/A	Major

KIN 36 – Wellness: Lifestyle Choices	01/19/2016	Clara Lowden	N/A	Major
KIN 38 – Stress Management	03/25/2017	Beverly Wimer	Launched on March 25, 2017	Major
KIN A03 – Adaptive Physical Fitness	12/09/2014	Jim Elton/Clara Lowden	N/A	Major
KIN A20 – Golf, Beginning	12/09/2014	Clara Lowden/Steven Sigloch	N/A	Major
KIN A21 – Golf, Intermediate	12/09/2014	Clara Lowden/Steven Sigloch	N/A	Major

KIN A40 – Karate, Beginning	01/20/2015	Clara Lowden	N/A	Major
KIN A41 – Karate, Intermediate	01/20/2015	Clara Lowden	N/A	Major
KIN A46 – Hatha Yoga, Beginning	01/20/2015	Clara Lowden	N/A	Major
KIN A47 – Hatha Yoga,	01/20/2015	Clara Lowden	N/A	Major

Intermediate				
KIN A55 – Slow Pitch Softball	12/09/2014	Michelle Daddona	N/A	Major
KIN A64 - Soccer	01/20/2015	Jim Elton	N/A	Major
KIN A75A – Walking for Fitness, Beginning	01/20/2015	Clara Lowden	N/A	New Course
KIN A75B – Walking for Fitness, Intermediate	01/20/2015	Clara Lowden	N/A	New Course
KIN A77A – Jogging for Fitness, Beginning	04/19/2016	Clara Lowden	N/A	New Course
KIN A77B – Jogging for Fitness, Intermediate	04/19/2016	Clara Lowden	N/A	New Course
KIN A77C – Jogging for Fitness, Advanced	04/19/2016	Clara Lowden	N/A	New Course
KIN A81A – Physical Fitness, Beginning	01/20/2015	Rudolph Arguelles	N/A	Major
KIN A81B – Physical Fitness, Intermediate	01/20/2015	Rudolph Arguelles	N/A	Major
KIN A83 – Kickboxing Aerobics	03/31/2017	Beverly Wimer	Launched on March 31, 2017	Major
KIN V10 – Soccer, Varsity Men	04/19/2011	Tim Wallstrom	Contact Tim Wallstrom	Major
KIN V25 – Soccer, Varsity Women	04/19/2011	Tim Wallstrom	Contact Tim Wallstrom	Major
KIN V95 – Out of Season Sport Conditioning	04/19/2011	Tim Wallstrom	Contact Tim Wallstrom	Major

## Norco College Comprehensive Instructional Program Review Update

Unit: **KINESIOLOGY**  
Contact Person: **Beverly Wimer**  
Date: **April 17**

### Current Human Resource Status

**7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:**

<b>Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Kinesiology/Health Science	2	
Kinesiology		14

<b>Classified Staff Employed in the Unit</b>		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS	.3	

Unit Name: **KINESIOLOGY**

## **Long Term Resource Planning**

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

### **8. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>**

<p align="center"><b>List Staff Positions Needed</b></p> <p><b>Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</b></p>	<p align="center"><b>Indicate (N) = New or (R) = Replacement</b></p>	<p align="center"><b>Number of years request has been made</b></p>	<p align="center"><b>Annual TCP*</b></p>	<p align="center"><b>EMP Goals</b></p>	<p align="center"><b>Short Term Goal (S) Long Term Goal (L)</b></p>
<p><b>1. Full-Time Kinesiology Instructor</b></p> <p><u>Justification</u> This request is an important one in terms of assisting Kinesiology with the introduction, monitoring, and instructional responsibilities that will be associated with the ADT. We will need a full-timer who can teach both Introduction to Kinesiology and First Aid and CPR courses (as well as various activity courses) that are required within the ADT. We currently have one full timer who teaches 100% of their load within Kinesiology. Our second full-timer is now teaching a significant portion of their load in HES (Health Science). Because of the extensive number of <u>distinct courses</u> that are taught within Kinesiology, we desperately need another full timer to assist with not only instruction, but also responsibilities associated with curriculum and assessment. At the current time, we are “under-staffed”. An additional full-timer would improve the overall performance of our discipline.</p>	N	5	\$142,271	EMP 1 EMP 5	S
<p><b>2. Full-Time Custodial Person</b></p> <p><u>Justification</u> Adequate upkeep and cleaning are imperative for our discipline facilities in order to reduce the likelihood of injury and the potential spread of infection (in particular, bacterial infection). Facilities include locker rooms and restrooms at the soccer field, locker rooms and restrooms in WEQ 2, the activity center in WEQ 2, and the Fitness Center in WEQ 8. Not only do the facilities need thorough daily cleaning, the equipment that is utilized in each facility must also be cleaned (exercise machines, mats, etc.). Currently, our</p>	N	1	\$42,540	EMP 1 EMP 5	S

1. If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

facilities are <u>NOT</u> being cared for in a prudent fashion. Facilities, machines, locker rooms, mats, etc. are consistently dirty and negatively impact student interest in their use (students perceive our facilities and equipment as dirty). This directly impacts the student's experience with our courses and negatively impacts the reputation of the college. This request is foundational in terms of our disciplines ability to function in all respects. The addition of a full-time custodial person would resolve these issues. It would also be beneficial (expediency and cost savings) if the new hire could be trained in the maintenance and repair of fitness center equipment.					
<b>3. Part Time Classified Staff – Instructional Department Specialist</b> <u>Justification</u> There have been 3 different IDS's assigned to KIN throughout the past two years. This has created some difficulties in meeting the needs of the discipline in a timely manner. With the addition of faculty to the discipline, it would greatly facilitate the activities of the discipline faculty to have an assigned IDS.	N	1	The TCO Spreadsheet lists a full-time position as \$50,376 - \$61,332.	EMP 1 EMP 5	S
<b>4.</b> <u>Justification</u>					
<b>5.</b> <u>Justification</u>					

\* TCP = "[Total Cost of Position](#)" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

Unit Name: **KINESIOLOGY**

## 9. Equipment & Technology Not Covered by Current Budget<sup>2</sup>

<b>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year <u>2017-2018</u></b>	<b>*Indicate whether</b>	<b>How many students/Staff/</b>	<a href="#">Use this link for Annual TCO*</a>
-----------------------------------------------------------------------------------------------------------	--------------------------	---------------------------------	-----------------------------------------------

<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

<p><b>Please list/summarize the needs of your unit on your college below.</b>  <b>Please be as specific and as brief as possible.</b>            Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable).            Please state if the request impacts Distance Education.</p>	<p>Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	<p>departments will directly benefit from this equipment/technology?</p>	<p>Number of years requested</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	<p>EMP GOALS</p>
<p><b><u>Annual Operating Budget</u></b>  <i>(expenditures that are necessary for classroom instruction on a yearly basis)</i>  <b><u>Justification:</u></b> The discipline of Kinesiology is unique in that annual purchases are necessary for classroom instruction. Without replenishment of equipment on a yearly basis, some instruction will not take place, while other aspects of instruction are severely diminished. Most activity classes and some lecture courses need yearly replacement of equipment. An annual operating budget would improve our ability to respond to discipline needs in a timely fashion and potential eliminate paperwork/workload pressures for our classified staff, etc.</p> <p>Instructional Supplies - Athletic Training            Instructional Supplies - CPR &amp; First Aid            Instructional Supplies - Yoga Supplies            Instructional Supplies - Physical Fitness            Instructional Supplies – Soccer            Fitness Center Equipment Maintenance (4 visits per year)</p> <p>Total Budget</p>	<p>I</p>	<p>Approximately 1200 students per year.</p>	<p>1</p>		<p>1000.00            600.00            340.00            400.00            950.00            2600.00</p> <p>5890.00</p>		<p>EMP1            EMP 5</p>
<p><b><u>Desktop Computers</u></b>            Faculty (Wallstrom)            Classroom (WEQ 3 &amp; 8)</p>	<p>I</p>	<p>Student Benefit – 2000+</p>	<p>3</p>	<p>\$2000</p>	<p>3</p>	<p>\$6000</p>	<p>EMP1            EMP 5</p>

<p><b>Justification:</b> Both desktop computers are very slow starting and running. Both computers freeze up and have difficulty loading software that is necessary for classroom preparation and/or classroom instruction</p>		yearly													
<p><b>Clicker Technology</b>  <b>Justification:</b> Turning Technology has been utilized by instructors' campus-wide for approximately 6 years. In order to transition to Turning Point Cloud a contract will be necessary to gain the benefits of a license. The older Turning Point technology is no longer compatible with the new computers. Unless arrangements are made, we will lose access to this interactive classroom technology at the end of Spring 2017. The use of clicker technology in the classroom is very advantageous to students in terms of active learning and classroom engagement. It could also be assumed that it boosts student performance and success rates.</p>	I	<p>Number of students to benefit (college wide) is uncertain. Within Kinesiology, approximately 650 students on a yearly basis.</p>	1	Will need to be negotiated.	College-wide License	Will need to be negotiated	EMP1 EMP 5								
<p><b>Instructional Supplies – First Aid and CPR</b>  <b>Justification:</b> These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.  Suppliers:  <a href="http://www.armstrongmedical.com">www.armstrongmedical.com</a>  <a href="http://www.healthcareeducation.org">www.healthcareeducation.org</a>  <a href="http://www.redcross.org">www.redcross.org</a></p> <table border="1" data-bbox="121 1096 472 1425"> <tr><td>Bag valve masks (Armstrong)</td></tr> <tr><td>Pocket masks (HeathEd)</td></tr> <tr><td>Face shields (Red Cross)</td></tr> <tr><td>Alcohol prep pads (Armstrong)</td></tr> <tr><td>AEDs (Armstrong)</td></tr> <tr><td>Adult Lungs (Red Cross)</td></tr> <tr><td>Infant Lungs (Red Cross)</td></tr> <tr><td>Gloves - S M L XL (Health Ed)</td></tr> </table>	Bag valve masks (Armstrong)	Pocket masks (HeathEd)	Face shields (Red Cross)	Alcohol prep pads (Armstrong)	AEDs (Armstrong)	Adult Lungs (Red Cross)	Infant Lungs (Red Cross)	Gloves - S M L XL (Health Ed)	I	Approximately 320 students per year.	1	120.00 15.00 10.95 20.95 465.00 210.95 18.00 15.00	1 package 10 2 boxes 1 box 2 1 package 2 boxes 2 boxes	\$120.00 \$150.00 \$21.90 \$20.95 \$930 \$210.95 \$38.00 \$30.00	EMP 1 EMP 5
Bag valve masks (Armstrong)															
Pocket masks (HeathEd)															
Face shields (Red Cross)															
Alcohol prep pads (Armstrong)															
AEDs (Armstrong)															
Adult Lungs (Red Cross)															
Infant Lungs (Red Cross)															
Gloves - S M L XL (Health Ed)															

<p><b><u>Instructional Supplies – Athletic Training Course</u></b>  <b>Justification:</b> This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. During previous semesters, the request has not been made and our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.</p> <p><b>Quotes - 2016 MEDCO Sports Medicine Catalog 1-800-556-3326 (MEDCO)</b></p> <p><b>30-Coach Athletic Tape (32044m)</b></p> <p><b>2-Pro-Trainer Foam Underwrap (92120)</b></p> <p><b>1-Heel &amp; lace Pads (28052M)</b>  <b>4-Econo-Wrap - LF Elastic Bandage (36350C)</b></p> <p><b>4-Econo-Wrap - LF Elastic Bandage (36360C)</b></p> <p><b>10-Lightplast Pro (84791)</b></p> <p><b>1-Classic Treatment table w/adjustable back (6901)</b></p>	<b>I</b>	<p>Approximately 60 students per year. Anticipate increased offerings of this course in future years.</p>	<b>2</b>			<b>73.55      30      2206.50</b>  <b>48.95      2      97.90</b>  <b>31.45      1      31.45</b> <b>14.75      4      59.00</b>  <b>19.15      4      76.60</b>  <b>81.95      10      819.90</b>  <b>1000.00      1      1000.00</b>	<b>EMP1 EMP 5</b>
<p><b><u>Instructional Supplies – Physical Fitness Course</u></b>  <b>Justification:</b> Instructional equipment utilized for teaching strength-training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively impact levels of fitness and health.</p>	<b>I</b>	<p>Approximately 270 students per year in addition to employee usage.</p>	<b>1</b>				<b>EMP1 EMP 5</b>

The following quotes are from "Gopher" magazine:

				\$209.00		
				\$44.95		
				\$49.95		
TRX Straps		CC05-286			1	\$209.00
Quake Slam Balls	20lbs	CC05-576		\$54.95	1	\$44.95
	25lbs	CC05-577		\$69.95	1	\$49.95
Endurance Medicine Balls	6lb	CC05-590		\$79.95	1	\$54.95
	8lb	CC05-591		\$12.95	1	\$69.95
	11lb	CC05-592		\$22.95	1	\$79.95
Powercore grip weight plates	5lb	CC05-756		\$165.00	2	\$25.90
	10lb	CC05-756		\$29.95	2	\$22.95
	1 1/2",			\$9.95	2	\$165.00
Warrior Training Ropes	40'L	CC05-757		\$11.95	1	\$29.95
Warrior Conditioning Rope Holder		CC74-086		\$315.00	3	\$29.85
Jump Ropes	8'L	CC05-475		\$20.95	3	\$35.85
	10'L	CC05-476		\$24.95	1	\$315.00
Plyometric Box-Triad 3-1 Steel	20-24-30'	CC05-389		\$169.00	2	\$41.90
Helelite Rubber-Coated Dumbbells	10lb	CC05-825		\$20.95	2	\$49.90
	15lb	CC05-826		\$8.95	1	\$169.00
Bose Pro Balance Trainer		CC05-122		\$9.95	4	\$83.80
Ultrafit Foam Rollers	12'	CC05-380		\$10.95	10	\$89.50
Prostretch tubes	Light	CC05-190		\$11.95	10	\$99.50
	Medium	CC05-195		\$33.95	8	\$87.60
	Heavy	CC05-200		\$35.95	2	\$23.90
	X-Heavy	CC05-205		\$25.95	1	\$33.95
Ultrafit Pro Burst-Resistance Stab.Ball	55cm	CC05-486		\$42.95	1	\$35.95
	65cm	CC05-487		\$50.95	1	\$25.95
Kettle bells - Alpha	6kg	CC05-891		\$72.95	1	\$42.95
	8kg	CC05-892		\$7.95	1	\$50.95
	12kg	CC05-893			1	\$72.95
	16kg	CC05-894			30	\$238.50

Exerfit Mini Mat		CC06-053	I	Approximately 270 Students per year in addition to College Employees	5	650.00	4	2600.00	EMP 1 EMP 5 EMP 7
<p><b><u>Fitness Center Equipment Maintenance</u></b>  <b>Justification:</b> The \$150,000 worth of equipment in the Fitness Center must have consistent and regular maintenance in order to keep it in operable condition. We currently have machines that no longer work due to an absence of maintenance for the past four years. This facility is utilized by students and is available for usage by all college employees.  <b>Quote Provided by: Coast Fitness - 12152 Severn Way  Riverside Ca. 92503 Phone: (951) 736-7406 Fax: (951) 736-9662 (Charles Greening)</b></p>									
<p><b><u>Instructional Supplies – Yoga</u></b>  Yoga Straps <a href="http://www.yogaaccessories.com">http://www.yogaaccessories.com</a>  <b>Justification:</b> Yoga Straps are necessary for the performance of various postures and types of stretching. This request is for the replacement of worn straps and the loss of straps due to theft.   Yoga Blocks <a href="http://www.yogaaccessories.com">http://www.yogaaccessories.com</a>  <b>Justification:</b> Yoga Blocks are necessary to allow students of various flexibility levels to demonstrate correct technique while performing various yoga postures. They are also an important safety consideration. This request is to replace blocks that have been stolen and to provide various sizing options for students</p>									
			1	2500	3	7500	EMP1 EMP 5		
<p><b><u>Replacement Machines for Fitness Center</u></b>  <b>Justification:</b> The machines in the Fitness Center have all exceeded their expected time of service. However, most are still serviceable. There are three of the machines which should be replaced due to their worn condition. This is a possible safety issue for the students, and the new machines would enhance the viability of fitness course sections.</p>								I	300 students per year

**Softball Equipment**

**Justification:** Due to the creation of the ADT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. \*Students will be asked to supply their own glove.

<http://www.softballsavings.com/main.jsp>

Champro Molded Base Set (3 bases, anchor mounts & plugs)

Schutt 4-Way Pitchers Plate - 100

Schutt Universal Home Plate (includes anchor and base plug)

Dudley ASA Thunder Hycon ZN Slow Pitch Softballs - 12 inch/yellow

Catcher's Mask/Helmet

Chest Protector

Shin Guards

Bats \$150 each

				<b>150.00</b>	<b>1</b>	<b>150.00</b>	
<b>I</b>	<b>To Be Determined</b>	<b>2</b>	<b>100.00</b>	<b>1</b>	<b>100.00</b>	<b>EMP1 EMP 5</b>	
			<b>160.00</b>	<b>1</b>	<b>160.00</b>		
			<b>70.00/ dozen</b>	<b>10</b>	<b>700.00</b>		
			<b>80.00</b>	<b>2</b>	<b>160.00</b>		
			<b>90.00</b>	<b>2</b>	<b>180.00</b>		
			<b>90.00</b>	<b>2</b>	<b>180.00</b>		
			<b>150.00</b>	<b>4</b>	<b>600.00</b>		

**Instructional Supplies – BOD POD**

**Justification:** This device allows the instructor to determine a student’s body composition to within 2% of error. Body composition status is a focus of all fitness classes as well as most Health Science classes. The existing Bioelectrical Impedance device used for students in fitness class will not operate on dehydrated or obese students. The Bod Pod will be effective with all students, thus enhancing the educational experience for all students.

I	Approximately 500 students per year.	8	20,000	1	20,000	EMP1 EMP 5
---	--------------------------------------	---	--------	---	--------	---------------

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* These requests are sent to the [Business and Facilities Planning Council](#).

**10. Professional or Organizational Development Needs Not Covered by Current Budget\*<sub>3</sub>**

<p style="text-align: center;"><b>List Professional Development Needs.</b></p> <p>Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	<b>Annual TCO*</b>			
	<b>Cost per item</b>	<b>Number Requested</b>	<b>Total Cost of Request</b>	<b>EMP Goals</b>
<p><b><u>Departmental Membership – American Kinesiology Association</u></b>  <b><u>Justification:</u></b> This is an important professional affiliation for our discipline/college to establish! Membership would also prove valuable to faculty members who choose to serve as faculty advisors.</p> <p>The information listed below has been copied from the AKA Website - <a href="http://www.americankinesiology.org/about-us/about-us/about-aka">http://www.americankinesiology.org/about-us/about-us/about-aka</a></p> <p>American Kinesiology Association membership is open to all <u>academic departments</u> related to the field of kinesiology and all of the associated sub-disciplinary fields. AKA members work together as a unified entity to advance the development of all academic interest, research opportunities and professional development of all those involved in the study and practice of kinesiology, human movement and related professional fields.</p> <p><b><u>Our Mission:</u></b> The American Kinesiology Association promotes and enhances kinesiology as a unified field of study and advances its many applications. AKA does this by advocating for kinesiology at national and international levels as well as by supporting its member departments by providing resource materials and leadership and educational opportunities for university administrators in kinesiology.</p> <p><b><u>Membership benefits include:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Education</b> – AKA provides professional development opportunities and information for faculty and students</li> <li>• <b>Communication/publications</b> – AKA keeps you informed of current issues in kinesiology and higher education</li> <li>• <b>Resources</b> – AKA provides useful information for faculty leaders and serves as a valuable resource for commonly needed services</li> <li>• <b>Awards</b> – AKA recognizes and publicizes student achievement</li> </ul>	<p><b>\$150</b> Departmental Membership</p>	<p><b>1</b></p>	<p><b>\$150</b></p>	<p><b>EMP 1</b> <b>EMP 4</b> <b>EMP 5</b></p>

\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

3 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

**11. Student Support Services, Library, and Learning Resource Center** (see definition below\*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs</b></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center"><b>EMP GOALS</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1. None Requested</b></p> <p><u>Justification</u></p>		
<p><b>2.</b></p> <p><u>Justification</u></p>		
<p><b>3.</b></p> <p><u>Justification</u></p>		
<p><b>4.</b></p> <p><u>Justification</u></p>		
<p><b>5.</b></p> <p><u>Justification</u></p>		
<p><b>6.</b></p> <p><u>Justification</u></p>		

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

\*\* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

---

<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

**12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets**

**\*\* For immediate hazards, contact your supervisor \*\***

<p><b>List Other Needs that do not fit elsewhere.</b> Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. The WEQ area needs an emergency alert system in the event of a campus wide emergency. The loud speaker system located in the central area of campus cannot be heard in the WEQ area. <b>Justification:</b> Improved campus safety for students and college employees.</p>	??	?	?	EMP 7
<p>2. <u>Justification</u></p>				
<p>3. <u>Justification</u></p>				
<p>4. <u>Justification</u></p>				
<p>5. <u>Justification</u></p>				
<p>6. <u>Justification</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

---

5 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

# Norco College – Program Review Committee

Spring 2015

## Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

<b>5. Long term goals identified, activities and timeline stated</b>	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
<b>6. Long term goals aligned to mission and EMP</b>	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>7. Course Outline of Record section is completed</b>	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
<b>8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
<b>Column scores</b>				
(If no programs of study are applicable, do not average in points from item #3)				

Additional comments:

## II. Comprehensive Program Review Assessment Update

**Purpose** –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

### Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
KIN 4	I	<b>Project</b> - Create a diet log using the My Plate website	To address more <u>complex issues</u> where the depth of understanding is better attained through a <u>learning process</u> .
KIN 10	I	<b>Exam/Quiz</b> - Embedded test questions in the cumulative final exam	Utilizing questions during a <u>cumulative final</u> is an ideal way to assess <u>retention</u> of key concepts related to SLO's.
KIN 16	I	<b>Project</b> - The students will identify injury pathology	To address more <u>complex issues</u> where the depth of understanding is better attained through a <u>learning process</u> . In this particular case, designing PowerPoint presentations and group work was involved.
KIN 30	I	<b>Performance</b> - Testing requirements for First Aid and CPR practicum tests	Performance assessments are utilized where comprehension and application of skills must be physically <u>demonstrated</u> in order to fulfill the requirements of specific SLO's.

KIN 36	I	<b><u>Project</u></b> – Utilized myplate.gov and performed an interpretation of results.	To address more <u>complex issues</u> where the depth of understanding is better attained through a <u>learning process</u> . In this particular case, students utilized myplate.gov to perform a nutrient analysis to determine nutrient intakes and acquire an understanding of the energy balance equation as it applies to weight change.
KIN 38	I	<b><u>Project/use of Rubric</u></b> – Development of relaxation techniques	To address more <u>complex issues</u> where the depth of understanding is better attained through a <u>learning process</u> . In this particular case, students were asked to complete a 30 day home practice and provide extensive feedback on daily practice.
KIN A40	I	<b><u>Performance</u></b> – execution of warm-up exercises with confidence and ease of performance.  <b><u>Exam/Midterm</u></b> – knowledge of Asian culture	Performance assessments are utilized where comprehension and application of skills must be physically <u>demonstrated</u> in order to fulfill the requirements of specific SLO's.  Written exams are utilized to assess knowledge acquisition.
KIN A41	I	<b><u>Performance</u></b> - Students' abilities to effectively demonstrate the basic and intermediate skills of self defense  <b><u>Exam</u></b>	Performance assessments are utilized where comprehension and application of skills must be physically <u>demonstrated</u> in order to fulfill the requirements of specific SLO's.  Written exams are utilized to assess knowledge acquisition.
KIN A46	I	<b><u>Survey</u></b> – developing awareness of most beneficial relaxation techniques.  <b><u>Performance</u></b> – body alignment	Surveys are used to enhance self-awareness with regard to SLO's that require students assess techniques most appropriate for personal needs.  Performance assessments are utilized where comprehension and application of skills must be physically <u>demonstrated</u> in order to fulfill the requirements of specific SLO's.
KIN A47	I	<b><u>Survey</u></b> – developing awareness of most beneficial meditation techniques.	Surveys are used to enhance self-awareness with regard to SLO's that require students assess techniques most appropriate for personal needs.

KIN A75A	I	<b>Performance</b> – demonstration of improved cardiorespiratory endurance	Performance assessments are utilized where comprehension and application of skills must be physically <u>demonstrated</u> in order to fulfill the requirements of specific SLO's.
KIN A75B	I	<b>Exam/Quiz</b> – Pre/Post knowledge assessment – understanding energy costs associated with exercise	Written exams are utilized to assess knowledge acquisition. A pre/post assessment may be utilized to determine baseline knowledge in order to adjust instruction and methodology to ensure knowledge acquisition.
KIN A81A	I	<b>Performance</b> – Pre/Post assessment	Performance assessments are utilized where comprehension and application of skills must be physically <u>demonstrated</u> in order to fulfill the requirements of specific SLO's. In the case of pre/post performance assessments, students have the opportunity to demonstrate improvements made throughout the semester of activity/training.

- b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment  Yes or No
<b>KIN 4</b>	The textbook used in the course was updated, so all PowerPoints, exams, and worksheets were updated as well. Response devices imbedded questions were modified and more efficiently utilized throughout each lecture.	Success and retention rates have remained above department and college levels suggesting that the modified course materials have been effective.	Yes
<b>KIN 36</b>	Creation of worksheets, an increase in class-time devoted to the acquisition of the concepts assessed. An increase in number of clicker questions utilized to assess degree of student understanding of this concept.	A follow-up assessment has not been performed to assess the impact of these changes. However, through the evaluation of the projects, the instructor has noted that overall percentages have improved on both the project and specific test questions.	Yes
<b>KIN 38</b>	Project that was assessed has been changed to provide more relevancy to the individual student.	Project change...no follow up.	Yes

- c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

**External Variables**

Course/Program	External Variables that supported or deterred from increasing student success
KIN 4/Kinesiology	The college currently does not have a lab space suitable for demonstrating the preparation of healthy diets. This has caused the lecture content to rely on verbal descriptions rather than being able to incorporate hands-on learning activities, which are generally believed to be better at fostering student retention of materials presented.

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student’s ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

Kinesiology lecture classes tend to be fairly large, usually with more than 30 students, sometimes as many as 90+. Clickers or response devices were instituted in some of the classes with success. The devices appear to increase student attendance, success, and retention. The devices are wireless giving the instructor the freedom to move around the room which more effectively engages the students.

- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

The addition of another full-time faculty member would be the most valuable resource we could receive in terms of improving the planning and conducting of assessment. Kinesiology has 28 different courses listed in the Norco College course catalog. Twenty-two of the 28 courses are regularly offered during the academic school year. We currently have two full-timers, yet one teaches a significant portion of their load within Health Science. One of our full-time faculty members regularly teaches four of the 22 courses. The second full-time faculty member regularly teaches one of the 22 courses. We are very dependent upon our associate faculty in terms of adequately meeting assessment requirements.

It might also be helpful to receive clarification on “closing the loop”. In the case of many of our assessments, significant success rates were achieved or a bench-mark was met. Therefore, we tend not to “close the loop” because the results seem to indicate that successful instruction has occurred.

NAC has provided very thorough documents (via print and email) that have helped our discipline navigate both TracDat and the assessment process. We have also experienced NAC as being very responsive to questions via email or in person. One Associate Faculty member has commented on how helpful the TracDat training experience was for her.

## Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each course and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop- closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
KIN 4	1	None listed in TracDat	0 89% return rate; 95% average on project	1
KIN 10	1	None listed in TracDat	0 Average exam score was 82.81	1
KIN 16	2	None listed in TracDat	0 100% student understanding/comprehension	2
KIN 29	This class has not been offered in the past 4 years. However, we do anticipate adding this to our class schedule especially because of the reorganization within Athletics.	N/A	N/A	N/A
KIN 30	1	None listed in TracDat	0 99% Pass Rate on CPR/First Aid Certification Requirements	1
KIN 35	0 This class has only been offered one time in the	None listed in TracDat	N/A	0

	past four years (Fall 2016)			
KIN 36	1	<i>None listed in TracDat</i>	0 Follow-up would be beneficial as changes have been made regarding instruction (see section 1b)	1
KIN 38	1	<i>None listed in TracDat</i>	Since this assessment, the project has been changed to better address student needs (see section 1b)	1
KIN A03	This class has not yet been offered at Norco College.	N/A	N/A	N/A
KIN A20	This class has not been offered in the past four years at Norco College. We are attempting to hold all classes on campus, yet we are keeping this in the course catalog in the event that it becomes necessary to once again offer the class (for example: when our ADT is approved)	N/A	N/A	N/A
KIN A21	This class has not been offered in the past four years at Norco College. We are attempting to hold all classes on campus, yet we are keeping this in the course catalog in the event that it becomes necessary to once again offer the class (for example: when our ADT is approved)	N/A	N/A	N/A

KIN A40	5	<i>None listed in TracDat</i>	Benchmarks were met on all assessments	5
KIN A41	6	<i>None listed in TracDat</i>	Benchmarks were met on all assessments	6
KIN A46	2	<i>None listed in TracDat</i>	Benchmark was met on one assessment; final results not entered on one SLO assessment	2
KIN A47	2	<i>None listed in TracDat</i>	Results not entered for either SLO assessment	2
KIN A55	This course has not yet been offered at Norco College, however it is necessary to keep it in our course catalog as it will be an offering in the ADT.	N/A	N/A	N/A
KIN A64	0	N/A	N/A	0
KIN A75A	2	1	1	4
KIN A75B	1	<i>None listed in TracDat</i>	Benchmark Met	1
KIN A77A	This course is not listed in TracDat. A77 is listed, however curriculum has been updated to include A77A, A77B, and A77C (beginning, intermediate. And advanced.	N/A	N/A	N/A
KIN A77B	This course is not listed in TracDat. A77 is listed, however curriculum has been updated to include A77A, A77B, and A77C (beginning, intermediate. And advanced.	N/A	N/A	N/A
KIN A77C	This course is not listed in TracDat. A77 is	N/A	N/A	N/A

	listed, however curriculum has been updated to include A77A, A77B, and A77C (beginning, intermediate. And advanced.			
KIN A81A	KIN A81 was assessed (1 SL0), however curriculum has been updated to KIN A81A and KIN A81B (Beginning and Intermediate). These updates are not listed in TracDat.	N/A	N/A	N/A
KIN A 81B	KIN A81 was assessed (1 SL0), however curriculum has been updated to KIN A81A and KIN A81B (Beginning and Intermediate). These updates are not listed in TracDat.	N/A	N/A	N/A
KIN A83	0	0	0	0
KIN V10	0	0	0	0
KIN V25	0	0	0	0
KIN V95	0	0	0	0

**Section 3: Plan for Assessment**

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

### Kinesiology Course Assessment Plan by Semester

Course to be Assessed with SLO's		Fall Semester	Spring Semester
COURSE: KIN 4 Nutrition		X	
SLO 1	Identify the six classes of nutrients and determine which are energy-yielding nutrients.		
SLO 2	Identify common food sources for the different classes of nutrients.		
SLO 3	Assess the arguments for and against vitamin and mineral supplementation.		
SLO 4	Apply the principles of nutrition to plan a healthy diet and maintain a healthy activity level.		
SLO 5	Analyze their diets and create and design a plan of action for improving their diets and eating habits.		
SLO 6	Explain the Food Guide Pyramid		
COURSE: KIN 10 Introduction to Kinesiology		X	
SLO 1	Investigate the history of sport and compare and contrast its influence on modern physical education programs.		

SLO 2	Differentiate between the areas of emphasis within the Physical Education or Kinesiology discipline.		
SLO 3	Analyze and evaluate the foundation research in exercise physiology as it pertains to present practices in physical fitness and sport.		
SLO 4	Develop a philosophy of physical education and sport and defend your position.		
SLO 5	Identify and investigate the career opportunities within the discipline of Physical Education or Kinesiology.		
COURSE: KIN 16 Introduction to Athletic Training			X
SLO 1	Analyze the history, ethics, liability involved in the athletic training field.		
SLO 2	Support the need for professional development and continuing education requirements for athletic trainers.		
SLO 3	Discuss the role that anatomy, biomechanics, physiology, and psychology play in athletic injury management.		
SLO 4	Compare and contrast the indications and contraindications for certain therapeutic modalities.		
SLO 5	Assess specific athletic injury situations.		
SLO 6	Demonstrate basic prophylactic taping, wrapping, and bracing skills necessary for injury prevention for the major body areas.		
COURSE: KIN 29 Soccer Theory			X
SLO 1	Evaluate various defensive systems used in youth soccer teams, high schools and colleges.		
SLO 2	Evaluate several offensive systems used in youth soccer teams, high schools, and colleges.		
SLO 3	Prepare a practice schedule and goals.		
SLO 4	Design a strategy or game plan.		
SLO 5	Explain scouting techniques and rules.		
SLO 6	Demonstrate positive teaching and coaching techniques using good communication skills.		
SLO 7	Assess techniques for player evaluation.		
SLO 8	Compare the rules of soccer used by different organizations.		
COURSE: KIN 30 First Aid and CPR			X

SLO 1	Assess victims of injury and medical emergencies, and apply the emergency action plan for citizen responders: check the scene and victim, call 911, and initiate proper care for the victim			
SLO 2	Evaluate their lifestyles for health and safety concerns and set personal goals for achieving a safe and healthful lifestyle.			
SLO 3	Demonstrate bandaging and splinting techniques for the care of wounds, burns, sprains, dislocations and fractures; apply the techniques used for the prevention and treatment of shock; and demonstrate emergency rescue moves only when necessary.			
SLO 4	During simulated scenarios using manikins, demonstrate cardiopulmonary resuscitation and the use of an Automated External Defibrillator (AED), and care for breathing emergencies on adults, children and infants using correct procedures and techniques according to the American Heart Association ECC 2005 guidelines for BLS for Healthcare Providers			
SLO 5	Describe the signs and symptoms associated with common medical emergencies and explain the first aid care that is needed in various scenarios.			
COURSE: KIN 35 Foundation for Fitness and Wellness			X	
SLO 1	Define the components of physical fitness as it relates to a wellness program			
SLO 2	Describe and apply an understanding of the relationship of nutrition and exercise to weight management			
SLO 3	Assess the negative effects of unmanaged stress, substance abuse, sexually transmitted disease and cancer to overall wellness			
SLO 4	Evaluate a physically active lifestyle as a method of maintaining and improving fitness, wellness, and the overall quality of life			
SLO 5	Design and practice a plan for the maintenance and improvement of physical fitness and wellness			
COURSE: KIN 36 Wellness: Lifestyle choices				X
SLO 1	Analyze the seven dimensions of wellness and identify how they are both dynamic and inter-related			
SLO 2	Describe personal “triggers” for feelings of stress and employ strategies for living more harmoniously			
SLO 3	Demonstrate an increased level of self-awareness regarding one’s choices, behaviors, thinking patterns, and beliefs and how these impact their quality of life			
SLO 4	Identify lifestyle improvement goals and design corresponding courses of action			

SLO 5	Assess the quality of his or her personal health care coverage and identify additional health care options			
SLO 6	Practice problem solving techniques with regard to resolving addictive patterns and behaviors			
SLO 7	Compare the connection between food choices and the opportunity for optimal health and wellness			
COURSE: KIN 38				X
SLO 1	Analyze and critique the various triggers related to feelings of distress			
SLO 2	Describe the physiological responses associated with distress			
SLO 3	Execute various coping strategies and relaxation techniques for managing distress			
SLO 4	Synthesize knowledge gained, the practice of coping strategies, and relaxation techniques for incorporation into one's lifestyle			
COURSE: KIN A3 Adaptive Kinesiology for Students with a Physical Disability				X
SLO 1	Utilize fitness principles and training guidelines to plan and practice an individualized flexibility, cardiovascular endurance and strength training program.			
SLO 2	Demonstrate proper technique and appropriate application of training guidelines to keep their workout sessions productive and free from preventable accidents.			
SLO 3	Monitor their individual fitness level using appropriate record keeping methods.			
SLO 4	Identify and relate how the performance of various exercises will result in physiological changes and improved physical interaction with their environment.			
COURSE: KIN A15 Beginning Bowling				X
SLO 1	Demonstrate improvements in the execution of fundamental skills including appropriate grip, approach and delivery.			
SLO 2	Interpret and demonstrate basic knowledge of bowling safety, use of equipment, rules, scoring, and etiquette related to the sport of bowling.			
SLO 3	Apply acquired knowledge of safety, rules, etiquette, and scoring through participation in a class league play experience.			
COURSE: KIN A16 Intermediate Bowling				X
SLO 1	Describe and demonstrate various systems of spare conversion.			
SLO 2	Analyze lane conditions and their effect on ball roll and tracking.			
SLO 3	Analyze and perform self-corrections of common errors related to the approach and delivery.			

SLO 4	Describe and demonstrate the basic mechanics of the hook delivery.			
SLO 5	Employ skills and knowledge through participation in league play.			
COURSE: KIN A20 Beginning Golf			X	
SLO 1	Demonstrate basic golf techniques and skills.			
SLO 2	Understand the underlying rationale for golf etiquette and be able to apply the rules of golf during play.			
SLO 3	Evaluate the opportunities and benefits which are available through lifetime participation in golf.			
COURSE: KIN A21 Intermediate Golf			X	
SLO 1	Demonstrate course management strategies to improve scoring opportunities			
SLO 2	Develop and demonstrate consistency in shaping the ball flight through swing manipulation in order to improve overall golf performance in a variety of situations.			
SLO 3	Understand and apply the situational rules of golf in order to correctly apply the rules in match situations.			
COURSE: KIN A40 Beginning Karate			X	
SLO 1	Demonstrate the basic skills in stretching and warm-up exercises and explain their function as it relates to exercise.			
SLO 2	Demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking, and kicking.			
SLO 3	Evaluate the level of force that is appropriate in the application and responsibility of using karate as a self-defense.			
SLO 4	Evaluate and justify criteria for aesthetic judgments.			
SLO 5	Recognize and assess Asian culture development and its contribution to martial arts.			
COURSE: KIN A41 Intermediate Karate			X	
SLO 1	Demonstrate the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking.			
SLO 2	Demonstrate and practice stretching and warm-up exercises and understand their function as it relates to exercise.			
SLO 3	Evaluate the level of force that is appropriate in the application and responsibility of using karate as a self-defense.			
SLO 4	Practice methods of avoiding, appraising and responding to physical confrontation.			
SLO 5	Evaluate and justify criteria for aesthetic judgments.			

SLO 6	Recognize and assess Asian cultural development and its contribution to martial arts.			
COURSE: KIN A46 Yoga, Beginning				X
SLO 1	Explain and practice hatha yoga breathing techniques.			
SLO 2	Design and demonstrate a sequence of beginning level hatha yoga postures appropriate for a personal yoga practice.			
SLO 3	Practice several relaxation and meditation techniques and evaluate which techniques are appropriate for their personal needs.			
SLO 4	Interpret information for understanding Western and yogic nutritional concepts.			
SLO 5	Apply safety precautions and correct body alignment while demonstrating beginning level hatha yoga postures.			
COURSE: KIN A47 Yoga, Intermediate				X
SLO 1	Design and demonstrate a sequence of intermediate level hatha yoga postures using correct body alignment, breathing techniques and safety precautions.			
SLO 2	Practice correct breathing techniques and apply exercises to develop mental concentration.			
SLO 3	Practice several relaxation and intermediate level meditation techniques and evaluate which techniques are appropriate for their personal needs.			
SLO 4	Examine the philosophy of yoga.			
SLO 5	Set personal goals and strategies to improve their physical and mental health through practicing hatha yoga.			
COURSE: A55 Slow Pitch Softball				X
SLO 1	Execute skills and drills in a safe manner to avoid preventable accidents.			
SLO 2	Analyze and evaluate basic slow pitch softball skills and techniques.			
SLO 3	Perform in accordance with the rules and strategy of the game.			
SLO 4	Develop the skills necessary to participate in recreational slow pitch softball leagues.			
COURSE: A63 Ultimate Frisbee				X
SLO 1	Demonstrate the fundamental throwing and catching skills of Ultimate Frisbee;			
SLO 2	Explain the rules and strategies of Ultimate Frisbee;			
SLO 3	Practice and apply specific offensive and defensive strategic formations and maneuvers;			
SLO 4	Identify and practice conditioning activities that meet the demands of health and skill related fitness;			
SLO 5	Appraise group teamwork in applying defensive and offensive techniques;			

SLO 6	Demonstrate freestyle techniques of Frisbee.			
COURSE: KIN A64 Soccer				X
SLO 1	Demonstrate soccer-related dexterity and agility of the legs, feet, neck and head necessary for successful soccer participation.			
SLO 2	Recognize, develop, and apply physical stamina and speed congruent with soccer game situations.			
SLO 3	Analyze individual offensive and defensive strategies necessary for various soccer game situations and apply appropriate strategies.			
SLO 4	Set personal goals and evaluate physical conditioning and injury prevention strategies to be incorporated throughout a soccer season.			
COURSE: KIN A75 Walking for Fitness				X
SLO 1	Set personal fitness goals to improve levels of cardiorespiratory endurance through walking.			
SLO 2	Analyze and improve the technique of power walking.			
SLO 3	Identify and describe the components of health related fitness.			
SLO 4	Apply behavior modification techniques to make positive lifestyle changes concerning good nutrition and healthy eating habits.			
SLO 5	Apply safety procedures and proper techniques for stretching, warm-up and cool down.			
COURSE: KIN A77 Jogging for Fitness				X
SLO 1	Perform stretching, warm-up, and safety procedures to keep their experience free from injuries and preventable accidents.			
SLO 2	Set personal fitness goals and apply physical fitness concepts and the cardiovascular aspects of jogging in practicing a personal jogging plan for overall fitness.			
SLO 3	Analyze and apply proper running form techniques.			
COURSE: KIN A81 Foundations of Fitness				X
SLO 1	Utilize fitness principles and training guidelines to plan and practice an individualized cardiovascular endurance, strength training, and flexibility program.			
SLO 2	Monitor their individual fitness level using appropriate record keeping methods.			
SLO 3	Demonstrate proper technique and appropriate application of training guidelines to keep workout sessions productive and free from preventable accidents.			
SLO 4	Identify and measure how the performance of various exercises will result in physiological changes.			

SLO 5	Analyze how cardiovascular endurance, strength and flexibility assessments are interpreted and what impact they have on their health and well-being.			
COURSE: KIN A83 Kickboxing Aerobics			X	
SLO 1	Practice and demonstrate proper body alignment, footwork, safety procedures and pulse monitoring for kickboxing aerobics.			
SLO 2	Identify all major muscle groups important to proper body alignment and form to the performance of kickboxing aerobics.			
SLO 3	Demonstrate proper form for basic weight training exercises that are necessary to the performance of kickboxing aerobics to prevent injuries.			
SLO 4	Create and apply a personal dietary plan based on a personalized USDA pyramid.			
SLO 5	Participate and evaluate the difference between pre-testing and post-testing of muscular strength and endurance, flexibility, abdominal strength and cardiovascular endurance.			
COURSE: KIN A95 Out-of-Season Varsity Sport Conditioning				X
SLO 1	Analyze and design a sport specific personal weight training and conditioning program.			
SLO 2	Identify the major muscle groups and their movement functions.			
SLO 3	Demonstrate sport specific strength training techniques.			
SLO 4	Demonstrate sport specific conditioning and agility techniques			
SLO 5	Identify proper nutrition strategies to assist students in achieving their training goals.			
COURSE: KIN V10 Varsity Men's Soccer			X	
SLO 1	Demonstrate advanced offensive and defensive skills and techniques in soccer.			
SLO 2	Demonstrate the physical strength and endurance needed for competition in intercollegiate varsity soccer.			
SLO 3	Apply advanced team concepts for offense and defense.			
SLO 4	Demonstrate team cooperation and leadership skills.			
SLO 5	Analyze opponents' strategies and react appropriately during competition.			
COURSE: KIN V25 Varsity Women's Soccer			X	
SLO 1	Demonstrate advanced offensive and defensive skills and techniques in soccer.			
SLO 2	Demonstrate the physical strength and endurance needed for competition in intercollegiate varsity soccer.			
SLO 3	Apply advanced team concepts for offense and defense.			
SLO 4	Demonstrate team cooperation and leadership skills.			

SLO 5	Analyze opponents' strategies and react appropriately during competition.		
-------	---------------------------------------------------------------------------	--	--

**Please note: The course offerings listed in TracDat need to be updated to accurately reflect what is listed in the course catalog.  
Thank- you so much.**

## Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: \_\_\_\_\_

Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Section 1</b> <ul style="list-style-type: none"> <li>• Modes of assessment &amp; reasoning _____</li> <li>• Changes Made to courses _____</li> <li>• Success indicators _____</li> <li>• Teaching approaches _____</li> <li>• Resources _____</li> </ul>	No attempt made to provide responses to any of the questions (1-4)	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development	
	0	1	2	3	
<b>Section 2</b> <ul style="list-style-type: none"> <li>• # of initial, changes made, loop-closing activities for course and program</li> </ul>	Chart is blank	Does not include all courses or programs	/	All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate “nothing” or no assessment conducted)	
	0	1		3	
<b>Section 3</b> <b>Plan for assessment in the coming 4 years</b> <ul style="list-style-type: none"> <li>• Programs</li> <li>• Courses</li> <li>• SLOs</li> </ul>	No Plan provided	Does not include all Programs _____ Courses _____ SLOs _____	/	All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan	
	0	1		3	
<b>Column Totals</b>					