

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: Kinesiology

(If applicable) **Program or Certificate** N/A

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Beverly Wimer

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update

Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.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. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@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.

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 Annual Instructional Program Review Update

Unit: Kinesiology

Contact Person: Beverly Wimer

Date: March 13, 2016

Trends and Relevant Data

How does your unit support the mission of the College? 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.

1. The discipline of Kinesiology supports the mission of the college in the following ways:

- **By providing foundational skills in the area of self-development. In particular, foundational skills that are related to nutrition, wellness, stress management, personal fitness, prevention and treatment of injury, first aid, and the development of skill related components of fitness (coordination, balance, etc.).**
- **By offering opportunities to acquire transfer credits in the areas of Kinesiology, Exercise & Sport Science, Athletic Training.**
- **By offering opportunities to acquire transfer credits to non-major students in the area of Kinesiology.**
- **By offering the opportunity to acquire certification as an Emergency First Responder.**
- **Through welcoming and serving students of wide ranging diversity.**
- **By providing facilities that are utilized by the community (Soccer Field).**
- **By providing a fitness facility that offers the Norco College workforce an opportunity to experience inclusion while improving fitness and potentially reducing stress.**

2. **Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)**

- a. Has your unit shifted departments?
N/A
- b. Have any new certificates or complete programs been created by your unit?
We are anticipating that the KIN ADT approval process will be complete by the end of Spring 2016.
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.
N/A

3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

All discussion is provided in question #4

Kinesiology Data

OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	0.0%	0.0%	84.3%	90.7%	82.1%	91.8%	80.9%	91.5%	83.9%	91.5%
American Indian or Alaska Native	0.0%	0.0%	80.0%	100.0%	62.5%	75.0%	81.8%	81.8%	50.0%	75.0%
Asian	0.0%	0.0%	81.6%	88.8%	87.7%	92.6%	75.6%	86.2%	91.0%	95.9%
Black or African American	0.0%	0.0%	82.8%	86.6%	77.6%	89.1%	70.9%	87.8%	78.5%	93.5%
Hispanic/Latino	0.0%	0.0%	84.6%	91.6%	82.1%	92.0%	81.9%	92.6%	83.8%	91.7%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	72.7%	81.8%	66.7%	100.0%	100.0%	100.0%	75.0%	87.5%
Two or More Races	0.0%	0.0%	79.6%	83.3%	78.8%	90.4%	78.3%	86.7%	80.3%	88.7%
White	0.0%	0.0%	84.5%	90.9%	82.4%	92.1%	82.6%	92.0%	85.3%	90.2%
Non-Respondent	0.0%	0.0%	92.8%	95.2%	88.7%	91.9%	87.9%	93.9%	83.3%	91.7%
19 or less	0.0%	0.0%	85.0%	94.2%	83.0%	95.2%	76.8%	92.0%	81.3%	90.5%
20 to 24	0.0%	0.0%	84.2%	89.7%	80.8%	90.5%	82.5%	91.6%	85.1%	91.6%

25 to 29	0.0%	0.0%	84.2%	89.5%	82.9%	90.3%	80.9%	90.2%	83.2%	91.6%
30 to 34	0.0%	0.0%	80.7%	86.0%	81.9%	88.9%	83.1%	88.1%	90.9%	93.2%
35 to 39	0.0%	0.0%	81.0%	82.8%	89.4%	93.9%	95.6%	97.8%	87.5%	95.8%
40 to 49	0.0%	0.0%	84.3%	88.2%	82.7%	88.9%	79.2%	85.7%	78.8%	92.3%
50+	0.0%	0.0%	92.3%	92.3%	84.2%	89.5%	89.3%	96.4%	88.2%	94.1%
Female	0.0%	0.0%	84.4%	90.6%	83.0%	91.7%	82.6%	92.1%	85.7%	92.0%
Male	0.0%	0.0%	84.2%	91.0%	80.9%	92.1%	78.2%	90.5%	81.4%	90.9%
Non-Respondent	0.0%	0.0%	83.3%	91.7%	60.0%	60.0%	100.0%	100.0%	87.5%	87.5%

Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	0.0%	0.0%	84.9%	91.2%	83.1%	91.7%	81.1%	91.7%	83.9%	91.5%
American Indian or Alaska Native	0.0%	0.0%	77.8%	100.0%	66.7%	83.3%	88.9%	88.9%	50.0%	75.0%
Asian	0.0%	0.0%	82.6%	89.6%	89.1%	94.5%	74.8%	86.1%	91.0%	95.9%
Black or African American	0.0%	0.0%	84.4%	86.1%	79.0%	89.9%	71.5%	88.9%	78.5%	93.5%
Hispanic/Latino	0.0%	0.0%	84.8%	92.0%	83.0%	92.9%	81.9%	92.7%	83.8%	91.7%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	72.7%	81.8%	80.0%	100.0%	100.0%	100.0%	75.0%	87.5%

Two or More Races	0.0%	0.0%	80.8%	82.7%	79.6%	89.8%	78.5%	87.3%	80.3%	88.7%
White	0.0%	0.0%	85.4%	91.8%	82.7%	92.5%	83.4%	92.3%	85.3%	90.2%
Non-Respondent	0.0%	0.0%	93.4%	96.1%	90.0%	93.3%	87.1%	93.5%	83.3%	91.7%
19 or less	0.0%	0.0%	85.5%	94.5%	83.4%	95.4%	76.7%	92.2%	81.3%	90.5%
20 to 24	0.0%	0.0%	84.3%	90.1%	82.2%	91.5%	82.7%	91.8%	85.1%	91.6%
25 to 29	0.0%	0.0%	85.6%	90.6%	82.9%	90.9%	82.5%	90.4%	83.2%	91.6%
30 to 34	0.0%	0.0%	85.4%	87.5%	81.0%	88.9%	82.1%	87.5%	90.9%	93.2%
35 to 39	0.0%	0.0%	83.6%	85.5%	88.9%	92.6%	95.1%	97.6%	87.5%	95.8%
40 to 49	0.0%	0.0%	84.4%	87.8%	89.9%	92.8%	82.6%	88.4%	78.8%	92.3%
50+	0.0%	0.0%	92.0%	92.0%	84.4%	90.6%	89.3%	96.4%	88.2%	94.1%
Female	0.0%	0.0%	85.1%	91.1%	84.1%	92.7%	83.1%	92.5%	85.7%	92.0%
Male	0.0%	0.0%	84.7%	91.4%	81.6%	92.5%	78.1%	90.6%	81.4%	90.9%
Non-Respondent	0.0%	0.0%	83.3%	91.7%	75.0%	75.0%	100.0%	100.0%	87.5%	87.5%

HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	0.0%	0.0%	72.1%	80.2%	70.8%	85.9%	76.1%	85.9%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	50.0%	50.0%	50.0%	50.0%	0.0%	0.0%
Asian	0.0%	0.0%	62.5%	75.0%	75.0%	75.0%	87.5%	87.5%	0.0%	0.0%
Black or African American	0.0%	0.0%	66.7%	91.7%	66.7%	83.3%	50.0%	50.0%	0.0%	0.0%
Hispanic/Latino	0.0%	0.0%	76.9%	76.9%	66.7%	77.8%	79.5%	89.7%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	50.0%	100.0%	66.7%	100.0%	75.0%	75.0%	0.0%	0.0%
White	0.0%	0.0%	70.0%	76.7%	79.2%	88.7%	72.7%	87.9%	0.0%	0.0%
Non-Respondent	0.0%	0.0%	85.7%	85.7%	50.0%	50.0%	100.0%	100.0%	0.0%	0.0%
19 or less	0.0%	0.0%	33.3%	66.7%	66.7%	86.7%	81.8%	81.8%	0.0%	0.0%
20 to 24	0.0%	0.0%	81.0%	83.3%	64.3%	77.1%	79.6%	87.8%	0.0%	0.0%
25 to 29	0.0%	0.0%	69.2%	76.9%	83.3%	86.7%	64.7%	88.2%	0.0%	0.0%
30 to 34	0.0%	0.0%	55.6%	77.8%	88.9%	88.9%	100.0%	100.0%	0.0%	0.0%
35 to 39	0.0%	0.0%	33.3%	33.3%	91.7%	100.0%	100.0%	100.0%	0.0%	0.0%
40 to 49	0.0%	0.0%	83.3%	91.7%	41.7%	66.7%	50.0%	62.5%	0.0%	0.0%

50+	0.0%	0.0%	100.0%	100.0%	83.3%	83.3%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	71.9%	80.7%	72.1%	81.1%	72.9%	84.7%	0.0%	0.0%
Male	0.0%	0.0%	72.4%	79.3%	69.0%	85.7%	81.3%	87.5%	0.0%	0.0%
Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%

Norco College Efficiency

Term	Efficiency
Summer 2010	628.847
Fall 2010	673.930
Winter 2011	616.886
Spring 2011	654.611
Summer 2011	634.611
Fall 2011	628.986
Winter 2012	590.777
Spring 2012	632.099
Summer 2012	621.577
Fall 2012	655.979
Winter 2013	576.499
Spring 2013	629.599
Summer 2013	565.463
Fall 2013	632.917
Winter 2014	563.129
Spring 2014	597.476
Summer 2014	528.844
Fall 2014	606.031
Winter 2015	525.446
Spring 2015	566.331
Total	622.061

Kinesiology Efficiency

Term	Efficiency
Summer 2010	0.000
Fall 2010	0.000
Winter 2011	0.000
Spring 2011	0.000
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
Total	713.870

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

Side by Side Comparison – Overall College Data & Kinesiology

Overall College Data

Success 69.6 %
Retention 86.0 %

Overall Kinesiology Data

Success 83.9%
Retention 91.5%

Discussion

The discipline of Kinesiology demonstrated significantly higher success and retention than the overall college. We also experienced a 3% increase in success during the past calendar year. It is possible that our percentages are higher than overall college percentages because of the content of our courses. Within most, if not all, 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. Please see disaggregated data for further discussion.

Disaggregated by Ethnicity

<u>Ethnicity</u>	<u>Overall College</u>	<u>Kinesiology</u>
<u>American Indian or Alaska Native</u>		
Success	63.5	50.0
Retention	83.3	75.0
<u>Asian</u>		
Success	77.1	91.0
Retention	88.4	95.9
<u>Black or African American</u>		
Success	62.0	78.5
Retention	83.8	93.5
<u>Hispanic/Latino</u>		
Success	67.3	83.8
Retention	85.2	91.7

<u>Native Hawaiian or Other Pacific Islander</u>		
Success	68.8	75.0
Retention	87.2	87.5
<u>Two or More Races</u>		
Success	67.9	80.3
Retention	85.4	88.7
<u>White</u>		
Success	74.4	85.3
Retention	87.7	90.2
<u>Non-Respondent</u>		
Success	76.8	83.3
Retention	85.9	91.7

Discussion - Success by Ethnicity

With the exception of American Indians or Alaska Natives, success within the discipline of Kinesiology was higher than overall college data for the calendar year. Statistics (both overall and discipline) related to this ethnicity may not be reliable due to the small sample size.

With regard to success rates, Kinesiology mirrored the overall college data in terms of Asians & Whites having the higher success rates. Perhaps a key difference was with our Hispanic/Latino students. Overall college data identifies this group as ranking 5th in success, while they are the 3rd most successful group within the Kinesiology discipline. (Overall success rates for the Hispanic/Latino grouping are at 67.3%. However, within the discipline of Kinesiology this grouping holds an 83.8 success rate. African American students also enjoy a significantly higher success rate at 78.5%. Kinesiology provides unique opportunities for students in that there can be increased interaction with fellow classmates and more personal interaction with the instructors. The nature of activity classes is a prime environment for students to create relationships with fellow classmates who have the shared goal of college success. The interaction with instructors is also unique in that these classes lend themselves to what can be a more comfortable and less formal relationship-building experience with instructors. Perhaps these interactions encourage improved self-confidence and feelings of support for students.

Discussion – Retention by Ethnicity

With the exception of American Indians or Alaska Natives, retention within the discipline of Kinesiology was higher than that of the overall college. What is interesting to note is that retention rates for our Black/African American students is 9.7% higher than the overall college average. Those who identify as Hispanic/Latino enjoy 6.5% higher retention rates than the overall college average. Overall college data identifies these two groupings as having the lowest retention rates. Potential reasons for this data would be similar to that which is discussed in the above sections.

Disaggregated by Age

<u>AGE</u>	<u>Overall College</u>	<u>Kinesiology</u>
<u>19 or less</u>		
Success	68.5	81.3
Retention	88.1	90.5
<u>20-24</u>		
Success	68.8	85.1
Retention	84.9	91.6
<u>25-29</u>		
Success	70.2	83.2
Retention	84.4	91.6
<u>30-34</u>		
Success	74.7	90.9
Retention	85.5	93.2
<u>35-39</u>		
Success	75.8	87.5
Retention	86.4	95.8
<u>40-49</u>		
Success	75.6	78.8
Retention	85.8	92.3
<u>50+</u>		
Success	72.0	88.2
Retention	82.4	94.1

Discussion – Success & Retention by Age

When looking at data disaggregated by Age, success and retention for the discipline of Kinesiology is consistently higher than the overall college data. What is interesting to note is that when looking at age, retention data suggests that in all age-groupings Kinesiology is markedly higher than the overall college data. The potential reasons could very well be related to those discussed in previous sections. An additional reason might be that there is a tendency for our activity classes to provide an environment of mutual support. Students are often working in pairs and motivating one another. Therefore, students will often develop relationships between age groups.

Disaggregated by Gender

SEX	Overall College	Kinesiology
<u>Female</u>		
Success	70.8	85.7
Retention	86.1	92.0
<u>Male</u>		
Success	68.2	81.4
Retention	85.8	90.9
<u>Non-Respondent</u>		
Success	80.6	87.5
Retention	90.5	87.5

Gender – Discussion of Data

With the exception of retention for non-respondents, Kinesiology data demonstrates higher success and retention rates than the overall college data. The reasons stated in previous discussion are also relevant to this grouping.

* Please note that during the 2014-2015 calendar year, Kinesiology did not offer Hybrid or Online classes.

Discussion – Efficiency

Kinesiology efficiency data continues to be higher than that of the overall college. There has been a slight downward trend in the last calendar year that somewhat corresponds to the overall college trend. Perhaps this is due to an increase in course offerings which has resulted in slightly smaller classroom sizes. I view this change as a positive one in terms of the potential for improved instruction, opportunity to interact with instructors, and improved success and retention. Our efficiency rate continues to be exceptional at 713.87

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?

Resources Requested on Previous Program Review

1 - FT Kinesiology Instructor

We did not receive this resource and it has had a negative impact on our discipline. During the Fall Semester of 2015, of our 22 course offerings, only 7 or 31.8% were taught by a full-time faculty member. During the Spring Semester of 2016, of our 25 course offerings, only 7 or 28% were taught by full-time faculty. The absence of another full-time faculty member creates great difficulty in managing the workload of the discipline and professional responsibilities related to institutional service. It also greatly impacts the efforts being made to improve the quality of the discipline. And, perhaps most importantly, it limits the ever important interaction with students both in and outside of the classroom setting.

2 - Fitness Center Equipment Maintenance

As of April 19, 2016 we have not yet received this resource. However, it is my understanding that an attempt is being made to service what will probably be a portion of our fitness center equipment.

3 - Storage Shelves

As of March 26, 2016 we have not yet received this resource.

4 -Wall-Mounted fans for Fitness Center

As of April 19, 2016 we have not yet received this resource. However, it is my understanding that an attempt is being made to order this equipment.

5 - Bod Pod for assessment of Body Composition

We did not receive this resource. Providing students the opportunity to accurately assess body composition is a key component in most, if not all, of our Kinesiology courses. The assessment is valuable in terms of understanding one's overall health status. The opportunity to assess body composition also assists students in understanding concepts associated with determining healthy weight and achieving/maintaining healthy weight. Body Composition is one of the four health related components of fitness. It is the one component that we do not have the ability to accurately assess.

**5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)? **

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Complete KIN ADT	1- Complete approval process with any required entity not addressed during the Spring 2016 Semester. Activities related to this will involve communication with committee chairs and administrators.	Relationship to Mission Statement: Achieving this goal will help provide foundational skills and pathways to transfer, career and technical education, certificates and degrees. EMP – Goal 1	
Develop more depth within our pool of associate faculty.	1-Ask Human Resources to continue acceptance of applicants (the job description has been created and was published Fall 2015) 2-Continue to review new applicants and schedule interviews with qualified candidates.	Relationship to Mission Statement: Achieving this goal will help provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.. EMP – Goal 1	
Develop better storage solutions for instructional equipment	1-Determine the location in which equipment can be both safely stored and easily accessible to all instructors. 2- Determine best storage solutions (shelving, cabinets, etc.) 3- Resource Requests	Relationship to Mission Statement: This relates to providing students with foundational skills (equipment is a necessity in some courses). EMP – Goal 1	

<p>Improve aspects of the class schedule related to day, time, and location of class offerings.</p>	<p>1-Conduct discipline meetings to discuss creation of the class schedule. 2-Explore options that will promote improved student access. 3-Explore options that will decrease hardships related to equipment usage and transport. 4-Implement solutions 5-Assess the results of any changes that were made.</p>	<p>Relationship to Mission Statement: Achieving this goal will help provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.</p> <p>EMP – Goal 1; Goal 3</p>	
<p>Increase diversity of class offerings within the class schedule.</p>	<p>1 – Conduct discipline meetings to discuss creation of the class schedule. 2- Focused discussion on decision making criteria for multiple vs. single class offerings and introduction of new courses. 3-Implement solutions 4-Assess the results of any changes that were made.</p>	<p>Relationship to Mission Statement: Achieving this goal will help provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.</p> <p>EMP – Goal 1; Goal 3</p>	

**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.”*

Norco College Annual Instructional Program Review Update

Unit: Kinesiology
 Contact Person: Beverly Wimer
 Date: March 26, 2016

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Kinesiology	2	12
	* One full-time KIN Faculty currently teaches .6 (fall & spring Semesters) in Health Science.	

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS	.3	0

Unit Name: Kinesiology

7. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

List Staff Positions Needed for Academic Year <u>2016-2017</u> Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years requested	Annual TCP*
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See Next Page

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.

<p>1. FT Kinesiology Instructor</p> <p>The addition of a full time hire helps address and, in some cases, resolve four of the five goals as stated in #5.</p> <ul style="list-style-type: none"> ○ Develop more depth within our pool of associate faculty. ○ Complete KIN ADT ○ Improve aspects of the class schedule related to day, time, and location of class offerings. ○ Increase diversity of class offerings within the class schedule. <p>An additional full time instructor can provide instruction within the ADT and reduce the problems related to a lack of depth in associate faculty. The addition of one full-timer will also have a tremendously positive impact on student access and issues related to our class schedule.</p> <p>This request is directly related to EMP - Sections 1 & 3 and the College Mission Statement.</p> <p>Finally... as stated in item 4: During the Fall Semester of 2015, of our 22 course offerings, only 7 or <u>31.8% were taught by a full-time faculty member</u>. During the Spring Semester of 2016, of our 25 course offerings, only 7 or <u>28% were taught by full-time faculty</u>. The absence of another full-time faculty member creates great difficulty in managing the workload of the discipline and matters that are related to institutional service. It also greatly impacts the efforts being made to improve the overall quality of the discipline. With the addition of another full-time faculty member, student access to faculty mentoring will be greatly improved.</p>	N	Tenure Track Faculty	\$123,881.00
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* 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](#)

8. Equipment (including technology) Not Covered by Current Budget²

<p>List Equipment or Equipment Repair Needed for Academic Year Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
<p>1. Laptop Computer - Faculty Justification: Computer is no longer running efficiently. Running multiple programs results in computer “crashes” and “freezing-up”. Has previously been sent for repairs due to overheating.</p>	I	1	\$2000	1	\$2000	EMP 1 & 5
<p>2. Desktop Computer - Faculty Justification: Computer is no longer running efficiently.</p>	I	1	\$2000	1	\$2000	EMP 1 & 5
<p>3. WEQ 3 & Equipment Storage Solutions Justification: WEQ 3 is the primary classroom utilized by Kinesiology. We are in the process of reorganization to allow for the storage of equipment and improve the classroom learning environment. Currently, our equipment is very disorganized, dirty, and on the floor of old office spaces in WEQ 2. Our expensive CPR/First Aid Equipment is much more vulnerable to theft and breakage as it is currently stored. We are also having issues related to students and instructors moving equipment from one location to another, thus impeding upon instructional time. The following items will allow us to improve the classroom space and store equipment so that it is accessible to instructors & students. It</p>	I	1				EMP 1 & 5

² 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>will also greatly improve the learning environment by making the classroom much more flexible and accommodating to the various types of classes that utilize this room. Because of limited facilities, we are requesting the following items to improve the versatility of this classroom and allow for improved pedagogy.</p> <p>1 - New Seating Haskell Ethos Seating – Mobile Chair Desk with castors</p> <ul style="list-style-type: none"> We have not yet determined the number of chairs that would potentially fit in the WEQ 3 classroom. While this request is for 40 chairs, the number needed could be a bit less. <p>2 - Storage Cabinets for CPR/First Aid Manikins & supplies Item #: KC724824GS Caseworx Laminated Storage Cabinet with Locking Doors & 4 Adjustable Shelves 72" High x 48" Wide x 24" Deep</p> <p>3 - Computer Justification: The computer that is currently in WEQ 3 is extremely slow and currently requires about 15 minutes to perform the start-up.</p>			<p>338.69</p> <p>1,051.25</p> <p>2000</p>	<p>40</p> <p>3</p> <p>1</p>	<p>\$13,547.60</p> <p>\$3153.75</p> <p>\$2000</p>	
<p>4. Equipment for Athletic Training Classes Justification: 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>Quotes - 2016 MEDCO Sports Medicine Catalog 1-800-556-3326 (MEDCO)</p>	<p>I</p>	<p>1</p>				

30-Coach Athletic Tape (32044m)	I	1	73.55	30	\$2206.50	EMP 1&5
2-Pro-Trainer Foam Underwrap (92120)	I	1	48.95	2	\$97.90	EMP 1&5
1-Heel & lace Pads (28052M)	I	1	31.45	1	31.45	EMP 1&5
4-Econo-Wrap - LF Elastic Bandage (36350C) 14.75	I	1	14.75	4	\$59.00	EMP 1&5
4-Econo-Wrap - LF Elastic Bandage (36360C) 19.15	I	1	19.15	4	\$76.60	EMP 1&5
10-Lightplast Pro (84791) 81.95	I	1	81.95	10	\$819.50	EMP 1&5
1-Classic Treatment table w/adjustable back (6901) 1000	I	1	1000.00	1	\$1000.00	EMP 1&5
5. Fitness Center Equipment Maintenance						
Justification: 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. Quote Provided by: Coast Fitness - 12152 Severn Way Riverside Ca. 92503 Phone: (951) 736-7406 Fax: (951) 736-9662 (Charles Greening)						
	I	4	\$650	4 visits per year	\$2600	EMP 1, 5, & 7
6. Yoga Straps http://www.yogaaccessories.com						
Justification: 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.						
7. Yoga Blocks http://www.yogaaccessories.com						
Justification: 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.						
	I	1	9.00	60	\$540	EMP 1&5

<p>8. Softball Equipment</p> <p>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</p> <p>Champro Molded Base Set (3 bases, anchor mounts & plugs)</p> <p>Schutt 4-Way Pitchers Plate - 100</p> <p>Schutt Universal Home Plate (includes anchor and base plug)</p> <p>Dudley ASA Thunder Hycon ZN Slow Pitch Softballs - 12 inch/yellow</p> <p>Catcher's Mask/Helmet</p> <p>Chest Protector</p> <p>Shin Guards</p> <p>Bats \$150 each</p>	I	1				EMP 1&5
			150	1	\$150	
			100	1	\$100	
			160	1	\$160	
			70.00/ dozen	10	\$700	
			80.00	2	\$160	
			90.00	2	\$180	
			90.00	2	\$180	
			150.00	4	\$600	

<p>9. Bod Pod Justification: The Bod Pod offers students the opportunity to accurately assess body composition. Providing students with this opportunity is a key component in most, if not all, of our Kinesiology courses. The assessment is valuable in terms of understanding one's health status, concepts associated with determining healthy weight, and achieving/maintaining healthy weight. Body Composition is one of the four health related components of fitness. It is the one component that we do not have the ability to accurately assess.</p>	I	4	20,000	1	\$20,000	
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* 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](#).

9. Professional or Organizational Development Needs Not Covered by Current Budget*³

List Professional Development Needs for Academic Year _____ . 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.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. N/A <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				
6. <u>Justification:</u>				

*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.

Rubric for Annual 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. Retention, success, and efficiency rates have been identified and reflected upon.	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual 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
6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.	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	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in ***fall 2014 - spring 2015***. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields	SLOs with Changes Made to course	Plan for completing identified Changes	SLOs not needing Changes (assumed loop-closed)	SLOs involved in Loop-Closing assessment
	Indicate which specific SLOs were assessed in the identified course		Yes or No	Identify which SLOs for had Changes Made identified, & simple reasoning	Identify semester & basic plan of action	Provide clear reasoning as to why loop closed	Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
KIN 10	SLO – 1	SP 2015	Yes	N/A	N/A	N/A	N/A

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:
 Initial assessment for GE PLO Information Competency and Technology Literacy
 Closing Loop for GE PLO Self Development and Global Awareness
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
N/A	N/A	N/A	N/A

- b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
N/A	N/A	N/A	N/A

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made	Impact of changes on student learning, engagement, and/or teaching
	Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	
	No Changes were made. During Fall 2014 & Spring 2015, one course was assessed. It was an initial assessment	

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
N/A		

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

The Assessment for KIN 10 was not shared within the discipline. Future plans include the addition of “Assessment Update & Discussion” as an agenda item in all future discipline meetings.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources	Assessment	Reasoning
State the resources identified to support student learning and/or faculty development	Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Briefly explain what you learned in the assessment that indicates the resource might be beneficial
N/A		

7. What additional support, training, etc. do you need in the coming year regarding assessment.

It could be helpful to have a representative of the assessment committee in attendance at our first discipline meeting in Fall 2016. Approximately 70% of our sections offered are taught by associate faculty. This can create challenges with regard to ensuring that all Associate Faculty have an understanding of the assessment process and professional responsibilities. It might also be helpful if a member of the assessment committee could perform a tutorial during a discipline related flex day.

Assessment: Course Four Column

Discipline - KIN

KIN-10: Introduction to Kinesiology

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Identify the basic concepts of Kinesiology SLO Status: Active Approval Date: 09/19/2013</p>	<p>Exam/Quiz - Embedded Questions Tied to SLOs - Embedded test questions in the cumulative final exam</p>	<p>Semester Assessed: 2014-15 (Spring 2015) Benchmark Met: N/A the final average for the class was 82.81. 2/3rds of the class did well. 3 subfields proved to be more difficult, exercise physiology, biomechanics and motor control. (06/11/2015) Related Documents: KIN 10.pdf</p>	
<p>SLO 2 - Describe the historical, ethical and philosophical foundations of Kinesiology SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Analyze the relationship between performance in the movement forms of sport, dance and exercise. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Identify the fundamental concepts of basic movements.</p>			

SLO Status: Active

Approval Date: 09/19/2013

SLO 5 - Investigate and identify the pathways and requirements for career opportunities.

SLO Status: Active

2016

SLOs	Assessment Methods	Results	Changes Made
Approval Date: 09/19/2013			
<p>SLO 1 Previous - Investigate the history of sport and compare and contrast its influence on modern physical education programs. SLO Status: Inactive Inactive Date: 10/03/2014</p>			
<p>SLO 2 Previous - Differentiate between the areas of emphasis within the Physical Education or Kinesiology discipline. SLO Status: Inactive Approval Date: 10/03/2014</p>			
<p>SLO 3 Previous - Analyze and evaluate the foundation research in exercise physiology as it pertains to present practices in physical fitness and sport. SLO Status: Inactive Approval Date: 10/03/2014</p>			
<p>SLO 4 Previous - Develop a philosophy of physical education and sport and defend your position. SLO Status: Inactive Inactive Date: 10/03/2014</p>			
<p>SLO 5 Previous - Identify and investigate the career opportunities within the discipline of Physical Education or Kinesiology. SLO Status: Inactive Inactive Date: 10/03/2014</p>			

2016

KIN-16: Introduction to Athletic Training

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Analyze the history, ethics, liability involved in the athletic training field. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Support the need for professional development and continuing education requirements for athletic trainers. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Project - The students will identify injury pathology</p>		
<p>SLO 3 - Discuss the role that anatomy, biomechanics, physiology, and psychology play in athletic injury management. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Compare and contrast the indications and contraindications for certain therapeutic modalities. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Assess specific athletic injury situations. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Written Assignment - Students will access a specific athletic injury situation</p>		

SLO 6 - Demonstrate basic prophylactic taping, wrapping, and bracing skills necessary for injury prevention for the major body areas.

SLO Status: Active

Approval Date: 09/19/2013

2016

KIN-21A: Athletic Training Applications A

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate a working knowledge of emergency protocol for an athletic emergency situation. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Understand and demonstrate the ability to perform the following basic tape jobs/wraps: wrist, fingers, ankle, thumb, quadriceps, hamstrings and groin. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Apply and understand the basic knowledge and application surrounding modalities that are used in the athletic training facility (ultrasound, ice, heat, and electrical stimulation). SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Identify and effectively treat various types of wounds and blisters. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Demonstrate the preparedness of an athletic event based on an athletic trainer's point of view. SLO Status: Active Approval Date: 09/19/2013</p>			

2016

KIN-29:Soccer Theory

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Evaluate offensive and defensive systems used in youth, high school, college, and professional soccer teams. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Design integrative strategic practice, training, and game plans. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Apply scouting techniques and recruiting etiquette. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Assess techniques and strategies for positive teaching and coaching techniques and player evaluation. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Compare the rules of soccer used by different organizations. SLO Status: Active Approval Date: 09/19/2013</p>			

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KIN-30:First Aid and CPR

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>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 Status: Active Approval Date: 09/19/2013</p>	<p>Performance - Testing requirements for First Aid and CPR practicum tests</p>		
<p>SLO 2 - Evaluate their lifestyles for health and safety concerns and set personal goals for achieving a safe and healthful lifestyle. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>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 Status: Active Approval Date: 09/19/2013</p>			

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 ECC2005 guidelines for BLS for Healthcare Providers;

SLO Status: Active

Approval Date: 09/19/2013

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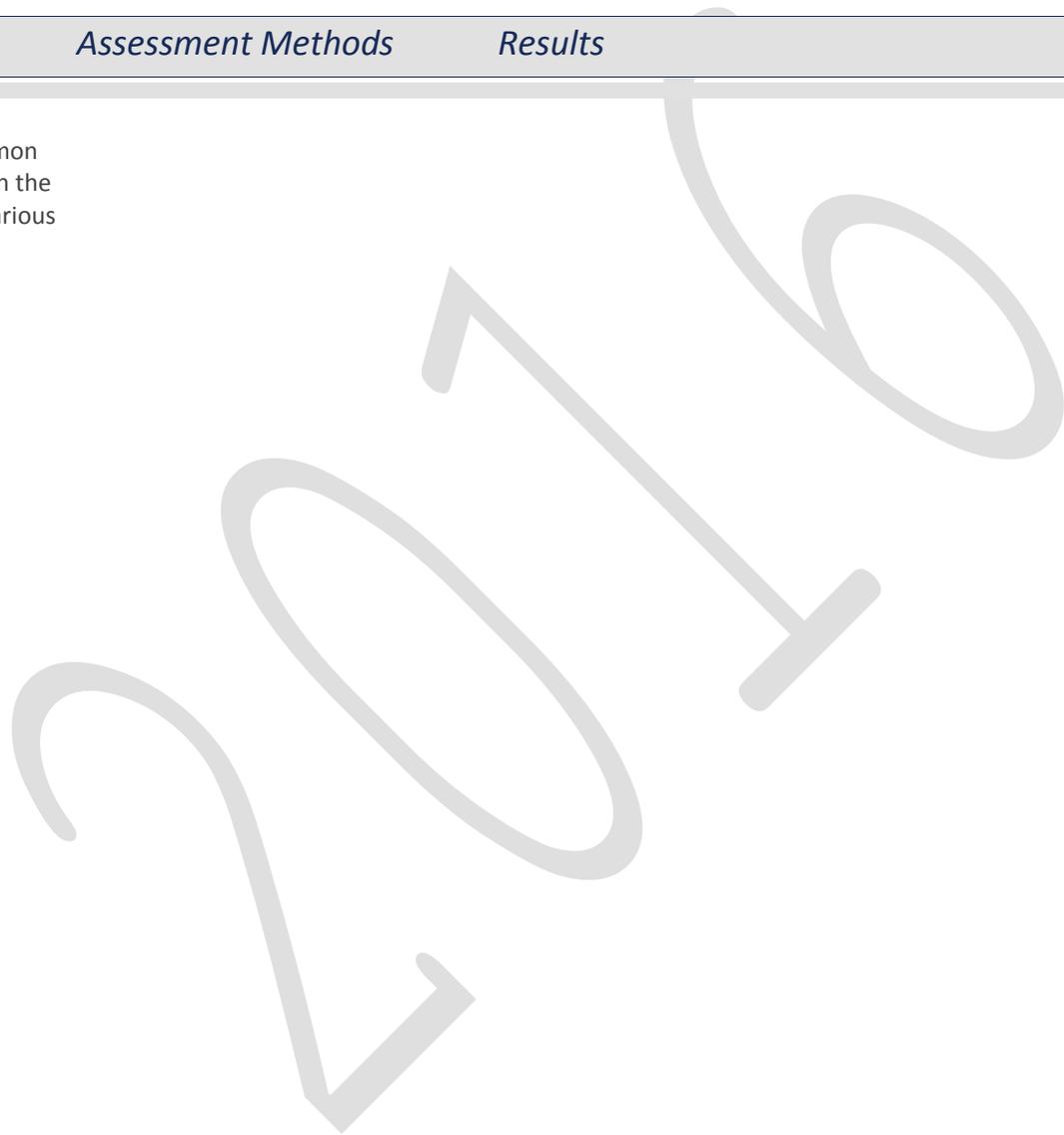
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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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SLO 5 - Describe the signs and symptoms associated with common medical emergencies and explain the first aid care that is needed in various scenarios.

SLO Status: Active

Approval Date: 09/19/2013



2016

KIN-35: Foundation for Fitness and Wellness

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Define the components of physical fitness as it relates to a wellness program; SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Describe and apply an understanding of the relationship of nutrition and exercise to weight management; SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Assess the negative effects of unmanaged stress, substance abuse, sexually transmitted disease and cancer to overall wellness; SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Evaluate a physically active lifestyle as a method of maintaining and improving fitness, wellness, and the overall quality of life; SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Design and practice a plan for the maintenance and improvement of physical fitness and wellness. SLO Status: Active Approval Date: 09/19/2013</p>			

2016

KIN-36:Wellness: Lifestyle Choices

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Analyze the seven dimensions of wellness and identify how they are both dynamic and inter-related. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Describe personal “triggers” for feelings of stress and employ strategies for living more harmoniously. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>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 Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Identify lifestyle improvement goals and design corresponding courses of action. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Assess the quality of his or her personal health care coverage and identify additional health care options. SLO Status: Active Approval Date: 09/19/2013</p>			

SLO 6 - Practice problem solving techniques with regard to resolving addictive patterns and behaviors.

SLO Status: Active

Approval Date: 09/19/2013

SLO 7 - Compare the connection

Project - The purpose of this

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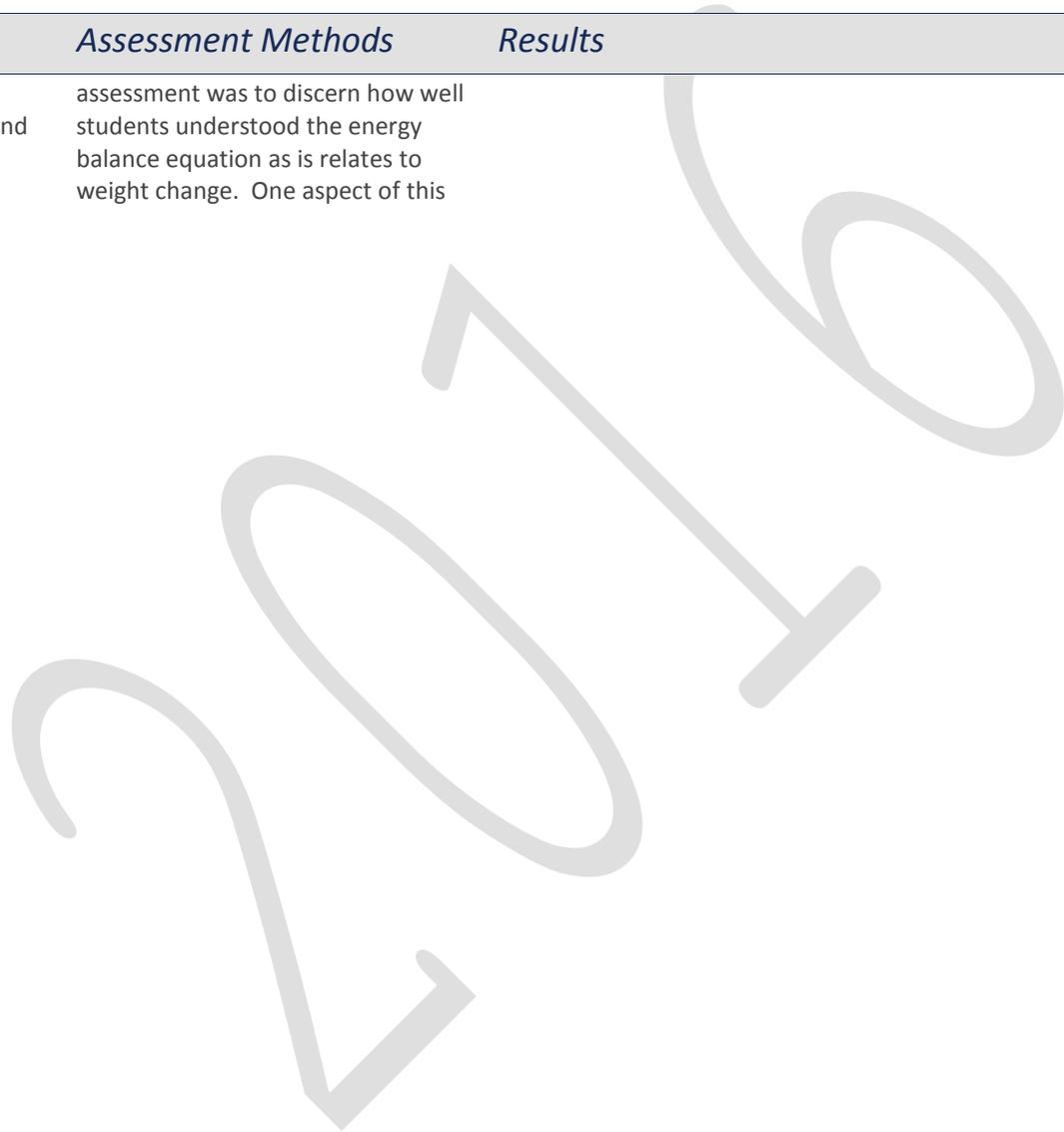
<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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between food choices and the opportunity for optimal health and wellness.

SLO Status: Active

Approval Date: 09/19/2013

assessment was to discern how well students understood the energy balance equation as it relates to weight change. One aspect of this



equation is caloric intake which includes food choices and portion sizes. The second aspect of the equation is related to caloric expenditure.

In order to understand how the energy balance equation is interpreted, a key concept is understanding that the one pound is equivalent of 3500 Kcals.

Students were assigned a project with utilized the government website entitled myplate.gov. They were asked to complete caloric intake and caloric expenditure for a 24 hour period. Not only were results submitted, but students were also required to complete an interpretation of the results.

The area that I assessed tapped into the first four questions of their interpretation. The questions are as follows:

- 1 - How many calories did you consume?
- 2 - What is your total calorie target?
- 3 - If your results were the same each day, would you be in the process of gaining, losing, or maintaining your weight?
- 4 - What would your weight change be per week?

KIN-38: Stress Management

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Analyze and critique the various triggers related to feelings of distress. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Describe the physiological responses associated with distress. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Execute various coping strategies and relaxation techniques for managing distress. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Project - The method utilized was that of a project which required students to:</p> <ol style="list-style-type: none">1. Practice a		

breathing/concentration technique
for 30 days

2. Record the practice of four different breathing techniques
3. Complete a minimum of 10 minutes of practice per session
4. Log comments associated with their practice
5. Assess stress and fatigue level for each day of practice

Prior to the onset of the project, students had received instruction with regard to correct procedures for each technique and had also experienced numerous practice sessions during the lab portion of the class.

Rubric utilized to evaluate success

SLO 4 - Synthesize knowledge gained, the practice of coping strategies, and relaxation techniques for

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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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incorporation into one's lifestyle.

SLO Status: Active

Approval Date: 09/19/2013

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2016

KIN-4: Nutrition

SLOs	Assessment Methods	Results	Changes Made
<p>SLO 1 - Identify the six classes of nutrients and determine which are energy-yielding nutrients. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Identify common food sources for the different classes of nutrients. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Assess the arguments for and against vitamin and mineral supplementation. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Apply the principles of nutrition to plan a healthy diet and maintain a healthy activity level. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Analyze their diets and create and design a plan of action for improving their diets and eating habits. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Project - Create a diet log using the My Plate website</p>		
<p>SLO 6 - Explain the food guide pyramid. SLO Status: Active Approval Date: 09/19/2013</p>			

2016

KIN-6: Introduction to PE for Preschool and Elementary Children

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate an understanding of the process and sequence of physical growth and development as it applies to the planning and implementation of physical education programs for all children regardless of race, gender, motor ability, or challenging condition.</p> <p>SLO Status: Active Approval Date: 11/01/2013</p>			
<p>SLO 2 - Identify techniques and skill requirements necessary to select and evaluate materials and equipment that can be used to facilitate an appropriate physical education program.</p> <p>SLO Status: Active Approval Date: 11/01/2013</p>			
<p>SLO 3 - Demonstrate an understanding of the components of an appropriate physical education program including sequential movement skills and movement knowledge; self image and individual growth and development; and social development.</p> <p>SLO Status: Active Approval Date: 11/01/2013</p>			

SLO 4 - Demonstrate a knowledge of the laws and regulations relating to the health and safety of children in physical education programs.

SLO Status: Active

Approval Date: 11/01/2013

SLO 5 - Identify components of a

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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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quality physical education program
for children ages 0-11 years.

SLO Status: Active

Approval Date: 11/01/2013

SLO 6 - Plan, implement, and evaluate
lesson plans for a physical education
program designed for a specific age
group.

SLO Status: Active

Approval Date: 11/01/2013

2016

KIN-A03:Adaptive Physical Fitness

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Utilize fitness principles and training guidelines to plan and practice an individualized cardiovascular endurance, strength training, and flexibility program.</p> <p>SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 2 - Demonstrate proper technique and appropriate application of training guidelines to keep workout sessions productive and free from preventable accidents.</p> <p>SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 3 - Monitor their individual fitness level using appropriate record keeping methods.</p> <p>SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 4 - Identify and measure how the performance of various exercises will result in physiological changes and improved physical interaction with their environment.</p> <p>SLO Status: Active Approval Date: 10/07/2014</p>			

2016

KIN-A15: Bowling, Beginning

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate improvements in the execution of fundamental skills including appropriate grip, approach and delivery. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 2 - Interpret and demonstrate basic knowledge of bowling safety, use of equipment, rules, scoring, and etiquette related to the sport of bowling. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 3 - Apply acquired knowledge of safety, rules, etiquette, and scoring through participation in a class league play experience. SLO Status: Active Approval Date: 10/07/2014</p>			

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KIN-A16: Bowling, Intermediate

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Describe and demonstrate various systems of spare conversion. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 2 - Analyze lane conditions and their effect on ball roll and tracking. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 3 - Analyze and perform self-corrections of common errors related to the approach and delivery. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 4 - Describe and demonstrate the basic mechanics of the hook delivery SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 5 - Employ skills and knowledge through participation in league play. SLO Status: Active Approval Date: 10/07/2014</p>			

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KIN-A20:Golf, Beginning

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
SLO 1 - Demonstrate basic golf techniques and skills. SLO Status: Active Approval Date: 09/19/2013			
SLO 2 - Understand the underlying rationale for golf etiquette and be able to apply the rules of golf during play. SLO Status: Active Approval Date: 09/19/2013			
SLO 3 - Evaluate the opportunities and benefits which are available through lifetime participation in golf. SLO Status: Active Approval Date: 09/19/2013			

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2016

KIN-A21:Golf, Intermediate

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate course management strategies to improve scoring opportunities. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>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 Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 3 - Understand and apply the situational rules of golf in order to correctly apply the rules in match situations. SLO Status: Active Approval Date: 10/07/2014</p>			

2016

KIN-A40:Karate, Beginning

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate the basic skills in stretching and warm-up exercises and explain their function as it relates to exercise. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking, and kicking. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Evaluate the level of force that is appropriate in the application and responsibility of using karate as a self-defense. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Recognize and discuss criteria for aesthetic judgments. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Performance - Students are required to be respectful to other students and the instructor at all times during</p>		

class training. This mutual respect is expected during all verbal instructions/discussions and during the physical training. Students are discouraged from using any profanity and may not engage in any discrimination of ethnicity, sex or religion during the workouts. Students are expected to imitate the moves/techniques taught by the instructor and may not deviate from what is taught. Katas, which are techniques set to a specific sequence, must be demonstrated exactly as taught and sparring

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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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precisely so as not to risk injuries. Positive attitude during the learning process must be evident both in the offensive and defensive position.

During the midterm and finals, students are expected to listen to all commands given by the instructor and follow through while demonstrating their knowledge of the katas and sparring. Students must also communicate their own intentions with commands when working with partners so that the other person knows what to expect. This is a very critical aspect of the training when students are still learning the techniques, and this also lessens the chance for injuries. It is the students' responsibilities to inform their opponents what moves will be used so that the opponents know which techniques are required of them to complete the cycle.

Benchmark: 70% of the students assessed will effectively and immediately demonstrate their understanding of thoroughly focusing and listening to the instructor. The students will demonstrate their knowledge of listening to the commands given by their peers and responding correctly. They will also give the commands correctly as directed by the instructor.

SLO 5 - Recognize and assess Asian culture development and its contribution to martial arts.

SLO Status: Active

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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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Approval Date: 09/19/2013

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2016

KIN-A41:Karate, Intermediate

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Demonstrate and practice stretching and warm-up exercises and understand their function as it relates to exercise.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Evaluate the level of force that is appropriate in the application and responsibility of using karate as a self-defense.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Practice methods of avoiding, appraising and responding to physical confrontation.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Evaluate and justify criteria for aesthetic judgments.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			

SLO 6 - Recognize and assess Asian cultural development and its contribution to martial arts.

SLO Status: Active

Approval Date: 09/19/2013

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KIN-A46:Hatha Yoga, Beginning

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Explain and practice hatha yoga breathing techniques.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Design and demonstrate a sequence of beginning level hatha yoga postures appropriate for a personal yoga practice.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Practice several relaxation and meditation techniques and evaluate which techniques are appropriate for their personal needs.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>	<p>Survey - Students were asked to give a numerical rating (0 for low - 10 for high experience) for five items - 1) physical relaxation 2) sleep/rest quality 3) mental calmness 4) energy</p>		

level and 5) sense of well being. This is to give the students a quick picture of stress levels they may be experiencing in daily life and the effects of it. For each item, a rating of 5 and lower indicates low level/needs improvement, above 5 indicates high level.

Results (0-5 = needs improvement, 6-10 = maintain or improve quality):

- 1) Physical relaxation: 0-5 = 67%, 6-10 = 33%
- 2) Sleep/rest quality: 0-5 = 66%, 6-10 = 34%
- 3) Mental calmness: 0-5 = 73%, 6-10 = 27%
- 4) Energy level: 0-5 = 43%, 6-10 = 57%
- 5) Sense of well being: 0-5 = 41%, 6-

Benchmark: Assessment will be

SLOs	Assessment Methods	Results	Changes Made
	<p>given at the end of semester to see if a higher percentage of students gained a higher level of experience for each of the five items.</p>		
<p>SLO 4 - Interpret information for understanding Western and yogic nutritional concepts. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Apply safety precautions and correct body alignment while demonstrating beginning level hatha yoga postures. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Performance - Transitioning into and out of poses, alignment (feet, arms, front/back, sides), and ability to hold pose for three-five breaths were used as to determine application of safe and proper practice.</p>	<p>At the end of the semester, students also assessed their level of knowledge in body alignment, proper stretching and importance of correct breathing.</p>	

2016

KIN-A47:Hatha Yoga, Intermediate

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Design and demonstrate a sequence of intermediate level hatha yoga postures using correct body alignment, breathing techniques and safety precautions. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Practice correct breathing techniques and apply exercises to develop mental concentration. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Practice several relaxation and intermediate level meditation techniques and evaluate which techniques are appropriate for their personal needs. SLO Status: Active Approval Date: 09/19/2013</p>	<p>Survey - Students were asked to give a numerical rating (0 for low - 10 for high experience) for five items - 1) physical relaxation 2) sleep/rest quality 3) mental calmness 4) energy level and 5) sense of well being. This</p>		

is to give the students a quick picture of stress levels they may be experiencing in daily life and the effects of it. For each item, a rating of 5 and lower indicates low level/needs improvement, above 5 indicates high level.

Results (0-5 = needs improvement, 6-10 = maintain or improve quality):

- 1) Physical relaxation: 0-5 = 62%, 6-10 = 38%
- 2) Sleep/rest quality: 0-5 = 74%, 6-10 = 26%
- 3) Mental calmness: 0-5 = 50%, 6-10 = 50%
- 4) Energy level: 0-5 = 43%, 6-10 = 57%
- 5) Sense of well being: 0-5 = 39%, 6-

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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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Benchmark: Students will be assessed at the end of the semester to see if a higher percentage of stress reduction has been gained using breathing, imagery, movement techniques.

SLO 4 - Examine the philosophy of yoga.
SLO Status: Active
Approval Date: 09/19/2013

Survey - 1. Aside from the physical practice of yoga, students were surveyed to see other areas of

interest: yoga philosophy,
mind/body awareness, meditation.

58% of students expressed a high interest in the philosophical study of yoga. 100% of students showed a higher interest in stress management skills.

2. Students were asked to define "yoga" and "namaste," two of the most common words in yoga.

100% of students were unsure of the definition of yoga (unity, oneness). Answers ranged from "exercise system" (correct answer) to relaxation/meditation (also correct answer).

Two out of 26 students (8%) knew what namaste meant (the light in me sees the light in you).

Students will be introduced to the First Step (from The Eight Steps of Yoga) - a philosophical study that helps to teach the practitioner stress

Benchmark: Students will be surveyed at the end on how applying the philosophy of yoga in their daily

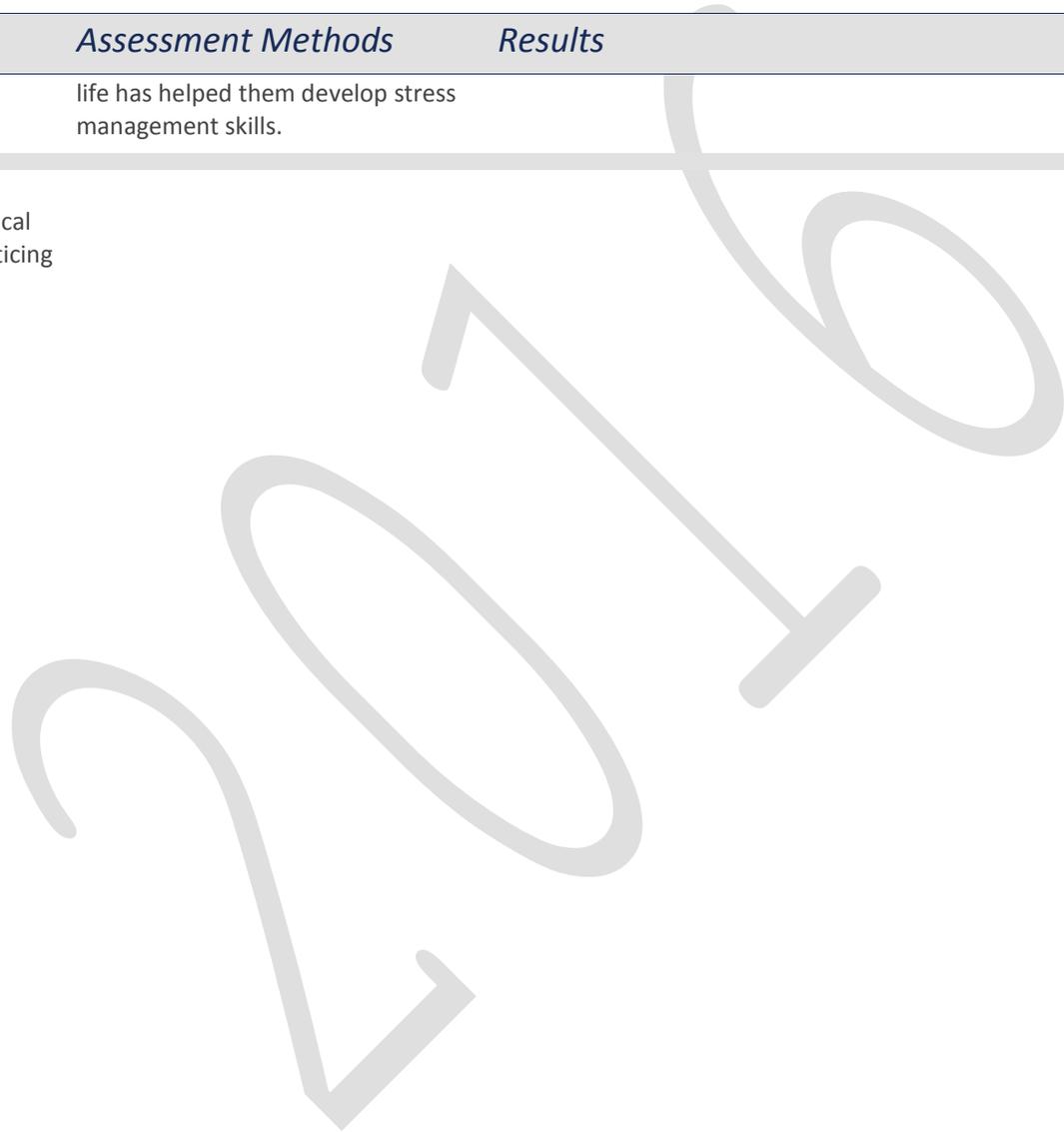
<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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life has helped them develop stress management skills.

SLO 5 - Set personal goals and strategies to improve their physical and mental health through practicing hatha yoga.

SLO Status: Active

Approval Date: 09/19/2013



2016

KIN-A55:Slow Pitch Softball

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Execute skills and drills in a safe manner to avoid preventable accidents. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 2 - Analyze and evaluate basic slow pitch softball skills and techniques. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 3 - Perform in accordance with the rules and strategy of the game. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 4 - Develop the skills necessary to participate in the sport of slow pitch softball. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 5 - Set personal offensive and defensive goals and devise strategies for their implementation. SLO Status: Active Approval Date: 10/07/2014</p>			

2016

KIN-A63:Frisbee

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate the fundamental throwing and catching skills of Ultimate Frisbee. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 2 - Explain the rules and strategies of Ultimate Frisbee. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 3 - Practice and apply specific offensive and defensive strategic formations and maneuvers. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 4 - Identify and practice conditioning activities that meet the demands of health and skills related fitness. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 5 - Appraise group teamwork in applying defensive and offensive techniques. SLO Status: Active Approval Date: 10/07/2014</p>			
<p>SLO 6 - Demonstrate freestyle techniques of Frisbee. SLO Status: Active Approval Date: 10/07/2014</p>			

2016

KIN-A64:Soccer

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate soccer-related dexterity and agility of the legs, feet, neck and head necessary for successful soccer participation. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Recognize, develop, and apply physical stamina and speed congruent with soccer game situations. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Analyze individual offensive and defensive strategies necessary for various soccer game situations and apply appropriate strategies. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Set personal goals and evaluate physical conditioning and injury prevention strategies to be incorporated throughout a soccer season. SLO Status: Active Approval Date: 09/19/2013</p>			

2016

KIN-A75:Walking for Fitness

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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SLO 1 - Set personal fitness goals to improve levels of cardiorespiratory endurance through walking.
SLO Status: Active
Approval Date: 09/19/2013

Project - With regard to this particular learning objective, I decided to assess a crucial element of improving cardiorespiratory

endurance. The assessment involved student's ability to accurately self-assess their level of intensity/effort during walking sessions.

The intensity of aerobic activities is typically measured through one or both of the following methods:

- 1) Rate of Perceived Exertion (RPE)
- 2) Exercise Heart Rates

Rate of Perceived Exertion is a subjective measure that involves self-assessment of effort/intensity during a work-out. The range of the RPE scale is 6 – 20. Rating one's effort as a 6 or 7 is considered "very, very light" effort. An 18-20 is considered "very, very hard effort". The recommendation for aerobic work-outs is that the participant's effort should feel (subjective) "somewhat hard" to "hard" (a rating of 13 – 15).

The determination of an appropriate exercise heart rate is based on a formula that considers:

- 1) Age
- 2) Resting Heart Rate
- 3) Research based

SLOs	Assessment Methods	Results	Changes Made
	<p>Theoretically, if one is walking at a “somewhat hard” to “hard” pace, this should correspond with the appropriate exercise heart rate zone.</p> <p>In the Training Journal, students are required to record both RPE and Exercise Heart Rate for each work-out session. I typically introduce students to the method of assessing RPE prior to the calculation of an individual exercise heart rate range.</p>		
<p>SLO 2 - Analyze and improve the technique of power walking. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Identify and describe the components of health related fitness. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Apply behavior modification techniques to make positive lifestyle changes concerning good nutrition and healthy eating habits. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Apply safety procedures and proper techniques for stretching, warm-up and cool down.</p>			

SLO Status: Active

Approval Date: 09/19/2013

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KIN-A75A:Walking for Fitness: Beginning

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Apply safety procedures and proper techniques for stretching, warm-up and cool down. SLO Status: Active Approval Date: 12/15/2015</p>			
<p>SLO 2 - Identify and describe the health and physiological benefits resulting from participation in a regular walking program. SLO Status: Active Approval Date: 12/15/2015</p>	<p>Performance - Student assessment consisted of administering pre/post timed miles. Benchmark: 85% Notes: A number of factors may affect a student's ability to improve upon their pre-test timed mile. Some factors include: pregnancy, chronic health conditions, and level of fitness when beginning the semester.</p>		
<p>SLO 3 - Set personal fitness goals to improve levels of cardiorespiratory endurance through walking. SLO Status: Active Approval Date: 12/15/2015</p>	<p>Performance - With regard to this SLO, I measured improvement goals through student performance of a pre & post timed mile. The pre-test was completed during the second and third class session (two timed mile trials were performed). The post-test was administer during 2 of the three last class periods. Students were given two trials for the post-assessment. Best times were recorded for each, the pre & post-assessment.</p>		

Benchmark: 80% of students will have improved upon their pre-test times, thus demonstrating improved cardiorespiratory fitness and the successful attainment of personal goals.

Notes: In some cases, students may

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<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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not be physically able to improve due to health conditions, disabilities, pregnancy, etc.

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KIN-A75B:Walking for Fitness: Intermediate

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Understand and describe various walking regimens and their benefits to health, fitness, nutrition and wellness. SLO Status: Active Approval Date: 12/15/2015</p>			
<p>SLO 2 - Set personal fitness goals to enhance exercise adherence and to improve levels of cardiorespiratory endurance. SLO Status: Active Approval Date: 12/15/2015</p>			
<p>SLO 3 - Compare and contrast energy cost of traditional exercise walking, hill walking and Nordic walking. SLO Status: Active Approval Date: 12/15/2015</p>	<p>Exam/Quiz - Pre-Post Test - The Pre-Post Test will primarily address concepts related to energy cost (caloric expenditure), caloric intake, and the energy balance equation. The method will involve short answer questions.</p> <p>Benchmark: 80%</p>		

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KIN-A77:Jogging for Fitness

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Perform stretching, warm-up, and safety procedures to keep their experience free from injuries and preventable accidents. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>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 Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Analyze and apply proper running form techniques. SLO Status: Active Approval Date: 09/19/2013</p>			

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KIN-A81:Physical Fitness

SLOs	Assessment Methods	Results	Changes Made
<p>SLO 1 - Utilize fitness principles and training guidelines to plan and practice an individualized cardiovascular endurance, strength training, and flexibility program.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Monitor their individual fitness level using appropriate record keeping methods.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Demonstrate proper technique and appropriate application of training guidelines to keep workout sessions productive and free from preventable accidents.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Identify and measure how the performance of various exercises will result in physiological changes.</p> <p>SLO Status: Active Approval Date: 09/19/2013</p>	<p>Exam/Quiz - Pre-Post Test - Pre and post physical assessment in the areas of cardio-respiratory endurance, muscle strength and</p>		

endurance, flexibility, and body composition (optional). This assessment will focus on muscle strength. Pre-test occurs in the first 3 class sessions. Post during the final 2 classes. Students were assigned both upper and lower testing. The upper body strength test consisted of one repetition on the "chest press" machine. The lower body test consisted of one repetition max on

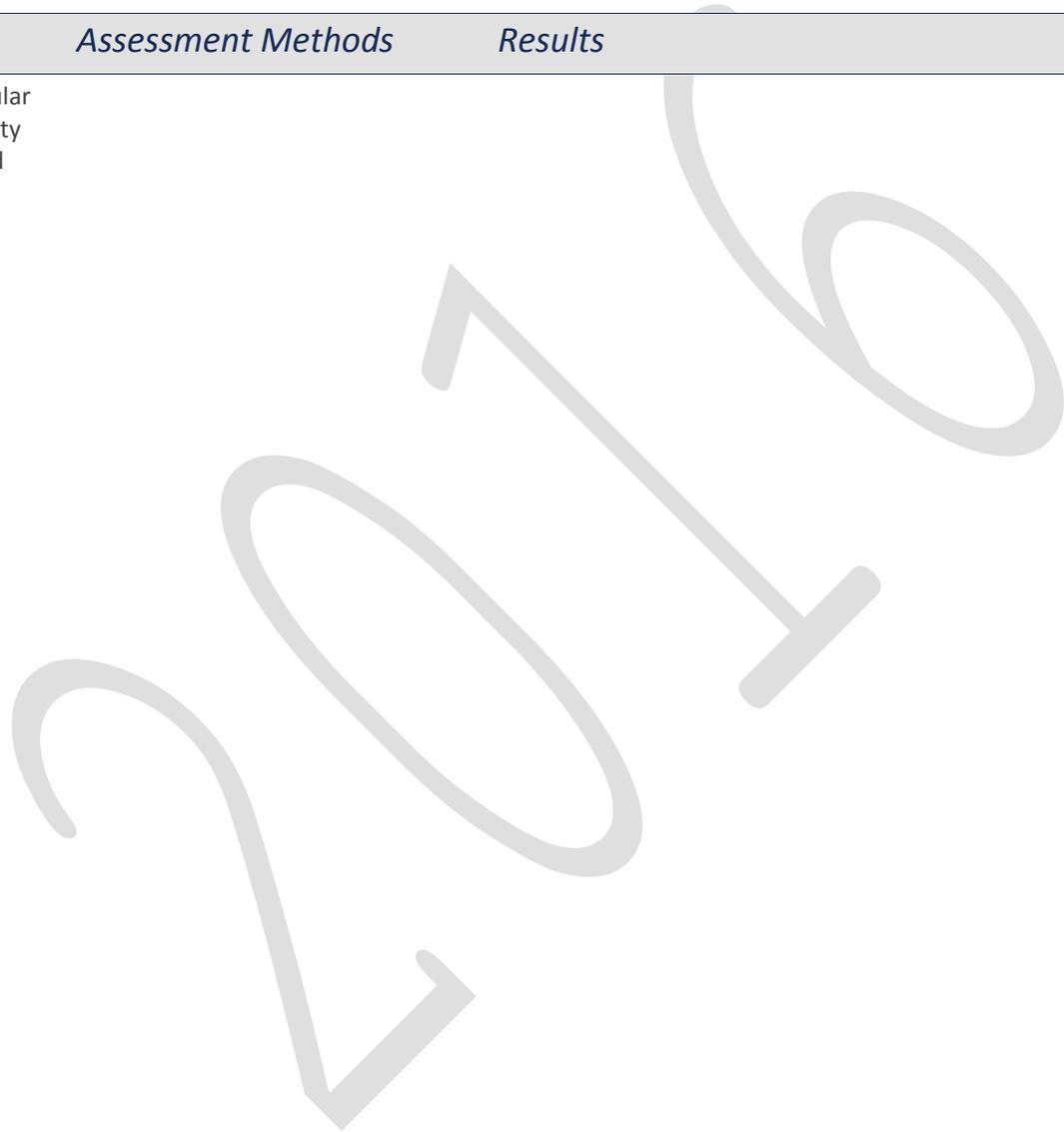
Benchmark: baseline test

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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SLO 5 - Analyze how cardiovascular endurance, strength and flexibility assessments are interpreted and what impact they have on their health and well-being.

SLO Status: Active

Approval Date: 09/19/2013



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KIN-A83:Kickboxing Aerobics

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Practice and demonstrate proper body alignment, footwork, safety procedures and pulse monitoring for kickboxing aerobics. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Identify all major muscle groups important to proper body alignment and form to the performance of kickboxing aerobics. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Demonstrate proper form for basic weight training exercises that are necessary to the performance of kickboxing aerobics to prevent injuries. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Create and apply a personal dietary plan based on a personalized USDA pyramid. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Participate and evaluate the difference between pre-testing and post-testing of muscular strength and endurance, flexibility, abdominal strength and cardiovascular endurance.</p>			

SLO Status: Active
Approval Date: 09/19/2013

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KIN-A95:Out-Of-Season Sport Cond

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Analyze and design a sport specific personal weight training and conditioning program. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 2 - Identify the major muscle groups and their movement functions. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 3 - Demonstrate sport specific strength training techniques. SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 4 - Demonstrate sport specific conditioning and agility techniques SLO Status: Active Approval Date: 09/19/2013</p>			
<p>SLO 5 - Identify proper nutrition strategies to assist students in achieving their training goals. SLO Status: Active Approval Date: 09/19/2013</p>			

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KIN-V10:Soccer, Varsity Men

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Demonstrate advanced offensive and defensive skills, techniques and strategies in soccer. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 2 - Identify, create and execute offensive and defensive strategies and team concepts during competition. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 3 - Apply leadership principles and teamwork skills to team situations. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 4 - Employ knowledge of the rules and regulations of soccer. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 5 - Practice a safe and competitive attitude and sportsmanlike behavior during practices and games. SLO Status: Active Approval Date: 09/08/2014</p>			

SLO 6 - Set personal and team goals and design an individual conditioning program that will help them meet their strength and endurance goals needed for competition.

SLO Status: Active

Approval Date: 09/08/2014

SLO 1 Previous - Demonstrate advanced offensive and defensive

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SLOs	Assessment Methods	Results	Changes Made
<p>skills and techniques in soccer. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 2 Previous - Demonstrate the physical strength and endurance needed for competition in intercollegiate varsity soccer. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 3 Previous - Apply advanced team concepts for offense and defense. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 4 Previous - Demonstrate team cooperation and leadership skills. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 5 Previous - Analyze opponents' strategies and react appropriately during competition. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			

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KIN-V25:Soccer, Varsity, Women

SLOs	Assessment Methods	Results	Changes Made
<p>SLO 1 - Identify, create and execute offensive and defensive skills, techniques and strategies and team concepts during practice and competition.</p> <p>SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 2 - Apply leadership principles and teamwork skills to team situations.</p> <p>SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 3 - Employ knowledge of the rules and regulations of soccer.</p> <p>SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 4 - Practice a safe and competitive attitude and sportsmanlike behavior during practices and games.</p> <p>SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 5 - Set personal and team goals and design an individual conditioning program that will help them meet their strength and endurance goals needed for competition.</p> <p>SLO Status: Active Approval Date: 09/08/2014</p>			

SLO 1 Previous - Demonstrate advanced offensive and defensive skills and techniques in soccer.

SLO Status: Inactive

Approval Date: 10/03/2014

Inactive Date: 10/08/2014

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SLOs	Assessment Methods	Results	Changes Made
<p>SLO 2 Previous - Demonstrate the physical strength and endurance needed for competition in intercollegiate varsity soccer. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 3 Previous - Apply advanced team concepts for offense and defense. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 4 Previous - Demonstrate team cooperation and leadership skills. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			
<p>SLO 5 Previous - Analyze opponents' strategies and react appropriately during competition. SLO Status: Inactive Approval Date: 10/03/2014 Inactive Date: 10/08/2014</p>			

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2016

KIN-V95:Out-Of-Season Sport Conditioning

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
<p>SLO 1 - Analyze and design a sport specific personal weight training and conditioning program. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 2 - Identify the major muscle groups and their movement functions. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 3 - Demonstrate sport specific strength training techniques. SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 4 - Demonstrate sport specific conditioning and agility techniques SLO Status: Active Approval Date: 09/08/2014</p>			
<p>SLO 5 - Identify proper nutrition strategies to assist students in achieving their training goals. SLO Status: Active Approval Date: 09/08/2014</p>			

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Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____ Average score _____

	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository 0	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and no clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, or clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment and/or Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15 1			
Total for Each Column					