



Kinesiology

PROGRAM REVIEW REPORT 2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Boxley, Jackie	Bruce-Oliver, Fred	Bellman, Isabel
Brawner, Mary	Clements, Kenneth	Jeng, Helen
Gomez, Steven	Dinneen, Greg	Lomeli, Ruben
Gunstream, Marilyn	Hallman, John	Manfre, Marian
Hartman, Steven	Handy, Steve	Wise, Jody
Merandi, Michael	Horton, Julian	Nguyen, Thuy Anh
Silva, Andrew	Jung, Shin	
Shaw, Nickawanna	Lofthouse, Peter	
Wurst, Clifton	McDonald, Tamara	
	Norman, Scott	
	Ponciano, Ronald	
	Rodriguez, Traci	
	Swatek, Cheri	
	Tracey, Timothy	
	Victor, Christopher	
	Wheeler, Andrew	



Kinesiology

I. Executive Summary

Program Description:

Kinesiology studies human anatomy and physiology and the mechanics of body movement both theoretically and in practice through physical activities. A diverse curriculum includes lower division theory courses designed for those who want:

- To complete an associate in science degree in Kinesiology and transfer,
- A basic instructional program with a wide variety of movement experiences for the development of physical activity skills and the knowledge necessary for lifetime wellness,
- An adapted activities curriculum for students with disabilities, and/or
- An intercollegiate athletic program which offers performance-oriented students opportunities for competition.

Kinesiology courses satisfy general education requirements for an associate in science degree and lower division transfer. The Honors Program includes one physical education course: *PE 171h Health Science - Honors*.

Strengths/Effective Practices:

- Kinesiology services a very diverse student population.
- Student Learning Outcomes for all Kinesiology courses have been developed, revised and continue to be reviewed.
- Assessments of SLO's in all classes have been completed and are continuing in all classes.
- Course offerings are scheduled to allow students to achieve their educational goals.
- The Kinesiology faculty is dedicated to ongoing success of the program and participate in state organizational meetings to promote the program. (California Community College Physical Education Association-CCCPE/Community College Association-CCA/ California Adapted Physical Education – CAPED)
- The number of degrees awarded in the past year increased by ten.
- Hired a full-time faculty position, Spring of '14.
- Increased the use aquatics center.
- Schedule Friday/Saturday courses.

Weaknesses/Lessons Learned:

- Because a number of our faculty serve as head coaches, the number of course offerings scheduled in the afternoon is limited.
- Due to budget constraints we have had to dramatically reduce the number of Kinesiology active participatory classes (individual and team sports, and fitness) classes offered.

- As a result of the new regulations, limiting active participatory course repeatability, students are unable to work on skill enhancement or fitness development in individual and team sports, and fitness classes.
- Due to recent Faculty retirements, we the department is still down 1 full time faculty position.
- Currently offer no certificated programs. Develop career technical education certificates in high-demand areas such as fitness specialist, coaching, sports information and athletic training.

Recommendations/Next Steps:

- We recommend the hiring of at least six full time faculty. Long term goals of our department include offering certificated programs in the following areas: Sports Information, Athletic Training and Strength and Conditioning. Hiring of full time faculty with specialties in these areas will allow us to develop each program and ensure a quality program is offered to the students.
- Three additional faculty positions should be combined with the Head Coaching positions for women's varsity sports. This would allow the Citrus College District to be in compliance with Prong III of Title IX. With the addition of these FT faculty it will allow the Kinesiology/Athletic department to offer a broader program for Citrus students improving opportunities for completion and transfer into 4 year programs.
- Research and develop certificate programs in Kinesiology.
- Continue to develop programs for the aquatics center.
- Improve fitness testing capabilities/ work with other departments.
- Increase awareness of Kinesiology Degrees.
- Develop additional Friday/Saturday courses.
- Increase the use of technological pedagogy in courses.
- Work with Counseling Department to Develop Ed. Plan for Kinesiology Majors to map out courses that need to be completed for their degree. Ed plan will include Course/Semester Offered to make it easier for them to register in the correct course work.
- Hire classified replacement for equipment assistant.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
KIN101 Badminton	S12	0	2	0	1	S 14
KIN 102 Bowling	W12	0	0	0	0	Currently Not offered
KIN103 Golf	F11	1	1	0	1	Su 14
KIN 104 Self-Defense and Personal Safety	W12	0	0	0	0	Currently Not offered
KIN 106 Racquetball	SU12	0	0	0	0	Currently Not offered
KIN108 Tennis	SU12	1	2	0	2	S 14
KIN116 Yoga	W12	0	1	0	1	S 14
KIN130 Basketball	W12	0	2	1	2	S 14
KIN134 Softball	SU12	0	0	0	1	S 14
KIN135 Volleyball	W12	0	1	0	1	S 14
KIN142 Swimming - Beginning	SU12	0	1	0	0	F 13
KIN143 Swimming-Inter/Adv	Su12	0	0	0	1	S 14
KIN145 Strength Training	W12	0	0	0	0	Su 14
KIN147 Swim Cardio Improvmt	SU12	0	0	0	1	S 14
KIN148 Adapted Aquatic Exer	S14	1	1	0	0	SU14
KIN150 Adapted Physical Education	S14	0	3	1	3	S14

KIN151 Body Conditioning	Su12	2	2	1	2	SU 14
KIN152 Weight Training	W12	1	3	1	2	Su14
KIN153 Walking/Jogging	W12	0	1	0	2	S14
KIN154 Advanced Weight Training	W12	0	0	0	0	S12
KIN159 Cardio Training	SU13	0	4	0	4	S13
KIN169 Introduction to Coaching	S11	0	1	0	1	S14
KIN170 Fitness for Life	W12	2	9	3	9	S14
KIN171 Health Science	S11	2	9	2	9	S14
KIN171h Health Science - Honors	S11	0	1	0	1	S14
KIN172 Intro to Kinesiology	SU14	0	1	0	1	S 14
KIN173 Nutrition for Fitness	SU12	2	7	2	7	S14
KIN174 Introduction to Team Sports	S11	0	1	0	0	F13
KIN175 Introduction To Ind/Dual Sport	S11	0	0	0	1	S14
KIN176 Elementary School PE	SU12	0	0	0	1	S14
KIN177 First-Aid Respond	SU12	0	2	1	2	S14
KIN182 Care & Prev Athletic Injuries	SU12	0	0	1	0	W14
KIN184 Volleyball Theory	S09	0	0	0	0	Currently Not offered
KIN185 Softball Theory	W12	0	0	0	0	Currently Not offered
KIN186 Baseball Theory	W12	0	0	0	0	Currently Not offered
KIN187 Techniques and Strategy of Intercollegiate Football	W12	0	0	0	0	Currently Not offered
KIN188 Basketball Theory	W12	0	0	0	0	Currently Not offered
KIN191 Theory of Intercollegiate Golf	W12	0	0	0	0	Currently Not offered

KIN192 Aquatic Theory and Techniques	SU12	0	0	0	0	Currently Not offered
KIN193 Track and Field Theory and Techniques	W12	0	0	0	0	Currently Not offered
KIN194 Soccer Theory	W10	0	0	0	0	Currently Not offered

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Kinesiology	AS	1950	22	16	17	27
Kinesiology	AA-T	2012				2

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

The data collected on the Kinesiology course section offerings revealed the following:

- A number of our faculty serve as head coaches, the number of course offerings scheduled in the afternoon is limited.
- Course offerings need to be more widely scheduled
- Course offerings are in a three to four hour range, mostly the first three blocks.
- Teach mostly traditional classes in the morning block – KIN 169, 170, 171, 172, 173, 174, 175, 176, 177.
- Majors core classes compete with each other making it difficult for majors to finish KIN AA degree. The department needs to compress and offer major course sections as FT or ST so they could complete degrees on time.
- Fast track and short term classes are limited .
- There are not many evening classes or weekends – have increased number offered in last year.
- Some Major core classes are limited to when they are offered; for example only one section of Intro to Kinesiology in Fall and Spring.
- Very few Friday classes and no Sat Classes.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

The data collected on the Kinesiology course sections success and retention, and student demographics revealed the following:

The program services a very diverse student population. Ethnic diversity among the Kinesiology student population mirrors that shown in the college-wide data. Our students are more persistent and appear to perform more successfully than the campus-wide average. The program has a slightly higher enrollment of men for courses in the individual and team sports. Enrollment in the individual and teams sports, and fitness courses is predominately made up of individuals ages 20-24.

- Enrollment increased in Kinesiology courses.
- Enrollment in the individual and team sports, and fitness classes is higher for male than female students.
- Kinesiology courses reflect the student population with an enrollment of Hispanic students of around 53%.
- Success and retention in the Kinesiology Theory courses is higher for students enrolled in the traditional than Distance Education. Retention rates in all Kinesiology courses was 92% or higher. Success and retention in the Kinesiology traditional course offerings is higher than campus wide rate. Success and retention in the Kinesiology Distance Education course offerings is equal to campus wide rate.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

- Jessica Tullius was presented the Top 100 Achievement award in May for Kinesiology Theory Classes.
- Candelaria Baca was presented the Top 100 Achievement award in May for Kinesiology Theory Classes.
- Alyssa Lozano was presented the Top 100 Achievement award in May for Kinesiology Theory Classes.
- Taylor Jauregui was presented the Top 100 Achievement award in May for Kinesiology Theory Classes.
- Jasmin Longtin was presented the Top 100 Achievement award in May for Kinesiology Theory Classes.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Full and part-time faculty, through discussion and debate, determined the student learning outcomes for each class. These outcomes are consistent with the college strategic plan, department mission, and the standards set by professional organizations within the field.

Full time and adjunct faculty are reminded of these student learning outcomes at the beginning of each academic year. All instructors are required to reflect these learning outcomes through the objectives determined for each course taught. Faculty assess the achievement of student learning

outcomes through a variety of assessment tools such as: quizzes, exams, reports, projects, research papers, micro-teaching events, peer assessments, video assessments, and oral presentations.

Student Learning assessments can help students monitor their own progress and improvement. Information from assessments assists our faculty in choosing effective instructional strategies and best teaching practices. Students are meeting the assessment goals while they may not generally receive an A or B grade in the course.

The faculty within the Kinesiology program periodically reviews learning objectives by course in effort to monitor the curricular content. Faculty discussions lead to curricular and instructional improvements as well as a forum to discuss student achievement toward competencies.

Faculty have discussed the need to review SLOs for theory courses to ensure that we do not have more areas to assess than are feasible or practical. Will review to make sure that all courses have comprehensive SLOs in Critical Thinking and Discipline Specific competency areas.



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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 1 EMP	Develop career technical education certificates in high-demand areas such as fitness specialist, coaching, and aquatics specialist	Hired a Full Time Faculty to assist with research and develop of certificate programs. Faculty and Dean	IP	1.2.4 2.2.6
Goal 2 EMP	Modify equipment and facilities for physical education courses to maintain industry standards	Continue to update equipment and facilities. Have WiFi in four of our classrooms. – Faculty/Dean	IP	1.1.1 1.2.4 3.1.4
Goal 3 EMP	The Kinesiology department should continue the library's commitment to purchasing new books that support courses to increase breadth and scope of coverage.	Library now has video on demand. Need information about accessing web page. Faculty/Dean	IP	1.1/ 1.2
Goal 4 EMP	<i>Increase course offerings through the development of new courses and revive existing courses.</i>	Revived existing WSI/Lifeguard Training and developed KIN 100. Faculty/Dean	C	1.1.2
Goal 5 EMP	<i>Increase the use of technological pedagogy in courses</i>	Two Faculty members enrolled in Center for Teacher Excellence. Implementation of QR Codes on some AP 100 equipment. Hartman/Shaw	C	1.1.2
Goal 6 EMP	<i>Increase course offerings by scheduling Friday/Saturday sections</i>	Added three F/S classes in Spring 14. Dean/Faculty	C	1.1.2

Goal 7	<i>Increase number of Kinesiology degrees awarded</i>	<i>Increased the number of degrees awarded. Awarded first two AA-T Degrees. Faculty/Dean</i>	C	1.1
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In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Institutional Goal**
Goal 1	<i>Revive Aqua Aerobics and Advanced Weight Training courses.</i>	Develop course descriptions and SLO's. Submit to Curriculum committee. Fall '15	1.1.2
Goal 2	Develop career technical education certificates in high-demand areas such as fitness specialist, coaching, sports information, athletic training, and aquatics specialist	Research and develop certificate programs. Contact CCCPE for assistance. Fall/Spring '14-'15	1.1.2
Goal 3			
Goal 4			

**For instutional goals visit link below.*

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Change the discipline name to “Kinesiology”
EFMP 2 – Pilot test an evening schedule of fitness and theory classes to increase student access to physical education courses
EFMP 3 – Develop career technical education certificates in high-demand areas such as fitness specialist, coaching, and aquatics specialist
EFMP 4 – Modify curriculum as needed to align with degree patterns proposed in response to SB 1440
EFMP 5 – Survey students to ascertain their interest in an intramural program
EFMP 6 – Modify equipment and facilities for physical education courses to maintain industry standards



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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Faculty - 3 positions	Faculty positions would be responsible for certificate programs in <i>fitness specialist, sports information and athletic training</i> . These areas are in demand both the high school and college levels. These certificates would require the development of new courses, use of existing course and as well as interdisciplinary courses. The departments future growth and sustainability necessitate the development of certificate programs.	M,N,Q	1,2,3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
49% Kinesiology Facilities Technician	With the increased amount of use of our facilities through Kinesiology, Athletics and College Rentals, this person would help with health and safety issues.	M, N, F	1, 2, 3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Kinesiology Related Conferences	Collaborative learning and staying current in field	\$500	C, M, N	1
TRX Instructor/Coach Training	Have TRX expert trainer come to campus to train instructors/coaches.	\$2000	C,M,N	1

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Flooring, Adapted PE and Weight Room	Safety & Health hazard for able and disabled students utilizing the space.	AP109/110 PE 100	F	1
Canopies, Outdoor Shade	There are very few shaded locations near outdoor teaching areas exposing students to inhospitable conditions which could cause health concerns such as heat illness.	AQ/Pool Stadium Concessions/ Quad Area	F	
A/C/Heater	Health Concerns- Heat Illness Heat in the Winter	Wt. Room	F	2
Electronic Message Board	Disseminate Important messages of critical nature to user inside fitness facility. E.g.	AP Bldg	F	

	Fire/ Earthquake/Active Shooter, etc... situation.			
Blinds for AQ 100	The present window blinds are old ('92), some are missing which makes it too bright in the room to see the screen or causes glare on the board.	AQ 100	F	2
TRX Frame	Additional Steel Frame used in TRX training. Single Frame is not large enough for most teams to involve a large number of athletes.			

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Exercise Equipment – Outdoor Quad Area	Area between the main gym and AP could be utilized due to limited access to the weight room.	\$5,000	F, M	1,2,3
Self Defense Mannequins	Passed a new class through curriculum – necessary to be able to instruct the class	\$2,000.00	F	1, 2, 3
Weight room equipment	Update weight room equipment.	\$6,000.00	F	2, 3
Fitness Center Equipment	Necessary to replace existing equipment to maintain facility	\$20,000	F	2,3
TRX's training equipment	Strength Development – meet SLO requirements for Varsity Sport Classes	\$1500 (6 @ \$250 ea)	F	2,3
Aerial Yoga Swings	Necessary to utilize TRX Frame for yoga.	\$200 each (15)	F	2,3
Ceiling Bolts in AP 110	Necessary is TRX frame cannot be utilized for the Aerial Yoga Swings.	\$1000	F	2,3
72" Flat Screen HD T.V.	Utilized for yoga, body conditioning, adapted classes in AP 110. Presently using portable tv. Screen is too small	\$5000	F	2,3
Sound System for AP 100	I pod	\$500	F	2,3
WiFi Radio for AP 100	Back up for sound system and music for Circuit Classes and Community Ed.	\$500	F	2,3

Body Loop Band 22" Heavy (5)	Bands used for conditioning classes.	\$65		
Body Loop Band 22" Medium (10)	Bands used for conditioning classes.	\$110		
Body Loop Band 22" Light/Medium (10)	Bands used for conditioning classes.	\$110		

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Small dumbbells	2.5# and 5 # weights – replacement for KIN 152 and KIN 154 classes	\$300.00	F	2, 3
Locks	Dressing Rooms – Security for students	\$500	F	2
Golf Clubs	– replacement equipment	\$500	F	2,3
Elastic Bands	Conditioning for Kinesiology and athletic s	\$400	F	2,3
Kettle Bells	Needed for Athletic and KIN classes.			

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written

expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.