

Program Overview

PR Area	Academic Affairs
PR Program	Kinesiology
Review Type	Academic Affairs
Year	2011-2012

Program Overview Narrative

The kinesiology program is made up of the disciplines of physical education, health sciences, athletics and recreation. The program strives to incorporate and apply the mission and vision of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPHERD) which is to promote and support leadership, research, education and best practices in the professions that support creative, healthy and active lifestyles.

AAHPHERD is a national association. Our program also supports and joins with them in the following purposes:

1. To develop and disseminate professional guidelines, standards and ethics
2. To enhance professional practice by providing opportunities for professional growth and development.
3. To advance the body of knowledge in the fields of study and in the professional practice of the fields by initiating and facilitating and disseminating research
4. To facilitate and nurture communication and activities with other associations and other related professional groups
5. To serve as their spokespersons
6. To promote public understanding and improve government relations in their field of study
7. To engage in future planning
8. To establish and fulfill other purposes which are consistent with the purposes of the Alliance.

The Kinesiology program serves a student base that is growing at a rapid rate. According to the American Kinesiology Association, the number of undergraduate kinesiology majors grew 50 percent from 2003 to 2008, to more than 26,000 students, one of the fastest-growing majors in the country. Many students are straying from traditional kinesiology careers like coaching or fitness instruction and more than half pursue other quickly-growing allied health and medical professions like athletic trainer, occupational therapist or physician assistant. In fact according to employment projections from the U.S. Department of Labor careers such as Physician assistants, Athletic trainers, Physical therapists, fitness trainers, aerobics instructors and occupational therapist aides all rank among the top of the fastest growing occupations in the nation. All of which are projected to grow between 30% to 50%. In local Universities we have seen great positive increases in changes in enrollment for undergraduate Kinesiology programs. Cal State Fullerton saw a recent 5 year growth of 104% and San Diego State reported a 63.4% increase during that same period.

To serve this growing demand the Kinesiology program has developed a new transfer degree to facilitate student matriculation to the undergraduate programs at 4 year universities. The program offers lecture courses not only for degree advancement but for student advancement in teaching pedagogy and careers in the field of sport, science and recreation. Examples are found in PE 290 which prepares students for certification as a personal fitness trainer and Recreation Leadership which provides students with skills to enter into the workforce. The program also incorporates fitness activity classes which allow students to not only enhance their own physical health but apply secular knowledge to physical activity.

The importance of our kinesiology program takes on significant meaning in light of the growing epidemic of obesity in the United States. Lack of physical activity and poor diet and nutrition have been associated with alarmingly high rates of diabetes, heart disease and many other chronic health problems. The life expectancy for the average American is expected to decline for the first time in US history. Not only is education important in the fight against this epidemic but also the understanding of how to apply that knowledge. Activity fitness classes and theory classes related to these issues are more important than ever before.

Also part of the kinesiology program is the athletic cohort. This encompasses 450 to 500 students per semester. The cohort is extremely successful by the standards set at El Camino College. Students in the cohort have higher rates of retention, success and persistence than the average college student, as well as higher average GPA's. The students maintain these high standards while taking an average load of 12.5 units compared to the college average of 8.26. The athletic programs are involved in the community in many ways. The coaches act as ambassadors of the college,

visiting district high school compasses promoting El Camino. The student athletes participate in community service projects as part as their sport participate. They also promote the college through their sport. Area news sources follow not only athletic program success but also student community and campus wide involvement .

Student athletes involved in the athletic cohort raise much of the supporting funds themselves which provides for uniforms, equipment and facilities maintenance. This could also lead to future considerations in a sports management certificate.

Overall the kinesiology program serves a diverse population of students that resembles the enrollment of the district. There are just over 5,000 students per semester with a slightly larger percentage of African American, Latino and White students. The percentage of Asian students is about 3% lower in comparison. Most students tend to be of the traditional student age with a large number of high school graduates who attend during the day and plan on transfer

Kinesiology relates to the strategic initiatives A, B, C and D:

(A) The program provides valuable activity based education through lecture, demonstration and modeling. Students are provided the instruction and dimensions of safety to acquire a greater level of fitness and skills. All of these are in an effort to assist the student in the obtainment of a quality of lifelong fitness.

(B) The program helps to strengthen the education of the institution by providing students a well-rounded educational environment. Courses in this area help to provide a physical outlet which has shown to increase the brains ability to learn.

(C) The program offers a wide array of activity courses that tend to serve the traditional student as well as our community adult student. Instructor directly affects the health of students through their creation of positive learning environment.

(D) The program offers a fitness/wellness facility which affords the opportunity for all students, staff and community to participate. This helps to strengthen our relationship with the community and our community partners.

Status of all active Recommendations

Recommendations from 2006 as follows:

In reviewing the recommendations that were made in 2006 we feel it's necessary to explain the Health Sciences and Athletics leadership situation during this period. In 2005 Dr. Schwartz retired, as dean, after over 30 years at ECC. In the ensuing 5 years the division went through a minimum of 4 different deans. This presented a period of instability where many of the recommendations that were proposed in the 2006 review were either ignored or not perused. Stability and leadership has been established with our new dean, Rory Natividad. Although many of the recommendations will be listed at incomplete it does not truly identify the positive work that the division accomplished during this void of leadership.

1) **Professional Preparation:** The need for obtaining and/or maintaining current certification in CPR, AED, First Aid and professional organizations should be reviewed.

Incomplete

a) Faculty including coaches and staff are encouraged to obtain and/or participate in one of the staff development opportunities offered on campus for free. This cannot be required due to it having to be negotiated in the faculty contract.

Partially completed.

2) **Faculty Teaching and Preferences:** Mechanism be considered whereby faculty has the opportunity to rotate teaching assignments and schedules.

Incomplete

a) Faculty is given the opportunity to give a suggested schedule based on student need, fill rate and courses desired. This is reviewed by the dean.

Incomplete

3) **New Course Proposals:** A variety of new courses were identified for possible consideration.

Completed

a) New courses continue to be developed and implemented when possible.

Completed

4) **Staff Development:** Training specific to their field would be beneficial.

Completed

a) Faculty are encouraged to work with staff development on specific needs. The dean has facilitated two staff development opportunities surrounding the new fitness facility.

Completed

5) **Faculty Computer and Technology Training:** Training and implementation of computers.

Incomplete

a) Many faculty have participated in technology training offered on the campus.

Partially completed.

6) **Celebration of Faculty Achievements:** Celebration of faculty successes in the department.

Partially completed.

a) The dean has implemented a celebration component into every division council or division meeting.

Partially completed.

b) Faculties are encouraged to share or email positive stories to the dean.

Incomplete

c) The dean has informed the faculty and staff of the applause cards and frequently uses them to promote the celebration of faculty and staff.

Incomplete

7) **Facilities in Need of Maintenance and Repair:** Many areas were identified as needing substantial repair.

a) Substantial renovations have taken place throughout the current facility.

Ongoing

- b) Additional rebuilds to improve other problem areas has been planned.

Ongoing

- c) Future renovation would change the entire Kinesiology and Athletics facilities in the next 10 years.

Completed

- 8) **Instructional Equipment:** Improvement or replacement of equipment contained therein.
 - a) Equipment has been prioritized through a more formal planning process to identify the greatest need.

Incomplete

- b) Division Dean seeks input and acts accordingly based on results and prioritization of needs.

Partially completed

- 9) **Use of Library Resources:** Greater use by the Kinesiology faculty in the library services.
 - a) Tutoring on modern technology to assist faculty in their instruction and development. Faculty members who teach online can use resources offered in that venue.

Ongoing

- 10) **Faculty Mentoring Program:**
 - a) The one new hire in the division was assigned a faculty mentor to assist in the process. The athletic director and division dean were also available to assist.

Completed – very successful.

- 11) **Friday Teaching:** Additional Friday scheduling might be considered.
 - a) The general trend on the campus has changed and many courses have shifted away from the Friday schedule. Some of the one day a week courses have been moved due to the fact that 3+ hours of activity doesn't seem to fit in some of those instructional courses.

Incomplete

- 12) **Class Size:** They seem to be appropriate. College load committee should review.
 - a) The college load committee has been formed and will meet once a semester to discuss information and meet the contract need.

Incomplete: it is recommended to reduce activity class loads to 30 students. Adjustments are also being made to athletic team courses. The Division Load Committee needs to meet with the College Load Committee to discuss recommendations.

- 13) **Increased Involvement of faculty in committees:** Greater involvement by a greater number.
 - a) All faculty are required to serve on divisional or college committees. The college hour has been freed up by the

division dean to assist in this participation. Previously meetings were schedule at times other than the college hour. Also, many instructors taught through the college hour.

Partially completed.

14) **Community Service:** 63% of faculty are involved in community service but typically receive no campus recognition for this involvement.

a) This component is of extreme importance to the division dean especially in respects to our athletic program. 63% may have been the number in 2006 but the general feeling is that number may have fallen off in recent years. There is new emphasis in the area and that has translated into a positive change. There may have also been a lack of sharing of these types of events due to the varied level of administrative leadership.

Partially completed.

b) Faculty member has not traditionally touted their community service. They commonly do this without the need for campus recognition. The Dean has implemented a program of recognition at the beginning of each division meeting. The Dean also actively requests "success stories" from faculty.

Partially completed.

15) **Overall, Campus Relationships:** Appears to be sound, especially within the department.

a) The past few years have had both the negative and the positive. There have been a few rough spots with respects to campus relations over the past four years. In recent history the division has demonstrated some positives which have translated into better relations on campus. Many aspects have helped, such as: better adherence to campus deadlines, clearly understandable goals for the division, faculty participation, divisional integration, etc.

Completed

16) **Student Learning Outcomes:** Mechanism should be developed were members are better versed in development and application of SLO's. Three primary program level SLO's were identified. 1. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (90%) 2. Choose from a variety of adult forms of sport those activities that enrich student' quality of life. 3. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

a) A clear four year timeline has been developed

Completed

b) SLO facilitators in the division supported by academic affairs have positively affected the development, assessment and reporting of our SLO's.

Completed

17) **The Classroom Environment:** There is a need to review and/or develop written policies in the area of classroom management in order to establish consistency and fairness across courses and instructors.

a) A makeup policy has been developed that all activity courses are using. This has assist instructors in the tracking of students.

b) A extra credit policy was developed to provide unity to the divison

c) Additional developments are underway, such as:

1. A common syllabus as a guide for all instructors in activity or lecture classes
2. A "tool kit" to help instructors with common issues and procedures to success

18) **Faculty Opinion Regarding New Faculty Hires:** Current Kinesiology faculty recommend that consideration for new faculty hires first be given to individuals with expertise in the areas of Exercise Science and Fitness. Following this, faculty with expertise in sports psychology, teaching activity classes, and Kinesiology Major Courses are recommended.

a) The planning process and faculty identification process have been implemented successfully.

19) **Curriculum Organization – SLOs:** It is recommended that faculty develop a better understanding of the relationship between SLOs and curriculum organization. This is likely to require department level in-service training and practice.

a) Training has taken place and the faculty are showing success in this area. All courses have an SLO.

b) In 2010 only 8% of the courses in the division had been reviewed. Now that number is just under 50%.

20) **Implementation of Instruction:** Overall, Kinesiology Department faculty agrees that they exhibit good implementation of instructional practices.

a) No changes necessary

21) **Student Evaluation:** There is a need to discuss ways in which faculty can report a student's status relative to the important criterion performance levels of the course. A small number of Kinesiology instructors might benefit from improved knowledge of the student evaluation process. This could take the form of guidelines provided in a department faculty handbook.

a) No change in this area.

22) **Curriculum Evaluation:** The majority of Kinesiology Department faculty is in need of greater knowledge of the department's curriculum and how it is evaluated. Involvement of more faculty as noted above, in the curriculum process may be value in improving this area.

a) Training, faculty leadership and clear timelines have assisted in the compliance in this area.

Partially completed.

23) **Personnel Qualifications:** Faculty believes that they have a comprehensive understanding of the guidelines for effective instruction, and the relationship between Kinesiology courses and student learning. The section of Curriculum Evaluation above notwithstanding, faculty also believes that they have a good understanding of how to evaluate curriculum. These somewhat conflicting opinions should be discussed and resolved.

a) Training and development is still ongoing in this area.

Partially completed.

24) **Factors affecting curriculum implementation:** The greatest need for improvement in curriculum implementation is improvement in the quality of department facilities and equipment.

a) This is being addressed in the current bond and many previous equipment allocations.

Completed

b) Some examples are: Total replacement of fitness center equipment, new hurdles, new football helmets, new

softball equipment, new baseball equipment.

Ongoing

25) **Kinesiology Department Leadership:** Overall, the leadership evaluation of Dr. Ian Haslam, Dean of the Division of Health Sciences and Athletics (previous dean at the time of review, left position in Dec, 2006) at the time this program review was undertaken was extremely positive and indicated strong leadership qualities. It is important that El Camino College makes a concerted effort to recruit and hire a Dean of the caliber of Dr. Haslam. The future growth and direction of the Kinesiology department hinges in large part on such leadership.

a) The dean has undertaken to continue the improvements initiated by Dr. Haslam as well as add his own ideas to continue to enhance the programs and positive nature of the program.

Not completed.

26) **Kinesiology Instructor Evaluations:** Although faculty gave high marks to the instructor evaluation process, faculty also expressed need for a mechanism for acknowledging and celebrating faculty teaching excellence and personal successes.

a) Addressed in previous section and components of celebration have been implemented in the division.

Ongoing

27) **Kinesiology Professional Development:** Ninety-five percent of kinesiology faculty is involved in local, state, and/or national professional organizations. Staff Development Programs were reported as not relevant to Kinesiology Department faculty needs. The Department should provide suggestions to the Staff/Faculty Development Committee for programs of greater relevancy and value.

a) No changes needed

28) **College Climate:** Kinesiology faculty acknowledges strong working relationships within the Department. However, conflict resolution procedures and methods for faculty recognition should be studied.

a) Continued development is needed in this area. History of lack of transparency due to transitional leadership has caused some difficulty in relationships.

Incomplete

29) **Kinesiology Department Student Characteristics:** Survey results suggest that faculty could take a more active role in providing student motivation and in improving attendance. Ideas for implementing these student attributes should be discussed.

a) No change in this area but is an area that should be addressed.

30) **Kinesiology Department Instructor Characteristics:** More faculty participation in Kinesiology Department curriculum and instructional improvement is needed. Methods to achieve these objectives should be studied and implemented.

a) Efforts to participate have been established and implemented. One of the biggest items is the re-establishing of the college hour.

Completed

31) **Kinesiology Department Public Relations:** Faculty in the Kinesiology Department believes that they need better access to, and communication with, campus administrators. Procedures to gain appropriate access and

communication should be reviewed.

a) It would be beneficial to have a campus administrator regularly attend a Kinesiology department meeting at least once a semester to discuss any administration concerns and reciprocally receive input from department members.

Not completed.

32) **Kinesiology Department Safety and Medical Requirements:** Campus emergency plans should be reviewed and practiced. Improved communication, e.g., telephones should be available to every instructor at every Kinesiology Department facility. The need for immediate access to first aid supplies should be reviewed. Faculty should periodically undergo recertification in CPR, AED, and First Aid, preferably through on-campus training programs.

a) Ongoing.

Ongoing.

Part 1: Review of the past four years

Research Data Analysis
Research Data Analysis Narrative
<p>The program serves a population that resembles the diverse population of the El Camino Campus. Latinos, White and African American students are the largest represented groups. A slightly lower percentage of Asian students are serves in the program versus the campus percentage. The program serves about 5,000 students per fall semester with approximately 80% of the students taking courses during the day. This is about 15% higher than the college average in part due to the large amount of student athletes involved in the program. It also serves 10% more full time students than the college average. The program has consistent numbers of students in the age groups over 25. This number is slightly below the campus average again due to a good portion of students being involved in athletic programs.</p> <p>There has been a significant reduction of approximately 25 courses offered during each semester. There has been a reduction in 50 sections since 2007. This has caused a disadvantage for students. One of those disadvantages is not having the variety of options to meet student interest. Another is the inability to offer the number of degree core classes to meet student need. Another cause of reductions has caused a significant increase in the fill rate of the courses offered in the program to meet student need. In 2007 the fill rate was 85%. In 2009 fill rates peaked to 113.5% and leveled off to 109% in 2010. It seems that the program has been right sized over the past few years from a previous expansion. While there has been a reduction in sections offered there has been an increase in about 700 students actively enrolled in the courses.</p> <p>The program has success and retention numbers slightly higher than the college average but slightly lower than the state average for the like program. Further information, such as comparisons to other like institutions, would be valuable to look at the type of courses that are included in the state wide average.</p>
Curriculum
Curriculum Narrative
<p>The curriculum over the past four years has seen changes due largely to the reduction in sections and courses offered and also new state mandates. There has been a significant shift in the scheduling of courses to accommodate the student need and eliminate the offering of multiple sections of the same course. Although there has been an increase in the core classes now required in the new kinesiology major to accommodate the growing student need.</p> <p>One major change to the recent curriculum has been the review of courses that were out of compliance and meeting for only 36 total hours. To bring these courses into compliance with title 5 they have been revised to 54 total hours while maintaining the 1 unit transferable credit.</p> <p>The current climate for activity based classes has now changed in the state of California. All activity courses not</p>

coded as athletic classes are non repeatable as of fall of 2013. Previously a student had been allowed to repeat 4 times. This is change will dramatically shift the offering of our activity based courses. The program will expand curriculum in order to offer specific fitness based student based opportunities. An example would be the offering of classes such as cardio circuit training and power lifting to supplement the body conditioning and weight lifting classes already in existence. There is a huge societal and community need to explain and exemplify healthy lifestyle decisions. Reducing the amount of classes offered and the opportunity for students to gain these life skills which will lead to healthier living would be a disservice to our students. The program is proactively moving to create a curriculum which will meet these needs in the development of new classes. In addition various courses have undergone curriculum review and student learning outcome development to better meet the needs of students in existing courses.

The program offers a variety of courses that offer students the opportunity to gain a basic understanding of the field of Kinesiology. The offering of the new transfer degree gives students a new avenue to continue their academic career upon matriculation. New curriculum is also being developed to expand the options for those that seek the associated degree in Kinesiology, matriculation to ever expanding 4 year programs and specific training in professional fields.

In the previous program review the faculty identified high interest in principles of exercise and nutrition. There has been an increase in the offering of the PE 280 Exercise Diet and Nutrition class that has not only met that need but has been developed as a course that would fulfill requirements for the associate degree in Kinesiology. Senior specific courses have seen a decline in offering due to focus on traditional college students. In the future the program should continue to utilize the variety of courses and facilities to continue to serve the student needs.

To meet chancellor recommendations there have also been a few other changes. Alternative courses such as surfing, bowling, coastal fishing, and multiple mid level courses have been eliminated or reduced from the curriculum. There has also been a change in the number of courses in a family that student may have been permitted to take more than the appropriate number of times for apportionment. There were very few of these courses in the program curriculum mainly swimming was affected. Other courses that were offered off campus have been moved onto campus to serve the traditional campus student.

The program offers a variety of courses that offer students a chance to explore different activity courses to achieve greater fitness and meet transfer requirements. The Transfer Model Curriculum degree in Kinesiology has been developed by the faculty and should see approval in the academic year. Some issues have been identified with the progression of the TMC with respect to the types of courses approved for major prep by the chancellor's office. Various older and possibly outdated courses are considered major prep while, newer, active and popular courses become outliers in the system. An example would be the course slow pitch softball, which would likely be a coded as a recreational course or high school instructional course, is accepted as major prep. On the other hand, volleyball, which is an Olympic sport, is not on the chancellors list of approved major prep. This leaves these viable classes venerable to being labeled as stand alone courses when they are popular and necessary in our curriculum. The faculty feels that this will have a profound effect on the number of students that seek the associated degree in Kinesiology. This will largely be due to the fact that students will have a clear route to transfer without excess activity units as in the current transfer degree.

There are three courses within the Recreation major; Rec 207-Introduction to Recreation, Rec 217-Recreation Leadership and Rec 307-Camp Counseling. All three of these courses have been reviewed in the 4 years. Also during this time the major was evaluated and reviewed. The greatest change will be occurring this Fall 2012 semester with the launching of the Certificate Program in Recreational Leadership. At the present time the existing Recreation courses and degrees are meeting the students transfer and career needs and are in compliance with Title V. To improve on this it is being recommended that additional curriculum be developed in the areas of Therapeutic Recreation, Hospitality and Leisure Studies, Programming, and Games and Activities.

Assessments of Student Learning (SLO)

Assessment of Student Learning Narrative

Over the past two years the program has seen a substantial increase in the assessment and development of Student Learning Outcomes. The department has gone from 10% of courses assessment to 50% and is on schedule in relation to the four year cycle plan that has been developed. All of the programs (Theory, Athletics, Recreation and Fitness) have developed their program SLO's. Some of the initial SLO's that were developed in the program have been assessed and based on those assessment the SLO has been changed to better meet the exiting skills of the students. Many of the programs have focus on skill and physical fitness. Previous to the two years there wasn't a clear plan or direction as to the assessment of the course SLO's. That plan has now been established in part by an

increase in faculty understanding of the process and broad-based participation by the faculty. All program SLO's have been posted in the division office and to assist in the completion of the course SLO's they are discussed at division meetings and posted within the division each semester as a constant reminder as to all faculty as to the completion need.

As the facilitator identifies the need course review a faculty member is identified as a point person. That person is given a copy of the curriculum, current SLO and offered group or individual training on the computer system to assist in completion. The faculty have also develop "leads" for each specific area within the department of Kinesiology. Without a department chairperson these "leads" take a leadership role in assisting the faculty that teach in those courses. They assist in the implementation of the curriculum development and SLO assessment.

The SLO assessment cycle is for the kinesiology theory program is attached. It will guide the 4 year cycle to ensure proper time frame for assessment.

- The department has student learning outcome statements in place for all of our courses and for the program.
- There is dialogue—both formal and informal—among faculty about assessment results.
- The department is well on the way to having assessment reports that are "completed and updated on a regular basis," as the program has a four-year assessment cycle in place for all course- and program-level SLOs, and has been making good progress on it.
- Faculty are also communicating SLOs to students; each instructor includes the course student learning outcomes on his or her syllabus, which means that students know about the course's student learning outcome from the start of the semester

ACCJC Rubric	Development
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Describe how well the assessment process works within your program and justify the rating you gave the assessment work in your program.

There has been an emphasis in Student Learning Outcomes within the program. Especially in the category of development. It has established an institutional framework for definition of student learning outcomes. This includes where to start, how to extend, and timelines. The program has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. We work with existing organizational structures (e.g. Senate, Curriculum Committee) to support strategies for student learning outcomes definition and assessment. Leadership groups in our program have accepted responsibility for student learning outcomes implementation. We feel that appropriate resources are being allocated to support student learning outcomes and assessment. The program's faculty and staff are fully engaged in student learning outcomes development. We are continually striving to maintain and look for ways to improve and feel that SLO assessment is a continual process. We would rate the program very high in this regard.

Facilities and Equipment

Facilities and Equipment Narrative

The department of Kinesiology and the specific programs within the department are very reliant on the use of facilities. They commonly work closely with facilities grounds personnel in offering excellent facilities to the student as they seek success completion of their courses.

The facilities in the department are some of the oldest on campus. There are numerous facilities that were some of the original at the institution (south gym, Murdock stadium, track facility). Other facilities have aged but still are able to serve the students and the community. They are all high use facilities which require the collaboration of facilities and department staff to maintain. Recently all of the classrooms were equipped with smart classroom technology to assist the faculty in the delivery of their instruction. Other facilities have undergone recent rebuilds or significant upgrades. The softball field and tennis court are new constructions. Softball has needed some additional renovations due to unforeseen limitation due to the location and structure. Tennis has been a great addition to the program and serves activity and athletics. The north gym has undergone some equipment additions but structurally remains the same. Baseball has seen a significant upgrade and better serves the courses offered within. The previous exercise fitness lab was discontinued and saw a complete overhaul. The athletic training room was moved into the a new facility to better serve the athletic programs, student athletes and staff. This change in venue has been a great plus to the program. The fitness center was awarded new state of the art equipment and a facility overhaul. This facility has also benefitted by a new staff member who is able to serve students, student athletes, faculty, staff and the community.

Previous recommendation in the 2005 program review stated that 64% of the students felt that the facilities and equipment were in good or outstanding condition. The general feeling amongst faculty is that number is now too high considering the aging nature of the facilities. Specifically, many facilities amongst faculty is that this number is high considering the aging nature of the facilities. Specifically, many facilities have limited or no air conditioning presenting high temperature and a deterrent to student success. Weight facilities located in the department have equipment that is at least twenty years old in facilities that have no modern accommodations. Nautilus machines in two of the weight rooms are outdated and newer more functional equipment is needed to assist the students in successfully achieving their optimum fitness level. All of the facilities are lacking appropriate sound system equipment that is necessary for aerobic or circuit training instruction. The south gymnasium, which is the oldest facility on campus, has no air or heat, insufficient lighting and lacks technology.

In the support of our student athletes and student instruction in conjunction with those facilities planning and funding has also been established to address the track, stadium, and various program support areas. In the summer of 2012, the first phase of the stadium and track construction will occur with the removal of the antiquated dirt track and construction beginning on the artificial turf practice field and surrounding synthetic running path. At the conclusion of the fall 2012 football season, Murdock stadium will be demolished and a new state-of-the-art stadium will be constructed. The new stadium will include (but not limited to) an artificial turf football field and NCAA regulation soccer field; 9-lane track; athletic training facility; field house equipment room; home and visitor locker rooms; and offices and meeting rooms for faculty and coaches.

Satisfying the transportation needs for our many athletic programs have been challenging over the last few years due to budgetary restrictions (buses) and limitations of access to school vans due to multiple team needs on same days/times. It would be seem prudent to investigate the options of purchasing more vans and/or mini buses capable of transporting more student-athletes with similar fuel costs. Many of our college vans are beginning to age and may not continue to be functional in the next four years and may need to be replaced.

In evaluating our fitness center there is the need to provide more "universal design" exercise equipment for students with disabilities and provide a wheelchair accessible arm cycle for cardiorespiratory exercise. The fitness center currently has adequate amount of adaptive equipment in proportion to its size. Due to the small service space in cannot provide adequate service to every student here at El Camino College. We foresee in the future the need for additional space and equipment to meet that need.

The future campus master plan has identified all of the remaining Kinesiology facilities for complete replacement except for the baseball field which will get additional overhaul.

Areas of future need include:

- Continued identification on the campus master plan to replace remaining facilities within the kinesiology area.
- Addition of storage and concrete on the existing softball field to address equipment and excess dirt area that floods when it rains.
 - Replacement of the separation walls in PE51 and PE52The wall is in horrible condition and presents an unclean facility
 - Replacement of strength and weight equipment in all training facilities
 - Renovation of the old training room into a student cohort support area
 - Locker rooms more proximal to the current baseball field
 - Coaching office more proximal to the baseball field
 - Baseball stadium lights, sound system, outfield fencing, announcing booth, and protective netting for outfield/facility offices
 - New lighting for the South Gym (approx \$7000.00)
 - Restroom near women's softball field.

All of the courses in the department are equipment intensive. The continued support of the program in the replacement and upgrade of equipment is needed. Equipment that is aged increase the liability of the district and decreases the ability of the students to succeed in their course of study.

At the present time the Recreation program uses any of the available classrooms for its courses. To foster the programs future success it would be prudent to request a dedicated smart classroom that has the size and structure to allow for group activities and the availability of necessary storage areas for equipment. This type of classroom is a

long-range need. Many of the courses instructional formats require the use of technology and would benefit from the availability of the Internet, over head video projection, video taping/playback system, smart boards, and Wi-Fi access.

Technology and Software

Technology and Software Narrative

Most of the kinesiology classes are equipped as smart classrooms. We can envision the improvement and maintenance of these smart classrooms when appropriate. There is however, a growing need of incorporating smart classroom technology into existing activity based courses.

Staffing

Staffing Narrative

Kinesiology / Staffing - Athletics

The department has been able to realize two new full time faculty members/coaches. One member started in Fall 2010 and a new member is scheduled to start in fall 2012. The addition of these full time members will assist in the effective teaching, development and expansion of the existing course offerings. And further the success of students in these programs. While these are excellent additions unfortunately the program has seen the retirement of five members in the last seven years. There is a need for succession planning within the department as the length of employment of full time faculty, in the previous program review, ranged from 5 to 31 years. This was an average of 17.5 years. This planning is especially needed in the area of coaching. Most of the coaches in the department have been at their respective post for over 20 years. The department anticipates a number of retirements from teaching or coaching in the next ten years.

The department relies heavily on the support of classified staff. The support staff is essential in the areas of scheduling, eligibility, maintenance, transportation, recruitment and purchasing. Three classified staff members have been added in recent years. All of them are replacements for key positions. Another area of this department that is somewhat unique to Kinesiology is the support needed from assistant coaches (casual employees). The casual budget has continually been reduced due to the current budget crisis. Casual employees are essential to the success of the athletic programs. The athletic cohort routinely has a high number of student athletes. Recruitment, advisement, retention and success are all affected by the support of these assistant coaches.

In 2012 over 50% of our full time and part time faculty is reaching retirement age. There is no exact date for their retirement but they will be eligible to retire and it will be necessary for a smooth transition of fitness-wellness. It is imperative to begin succession planning and work to prioritize more full time faculty as these individuals reach retirement. Another key factor to their longevity is the advancement of our facilities. We have very facility intensive courses and thus we need faculty to be able to supervise and instruct in appropriate facilities.

Athletics:

At the present time we have 7 full-time and 5 part-time head coaches for 21 programs. 4 of the coaches are within the retirement bubble. The Men's Basketball position is our newest FT coaching position, having been hired in 2012. The only sports that are not supported by El Camino College are Wrestling and Women's Golf.

FB: 2 FT

M/W TEN: 1 PT

M/W - XC: 1 FT*

M VB: 1 PT

M/W TRK: 1 FT*

W BB: 1 PT

WVB: 1 FT

W SB: 1 PT

M BB: 1FT

M GOLF: 1 PT

M/W SOC: 1 FT#

W BAD: 1 FT#

BASE: 1 FT

M/W WP: 1FT**

M/W SWIM: 1 FT**

*/**/#: indicated same coach coaching 2 sports

Staffing Goals - Athletic Coaching:

1. Have all head coaching positions full-time
2. Have at least one PT coaching position assigned for each sport.
3. Hire a FT Strength and Conditioning coach
4. Institute Wrestling and Women Golf programs

Staffing Goals - Athletic Administration:

1. FT Assistant AD position for Athletic Eligibility
2. FT Sports Information Director
3. FT Athletic Fund Raising Director
4. FT Athletic Equipment/Facility Director

Staffing Goals – Athletic Classified/Certificated

1. Counseling support
2. Tutoring
3. Study Hall
4. Equipment Attendants - M/W
5. Facility Management

Kinesiology / Staffing – Theory

Historically, when an athletic coach was hired, his primary responsibilities were academically based. He/she was hired as instructor first and a coach second. Based on this hiring pattern as full time positions become available they are linked intrinsically with the academic needs of the division. One of the possible exceptions would be the desire to hire an Exercise Physiologist (replacement for Dr. Storer who retired in 2010) as director of the Exercise Science Lab.

Recreation / Staffing

For the past five years, the program has one part-time instructor. An additional full-time staff member is available to teach additional courses. The possibility of the programs growth with offering of a Certificate in Recreational Leadership and addition of new curriculum would in the future require additional staff.

2-4 years: 1 full time staff \$90,000.00

Part 2: Future Direction

Direction and Vision

Direction and Vision Narrative

The program has a clear plan to increase the service to students and to their recruitment and success. This vision incorporates the priorities of the four departments under the kinesiology program. Combined these departments come together to define the future goals and directives of the kinesiology program. Within the context of the four areas there is a unified objective that centers on staffing, facilities, curriculum and certificates.

Certificates are being developed in the areas of athletic training, strength training, recreation and coaching. The implementation of the TMC (Transfer Model Degree) in Kinesiology will assist students in direct access to the CSU system. The program should prepare and implement new courses and strategic planning to respond to the recent restrictions on repeatability. The development of families of courses will prove important to students who wish to progress to a high level of personal fitness knowledge and application. The fitness portion of the program should emphasize the important of physical activity incorporated into the student's everyday lives.

To meet the need of growing national industries the program will emphasize education in expanding careers. Athletic training is a growing field and a strong transfer program to the four year institution of the CSU system. Articulation agreement and a development program will help in direct transfer to the next level. Strength Training is a program that can serve the local fitness facilities in our community and also meet transfer needs of those students seeking bachelor programs.

Coaching and youth coaching is a field that is in continual need of qualified coaches. All coaches must obtain a specific level of training prior to their instruction of youth, recreation and club sports. The program is working on certificates in each.

In athletics there is a critical need for at least maintaining and ideally increasing the official "off-season" time allowed for team sports. Quite simply stated, the current one hour and twenty five minutes twice weekly is not nearly enough time to prepare student-athletes for the approaching season of sport. We desperately need to look into developing curriculum to allow more time for the off-season student-athlete to develop their fitness and skills in their specific sport(s) while staying within the CCCAA rules and guidelines. This would include summer and winter sections.

Pending state legislation limiting "repeatability" of certain courses could be a devastating blow to what we would like to expand for the best interests of our student-athletes' learning and well-being.

Many local high schools currently have the popular sports programs of mens and womens la crosse; womens golf; men and womens wrestling; and sand volleyball. Since the Mission of El Camino College and our Athletic program is to "offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community" it would appear to be in our best interests to consider adding these sports as intercollegiate athletic programs. In the Orange Empire Conference (Orange Coast, Golden West, Riverside, Saddleback, Santa Ana, Rancho Santiago), they have already added 4-5 sand volleyball programs as club sports. Of course, any additions to our Athletic program this will depend on the state of the economy and other variables and would require additional staffing with coaches for these sports. With the emphasis from the ncaa ithis would provide an avenue for matriculation to four year colleges.

The vision of the recreation program has remained constant and always focused upon the introduction and exposure interested students to the profession of recreation services. Today this vision extends into the areas of Leisure Services, Hospitality, and Tourism, to name a few. Because of the ever-expanding nature of Recreation, the direction that the program is moving toward is also evolving. From a base of three core courses a Leadership Certificate program is emerging. This will be to help students to become more employable in the recreation market place. Along with this we have identified a number of new areas that we need to establish new certificate programs. The areas of Hospitality, Therapeutic Recreation and Recreation therapists. Statically these are three major growth areas for employment.

There are many events now happening in recreation that will support our efforts with the development of new courses and certificate programs. It's a time of transformation. We have an aging and active population. There is a huge degree of hyper-connectivity with the popularity of social networking, the fragmentation of sports/recreation/hobbies into smaller wide spread niches, and a focus on health care, that will have people staying locally and demanding more local services. Also, our Corporative Career Education course needs to be re-established to help with the placement of students in recreation positions. A certificate is recommended to facilitate the placement of students.

Recommendations

Justification for Prioritization

The costs and prioritization of the recommendations have not yet been completed.

Recommendation #1: Hire FT Defensive Coordinator with teaching responsibilities.

Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #2: Hire a FT Men's and Women's Tennis Coach with teaching responsibilities.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #3: Hire a FT Men's Volleyball Coach with teaching responsibilities.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #4: Hire a FT Women's Softball coach with teaching duties.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #5: Hire a FT Women's Basketball coach with teaching responsibilities.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #6: Hire a FT Men's Golf coach with teaching responsibilities.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #7: Hire a FT Strength and Conditioning Coach with teaching duties.	
Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #8: Create an Assistant AD position in charge of Athletic Eligibility	
Program Review Reference	
Current Status	New
Status Report	
Recommendation #9: Add a FT Athletic Counselor.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #10: Add a FT Athletic Trainer.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #11: Develop additional courses within the TMC that supports the Kinesiology Major and transfer.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #12: Continue to work with our articulation officer regarding which offerings articulate with the four year schools regarding major preparation for a bachelor's degree in kinesiology and thus would be viable for our AA-T Kinesiology degree.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #13: Provide more universal design exercise equipment for students with disabilities and provide a wheelchair accessible arm cycle for cardiorespiratory exercise. The fitness center should serve ALL students here at El Camino College. Our adapted physical education program provides specialized exercise equipment but course offerings are not always available. For example, this winter we have zero sections and next summer only one section of adapted physical education courses. Many of our students would like to use the fitness center via community education classes and or in conjunction with their exercise classes in the	

adapted physical education program.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #14: Continued identification on the campus master plan to replace remaining facilities within the kinesiology area	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #15: Addition of storage and concrete on the existing softball field to address equipment and excess dirt area that floods when it rains.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #16: Replacement of the separation walls in PE51 and PE52The wall is in horrible condition and presents an unclean facility (\$5,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #17: Replacement of strength and weight equipment in all training facilities (\$750,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #18: Baseball field batting cage and office facilities (\$500,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	

Recommendation #19: Baseball field outfield fencing and protective netting. (\$300,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #20: Baseball Field locker room (\$250,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #21: New lighting for the South Gym (approx \$7000.00)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #22: Classroom designed for group activities and storage facilities for recreational program. (\$200,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #23: continued support of the program in the replacement and upgrade of equipment is needed. Equipment that is aged increase the liability of the district and decreases the ability of the students to succeed in their course of study. (\$5,000- 1,000,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #24: 50m NCAA regulation pool	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	

Recommendation #25: Increase the amount of casual support staff. This entails assistant coaching, office support and athletic training. (\$100,000)	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #26: Incorporate technology into activity based courses. These include: heart rate monitors, internet based technology to track student performance, weight and body composition monitoring, etc.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	
Recommendation #27: restroom near womens softball field.	
Program Review Reference	
Current Status	New
Status Report	
Impact and Required Resources	
No Impacts or Required Resources for this Recommendation	

Attached Files	
SLO assessment progress	
load justification	
athletics data	
fitness data	
theory data	
6 year cycle	

Kinesiology SLO Assessment Summary
Fall 2012

- In the last school year (Fall 2011, Spring 2012, Summer 2012) **all** scheduled course assessments for Kinesiology, Recreation, and Athletics (except one due to coaching change) were completed and entered into curricunet!!!
- Athletics completed a program assessment.
- All Programs have completed a SLO Program Assessment (9/9=100%)
- 10 courses are being assessed during the Fall 2012 semester.
- 11 courses are scheduled to be assessed during the Spring 2013 semester.
- 28 courses were assessed during 2009-2011 that were not entered into CurricUNET. 25 have now been submitted and approved. Due to problems with curricunet, 3 are waiting to be submitted.
- **Health Sciences and Athletics have done assessment reports for 121 courses. More than any division on campus. We have completed 63.02%. The third highest percentage.**
- Contemporary Health 2/2 100%
- Recreation 3/3 100%
- PE 60/85 70.59%
- Ed. Dev. 11/14 78.57%
- R. C. 10/20 50%
- Nursing 9/21 42.86%
- Sign Language 15/15 100%
- Rad. Tech 5/13 38.46

As we pursue 100% completion of SLO Assessments, what's next?

As we assess courses a second time, we may need to refine or change SLO's so that they accomplish what the true intent of the class is. We should be trying to make the assessments meaningful to possibly improve instruction, enhance student learning/performance, linking the SLO to institutional needs (for budget and equipment), as well as feeding program review.

TO: DR. ARCE
FROM: RORY K. NATIVIDAD
DIVISION DEAN
SUBJECT: LOAD INCREASE JUSTIFICATION
DATE: MARCH 14, 2012 (1ST DRAFT SENT IN OCTOBER)
CC: Q. CHAPMAN, L.ALFORD

Dr. Arce,

Currently, a total **36** physical education courses are out of compliance with Title 5 and scheduled for a one hour increase in their weekly contact hours. Of these, there are **19** off season intercollegiate athletic and **17** activity courses. The department of physical education would like to have these courses come into compliance by adding one (1) additional contact hour per week for a total of 54 contact hours per semester.

Title 5 – The current status of the class is in my understanding expressly in violation of title 5. This is due to the fact that we award 1.0 units for a class that only has 36 total hours of contact. 54 hours is the standard after review of other like courses in our division as well as comparison to other like colleges.

Status:

Currently these one (1) unit physical education courses meet for two (2) contact hours per week for a total of 36 contact hours for the semester. Over ten years ago these courses had an additional one (1) hour TBA in the exercise fitness laboratory. This additional one (1) hour was then disallowed for funding of physical education activity courses. A number of newer courses or curriculum reviewed courses have increased their contact to three (3) hours per week and 54 total contact hours.

Justification:

This increase will provide for equity and consistency in the scheduling, load and student contact throughout the physical education classes. It also provides consistency amongst like courses from regional or state community colleges. For off season intercollegiate athletic courses the students will benefit from additional training and conditioning which will result in greater skill and program success. Implementation will, of course, take place over a larger scale of activity courses then is represented in this list. It will affect course changed to 3 hours and those already at 3 hours. Appendix A – Courses still needing changed, Appendix B – Statistics from offerings, Appendix C – After implementation.

Proposal:

Perform a blanket curriculum change to implement the 54 hours for all activity courses. Reduce the number of total offerings in the department of Kinesiology to all the FTEF to remain the same.

Result:

The increase in contact hours will result in an increase load for both intercollegiate courses and activity courses. Intercollegiate courses will increase from .10% load to .15% load. Activity courses will increase from 9.09 to 13.64 load (approximation). As a result the department will need **decrease** the total number of offerings by implementing a consistent scheduling format and spreading the offerings over prime scheduling times in an effort to better serve our students.

Projections:

	# of Offerings	Current FTE	Result FTE	Add FTEF
FALL	59	5.68	8.52	2.84
SPRING	46	4.43	6.65	2.22
After implementation				Diff FTEF
Fall	39	5.67		-0.01
Spring	32	4.63		0.2

Potential Cost to the District (FTEF)(if same # of offerings)

5.06 FTEF

Division FTEF

Fall 2012– 65.98

Spring 2012– 62.61

Examples:

FT Instructor (J. Doe)			PT Instructor (J.Doe)		
Currently	Current Load	Revised	Currently		
CH1	20.00%	20.00%	PE14	10.00%	15.00%
CH1	20.00%	20.00%	PE14	10.00%	15.00%
PE54	15.00%	15.00%	PE14	10.00%	15.00%
PE232	10.00%	Cancelled	PE14	<u>10.00%</u>	<u>cancelled</u>
PE36	10.00%	15.00%		40.00%	45.00%
PE2	15.00%	15.00%			
PE300	<u>10.00%</u>	<u>15.00%</u>			
	100.00%	100.00%			

APPENDIX 3

**Demographic and Enrollment Characteristics
Athletics
Fall 2007 to Fall 2010**

Characteristic	Category	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2010 ECC		2010 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
Students	Total	501	100.0%	540	100.0%	562	100.0%	540	100.0%	24,775	100.0%	563,522	
Gender	Female	156	31.1%	183	33.9%	181	32.2%	186	34.4%	12,776	51.6%	287,661	51.0%
	Male	344	68.7%	356	65.9%	380	67.6%	353	65.4%	11,980	48.4%	275,861	49.0%
	Unknown	1	0.2%	1	0.2%	1	0.2%	1	0.2%	19	0.1%	0	0.0%
Ethnicity	African-American	139	27.7%	145	26.9%	145	25.8%	150	27.8%	4,241	17.1%	86,551	15.4%
	Amer. Ind. or Alaskan	1	0.2%	5	0.9%	1	0.2%	1	0.2%	82	0.3%	1,152	0.2%
	Asian	26	5.2%	34	6.3%	43	7.7%	49	9.1%	4,235	17.1%	76,611	13.6%
	Latino	125	25.0%	132	24.4%	152	27.0%	168	31.1%	9,279	37.5%	193,092	34.3%
	Pacific Islander	35	7.0%	42	7.8%	26	4.6%	16	3.0%	177	0.7%	2,724	0.5%
	White	114	22.8%	136	25.2%	130	23.1%	111	20.6%	4,641	18.7%	185,138	32.9%
	Unknown or Decline	61	12.2%	46	8.5%	52	9.3%	18	3.3%	1,432	5.8%	2,017	0.4%
Age/Age Group	Under 17	1	0.2%	1	0.2%	1	0.2%	2	0.4%	186	0.8%	136,146	24.2%
	17	18	3.6%	23	4.3%	21	3.7%	18	3.3%	553	2.2%		
	18	167	33.3%	148	27.4%	141	25.1%	172	31.9%	2,923	11.8%	14,335	2.5%
	19	163	32.5%	187	34.6%	160	28.5%	136	25.2%	3,532	14.3%		
	20	73	14.6%	106	19.6%	120	21.4%	93	17.2%	2,982	12.0%	6,745	1.2%
	21	40	8.0%	34	6.3%	59	10.5%	51	9.4%	2,129	8.6%	6,668	1.2%
	22	17	3.4%	10	1.9%	34	6.0%	25	4.6%	1,649	6.7%	22,175	3.9%

	23	6	1.2%	7	1.3%	6	1.1%	18	3.3%	1,291	5.2%		
	24	4	0.8%	5	0.9%	4	0.7%	6	1.1%	1,023	4.1%		
	25-29	7	1.4%	8	1.5%	11	2.0%	12	2.2%	3,121	12.6%	41,894	7.4%
	30-39	4	0.8%	8	1.5%	2	0.4%	5	0.9%	2,592	10.5%	83,949	14.9%
	40-49	1	0.2%	1	0.2%	3	0.5%	2	0.4%	1,509	6.1%	89,694	15.9%
	50-64	0	0.0%	2	0.4%	0	0.0%	0	0.0%	1,080	4.4%	101,912	18.1%
	65+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	204	0.8%	60,004	10.6%
Class Load	Full-time	384	76.6%	407	75.4%	409	72.8%	383	70.9%	7,688	31.0%		
	Part-time	117	23.4%	133	24.6%	153	27.2%	157	29.1%	16,271	65.7%		
	Not enrolled or N/A	0	0.0%	0	0.0%	0	0.0%	0	0.0%	816	3.3%		
Time of Classes*	Daytime	496	99.0%	530	98.1%	558	99.3%	531	98.3%	19,023	76.8%		
	Evening	5	1.0%	10	1.9%	4	0.7%	9	1.7%	4,485	18.1%		
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,267	5.1%		
Academic Level	College degree	7	1.4%	17	3.1%	14	2.5%	16	3.0%	3,288	13.3%		
	HS Graduate	444	88.6%	494	91.5%	525	93.4%	509	94.3%	20,232	81.7%		
	Not a HS Grad	8	1.6%	12	2.2%	6	1.1%	3	0.6%	443	1.8%		
	K-12 Special Admit	2	0.4%	6	1.1%	4	0.7%	1	0.2%	346	1.4%		
	Unknown	40	8.0%	11	2.0%	13	2.3%	11	2.0%	466	1.9%		
Educational Goal	Intend to Transfer	233	46.5%	246	45.6%	228	40.6%	222	41.1%	7,513	30.3%		
	Degree/Certif. Only	4	0.8%	7	1.3%	7	1.2%	6	1.1%	1,020	4.1%		
	Retrain/recertif.	10	2.0%	10	1.9%	10	1.8%	2	0.4%	1,387	5.6%		
	Basic Skills/GED	9	1.8%	19	3.5%	19	3.4%	18	3.3%	1,180	4.8%		
	Enrichment	13	2.6%	17	3.1%	17	3.0%	18	3.3%	1,282	5.2%		
	Undecided	133	26.5%	107	19.8%	107	19.0%	92	17.0%	4,675	18.9%		
	Unknown	99	19.8%	134	24.8%	134	23.8%	182	33.7%	7,718	31.2%		
Additional characteristics available upon request.													

APPENDIX 4

**Demographic and Enrollment Characteristics
Wellness/Fitness
Fall 2007 to Fall 2010**

Characteristic	Category	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2010 ECC		2010 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
Students	Total	2,900	100.0%	3,209	100.0%	3,331	100.0%	3,143	100.0%	24,775	100.0%	563,522	
Gender	Female	1428	49.2%	1595	49.7%	1667	50.0%	1517	48.3%	12,776	51.6%	287,661	51.0%
	Male	1471	50.7%	1613	50.3%	1664	50.0%	1624	51.7%	11,980	48.4%	275,861	49.0%
	Unknown	1	0.0%	1	0.0%	0	0.0%	2	0.1%	19	0.1%	0	0.0%
Ethnicity	African-American	653	22.5%	709	22.1%	635	19.1%	592	18.8%	4,241	17.1%	86,551	15.4%
	Amer. Ind. or Alaskan	26	0.9%	23	0.7%	11	0.3%	15	0.5%	82	0.3%	1,152	0.2%
	Asian	440	15.2%	477	14.9%	480	14.4%	443	14.1%	4,235	17.1%	76,611	13.6%
	Latino	930	32.1%	1053	32.8%	1209	36.3%	1242	39.5%	9,279	37.5%	193,092	34.3%
	Pacific Islander	61	2.1%	63	2.0%	37	1.1%	26	0.8%	177	0.7%	2,724	0.5%
	White	539	18.6%	562	17.5%	570	17.1%	555	17.7%	4,641	18.7%	185,138	32.9%
	Unknown or Decline	251	8.7%	322	10.0%	344	10.3%	188	6.0%	1,432	5.8%	2,017	0.4%
Age/Age Group	Under 17	35	1.2%	38	1.2%	21	0.6%	15	0.5%	186	0.8%	136,146	24.2%
	17	108	3.7%	120	3.7%	94	2.8%	70	2.2%	553	2.2%		
	18	433	14.9%	506	15.8%	516	15.5%	478	15.2%	2,923	11.8%	14,335	2.5%
	19	551	19.0%	497	15.5%	607	18.2%	585	18.6%	3,532	14.3%		
	20	384	13.2%	457	14.2%	438	13.1%	472	15.0%	2,982	12.0%	6,745	1.2%
	21	236	8.1%	278	8.7%	324	9.7%	301	9.6%	2,129	8.6%	6,668	1.2%
	22	175	6.0%	170	5.3%	230	6.9%	204	6.5%	1,649	6.7%	22,175	3.9%

	23	126	4.3%	132	4.1%	136	4.1%	128	4.1%	1,291	5.2%		
	24	72	2.5%	96	3.0%	120	3.6%	109	3.5%	1,023	4.1%		
	25-29	277	9.6%	303	9.4%	302	9.1%	281	8.9%	3,121	12.6%	41,894	7.4%
	30-39	206	7.1%	245	7.6%	241	7.2%	230	7.3%	2,592	10.5%	83,949	14.9%
	40-49	158	5.4%	152	4.7%	137	4.1%	132	4.2%	1,509	6.1%	89,694	15.9%
	50-64	110	3.8%	163	5.1%	117	3.5%	91	2.9%	1,080	4.4%	101,912	18.1%
	65+	29	1.0%	52	1.6%	48	1.4%	47	1.5%	204	0.8%	60,004	10.6%
Class Load	Full-time	1078	37.2%	1148	35.8%	1251	37.6%	1284	40.9%	7,688	31.0%		
	Part-time	1822	62.8%	2031	63.3%	2063	61.9%	1858	59.1%	16,271	65.7%		
	Not enrolled or N/A	0	0.0%	30	0.9%	17	0.5%	1	0.0%	816	3.3%		
Time of Classes*	Daytime	2,535	87.4%	2,739	85.4%	2,957	88.8%	2,856	90.9%	19,023	76.8%		
	Evening	365	12.6%	470	14.6%	374	11.2%	287	9.1%	4,485	18.1%		
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,267	5.1%		
Academic Level	College degree	275	9.5%	420	13.1%	382	11.5%	326	10.4%	3,288	13.3%		
	HS Graduate	2,282	78.7%	2,543	79.2%	2,749	82.5%	2,642	84.1%	20,232	81.7%		
	Not a HS Grad	66	2.3%	65	2.0%	68	2.0%	83	2.6%	443	1.8%		
	K-12 Special Admit	88	3.0%	87	2.7%	66	2.0%	30	1.0%	346	1.4%		
	Unknown	189	6.5%	94	2.9%	66	2.0%	62	2.0%	466	1.9%		
Educational Goal	Intend to Transfer	1110	38.3%	1165	36.3%	1047	31.4%	963	30.6%	7,513	30.3%		
	Degree/Certif. Only	99	3.4%	103	3.2%	103	3.1%	110	3.5%	1,020	4.1%		
	Retrain/recertif.	141	4.9%	165	5.1%	165	5.0%	111	3.5%	1,387	5.6%		
	Basic Skills/GED	99	3.4%	147	4.6%	147	4.4%	152	4.8%	1,180	4.8%		
	Enrichment	205	7.1%	216	6.7%	216	6.5%	161	5.1%	1,282	5.2%		
	Undecided	718	24.8%	764	23.8%	764	22.9%	612	19.5%	4,675	18.9%		
	Unknown	528	18.2%	649	20.2%	649	19.5%	1,034	32.9%	7,718	31.2%		
Additional characteristics available upon request.													

APPENDIX 5

**Demographic and Enrollment Characteristics
Kinesiology Theory
Fall 2007 to Fall 2010**

Characteristic	Category	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2010 ECC		2010 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
Students	Total	1,582	100.0%	1,890	100.0%	2,293	100.0%	2,063	100.0%	24,775	100.0%	563,522	
Gender	Female	848	53.6%	1018	53.9%	1223	53.3%	1072	52.0%	12,776	51.6%	287,661	51.0%
	Male	734	46.4%	872	46.1%	1070	46.7%	989	47.9%	11,980	48.4%	275,861	49.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%	2	0.1%	19	0.1%	0	0.0%
Ethnicity	African-American	353	22.3%	471	24.9%	484	21.1%	506	24.5%	4,241	17.1%	86,551	15.4%
	Amer. Ind. or Alaskan	6	0.4%	10	0.5%	4	0.2%	2	0.1%	82	0.3%	1,152	0.2%
	Asian	247	15.6%	295	15.6%	328	14.3%	268	13.0%	4,235	17.1%	76,611	13.6%
	Latino	470	29.7%	558	29.5%	806	35.2%	793	38.4%	9,279	37.5%	193,092	34.3%
	Pacific Islander	41	2.6%	41	2.2%	47	2.0%	32	1.6%	177	0.7%	2,724	0.5%
	White	302	19.1%	339	17.9%	378	16.5%	301	14.6%	4,641	18.7%	185,138	32.9%
	Unknown or Decline	163	10.3%	176	9.3%	201	8.8%	84	4.1%	1,432	5.8%	2,017	0.4%
Age/Age Group	Under 17	17	1.1%	8	0.4%	17	0.7%	6	0.3%	186	0.8%	136,146	24.2%
	17	68	4.3%	74	3.9%	72	3.1%	65	3.2%	553	2.2%		
	18	325	20.5%	448	23.7%	503	21.9%	456	22.1%	2,923	11.8%	14,335	2.5%
	19	305	19.3%	321	17.0%	424	18.5%	404	19.6%	3,532	14.3%		
	20	219	13.8%	254	13.4%	323	14.1%	265	12.8%	2,982	12.0%	6,745	1.2%
	21	156	9.9%	173	9.2%	199	8.7%	175	8.5%	2,129	8.6%	6,668	1.2%
	22	105	6.6%	107	5.7%	150	6.5%	131	6.3%	1,649	6.7%	22,175	3.9%

	23	69	4.4%	77	4.1%	85	3.7%	101	4.9%	1,291	5.2%		
	24	37	2.3%	61	3.2%	81	3.5%	66	3.2%	1,023	4.1%		
	25-29	127	8.0%	151	8.0%	180	7.8%	175	8.5%	3,121	12.6%	41,894	7.4%
	30-39	101	6.4%	126	6.7%	134	5.8%	131	6.3%	2,592	10.5%	83,949	14.9%
	40-49	39	2.5%	57	3.0%	76	3.3%	53	2.6%	1,509	6.1%	89,694	15.9%
	50-64	13	0.8%	30	1.6%	47	2.0%	31	1.5%	1,080	4.4%	101,912	18.1%
	65+	1	0.1%	3	0.2%	2	0.1%	4	0.2%	204	0.8%	60,004	10.6%
Class Load	Full-time	726	45.9%	925	48.9%	1023	44.6%	1030	49.9%	7,688	31.0%		
	Part-time	832	52.6%	929	49.2%	1243	54.2%	1033	50.1%	16,271	65.7%		
	Not enrolled or N/A	24	1.5%	36	1.9%	27	1.2%	0	0.0%	816	3.3%		
Time of Classes*	Daytime	1,393	88.1%	1,641	86.8%	2,007	87.5%	1,837	89.0%	19,023	76.8%		
	Evening	189	11.9%	249	13.2%	211	9.2%	149	7.2%	4,485	18.1%		
	Unknown	0	0.0%	0	0.0%	75	3.3%	77	3.7%	1,267	5.1%		
Academic Level	College degree	64	4.0%	101	5.3%	124	5.4%	94	4.6%	3,288	13.3%		
	HS Graduate	1,365	86.3%	1,670	88.4%	2,057	89.7%	1,893	91.8%	20,232	81.7%		
	Not a HS Grad	33	2.1%	47	2.5%	59	2.6%	40	1.9%	443	1.8%		
	K-12 Special Admit	39	2.5%	31	1.6%	27	1.2%	9	0.4%	346	1.4%		
	Unknown	81	5.1%	41	2.2%	26	1.1%	27	1.3%	466	1.9%		
Educational Goal	Intend to Transfer	646	40.8%	731	38.7%	675	29.4%	631	30.6%	7,513	30.3%		
	Degree/Certif. Only	62	3.9%	68	3.6%	68	3.0%	87	4.2%	1,020	4.1%		
	Retrain/recertif.	56	3.5%	81	4.3%	81	3.5%	56	2.7%	1,387	5.6%		
	Basic Skills/GED	40	2.5%	58	3.1%	58	2.5%	100	4.8%	1,180	4.8%		
	Enrichment	72	4.6%	90	4.8%	90	3.9%	63	3.1%	1,282	5.2%		
	Undecided	368	23.3%	395	20.9%	395	17.2%	328	15.9%	4,675	18.9%		
	Unknown	338	21.4%	467	24.7%	467	20.4%	798	38.7%	7,718	31.2%		
Additional characteristics available upon request.													

APPENDIX 6

Course	Course Title	Curriculum Last Course Review	Curriculum Date for Next Course review	
THEORY				
CH 1	Personal and Community Health Issues	2009-2010	2015-2016	
CH 3	Drugs and Alcohol in Society	2011-2012	2017-2018	
First Aid 1	First Aid, CPR and Basic Emergency Care	2009-2010	2015-2016	
PE 217	Sports Officiating	2011-2012	2017-2018	
PE 260abcd	Basic Principles of Fitness and Weight Control	2011-2012	2017-2018	
PE 270abcd	Fitness and Sports Nutrition	2009-2010	2015-2016	
PE 272	Care and Prevention of Athletic Injuries	2006-2007	2012-2013	
PE 274	Clinical Assessment and Mgmt of Athletic Inj.	2008-2009	2014-2015	
PE 275	Sport Psychology	2008-2009	2014-2015	
PE 277	Introduction to Kinesiology and Physical Ed	2009-2010	2015-2016	
PE 280	Exercise and Nut. Prgm for Fitness and Weight Mgmt	2011-2012	2017-2018	
PE 282	Primary Prev. of Cardiovascular and Related Diseases	2007-2008	2013-2014	Inactivating 2012-2013
PE 285	Continuing Fitness, Nutrition, and Weight Mgmt Pgms	2009-2010	2015-2016	Inactivating 2012-2013
PE 290	Personal Fitness Trainer	2009-2010	2015-2016	
Med. Term.	Medical Terminology	2011-2012	2017-2018	
ATHLETICS				
PE 5abc	Men's Intercollegiate Baseball Team	2009-2010	2015-2016	
PE 6abc	Off-Season Training for Men's Inter. Baseball Team	2009-2010	2015-2016	
PE 15abc	Men's Intercollegiate Basketball Team	2011-2012	2017-2018	
PE 16abc	Off-Season Training for Men's Inter. Basketball Team	2011-2012	2017-2018	
PE 20abc	Women's Intercollegiate Cross Country Team	2010-2011	2016-2017	
PE 21abcd	Off-Season Training for Women's Inter. Cross Country Team	2010-2011	2016-2017	
PE 25abc	Men's Intercollegiate Cross Country Team	2010-2011	2016-2017	
PE 26abc	Off-Season Training for Men's Cross Cntry Team	2010-2011	2016-2017	
PE 35abc	Men's Intercollegiate Football Team	2010-2011	2016-2017	

Course	Course Title	Curriculum Last Course Review	Curriculum Date for Next Course review
PE 36abc	Off-Season Training for Men's Int. Football Team	2010-2011	2016-2017
PE 45abc	Men's Intercollegiate Golf Team	2010-2011	2016-2017
PE 46abc	Off-Season Training for Men's Intercollegiate Golf Team	2010-2011	2016-2017
PE 57abc	Men's Intercollegiate Swimming Team	2009-2010	2015-2016
PE 58abc	Off-Season Training for Men's Intercollegiate Swim Team	2009-2010	2015-2016
PE 60abc	Women's Intercollegiate Soccer Team	2011-2012	2017-2018
PE 61abc	Off-Season Training for Women's Int. Soccer Team	2011-2012	2017-2018
PE 65abc	Men's Intercollegiate Tennis Team	2010-2011	2016-2017
PE 66abc	Off-Season Training for Men's Intercollegiate Tennis Team	2010-2011	2016-2017
PE 70abc	Men's Intercollegiate Soccer Team	2009-2010	2015-2016
PE 71abc	Off-Season Training for Men's Int. Soccer Team	2009-2010	2015-2016
PE 75abc	Men's Intercollegiate Track and Field Team	2009-2010	2015-2016
PE 76abc	Off-Season Training for Men's Int. Track & Field	2009-2010	2015-2016
PE 80abc	Men's Intercollegiate Volleyball Team	2009-2010	2015-2016
PE 81abc	Off-Season Training for Men's Int. Volleyball Team	2009-2010	2015-2016
PE 85abc	Men's Intercollegiate Water Polo Team	2010-2011	2016-2017
PE 86abc	Off-Season Training for Men's Int. Water Polo	2010-2011	2016-2017
PE 87abc	Women's Intercollegiate Water Polo Team	2010-2011	2016-2017
PE 105abc	Women's Intercollegiate Basketball Team	2010-2011	2016-2017
PE 106abc	Off-Season Training for Women's Int. Basketball Team	2010-2011	2016-2017
PE 110abc	Women's Intercollegiate Volleyball Team	2009-2010	2015-2016
PE 111abc	Off-Season Training for Women's Volleyball	2009-2010	2015-2016
PE 115abc	Women's Intercollegiate Tennis Team	2010-2011	2016-2017
PE 116abc	Off-Season Training for Women's Tennis Team	2010-2011	2016-2017
PE 120abc	Women's Intercollegiate Softball Team	2009-2010	2015-2016
PE 121abc	Off-Season Training for Women's Softball Team	2009-2010	2015-2016
PE 125abc	Women's Intercollegiate Swimming Team	2010-2011	2016-2017

Course	Course Title	Curriculum Last Course Review	Curriculum Date for Next Course review
PE 126abc	Off-Season Training for Women's Swimming Team	2010-2011	2016-2017
PE 130abc	Women's Intercollegiate Track and Field	2009-2010	2015-2016
PE 131 abc	Off- Season Training for Women's Track & Field	2009-2010	2015-2016
PE 132abc	Women's Intercollegiate Badminton Team	2009-2010	2015-2016
PE 133abc	Off-Season Training for Women's Badminton Team	2009-2010	2015-2016
PE 233ab	Pep Squad	2009-2010	2015-2016
PE 234abcd	Off-Season Training for Pep Squad	2008-2009	2014-2015

FITNESS/WELLNESS

PE 1abcd	Body Conditioning & Physical Fitness	2011-2012	2016-2017	
PE 2abcd	Walking for Fitness	2006-2007	2012-2013	
PE 3abcd	Boot Camp Fitness Training	2008-2009	2014-2015	
PE 4abcd	Basketball	2008-2009	2014-2015	
PE 7abcd	Baseball	2011-2012	2016-2017	
PE 14abcd	Boxing	2011-2012	2016-2017	
PE 47abcd	Introduction to Indoor Rock Climbing	2007-2008	2013-2014	
PE 54abcd	Weight Training	2007-2008	2013-2014	
PE 74abcd	Soccer	2008-2009	2014-2015	
PE 101abcd	Introduction to Exercise & Physical Activity	2008-2009	2014-2015	Inactivating 2012-2013
PE 102abcd	Exercise and Physical Activity	2008-2009	2014-2015	Inactivating 2012-2013
PE 135abcd	Sport-Specific, Periodized Training for Athletes	2011-2012	2016-2017	
PE 204abcd	Badminton	2009-2010	2014-2015	
PE 208abcd	Bowling	2011-2012	2016-2017	
PE 220abcd	Naginata: A Japanese Martial Art	2009-2010	2015-2016	
PE 221abcd	Defense Tactics	2011-2012	2016-2017	
PE 224abcd	Golf	2009-2010	2014-2015	
PE 232abcd	Racquetball	2005-2006	2011-2012	
PE 240abcd	Beginning Swimming	2008-2009	2014-2015	
PE 241abcd	Intermediate/Advanced Swimming	2008-2009	2014-2015	
PE 242abcd	Swimming, Lifeguard Training	2009-2010	2015-2016	
PE 243abcd	Swimming, Water Safety Instructor	2009-2010	2015-2016	
PE 244abcd	Springboard Diving	2011-2012	2016-2017	

Course	Course Title	Curriculum Last Course Review	Curriculum Date for Next Course review	
PE 245abcd	Water Aerobics	2011-2012	2016-2017	
PE 246abcd	Swimming for Fitness	2008-2009	2014-2015	
PE 250abcd	Techniques of Surfboard Riding	2008-2009	2014-2015	Inactivating 2012-2013
PE 251abcd	Tennis	2007-2008	2014-2015	
PE 253abcd	Volleyball	2009-2010	2014-2015	
PE 256abcd	Yoga for Health and Fitness	2009-2010	2015-2016	
PE 300abcd	Aerobic Fitness			

RECREATION

Rec 207	Introduction to Recreation	2011-2012	2016-2017	
Rec 217	Recreational Leadership	2011-2012	2016-2017	
Rec 307	Camp Counseling: Leadership and Programming	2011-2012	2016-2017	

ADAPTED PE

PE 201	Introduction to Adapted Physical Education	2009-2010	2015-2016	
PE 400abcd	Adapted Fitness	2009-2010	2015-2016	
PE401abcd	Adapted Strength Training	2009-2010	2015-2016	
PE 402abcd	Adapted Swimming and Hydroexercise	2009-2010	2015-2016	
PE 404abcd	Adapted Cardiovascular Fitness	2009-2010	2015-2016	
PE 407abcd	Adapted Bowling	2009-2010	2015-2016	
PE 409abcd	Adapted Yoga	2008-2009	2015-2016	