

# [Plans for Health and Physical Education](#) >> **2017 - 2018 Health and Physical Education CHC Instructional Program Review 2017- 2018 - USE THIS ONE**

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Name :

2017 - 2018 Health and Physical Education CHC Instructional Program Review 2017-2018 -  
USE THIS ONE

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## **Instructions**

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

### **1. Mission**

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

#### **A. Department's Mission:**

The Kinesiology and Health Department is a diverse and interdisciplinary department which:

- Encourages lifetime learning, health, wellness, physical fitness, and sports related skills through a variety of lecture and activity courses;
- Prepares students for careers in Kinesiology, Health and Nutrition;
- Prepares students to transfer to UC and CSU campuses;
- Provides opportunities for our students to connect with the campus and community
- Provides opportunities for students to participate in athletics

#### **B. Alignment with the College and how we are advancing the mission:**

The mission of the Kinesiology and Health department is congruent with the mission of Crafton Hills College..."to advance the educational, career and personal success of our diverse campus community through engagement and learning." In order to advance our college's mission we are providing a variety of services and opportunities. In order to help our students complete their associates degrees and transfer if they desire, our department offers a diverse variety of activity courses (fitness based, dance based and skill based) which apply to section E for the general requirements, and four lecture courses which are transferable to both UC and CSU (Biological Principles of Health, Nutrition and Health, Introduction to Kinesiology and First Aid/CPR). Our department also offers an Honors level course as well. To help reach students and stay current with students needs we offer three of our lecture courses as online courses as well. We now offer a AA-T in Kinesiology which helps students to prepare for their careers as well as assures a smooth transfer process. Our department provides numerous opportunities for our students to connect and engage with other students, faculty, staff and the community both on and off campus (exp. campus garden, food bank, Herbivore Festival, Community Dinners, Athletics). The core nature of our courses also promote lifetime wellness, success and personal enrichment. All of our fitness based, skill based and dance based classes are focused on providing students with skills they can use throughout their life. The recent addition of athletics in our department also provides students with opportunities outside of the classroom to engage with others and advance their skills. We are one of the few departments providing students with opportunities like this. The athletics program also helps to connect our campus with the community, which is an area that our campus has struggled with recently.

## 2. Description of Program

- a. Organizational Structure and Staffing
- b. Describe any activities in addition to instruction that you provide.
- c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.
- d. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
- e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

### A. Organizational Structure and Staffing:

- The Health & Kinesiology Department has three full-time faculty members (Ralph Rabago, Janine Ledoux and Colleen Hinds). In addition, the department has 22 adjunct faculty members depending on the semester. Colleen Hinds is the current Chair of our department.
- The Kinesiology and Health Department offers a variety of degree applicable and transfer courses in diverse areas such as health, nutrition, kinesiology, fitness, skill/sport, athletics and dance.
- The department is part of the SINS division which is currently overseen by Dean Van Muse.
- Crafton Hills College serves approximately 4500 students from Yucaipa, Redlands, Calimesa, Beaumont, Banning, Highland, San Bernardino and local mountain communities, such as Crestline, Lake Arrowhead, Big Bear and Running Springs.

**B. Describe any activities in addition to instruction that you provide:**

- Athletics: Our department currently offers swimming and in 2019 will offer water-polo as well for both men and women.
- Fitness Center and Swim Time: In order to allow students to improve or maintain their currently level of wellness and physical fitness. It allows for practice outside of the classroom and encourages life-long participation.
- Campus and Community Engagement: We encourage students inside and outside of our department to participate in a variety of volunteer opportunities that we provide and arrange both on and off campus such as our Campus Garden, Coach's Cupboard, The Herbivore Festival, Community Dinners, and through many other arranged off campus volunteer opportunities with shelters, schools and hospitals and non-profit organizations.
- Fitness Assessment: We offer physical fitness assessments to help student identify their current strengths and weaknesses and to help them plan, set goals and work towards improving their fitness levels.
- Student Clubs: The professors in our department advise a number of student clubs which give students opportunities for leadership and educational exploration and engagement outside of the classroom.

**C. Alternative Modes of Instruction:**

- Our department offer early morning, afternoon and late evening classes to accommodate all students. We offer online versions of our Health, Nutrition and Kinesiology courses

**D. Needs Based:**

- We have just offered a new course for the first time this Fall 2017, First Aid and CPR. This course completes the AA-T in Kinesiology that we are offering now.
- Kinesiology is a growing industry and major. A degree in Kinesiology is commonly sought out for a variety of different careers. According to the US Bureau of Labor Statistics projected job growth from 2014-2024 for Athletic Trainers will increase by 21% Fitness Workers 8%, Recreational therapists 12%, Coaches 6% and notably occupational therapist 26% and physical therapists 34%.
- The AA-T we offer helps streamline students into one of the states leading Kinesiology programs at CSU, San Bernardino.
- We have just added athletics on our campus and now offer Swimming which has its own set of courses for our athletes and we will be soon adding Water Polo as well.
- We just wrote curriculum for five new physical activity courses to keep up to date with fitness trends and needs. We will be offering Aerial Yoga and Aerial Fitness which are course which use aerial fabrics and are trending now in fitness studios. We will also be offering Intro to Circus which ties into our community's strong interest in the circus arts. We will also be offering a Mind and Body Fusion course which will include stretching and meditation. Our students have very high stress levels and there is documented research to support meditation to help reduce stress, improve grades and focus. We will also be offering Zumba as a separate course since there is a high interest in the community.
- We just renamed and updated and added SLO's into curricunet for a number of our courses including Introduction to Health and Wellness, Hip Hop, Water Bootcamp, Cardiovascular Conditioning and Pilates.

**E. Scheduling Matrix:**

- See attached Course Offerings 4 year Plan

### **3. External Factors with Significant Impact**

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
  - i) Requirements of prospective employers
  - ii) Developments in the field (both current and future)

#### **A. Budgetary Constraints or Opportunities:**

##### Constraints:

- **Athletics:** Our department, athletics program and perception of our campus suffered a huge hit after a last minute budgetary decision was made to eliminate our newly founded women's golf team. After years of planning, creating curriculum, recruiting students for the team, and a previous guarantee of support from our administration, the administration decided to no longer fund this sport just months before our new athletes were to begin the semester with us. The athletes we recruited, the coach, our department and our community were very disappointed. There was no due process followed for the canceling of this program. Sadly, no financial effort is being made to help reintroduce this sport. Our next sport due to be rolled out is Men's and Women's waterpolo. We are currently recruiting for a coach who will begin next Fall to recruit athletes. However, we are very much concerned that the same thing will happen with this sport.
- **Gymnasium Space:** We continue to have significant facilities concerns associated with our instructional programs. When the facilities we are currently in were built a gymnasium floor was part of the plan. However, due to budgetary constraints that space was removed from the plans and no replacement space of any sort was made available. This has limited us from offering a variety of classes such as volleyball or basketball and has drastically decreased the instructional space we have available.
- **Instructional Pool:** The same process happened in the development of the aquatic center. The original plans were to build two pools the competitive pool which we currently utilize and a separate instructional pool. Again, as the project moved forward budgetary issues deemed it necessary to move forward without the instructional pool. This is a particular concern as with the development of our aquatic athletic programs (both men's & women's swimming and water polo) will place a large utilization concern on the current competitive pool.
- **Maintained Outdoor Instructional Spaces:** Another huge area of continued facility concerns is associated with the regular maintenance as well as significant resurfacing or refurbishing of the Kinesiology outdoor instructional spaces. These spaces includes the short game practice and training facility used to support golf instruction for approximately half of the semester, the soccer field (or what's left of it), and the tennis courts. There has

been some continued thought on campus that if a sufficient replacement for these type of facilities can be developed off-campus by partnering with the city or other agency, that we don't need to maintain or provide such facilities for our students on campus. Off-campus instructional facilities are not convenient or acceptable alternative for all of our outdoor instructional needs!

- **New Outdoor Areas:** In order to provide more variety and opportunities for students when we are limited to outdoor sports since we don't have a gymnasium we have recently added pickleball (a trending sport with all ages in our community). However, since there is no money we have been using the tennis courts for this course. Ideally we would love to have funds to have pickleball courts for our classes and even for our community to use to encourage the community to visit our campus and bring their families.
- **Course Cancellations:** Due to budgetary constraints, a huge number of courses in the Fall were canceled right before the semester started. This is a concern since it affects the students who are enrolled in the classes and how they view our campus and our department. This also affects our reputation with our faculty who have prepared and are set to teach these classes and are told just days before or the day of class that it is canceled. This Spring we have already had to cut the number of courses and the variety of courses that we offer. We used to offer two types of dance classes and now we are down to just one due to budget.

Opportunity:

- We would like to thank the Foundation for helping to raise funds which is allowing us to purchase aerial fabrics for use in three new courses we have moving through curriculum. We hope that these courses will renew interest in our students, attract our circus loving community and make us competitive with local fitness studios offerings.

## **B. Competition from Other Institutions**

Problems:

- The closest community college which offers courses similar to our is Valley college. Valley does have an advantage over our campus because of their athletics program. Many Kinesiology students are very interested in athletics and when they see that we are just starting to offer athletics and it is off to a shaky start it detours them. Our other competitor is CSU, San Bernardino who offers bachelor's degrees in both Kinesiology and Health. We have done our best to partner with them and now offer a AA-T degree in Kinesiology for students who would like to start out with us and transfer.
- As the economy has improved we have seen a much smaller number of students interested in attending our campus and students who would normally be interested in community college are seeking employment instead of education.
- One of our campus' biggest problems appears to be how we are advertising and marketing ourselves.
- Ease of registration is a big problem on our campus especially for our department. If a community member wants to just take our tennis class they have a huge process to go through and are usually discourage half way into the process.

What we are doing:

- We are attempting to get an athletics program going to attract students and engage the community with our campus
- We now offer an AA-T in Kinesiology.

- As individuals in the department we go out and market our own classes and take our own time to talk to the community. We offer campus events and projects on our own time to get the community involved and promote connection with students.
- Creating new classes and rebranding ourselves to spark interest in students and the community.
- Our instructors work hard to try to help new community members navigate the registration process so they can take an activity course, however, this shouldn't be part of their job.

### **C. Requirements of four-year institutions**

- Most four year institutions require a basic health course as well as an activity course. Our department offers both of these.
  - Our Health 102 and Health 263 courses are both UC/CSU transferable.
  - Our activity courses are all transferable to UC/CSU
- Our AA-T in Kinesiology prepares students to transfer into a four year institution.

### **D. Requirement imposed by regulations, policies, standards and other mandates:**

- The process of introducing a new course into curriculum or to simply just change the name of a course is unusually long. This has affected our department since we planned on offer new courses in Fall of 2018 and now we might not be allowed to until Fall 2019.
- Students who would just like to take a course in our department for enrichment purposes such as yoga or pickleball are discouraged because of the length and unfocused process. There needs to be a better way to allow our community to take courses for non-degree purposes. If this process were simplified our fitness courses would attract the same people who pay for gym memberships and we would have much higher enrollment.

### **E. Job Market:**

#### Prospective Employers:

- Most students taking courses in our department are doing so to fulfill their general education requirements regardless of their major.
- Our AA-T in Kinesiology allows students to transfer and increase their employability. It also is a good standalone degree for a variety of careers including personal training which has seen a large increase due to the number of baby-boomers increasing in age and becoming interested in being physically fit.
- Research shows that people who are physically activity and have a sound knowledge base in health and nutrition tend to miss less days of work and cost their employers less due to a reduction in mortality and morbidity associated with chronic and infectious diseases.

#### Developments in the Field:

- As mentioned early in our report the career opportunities and prospects in the field of Kinesiology, Health and Nutrition are rapidly growing. With the increasing difficulty of high school students directly entering a four-year university and the rising costs of education an Associate's degree at a community college is very appealing and can lead them into the four year setting at a lower cost.
- The obesity and diabetes epidemic along with humans living to older ages has cause interest in wellness and physical fitness.

## **4. Progress on Outcomes Assessment (Four-Year Question)**

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- a. Please summarize *Program Level Outcomes (PLO) assessment results*. Include a discussion of whether or not the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.

#### **A. PLO Results:**

In our department we provide a large variety of courses which student can use towards their general education requirements and which transfer to the CSU and US systems. We have just begun to award AA-T degrees and have started athletics which are another aspect of our department. As of our last Program Review we did not offer specific programs based on our understanding of what a program is, and therefore PLO's were not established. Making the assumption that each of the areas we provide are programs we have now established the following PLO's.

##### **Transferable and General Education Courses (Health, Fitness, Kinesiology, Sport/Skill, Dance)**

- Students will be able to explain and define the components of wellness and how they apply to a healthy lifestyle.
- Students will improve or maintain their current level of health-related physical fitness.
- Students will demonstrate improvements in skill-related components of fitness.
- Students will be able to explain the components of physical fitness and design a program for themselves.
- Students will be able to explain what the field of Kinesiology encompasses.

##### **AA-T in Kinesiology**

- Students will be able to outline and explain the sub-fields in Kinesiology.
- Students will be able to list a variety of careers in Kinesiology and list the academic pathways need to work in those fields.
- Students will know the components of physical fitness and work towards maintaining or improving them.

##### **Athletics**

- Students will demonstrate their skill-related performance in practice and competition.
- Students will work together as a team or alongside in support of their teammates.
- Students will demonstrate decorum and represent our college with professionalism.

Since these program level outcomes have just been established the SLO cloud tool does not reflect these additions and therefore the statistical information is not easily accessible for these specific PLO's. The previous PLO's that were listed for Health are not the correct ones and in the other categories the statistics that have been rolled up previously are listed under N/A for the majority of each of our subcategories. If we look at those which essentially are just reflections of rolled up SLO's we can see that we range from 80%-98% of our targets. Again, we believe these statistics need to be clarified much more though, which we hope will occur since we are setting

PLO's now.

Our future target once established will be 80% for each PLO.

Just this month our PLO's are being added to the Cloud Tool thanks to Keith and Jason. They will now be available for selection and the data in the future can be rolled up.

### **Collected Data**

From that data that was collected on Health a few things seemed to stick out:

1. The questions that we used to use to assess the basic knowledge students came out with in Health 102 and 263 were something that instructors mentioned. They suggested that the questions were to memory based or were asked after students forgot the info, or were just not real life applicable. We haven't used these questions for the last year or so and instead have relied on instructors creating their own evaluations instead of using a dept wide test.
2. Students are interested in volunteer opportunities and are able to fit quite a few hours of these experiences into their school schedule.
3. Students are interested in improving their fitness levels and enjoy understanding their current fitness level.
4. Keeping students coming to class increases their success rate.
5. Keeping students aware of their grades earlier in the semester.

### **B. Program/Course or Institutional Improvements:**

- Based on our current level of analysis our first step will be getting the PLO's added to our Cloud Tool, which is happening right now.
- From there we will work to align these PLO's with our SLO's so that they will be accurately reported by faculty
- Once we have accurate reporting we can use this data to determine how we need to adjust our courses and programs.
- Based on the Health Data previously collected:
  - We wish to keep providing students with volunteer opportunities that align with our classes such as the campus garden, food bank, community diners and the Herbivore Festival
  - We wish to keep the fitness lab running and helping students assess their fitness levels
  - We wish to continue to allow instructors to enter their own SLO's and determine their own measurements
  - Keep our students engaged in as well as outside of the classroom to keep them coming to class and campus.

### **C. What would we add to Q10 as a result:**

- Now that we have our new PLO's entered, we will work together as a department to review our PLO's on an annual basis and make relevant changes as needed.  
We already have included these in Q10, but these also apply due to the results.
- Support our activities outside of the classroom, volunteer experiences and fitness assessment
  - Providing resources to these areas
- Provide interesting curriculum, programs, certificates and degrees which keep students interested in class and keep them connected with our dept.



- Getting faculty to try Starfish to see if it helps student's stay on top of their grades.

## 5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

### a. Instructional Program Health Evaluation Rubric

- i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.
- ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.
- iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? Click [HERE](#) to access your program specific data.
- iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click [HERE](#) to access your program specific data.
- v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click [HERE](#) to access your program specific data.

### Kinesiology

- Our Course completion rate is at 95%. This is well over the campus as a whole at 88.9. This is an amazing sign since these classes help students get their AA-T in Kinesiology and prepare them to transfer to a four year institution. Our target is to remain over the 90% mark.
- Success rates in these classes are at the 80% mark which is well above the campus average of 69%. These numbers show that our courses are stimulating enough for students to want to complete, yet academically rigorous enough to delineate those who are average or above average. Our target is to remain over the 80% mark.
- FT/PT Faculty Ratio: Our ratio from 15/16 to 16/17 dropped from 82 to 54. This is due to the increased demand for our KIN 200 course since we are now offering an AA-T in Kinesiology. Due to this increased need we brought on a part-timer to help teach a section. This number will probably be even lower next year since we also have just begun to offer our First Aid course which is also being taught by a part-timer. As the interest in Kinesiology grows our department will consider the need to add additional full-time faculty in this area.
- WSCH/FTEF Ratio: Our percentage for our main courses KIN 200 and KIN 170 has increased over the years and is now at a 87%. We are offering more sections of our KIN 200 and getting more students interested now that we are offering the AA-T in Kinesiology. Our target is to remain above the 80% mark.
- Fill Rate:

- For our primary Kinesiology courses towards the AA-T we have a fill rate of 82.9% which is higher than the campus's overall 70% and has show increase over the past two year from 76%. We now offer multiple sections of this course and offer it during the summer and the fill rate continues to be high. It is interesting to note that the fill rate is actually slightly higher in the lecture classes than the online courses by about 3%.
- The Fitness assessment course has a huge cap set to allow as many students who want to join in during the semester as possible. Due to this when this course is evaluated the fill rate looks low. There is only one section of this course and last year it had 193 students so it is actually doing very well.
- Our Fire KIN 049 course has a 100% fill rate

### **Health**

- In Health our courses the completion rate is 92.3% again well above the campus average. We would like to keep this number above 90% as a target.
- The success rate is 72.4, again showing that our courses are challenging yet set our students up for success. We would like to work towards increasing our students success rate and are looking to hit a goal of 74% by our next review. One way to do this is by decreasing the caps on our online courses which have been inflated to 55 students per class. We have spoke with administration about our concerns for student success and faculty overload if these caps remain this high.
- FT/PT Faculty Ratio: Our ratio dropped from 43 to 30 from 15/16 to 16/17. This was due to one of our full time faculty members taking on the role of professional development coordinator. She has since returned to teaching full time so this ratio is most likely now back to previous levels. However, it is still far under the state recommended goals.
- WSCH/FTEF Ratio: Our ratios in our Health courses are at 98% which is well above the 81.7% across campus. Our target is to remain above 92% even with the decline in the number of students we are seeing enrolling on campus.
- Fill Rate:
  - The fill rate for our Health courses (102 and 263) has held steady since 2014/2015 at roughly 75% although the number of students has decreased over the years.
  - Our online courses have a fill rate of 93%. This is due to increased interest in online courses from our non-traditional and traditional students. We would plan on offering more sections, however we have a huge concern over the high cap that has been recently set on these courses. In order to keep students successful we need to keep these courses capped at no more than 35 max. We are worried success will being to decrease more if the administration doesn't correct this issue.

### **Fitness (KIN/F)**

- In our fitness courses the completion rate is 92%. Again well over the campus average. Students excel in our courses and really enjoy them which is documented in our statistics showing the number of students who are repeating our courses with sections B,C and D. Our goal is to remain about 90%.
- Our success rate is 80.4% This is a very good sign since a lot of a students grade in these courses is dependent upon attendance and participation. This shows we do a great job of encouraging students to keep coming to class and keep engaging. Our goal is to remain about 80%.

- FT/PT Faculty Ratio: The ratio in these classes is on 28. This is where it has been for at least the last program review. Due to the high number of courses we offer and the variety of courses we must rely on part-timers since there are only 3 of us that are full time in our department. In this area we don't believe that there is a huge issue with more part-timers teaching, since each person has a different specialty and since we have a huge variety of courses.
- WSCH/FTEF Ratio: Our ratio has decreased over the past couple years from 112, to 95 to 89.4% in 16/17. We would like to note that our yoga course which have 6 sections have a ratio of 110%. Seeing this we have put an aerial yoga course into curriculum to capture this interest while creating a new course instead of just more sections of the same. Sadly, one of our worst performing is our aerobics class. We believe this is partially due to the title, so this has been changed in curriculum and we are just waiting on the state for this to be reflected in the course schedule. We have also added Zumba as a separate course instead of listing it under aerobics where most students were unable to find it. We will see how the new changes hopefully work to increase this number again.
- Fill Rate: Due to the need to level our courses so students can repeat a specific fitness class up to four times it makes it a bit harder to set caps so students can register for different levels yet, keep the cap at a specific number. This semester (Spring 18) we are running into the need to adjust caps for levels B, C and D at the week before classes since there is a waitlist for them when there is still space in the class since most of the slots are designated to level A. This is something that needs to be address and the concern has been raised with the administration.
  - 690 students in level A courses (73% fill rate)
  - 172 students level B
  - 62 students level C
  - 46 students in level D
  - Each year the number of students in B, C and D are rising. However, the cap numbers are not accurately reflecting this for reasons mentioned above.

### **Skill and Sport (KIN/S)**

- Our sport and skills courses have a 96% completion rate, which is even better than our fitness courses. This is surely a sign that we should be offering more skill and sport classes since our students do so well and are so eagerly attending and participating. We will work to keep this target above 90%.
- Our 87% success rate again shows that students are persisting, but are also given challenges which allow them to work for their grades. We will work to keep our target about 80%.
- FT/PT Faculty Ratio: Our ratio has dropped from 61 to 35 over the past couple years. Part of this is due to the re-designation of our swimming class from fitness to skill. This course is taught by a part-timer. We also have relied more heavily on offering soccer which is taught by a part-timer now that we don't have a gym where we can offer other sports. In the future we hope to offer more sport and skill related activities which will most likely result in this ratio lowering. However, we don't feel that this will effect student success.
- WSCH/FTEF Ratio: Our percentage has increased over the past three year from 55% (14/15) to 77% (16/17). This is a wonderful thing to see when so many areas across campus are decrease we are increasing, showing that students are very much interested in

sports and skills. We are trying to capitalize on this by offering more sports. We have recently added pickle ball into the schedule. However, we are still very limited as to what we can offer due to having no gymnasium and no funding for development of other outdoor sports. We hope to keep this number high and we hope that it will increase as we bring athletics (which needs stronger administrative support) onto campus and generate more interest.

- **Fill Rate:** The fill rates in these classes are at about 65%. This is an increase from 2014/2015 which was 42%. However, some of this difference is due to changes in the section caps. The rest in increases in student numbers:
  - In sections A we increase our students from 106 students in (14/15) to 129 students in (16/17).
  - Section B 12 (14/15) students and 33 (16/17) students
  - Section C 10 to 18
  - Section D 7 students (16/17)
  - Fill rates in these classes will rise as we get athletic teams similar to the classes we offer and increase the interest.
  - Our limited facilities and having to have golf off campus since there is no course anymore also has caused a decline in the accessibility for students.

#### **Athletics (KIN/X)**

- Student athletes are known to do well in their courses which is documented by our 90% completion rate in athletics classes. Our target is to keep it above or at 90%.
- 75% success. Our target is to maintain or increase this at or above 75%. We believe the success rate is lower than we hoped due to parts of the athletics program being cut and as a result students just stopped coming to class and received a failing grade.
- **FT/PT Faculty Ratio:** The ratio for this is one of the highest in all the areas in our department at 50. However, that number as of this year will go down to 0. When we lost the golf program that cut out our full time instructor from our athletics program. We will now only have part-timers teaching these courses.
- **WSCH/FTEF Ratio:** 32 % The caps on these classes were very high to allow as many students add as were interested as we start the program.
- **Fill Rate:** So far we only have data from 16/17 which show 34 student athletes. There isn't a specific cap or goal for athletics. This number would have been much higher had we been allowed to continue with our golf program.

#### **Dance (KIN/D)**

- **Completion Rate:** Our rate has increased from 77% to 94% within a period of one year. We have switched instructors since this position has been filled by part-timers and the instructors may have had some influence on these numbers. Our goal is to keep this at or above 90%.
- **Success Rate:** Our success rates during that year period increased from 67 to 74%. Again this change may have been due to changed in instructors. Our goal is to work to increase this up to 75% by the next program review. We are working together with the dance department to create some changes which we hope will encourage and promote success in dance. There is the possibility of us starting a dance program or at least creating more cross-departmental courses.
- **Full Time to Part Time Ratio:** We went from a 57 to 71 to 35. We believe there may be some mislabeling of dance classes since we don't have any full timers teaching dance in

our department, however the dance dept does have someone who teaches occasionally that is.

- WSCH/FTEF: We have seen a slight increase from 49% in 14/15 to 56% in 16/17. Again, there may be some issues with the reporting of the dance classes in our dept and the Dance dept.
- Enrollment has declined in both of the courses our department offers. HipHop has had much more of a decline than ballroom though. The fill rate for both these classes is around 38%.
  - We are experimenting with new times and instructors and have changed the name from Funk/HipHop to just Hip Hop to attract more students.
  - Our campus doesn't have a dance program on campus in the performing arts and that might be why there is not much of an interest either.
  - In the meantime, this semester we are only offering ballroom and will see how it goes offering only one dance class.

## 6. Other Unit-Specific Quantitative and Qualitative Results

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

A. Demographics:

### **Ethnicity and Race:**

- College: The college as a whole as of 2016/2017 served about 47% of students who identified as Hispanic, 37% identified as white, 6% Asian and 4% black, 6% multiple or other, 0.4 Native American.
- Department: As a department our statistics are very similar. We served 46% who identified as Hispanic, 38% white, 6% Asian, 3% black, 6 % multiple races or other, 0.23 Native American.

### **Age:**

- College: Under 19= 29% 20-24= 42%, 25-29= 15% 30-34= 15%, 35-39= 8% 40-49 = 4 50 or older= 2%
- Department: Under 19: 35% 20-24= 40%, 25-29= 12%, 30-34= 5%, 35-39= 3% 40-49= 2% 50 or older= 3%
  - Our statistics are very similar to the rest of the campus, however, it is interesting to note that over the past four years we have seen a decline in the number of students under the age of 19 in our department from 43 to 35. It is possible that students are more concerned on getting their other academic courses out of the way before enrolling in physical education courses which make up the bulk of what we offer statistics wise.

- We would like to encourage counselors to encourage students to take a physical education class since statistics show a student who is more physical fit is more successfully academically.

**Gender:**

- Campus: 46% Male, 54% female
- Dept: 44% male, 55% female
  - This numbers are almost identical to the campus as a whole. We do tend to see more females going into the health sciences now days which may explain the tiny 1% variance from the rest of the campus.

**B. Additional Research:**

**Degrees Awarded:**

- Since our last review we have begun to offer an AA-T in Kinesiology. In 2015-2016 we awarded our first degree and in 2016-2017 we awarded an addition 7 degrees. We have quite a few students who are currently pursuing their degrees with us and we expect to see this number rise by quite a bit over the coming years.

**Poverty:**

- According to Data USA the poverty rate in Yucaipa is 17%. This number doesn't even begin to explain what we see from young students just moving out for the first time while going to school. Many of our students struggle to find money for food and even to pay for a place to live.

**Engagement in Fitness outside the Classroom:**

- We have been able to implement open gym hours for students on our campus and such are able to see the level of engagement of our students in the realm of physical fitness outside of the classroom.
- The following data shows the number of students who registered at the fitness center to use the open gym since established. These numbers only show the number of students who went to the gym and registered we hope in the future to also be able to report the frequency of gym use by these students.
  - 2016 Fall 420
  - 2016 Spring 282
  - 2016 Summer 126
  - 2017 Fall 434
  - 2017 Spring 456
  - 2017 Summer 142

**Justin's Research:**

- A faculty member in our department did research in our department last year, here are some of the things he found:
  - Females tend to be less successful in PE classes compared to males, although not significantly.
  - 85% of students enrolled in PE classes were not engaged in other activities outside of the classroom across campus.

**Sports and Fitness Interests and Trends in our Community:**

**• Pickle ball:**

- According to an article in the Redlands daily facts (Oct 2017) there is a growing need for pickle ball courts in the Yucaipa/Redlands area. A local gentleman started a club in Loma

Linda and with just word of mouth the club quickly grew to over 200 members. The club is growing too large and wants to expand into our area. However, there are no pickle ball courts out here.

- **Circus:**

- Our local community has a rich history with the circus. The local Y in Redlands became home to the Great Y Circus in 1929. It was founded by one of the Ringling Brothers. Within 15 miles of our campus there are three circus schools. Students are constantly asking us to offer circus or related activity classes due to the interest in the community.

- **Spin/Mountain Biking**

- Our local high school has a mountain biking team that we see in the hills behind campus frequently.
- Spin classes are offered at most major gyms in the area due to high demand and excellent fitness benefits.

**Student Athletes:**

- We have had 34 student athletes so far. One team has since been canceled due to lack of funding and support from the administration as promised. However, we are hoping to continue on with our next sport we will be releasing in 2019, Waterpolo.

**Course Enrollment:**

Yoga:

- One of our highest enrolled courses is currently Yoga. Not only do most sections fill every time, but we offer at least 6 sections each semester, which is more than any other course.
- 34 percent of Americans say they are somewhat or very likely to practice yoga in the next 12 months – equal to more than 80 million Americans.

Aerobics and Pilates:

- Our two lowest enrolled classes are aerobics and Pilates.
- Some types of aerobics are dwindling, like step aerobics, however other types are thriving such as:

Zumba:

- 10 million people taking weekly Zumba classes in more than 90,000 locations in more than 110 countries.

**Increase in ABCD enrollment:**

- Since leveling our courses we have found that students are very interested in taking the same type of course over again as shown by the increase in the number of students taking sections BC and D. We are very pleased that we found a way to serve these students even though it is a complex system for students to navigate.

- Fitness Courses in 2016/17:

- 690 students in level A courses
- 172 students level B
- 62 students level C
- 46 students in level D

- Skills Courses in 2016/17:

- 129 Level A
- 42 level B
- 18 Level C
- 7 Level D

### **Participation in Student Clubs:**

- Students in our department are inspired to spend more time outside of the classroom participating areas which our department teaches. In our department we currently advise the Herbivore Club, The B-Boys Club, and the Metaphysical Club. In the past couple years we also had a fitness club and an environmental club. The strongest of our clubs are the B-Boys Club which meets twice a week and has about 20 members who attend consistently. The students love participating in dance and we try to encourage that however we can. The second strongest club is our metaphysical club. They currently meet once a week and have 10-15 students that attend routinely. These students are highly interested in spirituality and the mind body connection.

### **C. Improvements/ Changes**

- **Kinesiology Degree**

- We have just begun to offer our first degree and students are becoming interested. We would like to examine other courses that we might be able to offer at our level which will aid students in transferring as well. Potentially a course on Fitness testing as identified by some of our instructors when they spoke with their students and made suggestions in their SLO reports.
- We are just beginning to discuss if there are other transfer degrees that we might be able to offer such as Health or Nutrition.

- **Course Leveling and Enrollment:**

- We have already spoken to numerous entities across campus trying to get the problem of caps with our leveled courses solved. However, there has been no resolution yet. We will continue to ask until a solution is found so that we will have the potential to fill our courses and not discourage our students who would like to repeat a course.

- **Encouragement of Wellness/Academic Success:**

- We would like to work to open a dialog with counseling and DSPS to encourage them to encourage students to take a physical education activity course each semester to promote academic success and physical fitness and wellness. Or at the very least encourage them to use open gym.

- **High Enrolled Courses:**

- To capitalize on the interest in yoga we just wrote curriculum for the newest interest which is aerial yoga. We are offering our first hybrid yoga ground and aerial class this Spring 2018, under the listing of "yoga" but as a note. We hope that curriculum will be approved soon and that next Spring 2019 we will be able to offer it as its own listing.
- The increasing interest in yoga has also brought about an increase in the practice of meditation and the mind body connection. We just wrote curriculum for our new "Mind and Body Fusion" course. This course will include meditation more specifically and a variety of different forms of physical fitness which include meditation and mindfulness.
- In the future we would like to investigate the potential of offering a classes that is totally meditation. This may be an activity course or a lecture and lab course.

- **Lower Enrolled Courses:**



- We began four years ago to offer Zumba as part of our aerobics class and as of last year it became a sub category. It is still very hard for our students to look it up and with the almost non-existent ability to advertise to our students to explain how to find the course enrollment has suffered. In order to fix this, we have written curriculum to make Zumba its own course. We hope to have the course approved soon and begin to offer it in the next year.
- We have renamed our Conditioning with the Pilates Method course to "Pilates" so when students search for it they find it easier. We have also just ordered aerial fabrics which can also be used in our Pilates course which might attract more students.
- **Culture and Diversity on Campus:**
  - Our Zumba class is one that is highly enjoyed by the Hispanic population since it is mostly Latin music, however it also includes other variety such as Bollywood, and African.
- **Capturing Trends:**
  - Pickleball:
    - Thanks to one of our hardworking and persistent faculty members, we are now offering pickleball as a course.
    - The class is completely full as well! We are discussing whether to offer a second section of it next year.
    - We need to work towards getting Pickleball courts. At this moment the burden is on the teacher to tape down lines and drag in and out the nets before and after each class. These courts will not only benefit our classes but they can be opened to the community as well to encourage them to come and enjoy being on our campus. A space has been examined, but the funding is needed to make this happen.
  - Circus:
    - To bridge the gap between our current fitness courses and circus we have written curriculum for both aerial yoga and aerial fitness.
    - For our skills related courses we wrote curriculum for an Intro to Circus course.
    - We hope that these three courses will be available by Spring 2019. Thanks to the foundation we were able to get the first bit of equipment for starting these classes, aerial fabrics and hardware. Eventually we will need more funds to get more supplies for the intro to circus class.
    - Eventually, we would like to expand on this and discuss the idea of offering a tumbling class as well.
    - To raise funds we have discussed the idea of offering performances at our campus alongside the performing arts dept. The foundation is very excited by this and in support.
  - Cycling (Indoor or Outdoor)
    - We have been asking for a space as well as the funds to offer a spin class in our department. Spinning is a highly effective way to increase ones cardiovascular fitness level while remaining low impact on the joints.

- We need to discuss the possibility of having mountain biking offered. At this moment the cost associated with it due to students needed to have their own bikes makes it difficult.
- **Poverty:**
  - One of our hardworking faculty members has established a food bank on campus to help feed our students who don't have the funds to feed themselves.
  - The food bank is currently located on the corner of a building that is set to be torn down eventually. This means we will need to find a new home for the food bank.
  - Funds are always needed to provide food for our students in need.
- **Clubs:**
  - Dance: As a result of the formation of two dance clubs on our campus we would like to offer our students more opportunity to pursue their interest. Some potential things we are exploring and have begun to explore:
    - We are working on offering our courses at times that work better for our students. We just changed the time this spring for our ballroom course and it has filled. However, there were some complications with the registration system. The system closed the class to registration after only 14 students enrolled. No one was able to fix the problem in time to allow more students to enroll. We are a bit concerned that this may have been impacting enrollment in the previous semester as well. We have asked administration to take a look at why this is occurring. In the fall we adjusted the times of the hip hop class as well and we hope that it will allow a higher enrollment.
    - We have reached out to the Performing Arts dept to see if we can work to co-list all of our dance classes.
  - Culture Awareness:
    - We have been discussing adding a new course in dance (Historical/Cultural Dance) and rotating from time to time with the other courses.
    - In the future we will discuss whether offering dance as a major might be of interest to our students.
  - Metaphysical:
    - As seen by the clubs interest, our students are interested in meditation and spirituality. We hope that by Fall 2019 we can offer our Mind and Body Fitness course which bridges the interest. We will be investigating offering a meditation course to reach these students and our yoga students as well. Another course to investigate will be one on Spirituality.
- **Student Athletes:**
  - Our swimming team is in its infancy stage but we hope will become stronger as our campus becomes known for aquatic sports.
  - We are working on hiring a coach for Waterpolo now, so they may begin in Fall 2018 to recruit for the following season.
  - We would love to get our other sports such as golf and tennis back into the athletics program. Sadly our golf program was canceled shortly before the second season began and our tennis team program was also cut before it started. This was against the advice of our department and community. There was no process

followed for the discontinuation of this program. As a result our campus lost FTES since none of the students who were recruited decided to attend our campus after their program was canceled.

- We have had to reorder the order in which our athletics were released due to this set back. We hope that we will become more than just an aquatics program and that tennis, golf and potentially pickleball will be supported in the near future.

## 7. Evaluation

**Evaluation:** You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

### A. Alternative Modes of Delivery:

- Online courses:
  - Our online courses are very successfully filling which shows students are interested in the course and the mode by which it is offered. We have increased the number of online courses we offer substantially. We now offer at least 3 sections of 102 online, 3 sections of 263 and 1 section of 200 per semester.
  - Last year the online courses did not seem to interrupt the ability for us to fill our person to person sections of these courses however, this Fall we received a surprise when our caps in our online courses were increased without our knowledge. The courses went from 30-50! Then to make matters worse after we though we solved the problems from Fall and our caps were readjusted for Spring we got a surprise when the caps increase even higher to 55. Our department has discussed this matter and we all agree that this level of students in an online class is unacceptable for the level of quality and engagement we currently provide in the online environment. If caps remain this high we have discussed the possibility of no longer offering online classes since we can no longer provide the quality that our instructors feel is necessary. In addition the these decisions were made without consulting the department, or online instructors. The changed happened over summer break and then again over winter break. This left our online instructors feeling that at any moment in the future caps could rise again without their knowledge.
- Evening Classes:
  - As we added online courses the enrollment in our evening classes began to drop and as a result we were forced to cut sections. We as a department know that this effects students who would like to attend a face to face class. When administration cut these sections it also cut our evening students and stopped them from attending our campus and they went elsewhere.

- In order to try to serve the interested students that remain we are planning to offer both Health 102 and 263 as evening courses in the Fall. Currently we just have 263 in the evening.
- We offer evening fitness classes and we offer open gym in the evening as well
- Early Morning:
  - We offer morning classes and also offer a few very early morning classes that start at 8 am. Our fire fighter course starts at 6 am.

#### B. Partnerships:

- We offer an AA-T in Kinesiology which assists our students in transferring to CSUSB.
- We also have facility partnerships with Yucapia Valley Golf Club and Yucapia Swim Club and Yucapia High School.
- As the Kinesiology end of our department continues to grow we may be able to form partnerships with ACSM or ACE in order to help our students obtain certification.
- Once we implement our intro to circus course we would like to partner with the local circus community to offer performances and to funnel in interested students.
- Community Dinners
- Our Zumba instructor is part of the Zumba Instructor Network
- We are working to partner more with our Performing Arts Department to strengthen our dance offerings and potential future program and offer circus performances as well.

#### C. Innovation and Implementation of best practices

- Our instructors are now using Canvas for their online courses as well as an adjunct to their person to person courses
- Our instructors are learning to use Starfish to help our students succeed
- Two of our instructors have received an Equity Certificate from attending the trainings on campus and working in their own classrooms and with others across campus to bridge equity gaps.
- One of our instructors did a research project on our department and our students
- Many of our instructors are part of the new "no cost" textbook program across campus.
- Many of our instructors are using cellphones and other electronic devices in the classroom as an instructional aid.
- In many of our courses we require that students participate in volunteer efforts on or of campus to connect with them, engage them and prepare them for their careers.
- One of our instructors is a certified member of the International Pickleball Teaching Professional Association (IPTPA)

#### D. Efficiency in resource use

- The department has done an excellent job of scheduling courses since we have a limited number of rooms that can be used for our activity courses.
- We have also coordinated well to offer all of our lecture courses in just the one lecture room we have.
- We have coordinated well with the people who run the pool and have been able to successfully get our total body fitness classes pool time once a week, and have also been able to incorporate a water aerobics class/deep water exercise and swimming courses.
- Since we no longer have a gymnasium we have had to offer different courses and get creative in the ways we use the space we do have. Such as taping lines and dragging out nets for pickleball.

- To use the gym as much as possible we are offering open gym during the hours that classes are not in that room. Open swim is also available as well.

#### E. Staffing

- Our department has been extremely efficient at finding ways to offer courses with only three full time faculty. We have utilized a large number of adjunct faculty to handle the large amount of students and courses offered. On a professional level we have a large network of local educational institutions and organizations that we draw on for adjunct faculty

#### F. Participation in shared governance

- Our department members actively participates in planning in a wide variety of committees (Chairs Council, Professional Development, Educational Master Plan Committee, Institution Effectiveness, Homeless Students, Budget, Accreditation, and Outcomes Committee, Sabbatical, Pathways, Behavior Intervention Team, Three Peaks, IRB).
- Although we are very active across campus and work to make sure our voices are heard, we do not always feel that administration listens. We have had to respond to facility issues caused by lack of budget which negatively impacted our instructional capabilities (soccer/track field, golf facilities, gym floor). More recently we prepared for quite some time for our golf team which was cut at the last moment due to budget. This program was cut without any due process of any kind.

#### G. Professional Development and Training

- Our department actively participates in professional development both on and off campus. We feel it is a very important part of being a professional in the academic field.
- Last year one of our faculty was the professional development coordinator. This faculty member is no longer coordinator and left to return to full time teaching, however she has remained a part of the PD committee and actively helps to put on events and attends them with many other members of our department.
- Two members of our department were awarded Equity Certificates in Spring 2017. Multiple members took the Canvas Training Series as well.
- Members of our department not only attend PD events, but they also offer their time to be speakers and put on workshops.
- Our faculty members attend a variety of conferences and conventions.
- Many of our faculty members attend a variety of trainings to earn certificates and licensing (Yoga, Zumba, Pilates etc.)
- Many in our department attended the athletics eligibility training provided in Fall 2017.
- Faculty also do Continuing Education Units associated with the USGTF (United States Golf Teachers Federation) and the USPTA (United States Professional Tennis Association, ACSM and CHES
- One faculty is a certified member of the International Pickleball Teaching Professional Association (IPTPA)

#### H. Compliance with applicable mandates

- N/A

## 8. Vision

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance and align with the vision of the college?

#### A. Vision

##### **Transfer Degrees and Certificates:**

- Kinesiology: Since we have just begun to offer our AA-T in Kinesiology we would like to work to continue to help it grow. We are going to investigate other courses we might be able to offer students in this major. Potentially we would like to offer Intro to Fitness Testing which would allow students to complete that requirement before transferring. We are waiting for the moment to write curriculum to see how the course will change as the CSU system is moving to the semester system and redesigning some of their courses.
- AS-T Science in Public Health: We would like to investigate the possibility of offer this degree to our students as well. In order to offer this degree we will have to write new curriculum for a few courses. Four years from now we hope that we have the curriculum approved and be on our way to approval of the degree and beginning to offer this as an option for students.
- AS-T Nutrition and Dietetics: We would also like to investigate the possibility of offering students the opportunity to get an AS-T in Nutrition and Dietetics as well. It appears that we would only need to add one course at the least to offer this degree. This would be a start and then in the long run we would like to offer more courses, particularly if the budget allows courses that have a food lab as well.
- Personal Trainer Certificate: We would like to investigate the possibility of offering a certificate to students who are interested in becoming certified in personal training. Over the next four years we would like to work to partner with ACSM, ACE or another organization to offer certification through this training as well. This will require planning new courses over this time period.
- Circus: We would like to investigate and begin to work on offering a degree, certificate or some type of a program in Circus. Our community has a huge history with circus. The goal of a community college is to connect with the community we serve and to educationally advance the interests of our community members. The local Y Circus has a huge number of participants and has been in our community since for close to 100 years now. We would like to offer the ability for those community members to earn college credit, advance their studies, add in lecture based knowledge in addition to physical practice and increase their ability to seek careers in both the sciences and the arts while increasing their health.

##### **New Courses:**

- In the next two years we hope to have approved, started and grown these classes:
  - Aerial Yoga, Aerial Fitness, Intro to Circus, Mind and Body Fusion, Zumba, Waterpolo in and out of season for men and women.
- As long as growth is occurring in our department and there is interest and need for new courses we will look at offering:
  - Meditation, Folk/Cultural Dance, Self Defense, more specific Circus classes, tumbling, other dance classes.
- If new facilities occur:

- Outdoor Volleyball and Basketball.
- Courses Associated with new AS-T's, Expanded offerings for AA-T and new Certificate and Circus program/degree or cert.
  - Exp. Into to Fitness and Testing, Nutrition, Public Health, Sexual Health and Wellness, Tumbling, etc.
- Non-Credit Courses:
  - Writing curriculum or beginning to offer a few courses in the community (we have been asked to do so for older adults).

**Facilities:**

- Gym Space: In our plan in four years we hope to have the ground broken on a new gymnasium where we can once again offer basketball, volleyball and other sports like and tumbling and circus and to increase the space for other classes. It would also be nice to have equipment check out where students could borrow equipment to engage in activities outside the classroom.
- Pickleball Courts: We hope that in the next couple years we can build 6 pickleball courts to support our current class.
- Outdoor Basketball court: For our students to use for cardio and to encourage the community to come onto our campus.
- Golf: We hope to have improved maintenance of our remaining course and better administrative communication with our partner facilities.
- Instructional Pool: Groundbreaking on a shallow pool for instructional purposes.
- Fitness Lab: Right now our lab is in a tiny space that might be overtaken as athletics takes off. It would be great to have a functional lab with up to date equipment which can be used for our Kinesiology students as a hands on lab in addition to using it for our KIN 970 class.
- Food Bank: We will be needing a new space for the food bank.
- Food Lab: We would like to be working on creating a space where students can get hands-on training in nutrition and dietetics, we could potentially even use this lab to offer CTE training in food sciences like RCC does.
- Dance Studio: Our current space has an odor that is very off-putting. We hope to have a resolution to this issue. It has gotten much better this past year, but the students still complain. Potentially a filtration system to clean the air and examination of the floors which have been thought to be the source of the odor.
- Organized storage spaces: Our current storage space makes it difficult to access equipment for our classes. A redesigned space with strong shelves and storage buckets would be fantastic.
- Beams for Hammocks and Vent Moved: To increase the caps on our aerial fitness courses we would need an additional beam or beams to hang more hammocks and funds to move the ducts to allow us to hang more fabrics.
- Additional Lecture Space: As we begin to offer more lecture courses with our additional degrees we will need more space to offer more lecture courses. Currently we just have the one room for lectures.

**Equipment:**

- Circus: We hope to have mats, juggling equipment, hula hoops, lyra, silks, webs and other equipment for our intro to circus course starting Fall 2019 and then for our Circus Degree/Cert/Program. Additional hammocks and silks for existing courses as well.

- Spin Bikes: If we get a gymnasium we would like to get spin bikes and have a place to store them.
- New Equipment: For existing and new courses (exp. Swim Fins)
- Replacement of Equipment: In the weight training room, for our total body fitness, aerobics and yoga, pool, nets etc.
- Sound system: The sound system in the dance studio is sub-par and has no bass, it is not even close to adequate. It needs to be replaced with one that is appropriate for a dance program.

#### Faculty:

- If we are able to offer 3 transfer degrees and increase the lecture based offerings in our dept we hope that will be able to start searching for another full-time faculty member, so that we have at least four of us in the dept.

#### Coaches:

- With new sports we will have new coaches

#### Support (Money and teamwork across campus)

- We hope to have funding and campus support to offer the Herbivore Festival every year.
- We hope to have funding and campus support for the campus garden and food bank.
- We hope to have funding and campus support for transitional housing for our unsheltered homeless students.

#### Athletics

- We hope to be offering Swimming, Waterpolo, Golf and Tennis (administratively discontinued Spring 17).
- We are considering offering Cross-Country

#### Marketing:

- We would love to see our marketing dept working to promote and advertise our fitness classes to those on and off campus. What we offer is far less expensive and much better quality of instruction than our local gyms. Some simple flyers or yard signs in the community would be great.

#### B. Alignment with the College Vision:

- Our program gives students a variety of opportunities to gain a deeper understanding and knowledge about Health, Nutrition, Kinesiology and improve upon their own health, fitness and wellness. We offer courses which help fulfill general education requirements as well as an AA-T in Kinesiology which will aid in deepening their knowledge in the field of Kinesiology and preparing them to transfer to a CSU.
- Our faculty and staff offer students a multitude of experiences outside of the classroom to enhance their personal growth, connection with the community and engagement with campus. Just some of the things we do: Student Clubs, Herbivore Festival, Food Bank, Community Dinners, Volunteer opportunities on and off campus, student worker positions in our department, Fitness Assessments, Fitness Center, Open Swim Athletics etc. Our faculty form deep bonds with our students and seek to connect them to our campus, to each other, and to their community. Through the opportunities we provide we make our students more well-rounded, critical thinkers, humanitarians, deep thinkers, more employable and better prepared for life.
- Our fitness facilities are only four years old and in beautiful condition. We have an amazing fitness center with new equipment, a dance studio with specialized flooring and a beautiful yoga studio with windows facing our field and lovely campus. Our pool is an



Olympic size pool and state of the art, not to mention beautiful. Overall, we offer a beautiful environment for students to enjoy their learning in.

## 9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Provide safe and continuously maintained facilities that are conducive to a positive learning environment**

Priority Rank:

1

**Objectives:**

- **1.1 - Objective - Provide safe and continuously maintained to all outdoor instructional facilities.**

Priority Rank:

4

Original Start Date:

01/18/2011

Original End Date:

05/24/2014

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2014

Responsible Person:

Maintenance and Operations

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **1.1.a1 - Regularly and continuously clean and/or maintain outdoor facilities**

Status Code:

Work is Underway

**Progress Description:**

At the moment it is a struggle to keep adding the tape to the tennis courts for the pickleball class. We hope that we will get the surface lined in the next couple months.

Keeping the golf course grass and holes in good shape is still very important and it would be nice if we didn't have to remind people when things need to be done.

Grounds is doing a good job working on our soccer field to patch holes and dead grass.

Storage closets are in need a of deep cleaning in the yoga room and in the dance studio

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **1.2 - Objective - Provide safe and continuously maintained indoor facilities.**

Priority Rank:

14

Original Start Date:

01/18/2011

Original End Date:

05/24/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2016

Responsible Person:

Maintenance and Operations

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **1.2.r1 - Weight Room Repairs and Maintenance**

**Description**

Weight room equipment required regular maintenance and repair to preserve usability and safety.

**Rationale**

Safety and liability concerns in instructional spaces.

Resource Type:

Ongoing

Expenditure Category:

Repairs and Maintenance (5640)

Funded:

Yes

Funding Source:

Dept

First Year Cost/Savings:

\$1,000.00/\$0.00

Second Year Cost/Savings:

\$1,000.00/\$0.00

Third Year Cost/Savings:

\$1,000.00/\$0.00

- **1.2.r2 - Yearly maintenance budget for weight room equipment repair**

**Description**

**Rationale**

Safety and Liability issues in instructional spaces.

Resource Type:  
Ongoing  
Expenditure Category:  
Repairs and Maintenance (5640)  
Funded:  
No  
Funding Source:  
Dept  
First Year Cost/Savings:  
\$3,000.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Regularly and continuously clean all gymnasium facilities including gym floor, weight room, yoga room, fitness lab, and locker rooms.**

Status Code:

Work is Completed and Ongoing

**Progress Description:**

Continued help cleaning these facilities is appreciated.

Yoga and Dance studio are in need a deep cleaning in their closets. Very dusty and dirty.

All rooms need continuous sweeping and mopping since so much dirt is being drug in.

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **1.2.a2 - Regularly inspect and repair weight room equipment.**

Status Code:

Work is Completed and Ongoing

**Progress Description:**

Faculty and staff are always checking equipment for safety and reporting back needs.

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **1.3 - Objective - Provide safe and continuously maintained short game golf facilities.**

Priority Rank:

3

Original Start Date:

01/18/2011

Original End Date:

05/24/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2016

Responsible Person:

Maintenance and Operations

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **1.3.a1 - Regularly maintain short golf game instructional areas.**

Status Code:

Work is Scheduled to begin on a reasonably firm date

**Progress Description:**

There has been progress but the golf instructional areas need to be maintained more routinely without the instructor asking.

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **1.4 - Objective - Provide a positive learning environment in the new building**

Priority Rank:

5

Original Start Date:

11/26/2013

Original End Date:

11/18/2016

Revised Start Date:

11/26/2013

Revised End Date:

11/18/2016

Responsible Person:

Rick Hogrefe

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Completed and Ongoing

**Progress Description:**

Students are enjoying the building for the most part.

The smell in the dance studio is still a concern to many students and instructors.

**Resource Requests:**

- **1.4.r1 - Purchase supplemental equipment not provided in the building process**

**Description**

- Ice machine
- 30 spin bikes
- Ballet bars

- Cardio equipment
- Fitness equipment
- Storage facilities for golf and tennis adjacent to instructional facilities
- TRX system (30)
- Washer
- Dryer
- Recycled Water Bottle Fillers/Fountains
- Any other unidentified needs

**Rationale**

Equipment or space lost during move to KHA building from old gymnasium, equipment not purchased during construction of new building, or space or equipment budgeted out of KHA building process.

Resource Type:

One-time

Expenditure Category:

Equipment & Furniture (6400)

Funded:

No

Funding Source:

Dept

First Year Cost/Savings:

\$100,000.00/\$0.00

Second Year Cost/Savings:

\$30,000.00/\$0.00

- **1.5 - Objective - Develop a partnership with the city of Yucaipa for instructional access to softball and soccer fields.**

Priority Rank:

15

Original Start Date:

08/01/2013

Original End Date:

05/24/2016

Revised Start Date:

08/01/2013

Revised End Date:

05/24/2016

Responsible Person:

Kinesiology and Health Faculty, Academic Senate President, and Dean

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

There is still talk about this, but nothing has moved forward yet.

- **1.6 - Objective - Obtain instructional spaces associated with the gymnasium to offer basketball, volleyball, badmitten, pickle ball, dance, etc.**

Priority Rank:

1

Original Start Date:

02/05/2015

Original End Date:

05/27/2016

Revised Start Date:

02/05/2015

Revised End Date:

05/27/2016

Responsible Person:

Kinesiology Faculty / Administration

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

We still do not have a gymnasium where we can offer many of our classes such as basketball and volleyball.

We have expressed our need to many entities across campus, but due to budget the instructional space we lost has not been replaced.

- **2 - Goal - Maintain and expand program offerings to meet diverse student needs and provide students the opportunity to select from various options.**

Priority Rank:

2

**Objectives:**

- **2.1 - Objective - Develop new and innovative curriculum to meet student needs and interests.**

Priority Rank:

7

Original Start Date:

01/18/2011

Original End Date:

05/25/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/25/2016

Responsible Person:

HPE Faculty

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

▪ **2.1.a1 - Explore additional lecture course offerings**

- Stress Management
- Intro to fitness

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

The intro to fitness course is being delayed since CSU's are switching to the semester system and this may impact the curriculum for this course and transferability.

We have added a Mind Body Fusion into the curriculum.

We are investigating a number of other courses to add as well.

**Measurements/Documentation of Progress:**

Faculty observation and discussions

▪ **2.1.a2 - Obtain a par course / outdoor fitness circuit**

Status Code:

Objective was Removed

**Progress Description:**

We decided against this plan for now.

**Measurements/Documentation of Progress:**

Faculty discussion and needs

○ **2.2 - Objective - Develop aquatics program to utilize existing facility.**

Priority Rank:

12

Original Start Date:

01/18/2010

Original End Date:

05/24/2016

Revised Start Date:

01/18/2010

Revised End Date:

05/24/2016

Responsible Person:

Kinesiology and Health Faculty

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **2.2.a1 - Assess aquatics equipment and acquire water fitness equipment as needed.**

Status Code:

Work is Completed and Ongoing

**Progress Description:**

Over the last four years we have purchased water belts and weights and a few other peices of equipment. We are always monitoring the need for new equipment. Soon we will be needed to replace more equipment.

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **2.2.a2 - Provide leadership for aquatics by hiring a full-time aquatics instructor.**

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

Nothing has moved forward due to budget.

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **2.2.a3 - Develop a relationship with the aquatics director**

Status Code:

Work is Completed and Ongoing

**Progress Description:**

We love Heather, the aquatics dirrector. Many of us foundly call her "dean" over here because she knows everything. If anyone needs anything... Heather is the person to go to. She has helped us with so many projects and questions. She is AMAZING!

**Measurements/Documentation of Progress:**

Faculty and staff observation

- **2.3 - Objective - Remain informed on and develop appropriate responses to legislative proposals regarding funding and enrollment issues related to kinesiology activities courses.**

Priority Rank:

17

Original Start Date:

01/18/2011

Original End Date:

05/24/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2016

Responsible Person:



HPE Faculty  
Strategic Direction:  
6. Promote Effective Decision-Making

Impact Type:  
Department  
Institutional Learning Outcome:

-- Pick One --

Status Code:  
Work is Completed and Ongoing

**Progress Description:**

Over the last four years we introduce sections C and D of our leveled activity courses.

We are keeping an eye on any other things that need to be addressed as they arise.

o **2.4 - Objective - Implement the student-athletic plan.**

Priority Rank:

2

Original Start Date:

02/05/2015

Original End Date:

05/26/2017

Revised Start Date:

02/05/2015

Revised End Date:

05/26/2017

Responsible Person:

Administration

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

We did begin to implement the plan and now have swimming as a sport. However, the administration cut our Women's Tennis team right before the second season started. They also stopped the further movement of our men's Tennis, and men's and women's golf programs as well. This was a huge hit for our department, faculty, students, athletes and our community. We did not support this decision and the programs were canceled without due process.

We are pushing to get the athletics plan redrafted and move forward with men's and women's water polo in Fall 2019. We are pushing for the hiring of a coach in Fall 2018.

- **2.5 - Objective - Investigate the feasibility of offering leisure time activities (e.g.: bowling and tumbling).**

Priority Rank:

16

Original Start Date:

08/01/2013

Original End Date:

05/24/2016

Revised Start Date:

08/01/2013

Revised End Date:

05/24/2016

Responsible Person:

Kinesiology and Health Faculty, and Dean

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

Funding is stopping us from moving forward with tumbling at the moment. We will need mats and a larger facility.

Bowling would require an off campus connection and again the funds to establish that.

At the moment this are still on our mind, just in a holding pattern.

- **2.6 - Objective - Meet the nutritional needs of students.**

Priority Rank:

9

Original Start Date:

02/05/2015

Original End Date:

05/27/2016

Revised Start Date:

02/05/2015

Revised End Date:

05/27/2016

Responsible Person:

Janine Ledoux

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **2.6.r1 - Soil, plants, and garden supplies**

**Description**

**Rationale**

Needed for the student garden

Resource Type:

Ongoing

Expenditure Category:

Grounds Supplies (4530)

Funded:

No

Funding Source:

dept

First Year Cost/Savings:

\$1,000.00/\$0.00

- **2.6.r2 - Meal tickets at the cafeteria**

**Description**

**Rationale**

Need for food insecure students.

Resource Type:

Ongoing

Expenditure Category:

Food Supplies (4700)

Funded:

No

Funding Source:

Dept

First Year Cost/Savings:

\$5,000.00/\$0.00

**Actions/Activities:**

- **2.6.a1 - Continue to develop a food bank to supplement the nutritional needs of students**

Status Code:

Work is Underway

**Progress Description:**

Thanks to Janine, we now have a facility that houses the food bank and helps needy students. However, the food bank is still in need of funding. At the moment it is running on donations from faculty, staff and students.

**Measurements/Documentation of Progress:**

Faculty staff and student observations

- **2.6.a2 - Continue to develop the campus vegetable garden.**

Status Code:

Work is Underway

**Progress Description:**

The campus has a garden with a number of beds. The students enjoy working in the garden and learning in that environment. The garden is in need of new beds, fencing and other supplies such as soil and seeds. We need a funding source for this still.

**Measurements/Documentation of Progress:**

Faculty, staff observations

- **2.6.a3 - Continue to develop the voucher program**

Status Code:

Work is Completed and Ongoing

**Progress Description:**

Janine buys groceries now with Equity Funds and our student worker puts together brown bag lunches that are brought to EOPS. About 80 to 100 each week

**Measurements/Documentation of Progress:**

Faculty, staff and student observations

- **2.7 - Objective - Obtain instructional space associated with the aquatics program(instructional pool).**

Priority Rank:

6

Original Start Date:

02/18/2016

Original End Date:

05/20/2020

Revised Start Date:

02/18/2016

Revised End Date:

05/20/2020

Responsible Person:

Aquatics Director/Dean

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

We have asked for an instructional pool since the time the pool was cut out of the plans due to budget. Nothing has changed yet. As our athletics program begins to grow we will need the instructional pool even more than we did before.

**Resource Requests:**

- **2.7.r1 - Instructional Pool**

**Description**

A instructional pool with shallow area.

**Rationale**

With increased use of the competitive pool associated with intercollegiate athletics as well as off campus groups, additional instructional space will be needed. In addition the current pool is too deep for many course offerings.

Resource Type:

One-time

Expenditure Category:

Site Improvement (6120)

Funded:

No

Funding Source:

Dean

First Year Cost/Savings:

\$3,000,000.00/\$0.00

○ **2.8 - Objective - Acquire funds for Herbivore Festival and other related activities.**

Priority Rank:

18

Original Start Date:

01/24/2017

Original End Date:

01/24/2020

Revised Start Date:

01/24/2017

Revised End Date:

01/24/2020

Responsible Person:

Colleen

Strategic Direction:

2. Build Campus Community

Impact Type:

District Wide

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

Currently the Herbivore Festival is funded by Colleen and she raises funds to pay for custodial, tech support, grounds and maintenance. Last year a one time donation from the President and funds from Family fest helped contribute towards the cost, but did not cover it. That was the only time the campus has help. This is a huge event that draws in the community and it seems odd that a faculty member has to pay for it.

**Resource Requests:**

- **2.8.r1 - Herbivore Festival and Related Activities Description**

**Rationale**

The Herbivore Festival is a large event which brings the community onto campus and engages our students. It encourages healthy eating habits and physical activity.

Resource Type:

Ongoing

Expenditure Category:

Other Expenses & Fees (5809)

Funded:

No

Funding Source:

Dean

First Year Cost/Savings:

\$5,000.00/\$0.00

Second Year Cost/Savings:

\$5,000.00/\$0.00

Third Year Cost/Savings:

\$5,000.00/\$0.00

- **3 - Goal - Strengthen student success in the areas of Kinesiology and Health**

Priority Rank:

3

**Objectives:**

- **3.1 - Objective - Maintain and increase instructional supply and equipment budgets to meet current instructional needs.**

Funding for supplies, equipment and materials to adequately provide students and instructors with the necessary resources to succeed in Health and Physical Education course. The current budget is approximately \$3000 and is requested to increase to previous level of \$5000 to meet current needs and developing programs.

Priority Rank:

8

Original Start Date:

01/18/2011

Original End Date:

05/24/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2016

Responsible Person:

Dean, VP Instruction

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

▪ **3.1.r2 - Increase in Instructional Supply and Equipment Budget**

**Description**

**Rationale**

Improve student success

Resource Type:

Ongoing

Expenditure Category:

Instructional Supplies (4300)

Funded:

No

Funding Source:

Dean

First Year Cost/Savings:

\$2,000.00/\$0.00

Second Year Cost/Savings:

\$2,000.00/\$0.00

Third Year Cost/Savings:

\$2,000.00/\$0.00

**Actions/Activities:**

▪ **3.1.a1 - Purchase instructional supplies**

- Medicine balls
- Kettle bells
- Stability balls
- Softball equipment
- Tires

Status Code:

Work is Completed

**Progress Description:**

These items listed above have been purchased.

**Measurements/Documentation of Progress:**

Faculty and staff observation

○ **3.2 - Objective - Maintain and increase rental budgets to meet current and future instructional needs.**

Funding for rentals and other expenses to provide students with adequate access to facilities to succeed in Health and Physical education course. The current rental budget for Yucaipa Valley Golf Club is \$25,000. Any additional facility needs caused by ongoing construction would require additional funds.

Priority Rank:

10

Original Start Date:

01/18/2011

Original End Date:

05/24/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2016

Responsible Person:

Dean, VP Instruction

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Completed and Ongoing

**Progress Description:**

The rental budget has held at the same number, but has not increased as we have asked.

- o **3.3 - Objective - Develop greater capacity to serve students in the fitness evaluation laboratory.**

Priority Rank:

11

Original Start Date:

01/18/2011

Original End Date:

05/24/2016

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2016

Responsible Person:

HPE Faculty, Dean

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **3.3.r1 - Increase short-term hourly and internship students**

**Description**

**Rationale**

Student success and engagement

Resource Type:

Ongoing

Expenditure Category:

Non-Instruction Hourly (1480)

Funded:



Yes  
Funding Source:  
Dept  
First Year Cost/Savings:  
\$6,400.00/\$0.00

**Actions/Activities:**

- **3.3.a1 - Increase short-term hourly and internship students**

Status Code:  
Work is Completed and Ongoing

**Progress Description:**

We currently have students working in the fitness lab, the fitness center and the food bank. As student demand increases we hope that the funds to pay these students increase as well.

Currently the foundation is helping to supply our dept with a few students for the festival. (:

**Measurements/Documentation of Progress:**

Faculty and staff observation

## 10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses.

**In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - Maintain and expand program offerings to meet diverse student needs and provide students the opportunity to select from various options.**

Priority Rank:

0

**Objectives:**

- **1.1 - Objective - Expand the instructional facilities to support curriculum, engage students and encourage community participation**

Priority Rank:

1

Start Date:

01/01/2019

End Date:

01/01/2022

Responsible Person:

Dean, VP Instruction

Strategic Direction:

1. Promote Student Success

Impact Type:

District Wide

Institutional Learning Outcome:  
Unknown

**Resource Requests:**

- **1.1.r1 - Gymnasium**

**Description**

Gymnasium with volleyball nets, basketball hoops. Space for tumbling and height for circus with rigging. Storage space. Equipment rental window and attendant

**Rationale**

When we moved to the new building we no longer have access to a gymnasium. The old gym is closed off. We can no longer offer courses like basketball and volleyball. In addition if we offer a circus degree/program we will need much more space for tumbling and the variety of aerial and ground courses. We are very limited with the instructional space that we have now.

Resource Type:

One-time

Expenditure Category:

New Buildings (6210)

First Year Cost/Savings:

\$3,000,000.00/\$0.00

- **1.1.r2 - Additional Beams and Vent Moved**

**Description**

Additional Beams for hanging points

Ventilation moved for hanging additional points for hammocks.

**Rationale**

In order to increase the cap sizes in our aerial yoga classes we need more hammocks hanging in the room. The room we currently have only has room for 15 hammocks. With additional beams and moving the vent we could increase the caps to 25-30.

Resource Type:

One-time

Expenditure Category:

Site Improvement (6120)

First Year Cost/Savings:

\$15,000.00/\$0.00

- **1.1.r3 - Instructional Pool**

**Description**

Shallow pool for instructional purposes

**Rationale**

Many activities can not be taught well in a deep water polo. For example students who have never swam before are afraid of not being able to touch the bottom of the pool. Water aerobics relies on being able to touch the bottom of the pool as well.

We were supposed to have an instructional pool originally, but due to budget constraints it was removed from the last project.

When we have our athletics programs going our instructional time will be limited in the current pool.

Resource Type:

One-time

Expenditure Category:

Site Improvement (6120)

First Year Cost/Savings:

\$3,000,000.00/\$0.00

- **1.1.r4 - Fitness Lab**

**Description**

Lab which can be used for KIN 970, but also used for KIN200 and future KIN courses.

**Rationale**

The lab is currently stuffed in a small room which will be most likely taken over by the new athletics program. We will need to house it in a new location or have a new space built for it.

The lab services 300 plus students each year and provides them with an overall assessment of their physical fitness level. It is used alone and in conjunction with many of our fitness classes.

With a larger lab with equipment the lab can also be used to provide real life experiences and internships for our students in our Kinesiology AA-T program.

Since we don't know if this will be an add on in a building or in a new building itself, we don't know what to list for the cost.

Resource Type:

One-time

Expenditure Category:

Building Improvements (6220)

- **1.1.r5 - Food Bank**

**Description**

Place for hungry students to get food.

**Rationale**

Our food bank is currently housed in the old gym which will be torn down. The food bank is critical to helping feed hungry students and so we must find a new place to house it. Either in a new building built or in an existing building.

Resource Type:

One-time

Expenditure Category:

Building Improvements (6220)

- **1.1.r6 - Food Lab**

**Description**

Food Science Lab and Equipment needed

**Rationale**

As we move forward towards offering an AS-T in Nutrition we would like to offer hands on laboratory courses. Students need a space to practice cooking and baking skills. Also a space to work on food chemistry. This space can also be used toward future development of CTE programs in food as well.

This space can also be used for our community dinners for the food insecure and the homeless. This way students can actually cook and we don't have to hire a cater.

Resource Type:

One-time

Expenditure Category:

Building Improvements (6220)

First Year Cost/Savings:

\$200,000.00/\$0.00

- **1.1.r7 - Pickleball Courts**

**Description**

Pickleball courts for our pickleball classes and for community use

**Rationale**

In order to teach our pickleball courses effectively we would need 6 pickleball courts. Pickleball courts are different than tennis courts. Right now our instructor has to tape the lines and move the nets in and out of storage daily so that he can teach his class.

We are trying to get our students to engage more outside of the classroom and pickleball courts are a great way for students to enjoy exercising and spending time with classmates.

We are trying to encourage the community to come on campus and learn about us and send their family here. There is a huge demand for pickleball courts in the Yucaipa/Redlands area right now and we would have a lot of people coming to our campus to play for fun if we had courts.

Resource Type:

One-time

Expenditure Category:

Site Improvement (6120)

First Year Cost/Savings:

\$400,000.00/\$0.00

- **1.1.r8 - Outdoor Basketball Hoops and Court**

**Description**

Outdoor basketball court and hoops, sand volleyball or badminton nets

**Rationale**

When the Math and Science complex was built our outdoor basketball hoops were torn out and never replaced. We use these in our classes and our students use them as a source of engagement on campus and with others outside of the classroom. The courts are also used by the community which helps to feed students into our programs and the school itself.

Resource Type:

One-time  
Expenditure Category:  
Site Improvement (6120)  
First Year Cost/Savings:  
\$20,000.00/\$0.00

▪ **1.1.r9 - Rigging**

**Description**

Mechanical Rigging to allow easy changing of aerial equipment, inspection, maintenance, cleaning

**Rationale**

We are currently beginning to use the aerial hammocks in our classes this Spring 2018. In order to safely inspect, maintain, clean and change out equipment it would be fantastic to have rigging points that adjust up and down.

In Fall of 2019 we will begin offering our Aerial Fitness, Aerial Yoga and Intro to Circus Classes. The classes will require the occasional changing of the equipment used and the equipment is hung 20 feet up. In addition for now we will be tying the fabrics to the side to keep them out of the way. Ideally, the fabrics could be taken down between classes and store neatly and safely if we had mechanical rigging. As we begin to offer more circus classes in the future we will be changing out the equipment more frequently and this would save us from climbing up and down ladders to change equipment.

Resource Type:  
One-time  
Expenditure Category:  
Building Improvements (6220)  
First Year Cost/Savings:  
\$30,000.00/\$0.00

○ **1.2 - Objective - Develop new and innovative curriculum to meet student needs and interests.**

Priority Rank:

0

Start Date:

01/14/2018

End Date:

01/14/2022

Responsible Person:

K&H Faculty

Strategic Direction:

1. Promote Student Success

Impact Type:

District Wide

Institutional Learning Outcome:

Not Applicable

**Actions/Activities:**

- **1.2.a1 - Explore and Work Towards Offering New Programs**  
 Explore and Work towards offering an AS-T in Science in Public Health, AS-T in Nutrition and Dietetics, Personal Training Certificate, Circus degree/program/cert,  
 Start Date:  
 01/14/2018  
 End Date:  
 01/14/2022  
 Responsible Person:  
 K&H Faculty
- **1.2.a2 - Explore, Write Curriculum and Offer New Courses**  
 Begin to Offer: Aerial yoga, Aerial Fitness, Intro to Circus, Zumba, Mind and Body Fusion in Fall 2019  
 Write Curriculum For: Men's and Women's Waterpolo On and Off Season (4 courses), Folk/Cultural Dance, Meditation, Self-Defense, Additional levels to courses listed above, Tumbling  
 Investigate and then potentially write curriculum for: Other courses needed for AS-T programs and circus and dance and additional courses such as Intro to Fitness Testing which will provide variety to the AA-T in Kinesiology, other fitness or athletics courses as listed earlier  
 Start Date:  
 01/14/2018  
 End Date:  
 01/14/2022  
 Responsible Person:  
 K&H Faculty
- **1.2.a3 - Expand Athletics Program/Offerings**  
 Continue our current athletic offerings in swimming and move forward with the athletics plan which includes waterpolo, golf, tennis  
 Investigate the addition of cross-country to our athletics program  
 Start Date:  
 01/14/2018  
 End Date:  
 01/14/2022  
 Responsible Person:  
 K&H Faculty and Support from Campus
- **1.2.a4 - ZIN Funds**  
 Continue to fund ZIN membership so that we can offer Zumba as a course  
 Start Date:  
 01/01/2018  
 End Date:  
 01/22/2022  
 Responsible Person:  
 Dean
- **1.2.a5 - Partnership with Arts**

Work together with the arts department to develop a circus degree/certificate or program.

This would involve meeting with faculty in the arts, and deans. Planning out courses, curriculum, funding, etc

We would like to offer a circus program/degree/cert which could be under Kinesiology and Arts.

Discuss partnerships with a dance program as well.

Start Date:

02/10/2018

End Date:

02/10/2022

Responsible Person:

Our Dept and Arts Dept and Deans

- **1.2.a6 - Partnership with Local Community Circus**

Talk with our local circuses to:

1. Investigate the feasibility of using their facilities for our courses with an MOU, cost of rental etc.

2. Use them as a feeder for helping students into our program to earn a degree or credit.

3. Recruit instructors to teach specific circus classes.

4. Offer co-performances on campus

5. Insure they don't feel our program is competition. We want it to be a partnership to help our students and the community.

Start Date:

02/10/2018

End Date:

02/10/2022

Responsible Person:

Dept, Dean

- **1.3 - Objective - Maintain safe indoor and outdoor facilities and equipment**

Priority Rank:

4

Start Date:

01/01/2018

End Date:

01/02/2022

Responsible Person:

M&O, K&H

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Resource Requests:**

- **1.3.r1 - Equipment Maintenance and Replacement**

**Description**

Maintenance of Weight Training Room Equipment and Replacement as needed for safety

**Rationale**

In order to ensure the best life expectancy from our equipment it must be routinely inspected and serviced. When equipment is no longer salvagable funds will be needed to replace it.

Resource Type:

Ongoing

Expenditure Category:

Equipment & Furniture (6400)

First Year Cost/Savings:

\$2,000.00/\$0.00

Second Year Cost/Savings:

\$2,000.00/\$0.00

Third Year Cost/Savings:

\$2,000.00/\$0.00

- **1.3.r2 - Tennis Court Benches**

**Description**

Tennis court benches

**Rationale**

The benches we have had were from the time the courts were originally built. We need 7 new benches.

Resource Type:

One-time

Expenditure Category:

Equipment & Furniture (6400)

First Year Cost/Savings:

\$4,000.00/\$0.00

**Actions/Activities:**

- **1.3.a1 - Safe and Clean Indoor Instructional Spaces**

Ensure the weight training room, dance studio and yoga studio are cleaned frequently

Start Date:

01/01/2018

End Date:

01/02/2022

Responsible Person:

Custodial

- **1.3.a2 - Maintain Golf Rental Budget**

Continue to keep 20,000 in the budget for rental fees for off campus golf facility usage.

Start Date:

01/14/2018

End Date:

01/09/2022



Responsible Person:

Dean

- **1.3.a3 - Maintained Outdoor Facilities**

Maintained Golf, Tennis, Field, Track and other outdoor facilities

Start Date:

01/15/2018

End Date:

01/16/2022

Responsible Person:

Grounds

- **1.4 - Objective - Support our courses with needed supplies and equipment for student success**

Priority Rank:

2

Start Date:

01/01/2018

End Date:

01/02/2022

Responsible Person:

Dean

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Resource Requests:**

- **1.4.r1 - Supplies for Activity Course Instruction**

**Description**

Replacement Supplies over next four years:

- Resistance Bands
- Kettle Bells
- Medicine Balls
- Bosu Balls
- Hula Hoops
- Yoga Mats, straps, blocks, wheels, fabric
- Hand Weights
- Stability Balls,
- Waterpolo balls
- Aquatics instructional equipment
- Portable Speaker for Pool,
- TRX,
- tennis balls
- pickleballs,
- golf balls
- Body Fat Analyzer

- Replacement Hammocks and silks
- New Supplies for current and new courses:
- Thick Mats
  - lacrosse balls for myofacial release
  - Juggling Scarves and Balls
  - Handstand grips and other circus supplies
  - Balance Board
  - Lyra
  - Webb
  - Silks
  - Self Defense Pads and Striking surfaces
  - Slackline
  - Basketballs and other sports equipment
  - Other instruction equipment as needed

**Rationale**

Over the next four years many of our supplies will need replacing. Some of them already need to be replaced. Supplies need to remain function and safe to use.

With the addition of our new courses that we will begin to roll out next year and continue to add to over the next four years there are a variety of supplies need to assure safety and success.

We need to work on getting mats right away for safety in a number of our courses. Initially we will need about 2000-3000 in safety mats. If we are able to introduce tumbling we will need substantially more later on. Right now we get between 3000-5000 for replacement and updating supplies. We propose to increase this for new equipment needed to add on new courses.

Resource Type:

Ongoing

Expenditure Category:

Instructional Supplies (4300)

First Year Cost/Savings:

\$7,000.00/\$0.00

Second Year Cost/Savings:

\$7,000.00/\$0.00

Third Year Cost/Savings:

\$7,000.00/\$0.00

- **1.4.r2 - Speakers for Dance Studio**

**Description**

Speakers for Dance Studio

**Rationale**

Our speakers in the dance studio are horrible. They have never worked well and have no Bass or clarity at all. In order for a dance class to be successful we need to have good speakers. At the time they were put in we were told they were going to try and fix them or replace them, however that never happend.

Resource Type:  
One-time  
Expenditure Category:  
Equipment & Furniture (6400)  
First Year Cost/Savings:  
\$5,000.00/\$0.00

- **1.4.r3 - Washer, Dryer or Cleaning Services**

**Description**

To wash aerial fabrics, towels, uniforms, pennies, yoga blankets etc.

**Rationale**

For our athletics program we will need to have uniforms washed, towels and other items.

Our aerial fabrics will need to be washed and it will be cheaper to do it on site with a washing machine than to have them cleaned at another facility.

Resource Type:  
One-time  
Expenditure Category:  
Equipment & Furniture (6400)  
First Year Cost/Savings:  
\$5,000.00/\$0.00

- **1.4.r4 - Water Bottle Filler**

**Description**

Recyclable Water Bottle Filler

**Rationale**

The water fountains are a slow and infective way for multiple students to get water during a water break in our courses. We encourage students to bring recyclable water bottles to class, but we don't have a good place to fill them up. We are requesting a nice water bottle filler similar to the one up at maintenance (: This would cut back on the number of water bottles our students waste, and throw away, and purchase from the vending machines. Makes us a greener campus.

Resource Type:  
One-time  
Expenditure Category:  
Equipment & Furniture (6400)  
First Year Cost/Savings:  
\$3,000.00/\$0.00

- **1.5 - Objective - Increase our faculty and staff to support our new programs and student success**

Priority Rank:

11

Start Date:

01/01/2018

End Date:

01/02/2022

Responsible Person:

Dean

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Resource Requests:**

▪ **1.5.r1 - Full-Time Faculty**

**Description**

New full time faculty in Aquatics or in one of our potential new programs in Nutrition or Public Health

**Rationale**

As our program grows and we are offering more degree specific lecture courses best practices show that the full time to part time ratio should be kept balanced. We only have 3 full time faculty and 22 part-timers currently. As we increase our course offerings for our new programs that number will grow much larger.

Resource Type:

Ongoing

Expenditure Category:

Contract Classroom Inst. (1100)

First Year Cost/Savings:

\$130,000.00/\$0.00

▪ **1.5.r2 - Coaches for Waterpolo**

**Description**

Water Polo Coaches

**Rationale**

By Fall 2018 we will need to have a coach for our waterpolo team in place so they may start recruiting.

Resource Type:

Ongoing

Expenditure Category:

Part Time Coach Stipend (1308)

First Year Cost/Savings:

\$10,000.00/\$0.00

Second Year Cost/Savings:

\$20,000.00/\$0.00

Third Year Cost/Savings:

\$20,000.00/\$0.00

**Actions/Activities:**

▪ **1.5.a1 - Staff Food Bank and Fitness Lab**

Continue the funding and current budget for the Fitness Lab, Garden and Food Bank staff

Start Date:

01/14/2018

End Date:

01/21/2022

Responsible Person:

Dean, Dept

○ **1.6 - Objective - Strengthen student success in the areas of Kinesiology and Health**

Priority Rank:

10

Start Date:

01/01/2018

End Date:

01/01/2022

Responsible Person:

Dept

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Actions/Activities:**

▪ **1.6.a1 - PLOs**

Create PLO's for our department

Have PLO's entered into the Cloud

Have faculty connect their SLO's with the PLO's

Evaluate our PLO's and adjust our courses as needed

Start Date:

01/01/2018

End Date:

01/29/2022

Responsible Person:

Dept

○ **1.7 - Objective - Re-write the athletics implementation plan**

Priority Rank:

18

Start Date:

01/01/2018

End Date:

02/01/2022

Responsible Person:

Dept, Division

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

District Wide

Institutional Learning Outcome:

3. Interpersonal and Group Skills

- **2 - Goal - Engage our students outside of the classroom**

Priority Rank:

3

**Objectives:**

- **2.1 - Objective - Campus Garden**

Priority Rank:

7

Start Date:

01/01/2018

End Date:

01/03/2022

Responsible Person:

K&H

Strategic Direction:

1. Promote Student Success

Impact Type:

District Wide

Institutional Learning Outcome:

Unknown

**Resource Requests:**

- **2.1.r1 - Garden Funds**

**Description**

Funds to help the campus garden

**Rationale**

Currently the amazing garden we have on campus is being run by one faculty member. She works hard to maintain it in order to provide meaningful learning experiences for our students outside of the classroom. The garden also helps to feed hungry students at our food bank and in our community.

The garden is expensive to run and needs:

Soil, seeds, fencing, shovels, hoes, wiring, beds, screening, and other supplies.

Resource Type:

Ongoing

Expenditure Category:

Non-Instructional Supplies (4500)

First Year Cost/Savings:

\$1,500.00/\$0.00

Second Year Cost/Savings:

\$1,500.00/\$0.00

Third Year Cost/Savings:

\$1,500.00/\$0.00

- **2.1.r2 - Garden Learning Space**

**Description**

Seating, lecture area, canopy for garden, revamping beds

**Rationale**

In order to make the garden more of a learning space and environment for our department and others interested, we would like to expand the garden area to include seating for workshops and lectures. This would need to be a covered area protected from the sun. The garden beds also need to be entirely revamped in order to remain functional and pest/rodent free.

This would also provide a facility for the community and a place to come engage in gardening and environmental lectures.

Resource Type:

One-time

Expenditure Category:

Site Improvement (6120)

First Year Cost/Savings:

\$15,000.00/\$0.00

**Actions/Activities:**

- **2.1.a1 - Advertising Garden and Food Bank**

We would love our campus to advertise the amazing things going on at our garden and encourage students across campus to get involved or just stop by and see the garden.

We also want to make sure our students know about the food bank.

Start Date:

01/22/2018

End Date:

01/22/2022

Responsible Person:

Marketing

- **2.2 - Objective - Herbivore Festival**

Priority Rank:

8

Start Date:

01/01/2018

End Date:

01/02/2022

Responsible Person:

K&H

Strategic Direction:

2. Build Campus Community

Impact Type:

District Wide

Institutional Learning Outcome:

Unknown

**Resource Requests:**

- **2.2.r1 - Support Staff**

**Description**

Support staff for the day before, during and after the Herbivore Festival

**Rationale**

Currently we raise our own funds to pay for custodial, security and tech support and the coordinator of this doesn't get paid anything to put it together. This festival is benefiting the campus by engaging our students, providing opportunity for them to do things outside of the classroom, volunteer opportunities, work experiences and bringing over 3000 people to our campus. This festival engages the community and gives us good PR. If the campus can give Family Fest 1000 a year for 150 people to attend then our campus should have no problem contributing 3000-5000 to the festival.

Resource Type:

Ongoing

Expenditure Category:

Overtime - Contract Employee (2382)

First Year Cost/Savings:

\$3,000.00/\$0.00

Second Year Cost/Savings:

\$3,000.00/\$0.00

Third Year Cost/Savings:

\$3,000.00/\$0.00

▪ **2.2.r2 - Webpage Design and Maintenance**

**Description**

Help designing and maintaining the Herbivore Festival webpage and paying for it.

**Rationale**

For all these years the person who puts on the festival also designs and maintains the website. This is a lot of work and it would be great to have someone we can pay to do this.

Resource Type:

Ongoing

Expenditure Category:

Non-Instruction Hourly (1480)

First Year Cost/Savings:

\$1,000.00/\$0.00

Second Year Cost/Savings:

\$1,000.00/\$0.00

Third Year Cost/Savings:

\$1,000.00/\$0.00

**Actions/Activities:**

▪ **2.2.a1 - Marketing**

Promotion of the Festival by Marketing. Posting on social media, campus website, campus screen TV's, marquee, off campus promotion, media release.

Bags that can be given out at the festival with Crafton's Logo and the Herbivore Festival on them.

Start Date:



01/15/2018

End Date:

01/15/2022

Responsible Person:

Marketing

▪ **2.2.a2 - Committee Formation**

Formation of a committee to run and plan the Herbivore Festival. This is an important event that should be put on by more than one person. This is a college wide event and should be financially supported and put on by the campus as a whole. More contributions and voices are needed across campus to make this event a continued success. As it stands if something happens to the person who currently puts on the event the festival will cease to exist. If a committee is formed it will continue to bring our community onto our campus for years to come.

Start Date:

10/01/2018

End Date:

01/01/2019

Responsible Person:

President, VP

○ **2.3 - Objective - Athletics**

Priority Rank:

6

Start Date:

01/01/2018

End Date:

01/09/2022

Responsible Person:

K&H

Strategic Direction:

2. Build Campus Community

Impact Type:

District Wide

Institutional Learning Outcome:

Unknown

○ **2.4 - Objective - Fitness Center**

Priority Rank:

9

Start Date:

01/14/2018

End Date:

01/09/2022

Responsible Person:

K&H

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Actions/Activities:**

- **2.4.a1 - Equipment Maintenance and Updates**

Continue funding to maintain equipment and purchase new equipment as needed in the fitness center.

Start Date:

01/29/2018

End Date:

01/29/2022

Responsible Person:

dean

- **2.4.a2 - Fitness Center Support**

Continue to fund Fitness Center Staff

Start Date:

01/01/2018

End Date:

01/01/2022

Responsible Person:

dean

- **3 - Goal - Increase the number of students who enroll in Kinesiology and Health classes**

Priority Rank:

4

**Objectives:**

- **3.1 - Objective - Offer new courses which interest our students**

Priority Rank:

3

Start Date:

01/22/2018

End Date:

01/22/2022

Responsible Person:

Dept and Dean

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

Unknown

- **3.2 - Objective - Increase the number of community members who join our courses for enrichment and personal growth**

Priority Rank:

5

Start Date:

06/01/2018

End Date:

06/01/2022

Responsible Person:

Marketing, Admin

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Actions/Activities:**

- **3.2.a1 - Market Courses to Community**

We would love our campus and marketing to advertise our exercise and lecture courses to the community. We offer the same courses as our local gyms yet we have substantially less people who take our courses. We need to market the way that gyms do. We also have a large number of older adults with diabetes and other disease processes that would benefit from taking an exercise class or a general health or nutrition class. Marketing to them at the local senior centers and homes would be great.

Start Date:

05/01/2018

End Date:

06/10/2022

Responsible Person:

Marketing and Admin

- **3.2.a2 - Continue Advertising**

Until we find that campus has a better way to help us advertise our courses we will continue to make flyers and to reach out ourselves to the community even though this is not part of our roles as faculty members.

Start Date:

01/01/2018

End Date:

01/01/2022

Responsible Person:

Dept

- **3.2.a3 - Non-Credit Courses**

Investigate offering non-credit courses to our local community. Potentially off-campus sites as well.

Start Date:

01/20/2018

End Date:

01/20/2022

Responsible Person:

Dept

▪ **3.2.a4 - Simplified Enrollment for Enrichment**

The process for community members to just apply and register for enrichment is way too difficult. Mixed messages are given as to whether the assessment needs to be take or not. If the member wants to audit they have to wait two weeks after the course starts. The process is too complex. There needs to be another way people can enroll simply.

We would like to have a simple flyer with directions on how to enroll for enrichment purposes, directions online and uniform policy which all staff is aware of.

This is very important if we decide to offer non-credit courses in the community in the future as well.

Start Date:

02/10/2018

End Date:

02/10/2018

Responsible Person:

Admissions, Counseling

○ **3.3 - Objective - Encourage Counseling and DSPS to get students to enroll in physical activity courses.**

Priority Rank:

14

Start Date:

01/01/2018

End Date:

02/10/2022

Responsible Person:

Dept, Counseling

Strategic Direction:

1. Promote Student Success

Impact Type:

District Wide

Institutional Learning Outcome:

Unknown

○ **3.4 - Objective - Change the names of courses to attract students**

Priority Rank:

15

Start Date:

09/01/2017

End Date:

02/10/2022

Responsible Person:

Dept

Strategic Direction:

9. Optimize Resources

Impact Type:

Site  
Institutional Learning Outcome:  
Unknown

- **3.5 - Objective - Examine and work towards cross listing more Dance Courses**

Priority Rank:  
16

Start Date:  
02/10/2018

End Date:  
02/10/2022

Responsible Person:  
K&H and Arts

Strategic Direction:  
9. Optimize Resources

Impact Type:  
Site

Institutional Learning Outcome:  
Unknown

- **3.6 - Objective - Change the B,C,D leveled cap system so that the max on a given course remains the same but there is no individual cap for sections A,B,C and D.**

Priority Rank:  
17

Start Date:  
02/10/2018

End Date:  
02/10/2022

Responsible Person:  
Division, Registration

Strategic Direction:  
4. Expand Access

Impact Type:  
District Wide

Institutional Learning Outcome:  
Unknown

- **4 - Goal - Evaluate our courses and programs, and utilize other tools to help student success.**

Priority Rank:  
5

**Objectives:**

- **4.1 - Objective - Continue to enter our SLO's, integrate our newly added PLO's and review the results on a yearly basis**

Priority Rank:  
12

Start Date:

02/10/2018

End Date:

02/10/2022

Responsible Person:

Instructors, Dept

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

○ **4.2 - Objective - Work to meet and maintain target's in Success, Completion, FT/PT ratio**

Priority Rank:

13

Start Date:

02/10/2018

End Date:

02/10/2022

Responsible Person:

Dept, Dean

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Unknown

**Actions/Activities:**

▪ **4.2.a1 - Discuss Solutions for Raising success in Health Courses**

Discuss with our instructors why our success rates are where they are and work together to devise plans to increase them to 74%.

Do additional research to determine which of the courses or sections have the lower success rates and speak with those instructors or see if there are commonalities in days, times, duration etc.

Examine SLO feedback for information.

Start Date:

02/09/2018

End Date:

02/10/2022

Responsible Person:

Dept

▪ **4.2.a2 - Dance Class Statistics**

Examine the statistics in our dance classes to see how the cross listed classes vs other classes differ in size, success, FT/PT etc.

Start Date:

02/10/2018

End Date:  
02/10/2022  
Responsible Person:  
Dept, research

- **4.3 - Objective - Examine our new AA-T, new degrees or programs we begin to offer, time changes, new courses etc. to insure student success**

Priority Rank:

19

Start Date:

02/01/2018

End Date:

02/01/2018

Responsible Person:

dept

Strategic Direction:

6. Promote Effective Decision Making

Impact Type:

District Wide

Institutional Learning Outcome:

Unknown

- **4.4 - Objective - Encourage faculty to try starfish to keep students' aware of their grades and engaged outside the classroom**

Priority Rank:

20

Start Date:

02/10/2018

End Date:

02/10/2022

Responsible Person:

dept

Strategic Direction:

1. Promote Student Success

Impact Type:

District Wide

Institutional Learning Outcome:

Unknown

## 11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

**There are no comments for this plan.**

## 12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [Kinesiology and Health SLO Planning Grid Spring 2018.xlsx](#)
- [PLO's.docx](#)
- [Course Offerings 4 Year Plan.xlsx](#)