

Plans for Health and Physical Education >> 2013 - 2014 Health and Physical Education CHC Instructional Program Review 2013-2014

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Name :

2013 - 2014 Health and Physical Education CHC Instructional Program Review 2013-2014

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Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics)
- d. What kind of services you provide
- e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
- f. **Rubric Item:** [Needs-Based Curriculum](#) (e.g.: survey, environmental scan, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreement, other bases as applicable) (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.)
- g. **Rubric Item:** [Scheduling Matrix](#) (Attach your scheduling matrix.) [Click here for sample!](#)

A. ORGANIZATION, INCLUDING STAFF AND STRUCTURE:

Crafton Hills College is a community college located in Yucaipa, California. It is one of two in the San Bernardino Community College District. Crafton Hills College serves approximately 5000 students from Yucaipa, Redlands, Calimesa, Beaumont, Banning, Highland, San Bernardino and local mountain communities, such as Crestline, Lake Arrowhead, Big Bear and Running Springs.

The Kinesiology and Health Department offers a variety of degree applicable and transfer courses in diverse areas such as health, fitness, skill and dance.

The Health & Kinesiology Department has three full-time faculty members (Ralph Rabago, Janine Ledoux and Colleen Hinds). In addition, the department has 12-15 adjunct faculty members depending on the semester. The department has two co-chairs (Ralph Rabago and Janine Ledoux) and is under the supervision of Richard Hogrefe the Division Dean of the College of Arts and Sciences.

B. MISSION OR PRIMARY PURPOSE:

The mission of the Kinesiology and Health Department is congruent with the mission of Crafton Hills College..."to advance the education and success of students in a quality learning environment." In addition, one purpose of the department is to offer courses which

allow students to successfully complete their AA degrees. The department offers three lecture courses (Biological Principles of Health, Nutrition and Health and Introduction to Kinesiology) which are transferable to both UC and CSU. A secondary purpose of the department is personal enrichment, thus improving the health and fitness of students, improving sport-related skills and encouraging students to engage in lifetime physical fitness activities.

C. WHOM DO YOU SERVE:

The Department as a whole served 1,398 students out of the campus' 5,299 enrolled in the Fall semester of 2012.

Health: In Fall of 2012, 521 students took one of the department's Health courses. Of those students an overwhelming majority of them were females (61.6%). In general the department has had more females than males enrolled in Health courses for at least the past four years (2008=54.8%, 2009=54.5%, 2010=53.6%, 2011=55.9%). However, there was a tremendous increase from 2011 to 2012 (55.9%, 61.6%). Demographic data shows that the majority of students are 19 years or younger (48.6%) however, this number has decreased from 2011 (55.7%) and allowed for an increase in the 20-24 year old population. From 2011 to 2012, the Health courses have had a 5% increase in the amount of students who identify as Hispanic. Similarly, the students who identify as Caucasian have increased by 4.1% from 2011 to 2012. This signifies a decrease in the Asian, Native American and African American students.

Physical Education: In the Fall semester of 2012, 877 students took one or more of the Individual or Team **Physical Education** courses in the department. Similarly to 2011 a slightly greater amount of the population was female (54.3%). The majority of the population (44.5%) is 19 years or younger, with slight growth in the 20-24 year old population which is up by 3% from 2011 data. A 18.9% decline in the percentage in the population of students who identify as Caucasian has occurred since 2008 resulting in 40.4% as the current total. Initially growth occurred in the Hispanic population, but from 2011 to 2012 only a 0.6% increase occurred. Students who identify as African American increased slightly more, 1.3% from 2011 to 2012.

D. WHAT KIND OF SERVICES YOU PROVIDE

The Department of Health and Kinesiology offers a variety of courses and programs. There are currently 3 lecture courses (Biological Principles of Health, Nutrition and Health and Introduction to Kinesiology); 6 skill courses (Karate, Thai Chi, Golf, Tennis, Team Sports (Soccer and Basketball), 10 fitness (Walking for Fitness, Hiking for Fitness, Pilates, Yoga, Weight & Resistance Training, Total Body Fitness, Aerobic Conditioning, Fitness Assessment, Swimming for Fitness and Water Aerobics & Deep Water Exercise) and one dance class (Hip Hop Dance).

The CHC C.O.A.C.H. Project (Creating Opportunities and Changing Hearts) is a new innovative program added to our department. This program provides hands on learning experiences regarding raised bed gardening and also provides community service opportunities, such as monthly dinners for those less fortunate. Our department also provides a unique program designed called the Fitness Motivational Program. Students enrolled in Weight & Resistance Training, Total Body Fitness and Fitness Assessment may participate in this program. In this program students compete with other students in areas such as 1-mile run, 2-mile run, circuits, plank, push-ups, pull-ups and various absolute and relative strength exercises (example - 1-Rep Max Bench Press). Students may also choose to participate in the Overall Best Student Athlete and/or the Outstanding Fitness Award.

E. HOW YOU PROVIDE THEM

Courses are offered morning; afternoon; and evening. We recently added several online sections of health 102 and health 263 and also added is health 263-Honors course.

F. RUBRIC ITEM: NEEDS-BASED CURRICULUM

Due to recent legislation we have had to level all of our activity classes in order to allow students to take a family of progressive courses up to four times.

In response to the recent curriculum review, we have had to update both the Health 263 and Honors Health 263 in order to incorporate the psychosocial factors associate with nutrition.

To allow students to participate in the AA-T in Kinesiology program we will be offering a First Aid course.

Due to high levels of high levels of stress and anxiety in college students we are considering offering a Stress Management course.

All course outlines are currently up to date.

G. RUBRIC ITEM: SCHEDULING MATRIX

See Health and PE (academic) Sched Matrix and Pe-I and PE- Sched Matrix attachments

2. 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

Due to budgetary constraints across the school and district our department during the 2012-2013 school year only had two full time faculty members. The rest of the courses were covered by adjunct faculty. In order to serve students best, cap sizes were decreased during this period as well. Without the ability to open more classes, many students had a difficult time if impossible time getting into a class in our department. This in turn causes students difficulty in obtaining their degrees in the standard time frame. Fortunately, our department was able to hire a new full-time faculty member for the 2013-2014 school year. This has allowed us to open up additional courses for students.

One of the biggest opportunities the department has had is new funding for a new building which should be completed in 2014-2015. We were able to purchase entirely new equipment including cardiovascular machines. Previously, and currently we only have a few broken down bikes for cardiovascular exercise. This new equipment and building will provide our students with more opportunities to improve their cardiorespiratory endurance. The new resistance training equipment will also provide students with better tools to improve their muscular strength and endurance.

The room our department currently uses for the aerobics, karate and hip-hop classes is the

old basketball arena converted. This space is large enough to fit 100 students, yet for our smaller more personalized courses it is a bit difficult to use due to acoustics and poor lighting. When we move into our new building we will have a multi-purpose room and a dance studio which will improve instructional capability. Unfortunately, due to budgetary constraints associated with the new building we are losing the instructional space associated with a gym floor. This will limit the sport course offerings.

During the past year our Fitness Evaluation lab was able to partner with Anytime Fitness, a local gym. This gave students enrolled in this course the option of working out at specific hours for free. This was a wonderful opportunity however, due to the fact it was off campus, very few students utilized the opportunity. Now with the addition of a new full time faculty member, we are currently offering a few hours a week of open gym in our weight training room on campus. Due to budgetary and liability constraints it would be difficult in our current state to offer more open gym hours.

B. COMPETITION FROM OTHER INSTITUTIONS

Although our budget situation has improved and looks promising, we are still confronted with very large classes, especially in our health classes (N=55). All local institutions are facing similar situations. Due to budgetary constraints across the state of California, students have had a difficult time getting into classes in general. Some students are even forced to drop out entirely if they cannot make the minimum unit requirement set by financial aid. Since this is also the case for four year institutions, many students have been coming to Crafton to earn additional units or to complete their AA or AS before moving onto a BA or BS. This has caused a huge increase in the number of students trying to take courses in our department. In order to earn their Associates degree, as per section E in the course catalog, students must complete 2-3 units in one of the following courses: DANCE 130, 143, 163 HEALTH 102, 263, PE/I 105, 106, 108, 120, 127, 130, 143, 148, 155, 159, 163, 168, 190, 200H-Z, or PE/T 130

Student financial hardship has also pushed more students towards our community college as well due to lower tuition fees.

Our department is moving towards offering more Kinesiology lecture courses. In fact this Fall will be the first time we have offered Intro to Kinesiology. Most community colleges do not offer these types of courses, so we are one of the few. This will hopefully enhance our student's ability to get into a Kinesiology program at a four year institution and attract students who are interested in pursuing a Kinesiology career path.

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

D. REQUIREMENTS IMPOSED BY REGULATIONS, POLICIES, STANDARDS, AND OTHER MANDATES

Due to recent legislation we have had to level all of our activity classes in order to allow students to take a family of progressive courses up to four times.

E. JOB MARKET.

I. Requirements of prospective employers

- Most students taking courses in our department are doing so to fulfill their general education requirements regardless of their major.
- Research shows that people who are physically active 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.

II. Developments in the field (both current and future)

- Although our department does not currently have its own major the field of Kinesiology and Health are increasing in popularity especially due to the baby-boomer generation aging, and the obesity epidemic. We are in process in developing the AA-T in Kinesiology.

3. Progress on SLOs

Rubric Item: [Student Learning Outcomes](#)

- a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SAOs, please discuss here.

a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.

Tremendous progress has been made since our last program review. Utilizing the SLO matrix our department has mapped out a plan so that each course and program completes the SLO cycle by 2015. Currently, several courses have completed the cycle. SLOs are now contained on all course syllabi. Written and observational data have been analyzed at the section, course and program levels. SLO data have allowed our courses and programs to identify strengths and weaknesses. Please see attached SLO Matrices

b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.

Outcome data reveal areas where improvement is needed. Fitness course SLO data indicate that most students are "above average" for all outcomes. This may indicate that evaluative areas need to be more rigorous. It may also indicate that significant change is possible if students attend and participate in class activities. We try to motivate, encourage and engage students in the learning process. Historically, significant fitness gains accompany Total Body Fitness (KIN/F 106) and to a lesser extent, Weight & Resistance Training (KIN/F 108). Total Body Fitness has always been very engaging with diverse methodologies. Weight & Resistance Training historically offer less group work. More group work, circuits and additional incentives, such as the Outstanding Fitness Award have been added to the class and therefore, SLO data should reveal more students operating at the "above average" level.

c. What is your plan for continuously completing the assessment cycle? Addressed above

d. If your program has SAOs, please discuss here.

Improvements in muscle endurance assessed in KIN/F 105, 106 and 108 - in process

Improvements in cardio respiratory endurance assessed in KIN/F 105, 106, 127 and 191 - in process

4. Outcomes Assessment Reporting

Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the [Five Column Assessment](#) information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. Should you prefer, the Five Column Assessment information can be attached as a separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.

- PE/I-148X4
 - **Statement:** Perform major physical skills and elements of the sport/activity (forehand and backhand groundstrokes), in concert with their level of training and experience.

Measurement: Three areas for each skill (Forehand and Backhand groundstrokes) were observed during the assessment. The three areas included set-up/preparation, swing technique, and success of shot. The assessment took place at the end of the semester as competitive play was taking place.

Benchmark: Three areas for each skill (Forehand and Backhand groundstroke) were observed during the assessment. The three areas included set-up/preparation, swing technique, and success of shot. Benchmarks for a "2" are either the majority of components are correct (set-up/preparation), most characteristics are present (swing technique), or successfully perform the majority of the time (success of shot).

Evidence: See three semesters worth of assessments attached below: Tennis SLO Summary, Fall 2011, Spring 2012, and Spring 2013.

Implications: During the discussions that took place at the end of the semester it became very clear that students who regularly attended successfully completed the course at the "above average" level. Instructors will continue to use a variety of activities, drills, and competitive formats to encourage attendance and increase motivation. In addition to this general concentration area, during these semesters we spent review time and additional emphasis on particularly the backhand as this tends to be the more challenging side. During these review days as well as our competitive time we focused on the backhand grip, initial move (preparation), and contact point.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

Evidence Files:

- [Tennis Swing Technique Rubric.docx](#)
- [Tennis SLO Summary Spring 2013.docx](#)
- [Tennis SLO Summary 2011-12.docx](#)
- [Tennis Preparation Rubric.docx](#)
- [Tennis Success of Shot Rubric.docx](#)

- PE 106

- **Statement:** Students will increase cardio respiratory endurance, muscle endurance and flexibility.

Measurement: 1-Mile Run or Walk, 2-mile Run or Walk and Cardio circuits were used to assess cardio respiratory endurance; and push-ups; "Frogs" (abdominal/core exercise); circuits, squats thrusts and various resistance exercises used to assess muscle endurance.

Benchmark: Cardio respiratory improvement utilized the following scale: reduction in completion time by 1-10% = average; and reduction in completion time by more than 10% = above average. Muscle endurance improvement utilized the following scale: improvement by 1-10% with at least 3 muscle endurance exercises = average; and improvement by more than 10% for at least 3 muscle endurance exercise.

Evidence: Although some data was observational, 85% performed "above average" for cardio respiratory and 80% performed "above average" for muscle endurance.

Implications: 10-15% performed "average" or "below average" for the combined SLOs. Most of these individuals had poor attendance. Most students that attended regularly completed the course at the "above average" level. More small group work is being integrated into the course to help attendance and motivation.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

- Fitness Courses
- **Statement:** Depending on the goal of the fitness course: Students will improve cardiorespiratory endurance and or Students will improve muscular strength and endurance

Measurement: Cardiorespiratory endurance was measured by at least one of the following: 1 mile run, 2 mile run or a step test Muscular strength and endurance was measured by at

least one of the following: 1 RM Bench press, 1 RM hip sled, hand dynamometer, push-ups, sit-ups, pull-ups

Benchmark: Cardiorespiratory improvement utilized the following scale: reduction in completion time by 1-10% = average; and reduction in completion time by more than 10% = above average. Muscle endurance improvement utilized the following scale: improvement by 1-10% = average; and improvement by more than 10% = above average

Evidence: In courses which focused on cardiorespiratory endurance: 80% of students scored average or above average In courses which focused on muscular strength and endurance: On average, 80% of students scored average or above average

Implications: It appears that regardless of the fitness course students who regularly attended class made average or above average improvements in either cardiorespiratory or muscular strength and endurance. The 15-20 % of students who didn't not improve enough to meet the average criteria may be explained by 1. the validity of chosen fitness tests, 2. poor attendance 3. participation in activities outside of class, 4. dietary behaviors. Our future goals will be to find ways to keep students engaged in healthy behaviors and fitness related activities outside of class as well as to find ways to keep students coming to class. We have already begun to offer "free" gym hours to give students the opportunity to workout outside of class time.

Is Completed: N/A

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

- PE/Activity: Skills/Sport
- **Statement:** Perform major physical skills and elements of the sport/activity, in concert with their level of training and experience.

Measurement: Skills specific to the activity or sport were observed during the assessment. At this time the courses used for assessment in the Skills/Sports program include Golf, Tennis, Soccer, and Competitive Tennis. The three areas included set-up/preparation, swing technique, and success of shot. The assessment took place at the end of the semester as competitive play was taking place.

Benchmark: In Tennis, Golf, and Competitive Tennis benchmarks for a "2" are the majority of components are correct (set-up/preparation, most characteristics are present (swing technique), or successfully perform the majority of the time (success of shot). In Soccer to achieve the highest score (3) the student must hit the target with both feet showing

controlled possession at both tasks. To achieve the next highest score (2) the student must be able to show proper form and still are able to hit the target within one step. To achieve the next highest score, (1) the student must be able to show improved form and stay within between the cones. The lowest score (0) is only acquired if the student does not show improved form and places the ball outside the cones.

Evidence: See Attached Summaries. Competitive Tennis is included in the Tennis Summaries. You can also see the specific rubrics used in each course outcome report.

Implications: During the discussions that took place at the end of the semester it became very clear that students who regularly attended successfully completed the course at the "above average" level. Instructors will continue to use a variety of activities, drills, and competitive formats to encourage attendance and increase motivation. Also, in addition to this general concentration area, during the semester as the instructor identifies low performance skills they will spend additional instructional and review time with emphasis on these areas of low performance by concentrating on "critical fundamentals" to improve performance.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

Evidence Files:

- [Soccer SLO Summary 2013 Spring Final.docx](#)
- [Golf SLO Summary 2011-12.docx](#)
- [Tennis SLO Summary 2011-12.docx](#)
- [Tennis SLO Summary Spring 2013.docx](#)
- PE/I-070X4
- **Statement:** Students will increase cardiorespiratory endurance. Students will increase muscular strength and endurance. Students will increase flexibility. Students will improve body composition

Measurement: Cardiorespiratory endurance was measured by the YMCA step test. Muscular strength and endurance was measured by push-up test and 1 minute sit-up test. Flexibility was assessed by the sit and reach test. Body composition was assessed by bio electrical impedance

Benchmark: Cardio: Decrease of 5 or more bpm Strength and Endurance: Push-ups increase of 5 or more, sit-ups increase of 5 or more Flexibility: increase of 10 cm or more Body composition: increase or decrease of 2% in body fat or increase of 1% or more muscle mass

Evidence: Improvement in Cardiorespiratory Endurance 80 % of students improved Improvement in Muscular Strength and Endurance 89% of students improved in sit-ups 81% of students improved their push-ups Improvement in Body Composition 43% of students improved their body composition as measured by bioelectrical impedance. Improvement in Flexibility 38% of students improved their flexibility

Implications: Overall, the results are very good. This could indicate that students are following directions well and working on improving their fitness levels. It could also indicate that we need to set higher goals/standards for some areas such as muscular strength and endurance. Since this course is used in conjunction with many PE classes, we could look for specific improvements based off of which course the student is concurrently enrolled as well.

Is Completed: N/A

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

- PE/I-120X4
- **Statement:** Perform major physical skills and elements of the sport/activity, in concert with their level of training and experience.

Measurement: This assessment included both Putting and Chipping. It was completed in the Fall of 2011 and the Spring of 2012, with a total of 110 students being assessed during the two semesters. Observations were conducted during the final stage of the semester after all instruction had been completed and students were in the "on course" portion of the semester.

Benchmark: Three areas for each skill (putting & chipping) were observed during the assessment. The three areas included set-up, swing technique, and success of shot. Benchmarks for a "2" are either the majority of components are correct (set-up), most characteristics are present (swing technique), or successfully perform the majority of the time (success of shot).

Evidence: Due to the individual nature of the process of putting, during both semesters we had 100% of the assessed students score a 2 or 3 on the putting assessment. In the

chipping assessment, during the fall we had 99% assess at the 2 or 3 level for both set-up and shot success, with the swing technique at a 94% for the same performance level. After this semester was completed it was determined to spend any inclement weather days that became available to review the chipping fundamentals to attempt to improve this area. In the spring the chipping scores did improve to 100% at the good or excellent levels for set-up and shot success, while the swing technique improved to 97%.

Implications: After Fall 2011 semester was completed it was determined to spend any inclement weather days that became available to review the chipping fundamentals in an attempt to improve this area. Based upon the results mentioned above we will continue to review the more complex skills when the opportunity presents itself due to inclement weather.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

Evidence Files:

- [Golf Set Up or Preparation Rubric.docx](#)
- [Golf Success of Shot Rubric.docx](#)
- [Golf Swing Technique Rubric.docx](#)
- [Golf SLO Summary 2011-12.docx](#)
- PE 108
- **Statement:** Students will demonstrate improvement in muscle strength and muscle endurance.

Measurement: Various resistance training exercises utilizes machines, free weights, circuits and own body resistance. Most data obtained was observational.

Benchmark: 1-10% improvement = "average" and greater than 10% = "above average"

Evidence: Greater than 80% of all students completed the course at the "above average" performance level. About 20% completed the course "below average" or at the "average" performance level.

Implications: Almost all students completing the course "below average" or "average" missed greater than 20% of all classes. Weight Training often takes on an "individual" approach to exercise. Many students that are poorly motivated with poor attendance may

increase course interest with more "group workouts." Because of this observation and discussion with students, more group workouts have been integrated into the course.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

- PE/T-130X4
- **Statement:** Students will perform major physical skills and elements of the sport/activity (trapping and positional passing), in concert with their level of training and experience.

Measurement: This rubric was implemented in the springtime of 2013 as a skills test in a finals setting. The skills tested were both trapping and positional passing which combined for a total score. Each student was asked to pass and possession trap giving a target at a 15 yard distance. The target was centered in between two cones to show precision and accuracy and also to show a scale of both percentage achieved and difficulty. The students were asked to pass and trap maintaining possession with both feet for an accumulative score.

Benchmark: To achieve the highest score (3) the student must hit the target with both feet showing controlled possession at both tasks. To achieve the next highest score (2) the student must be able to show proper form and still are able to hit the target within one step. To achieve the next highest score, (1) the student must be able to show improved form and stay within between the cones. The lowest score (0) is only acquired if the student does not show improved form and places the ball outside the cones.

Evidence: See Soccer SLO Summary 2013 Spring Final.docx attached below.

Implications: During the discussions that took place at the end of the semester it became very clear that students who regularly attended successfully completed the course at the "above average" level. Instructors will continue to use a variety of activities, drills, and competitive formats to encourage attendance and increase motivation.

Is Completed: Yes

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

Evidence Files:

- [Soccer SLO Summary 2013 Spring Final.docx](#)
- [Soccer Trapping Rubric CHC Final.docx](#)
- [Soccer Passing Rubric CHC Final.docx](#)
- [Soccer Trapping Points Success Rubric.docx](#)
- [Soccer passing Success % Rubric Final.docx](#)

5. Quantitative and Qualitative Results

Please provide...

- a. A list of any quantitative or qualitative measures not provided in question 6 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- b. A summary of the results of these measures
- c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

- a. A list of any quantitative or qualitative measures not provided in question 6 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- b. A summary of the results of these measures
- c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

In the future we will consider collecting data on how often students take the same family of activity courses, and how many students participate in the AA-T in Kinesiology program.

6. Performance on Data Items

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather

than repeating it..

a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)

i) **Rubric Item:** [Course Completion Rate](#) (formally retention) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)

ii) **Rubric Item:** [Course Success Rate](#) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)

iii) **Rubric Item:** [Full-Time/Part-Time Faculty Ratio](#) (The target is 75% or higher. Use the data provided by the OIERP to provide a reason for any deviation from the target.)

iv) **Rubric Item:** [WSCH/FTEF Ratio](#) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)

v) **Rubric Item:** [Fill rate](#) (The 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.)

Health:

Completion rate and Success Rate: In the Health courses there is an amazing high retention rate (95.2%). In addition from the 2010-2011 to the 2012-2013 school year the success rate has increased by 7.2% bring us to 78.4%. 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.

FT/PT Ratio: 2012-2013 data shows a Ratio of 0.30. This is much lower than the 75% target. We are on our way to bringing our target up since as of Aug 2013 we have hired a new full-time faculty member.

WSCH to FTEF: This ratio was steadily increasing all the way until 2011-2012 (942.76), however as of 2012-2013 it has decreased to 799.14. This decrease is mainly due to the decrease in cap sizes in our Health lecture courses.

Fill Rate: Our department is way above the 80% fill rate. Current data has us at 100.6%. This is due in part to the budget limiting the number of courses we can offer. Since our courses are part of the GE requirements students still need to take them and since they are harder to get, most classes fill up quickly. In order to provide students better quality our caps were decreased which is also a contributing factor to the increase in fill rate.

PE/I and PE/T

Completion Rate and Success: Over the past six years we have seen a steady increase in retention rate in our PE/I and PE/T courses (currently 93.3%). The success rate from the 2010/2011 school year was 77% and is now at 82.4%. This percentage is amazing for physical education courses which usually use participation and attendance as markers for grading. Our teachers are doing an amazing job at keeping our students engaged and wanting to return to class each day.

FT/PT Ratio: For physical education activity classes we are currently at a 0.46 ratio of FT/PT faculty. This number is slightly higher than the health course in our department due to the fact that both full-time faculty during the 2012-2013 taught more activity courses than lecture courses. In August of 2013 we hired a new full-time faculty which teaches both activity and lecture courses so, this should increase this ratio as well as the ratio in the health courses.

WSCH to FTEF: This ratio has stayed consistent since 2009/2010 and is currently at 725.88.

Fill-Rate: The fill rate in our physical education activity classes has decreased from 89.4% to 83.5% during the course of one year. We believe the main reason for this decrease is the increase in the number of sections being offered. We expect that we could see this trend continue through 2013-2014 due to the inability to repeat courses due new legislation. New curriculum has been submitted to address this issue, but will not go into effect until 2014-2015.

Health and Kinesiology (Pe/I and Pe/T) Performance Targets:

Course completion and success rates: In both Kinesiology and Health we hold some of the highest scores in the division and on campus for both course completion and success rates. Our target in both areas is to maintain the current high levels and if we see a decreasing trend we will work to immediately to identify areas of concern.

FT/PT: We were able to hire a new full time faculty member as of August of 2013 which will improve our percentage. We will continue to persue a full time aquatics/kinesiology faculty position.

WSCH to FTEF: In both Kinesiology and Health we are way above the campus average of 527. Our target in both areas is to maintain the current high levels and if we see a decreasing trend we will work to immediately to identify areas of concern.

Fill Rate: In Health we are way above the campus average (82.4) since we are over 100%. In Kinesiology in spite of the recent decrease from 89.4% to 83.5% we are still above the campus average (82.4). We are currently carefully managing our increased course offerings and will continue to monitor these numbers.

7. Evaluation

What is going well and why? What is not going well and why? In answering these questions, please include all the areas in the following list, along with any other areas you regard as significant. Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- 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
- Innovation
- Compliance with applicable mandates

o Representativeness of population served:

Since we are seeing a growing number of Hispanic students on our campus and in our department, we are working to include activities which are popular in that population. In

particular one of our instructors recently became certified to teach Zumba which is an aerobic dance format which primarily utilizes Latin based music. This type of activity is also very popular across age groups, particularly those 19-24 years of age.

o Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services):

For the first time this summer our department began offering online courses. Currently we offer both Health 102 and Nutrition 263 as fully-online courses. We also offer our lecture and activity courses during the morning, afternoon and evening hours.

o Partnerships (internal and external):

Last year our department has a partnership with Anytime Fitness. Our PE/I 070 students were able to use the gym during select hours during the week. However, due to managerial changes, we were not able to partner with them for the 2013/2014 year. Instead we have increased the number of "open gym" hours on campus.

We also have facility partnerships with Yucapia Valley Golf Club and Yucapia Swim Club.

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.

We are also actively working on AAT transfer program.

In the past we have had a Health course which was part of a learning community, and was linked with an English course. We hope to resume participation in the learning communities.

o Implementation of best practices

Most of the instructors in our department are utilizing technology in many ways. Blackboard is used as an adjunct to the majority of our traditional courses as a way to communicate information outside of class time. Some instructors are also learning to use cell-phones and laptops more effectively inside the classroom. Instead of viewed as distractions, instructors are turning them into tools for finding information, in place of calculators, for taking notes, for setting reminders and for taking pictures of notes.

- o Efficiency in operations

The department has done an excellent job of scheduling courses as well since we have a limited number of rooms that can be used for our activity courses.

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.

- o Efficiency in resource use

- o Staffing

Our department has been extremely efficient at finding ways to offer courses with only two at the time, now 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.

- o Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

Department members feel that we participate in planning and decision making within our own department and campus wide (Chairs Council, Educational Master Plan Committee, Institution Effectiveness, Accreditation, and Outcomes Committee, Educational Technology Committee. However, in the past we have had to respond to facility issues caused by either lack of budget with new facilities or the construction of new facilities negatively impacting our instructional capabilities (soccer/track field, golf facilities, gym floor). We have adapted to this with the goal of minimally impacting our instructional programs and we look forward to our future facilities.

- o Professional development and training

Our department activity participates in professional development and training courses.

- Zumba, Pilates and Kickboxing training
- Blackboard training
- Continuing Education Units associated with the USGTF (United States Golf Teachers Federation) and the USPTA (United States Professional Tennis Association)
- ACSM Membership
- CHES
- Webinars

- o Innovation

- Online courses
- Garden
- Intro to Kinesiology course
- Pool use in total body fitness
- Off Campus Hikes,
- Duathlon,
- League Tennis Involvement
- Motivational Fitness Program

- o Compliance with applicable mandates

- NA

8. Vision and Mission

- a. Tell us your vision: Where would you like your program to be four years from now?
- b. **Rubric Item (Alignment)**: Describe how your mission from question 1B and vision align with and contribute to the college's [mission and vision](#), as specified in the [CHC Educational Master Plan](#).

A. These next four years should be very busy for our department. Our ultimate goals are to grow the course offerings in our department, provide students with more opportunities to improve physical fitness and wellness and to successfully move from our old facilities to the new building.

Within the next year or two our entire department (faculty and facilities) will be moved to the new building once completed. This new building will provide us with new opportunities as well as challenges. Our new building will have brand new exercise equipment, particularly cardiovascular equipment which will help to improve cardiorespiratory fitness levels in our students. Currently we do not have a track or the cardiovascular equipment so for now instructors must spend more time creating lessons to focus on this element. Our new building will also have a multi-purpose room and a dance room which will allow us to integrate more dance courses such as Latin, ballroom or swing. We also hope to reintroduce Tai Chi to our offerings since we will have this new space. Unfortunately our new building will not have a gym and therefore we will have to eliminate activities such as basketball and volleyball. In order to make up for these pitfalls, we will hope to introduce more pool courses such as swimming, waterpolo and potential scuba or kayaking.

As we add to our course offerings we also hope to work towards the establishment of athletics on our campus. The philosophy in our department is to encourage and improve lifetime fitness and participation. Therefore the athletic programs we anticipate developing on our campus would be consistent with our foundational values. Below are potential programs:

- Swimming
- Waterpolo
- Cross-country
- Golf
- Tennis
- Sand Volleyball

Within the next couple years we also hope to have successfully begun to participate in the new transfer program which allows students to transfer right into a 4 year institution.

Once in our new building we hope to work on raising money through grants or other means to improve the capabilities of our fitness lab. As the fitness lab begins to offer more state of the art testing, we might offer an internship in the lab for our students or work towards the creation of a Fitness Assessment course. This course would allow students who are interested in personal training prepare for certification.

In order to help students improve their fitness levels we realize that our students need more opportunities "outside" of class time. We hope to work towards offering more open gym hours. One way to do this would be to work towards changing current regulations which require a faculty member to be present. A possible option might be to use certified personal trainers or trained interns who have all the qualifications but would cost far less per hour to staff the facilities.

To further keep our students engaged we would like to work towards providing more training opportunities for all of our instructors, part and full-time. Keeping our facility abreast of the most current fitness trends will keep our students engaged and excited to come to class.

B. Seeing as that the campus mission and vision is to advance the education and success of students in a quality learning environment and the vision is to be the premier community college for public safety and health services careers and transfer preparation;

Transfer preparation and Health Service Careers

- Providing additional transfer opportunities by developing the AA-T in Kinesiology
- Providing more courses which transfer
- Providing more sections to allow students to complete AA faster
- Offering courses which can be used toward Health degrees and Careers

Quality of Learning Environment and Innovative Health services

- Open gym hours
- New training
- New courses
- New equipment

- New instructional methods
-

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 tennis facilities.**

Priority Rank:

10

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Maintenance and Operations

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **1.1.a1 - Regularly and continuously clean tennis courts.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

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

Priority Rank:

8

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Maintenance and Operations

Strategic Direction:

None

Impact Type:

-- 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

Resource Type:

Ongoing

Expenditure Category:

Equipment

Funded:

No

Funding Source:

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:

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

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

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

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

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

Priority Rank:

9

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Maintenance and Operations

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

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

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **1.4 - Objective - Acquire access to aquatics center facilities for physical education instruction.**

Priority Rank:

12

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

President

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Completed

Progress Description:

- **1.5 - Objective - Participate actively in ongoing revision of PE/Atheletics Cluster in the campus Facilities Master Plan.**

Priority Rank:

14

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

HPE Faculty, Dean, VP Instruction

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

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

Priority Rank:

2

Objectives:

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

Priority Rank:

4

Original Start Date:

01/18/2011

Original End Date:

05/25/2012

Revised Start Date:

01/18/2011

Revised End Date:

05/25/2012

Responsible Person:

HPE Faculty

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Write course outline for Basic Swimming Techniques and Swimming for Fitness and submit for approval.**

Status Code:

Work is Completed

Progress Description:

Measurements/Documentation of Progress:

- **2.1.a2 - Complete leveling of all physical education activity courses to address new legislation concerning repeatability of courses.**

Complete leveling of all physical education activity courses to address new legislation concerning repeatability of courses.

Start Date:

02/11/2013

Responsible Person:

Faculty

Status Code:

Work is Completed

Progress Description:

Measurements/Documentation of Progress:

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

Priority Rank:

11

Original Start Date:

01/18/2010

Original End Date:

05/24/2013

Revised Start Date:

01/18/2010

Revised End Date:

05/24/2013

Responsible Person:

HPE Faculty, Dean, VP Instruction, President

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **2.2.a1 - Write course outline for Basic Swimming Techniques and Swimming for Fitness and submit for approval.**

Status Code:

Work is Completed

Progress Description:

Measurements/Documentation of Progress:

- **2.2.a2 - Assess aquatics equipment and acquire water fitness equipment as needed.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **2.3 - Objective - Provide leadership for aquatics by hiring a full-time aquatics instructor.**

Priority Rank:

13

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Dean, VP Instruction

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Resource Requests:

- **2.3.r1 - Full-Time Faculty Position**

Description

Rationale

A full time faculty member will provide expertise and leadership for the aquatics program in an effort to fully utilize the existing aquatics facility and incorporate it into the instructional program of the college.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$80,000.00/\$0.00

Third Year Cost/Savings:

\$80,000.00/\$0.00

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

Priority Rank:

2

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

HPE Faculty

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

- **2.5 - Objective - Develop AS-T degree in Kinesiology**

Priority Rank:

3

Original Start Date:

02/11/2013

Original End Date:

12/20/2013

Revised Start Date:

02/11/2013

Revised End Date:

12/20/2013

Responsible Person:

Ralph Rabgo/Rick Hogrefe

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

- **3 - Goal - Strengthen student success in the areas of Health & Physical Education**

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:

5

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Dean, VP Instruction

Strategic Direction:

None

Impact Type:

-- Pick One --

Resource Requests:

- **3.1.r1 - Spri Pro Foam Mats**

Description

For use in aerobics and other fitness classes.

Rationale

Resource Type:

One-time

Expenditure Category:

Supplies

Funded:

No

Funding Source:

First Year Cost/Savings:

\$540.00/\$0.00

- **3.1.r2 - Hex Dumbbells with Rack**

Description

Rationale

For use in weight training and total body fitness classes.

Resource Type:

One-time

Expenditure Category:

Equipment

Funded:

No

Funding Source:

First Year Cost/Savings:

\$250.00/\$0.00

- **3.1.r3 - Increase in Instructional Supply and Equipment Budget**

Description

Rationale

Resource Type:

Ongoing

Expenditure Category:

Supplies

Funded:

No

Funding Source:

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 - Acquire 30 Spri pro foam mats.**

Status Code:

Work is Completed

Progress Description:

Measurements/Documentation of Progress:

- **3.1.a2 - Acquire hex head deumbell 5-10 pounds with rack.**

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **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:

6

Original Start Date:

01/18/2011

Original End Date:

05/24/2010

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2010

Responsible Person:

Dean, VP Instruction

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

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

Priority Rank:

7

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

HPE Faculty, Dean

Strategic Direction:

None

Impact Type:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

- **3.4 - Objective - Increase student success and improve FT:PT ratio by hiring replacement full-time Health and Physical Educaiton instructor.**

Priority Rank:

1

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Dean, VP Instruction

Strategic Direction:

None

Impact Type:

-- Pick One --

Resource Requests:

- **3.4.r1 - Full Time Faculty Position**

Description

Rationale

This position would replace the full-time faculty position lost as a result of a retirement four years ago.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$80,000.00/\$0.00

Third Year Cost/Savings:

\$80,000.00/\$0.00

Actions/Activities:

- **3.4.a1 - Assess equipment and personnel needs to increase the quantity and quality of student served in fitness evaluation laboratory.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

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. 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 - 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:

5

Start Date:

01/18/2011

End Date:

05/24/2014

Responsible Person:

Maintenance and Operations

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

Actions/Activities:

- **1.1.a1 - Regularly and continuously clean and/or maintain outdoor facilities**
- **1.2 - Objective - Provide safe and continuously maintained gymnasium facilities.**

Priority Rank:

3

Start Date:

01/18/2011

End Date:

05/24/2013

Responsible Person:

Maintenance and Operations

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

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

Resource Type:

Ongoing

Expenditure Category:

Equipment

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

Resource Type:

Ongoing

Expenditure Category:

Equipment

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.**
- **1.2.a2 - Regularly inspect and repair weight room equipment.**
- **1.3 - Objective - Provide safe and continuously maintained short game golf facilities.**

Priority Rank:

4

Start Date:

01/18/2011

End Date:

05/24/2013

Responsible Person:

Maintenance and Operations

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

Actions/Activities:

- **1.3.a1 - Regularly maintain short golf game instructional areas.**
- **1.4 - Objective - Participate actively in ongoing revision of KIN/Athletics Cluster in the campus Facilities Master Plan.**

Priority Rank:

15

Start Date:

01/18/2011

End Date:

05/24/2013

Responsible Person:

HPE Faculty, Dean, VP Instruction

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

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

Priority Rank:

7

Start Date:

11/26/2013

End Date:

11/18/2015

Responsible Person:

Rick Hogrefe

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Resource Requests:

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

Description

- 30 spin bikes
- Ballet bars
- Cardio equipment
- Fitness equipment
- Storage facilities for golf and tennis adjacent to instructional facilities

Rationale

Resource Type:

One-time

Expenditure Category:

Equipment

First Year Cost/Savings:

\$100,000.00/\$0.00

Second Year Cost/Savings:

\$30,000.00/\$0.00

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

Priority Rank:

18

Start Date:

08/01/2013

End Date:

05/24/2014

Responsible Person:

Kinesiology and Health Faculty, Academic Senate President, and Dean

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

- **1.7 - Objective - Explore possible ASB fees for student recreational access to fitness facilities.**

Priority Rank:

2

Start Date:

08/01/2013

End Date:

05/24/2014

Responsible Person:

Kinesiology and Health Faculty, and Dean

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

- **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:

6

Start Date:

01/18/2011

End Date:

05/25/2012

Responsible Person:

HPE Faculty

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Actions/Activities:

- **2.1.a1 - Explore additional lecture course offerings**
- Stress Management
- Intro to fitness
- **2.1.a2 - Re-establish student access to off-campus fitness facilities**
- **2.2 - Objective - Develop aquatics program to utilize existing facility.**

Priority Rank:

12

Start Date:

01/18/2010

End Date:

05/24/2013

Responsible Person:

Kinesiology and Health Faculty

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

Actions/Activities:

- **2.2.a1 - Assess aquatics equipment and acquire water fitness equipment as needed.**
- **2.2.a2 - Provide leadership for aquatics by hiring a full-time aquatics instructor.**
- **2.2.a3 - Develop a relationship with the aquatics director**
- **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:

16

Start Date:

01/18/2011

End Date:

05/24/2013

Responsible Person:

HPE Faculty

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

- **2.4 - Objective - Develop AS-T degree in Kinesiology**

Priority Rank:

1

Start Date:

02/11/2013

End Date:

12/20/2013

Responsible Person:

Ralph Rabgo/Rick Hogrefe

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

- **2.5 - Objective - Explore the feasibility of the development of intercollegiate athletics**

Priority Rank:

8

Start Date:

08/01/2013

End Date:

05/24/2014

Responsible Person:

Kinesiology and Health Faculty, Dean, Academic Senate

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

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

Priority Rank:

17

Start Date:

08/01/2013

End Date:

05/24/2014

Responsible Person:

Kinesiology and Health Faculty, and Dean

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

- **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:

9

Start Date:

01/18/2011

End Date:

05/24/2013

Responsible Person:

Dean, VP Instruction

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Resource Requests:

- **3.1.r1 - Hex Dumbbells with Rack**

Description

Rationale

For use in weight training and total body fitness classes.

Resource Type:

One-time

Expenditure Category:

Equipment

First Year Cost/Savings:

\$250.00/\$0.00

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

Description

Rationale

Resource Type:

Ongoing

Expenditure Category:

Supplies

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 - Acquire hex head deumbell 5-10 pounds with rack.**
- **3.1.a2 - Purchase instructional supplies**
- Medicine balls
- Kettle bells

- Stability balls
- Softball equipment
- Tires
- **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

Start Date:

01/18/2011

End Date:

05/24/2010

Responsible Person:

Dean, VP Instruction

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

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

Priority Rank:

11

Start Date:

01/18/2011

End Date:

05/24/2013

Responsible Person:

HPE Faculty, Dean

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Resource Requests:

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

Description

Rationale

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$6,400.00/\$0.00

Actions/Activities:

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

11. Supporting Documents

- [PE_SLO_Planning_Grid.xlsx](#)
- [Health_and_PE_SLO_Planning_Grid.xlsx](#)
- [Health_and_PE_\(Academic\)_Sched_Matrix_.xlsx](#)
- [PE_SLO_Planning_Grid.xlsx](#)
- [Health_SLO_Planning_Grid.xlsx](#)
- [PE - I and PE - T Sched_Matrix_.xlsx](#)