

All Fields Report

Program Overview	
Program	KINESIOLOGY Kinesiology
Does this program have a CTE component?	No
Academic Year	2014/2015
Review Period	6 Year
Service Areas	

Program Description and Goals
<p><i>This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.</i></p>
<p>1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.</p>
<p>The Santa Monica College Kinesiology & Athletics department teaches students about human movement, health, sports and exercise. The department seeks to motivate students to be active and live healthy, dynamic lives. The department hopes to improve the quality of life for our students and teach them the value of life long wellness.</p> <p>We encourage personal, intellectual and physical exploration as well as challenge and support our students while working to achieve their academic goals. All students, whether participating on one of our competitive teams, majoring in Kinesiology, or taking a class for fun, benefit from our course offering by improving their physical health. Researchers have proven that exercise leads to better cognitive function. According to John J. Ratey, author of <i>Spark: The Revolutionary New Science of Exercise and the Brain</i>, “Memory retention and learning functions are all about brain cells actually changing, growing, and working better together. Exercise creates the best environment for that process to occur.”</p> <p>We offer a wide variety of courses each semester for approximately 3,300 students, including classes for:</p> <ol style="list-style-type: none"> 1. Students majoring in Kinesiology to earn an A.A., our <u>recently approved</u> A.S-T, and/or preparing to transfer for a baccalaureate degree in the field 2. Students working toward a certificate in athletic coaching 3. Fitness 4. Health 5. Team and individual sports classes 6. Intercollegiate athletic teams <p>These courses are listed in the College’s catalog under the academic discipline Kinesiology and further divided into:</p>

Aquatics

(Swimming, diving, water polo and water aerobics)

Health 10**Physical Education**

(Fitness, exercise physiology, sport psychology, badminton, rock climbing, golf, karate, self-defense, table tennis, tennis, yoga, track and field, and more)

Professional Courses (PRO CR)

(Classes for the major and athletic coaching certificate)

Team Sports

(Baseball, basketball, football, soccer, softball, cheerleading, volleyball, and beach volleyball)

Varsity Intercollegiate Sports-Men (VAR PE: V)

(Basketball, cross-country, football, soccer, swimming and diving, water polo, track and field, and volleyball)

Varsity Intercollegiate Sports-Women (VAR PE: W).

(Basketball, cross-country, soccer, softball, swimming and diving, water polo, tennis, track and field, and volleyball)

The VAR PE courses support our intercollegiate athletic teams as they are generally offered during the competitive intercollegiate season for each sport. (Two VAR PE classes are aimed at out of season preparation: VAR PE 20 and VAR PE 60.) The athletic classes enable our approximately 300 student-athletes on seventeen intercollegiate teams, to train and practice in and out-of-season.

The Kinesiology & Athletics department oversees the academic aspect of these classes but does NOT oversee the intercollegiate athletic program. This is the Athletic department's responsibility. Many people on campus are not aware of the differences between the Kinesiology & Athletics department and the Athletic department. We share faculty, support staff, facilities and other resources but our missions are very different. Both departments work to support our student-athletes, coaches and teams. We assign and manage all of the classes that tie into the Athletic program while the Athletic department supervises anything related to intercollegiate competition.

The department also supports the Sunday CoRec program. This program began in the Kinesiology department in the

1960's and is now offered through Community Service. We provide faculty, access to the facility and use of our equipment. CoRec provides hundreds of people every Sunday with the opportunity to play basketball, table tennis and badminton. People from all over our community, of all ages come to participate. Some of our faculty volunteer and give table tennis instruction and coaching. The SMC table tennis team has come from this program. The team has many exceptional players.

As explained in the next section, our department supports the mission and goals of Santa Monica College. We provide an inclusive learning environment and encourage all of our students in their personal and intellectual exploration. We challenge them daily and help them to gain confidence and self-discipline. As a result of their experience in our classes we believe we are contributing to their overall welfare and enhancing their ability to learn. As quoted above "Exercise provides the best environment for that process to occur."

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Goals of our department include:

- a. To contribute to the development of our students' potential in all aspects of their life through physical fitness, health, wellness and a positive self-concept. (*Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2*)
- b. To teach our students the value of life long fitness and provide them with the knowledge and skills to live long healthy lives. (*Analytic and Communication Skills, ILO 2 – Authentic Engagement, ILO 5*)
- c. Prepare students for transfer and completion of a four-year college/university degree. (*Personal Attributes, ILO 1 – Authentic Engagement, ILO 5*)
- d. Facilitating students working to earn an AA in Kinesiology/Physical Education. (*Personal Attributes, ILO 1 – Authentic Engagement, ILO 5*)
- e. Provide students with the education and training to coach through our certification program (*Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2*)
- f. Support our student-athletes and competitive teams through our course offerings (*Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2 – Applied Social Knowledge and Values, ILO 3*)
- g. Grow the number of full-time faculty to better serve our students. (*Supportive Collegial Environment*)

We challenge our students in an inclusive learning environment. We educate and inspire them to develop skills, make mental and physical changes and appreciate the value of lifetime activity. Through this experience we help them to gain self-confidence and self-discipline that can be transferred to all aspects of their lives. We strive to help our students become responsible and contributing members of our global society. In doing so, we support SMC's mission that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals.

Our last goal list above, “g. Grow the number of full-time faculty to better serve our students,” is vital to all of the goals above it. We have shrunk from about 18 full-time faculty 20 years ago to 4 today. We have approximately 63 part-time faculty teaching and coaching for us. This spring we look forward to hiring a full-time faculty member that will oversee our strength and conditioning program for our student-athletes as well as teach in our department. Still, we are desperately in need of more faculty that can be available to better serve our students.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Please see the italicized references in question 2 above.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Not applicable.

Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Listed below is a breakdown of the past five years of data from Institutional Research for the student population enrolling in Kinesiology & Athletics classes.

(SMC's College-Wide numbers for Fall 2013 are in parenthesis)

- **Gender:**

52% Male, 48% Female

(College-Wide: 48% Male, 52% Female)

- **Age:**

84% are under 25 years of age

(72% are under 25)

- **Ethnicity/Race:**

43% Hispanic, 22% White, 15% Black, 11% Asian/PI
(36% Hispanic, 28% White, 10% Black, 16% Asian/PI)

- **Residence Status:**

84% California Residents, 9.5% Foreign, 6.4% Out-of-State
(83% California Residents, 11% Foreign, 6% Out-of-State)

- **Enrollment Status:**

63% Continuing Students, 24% First Time Students, 7.6% First-Time Transfer Students
(58% Continuing, 20% First-Time Students, 11% First-Time Transfer Students)

- **Educational Goal:**

82% Plan to Transfer, 5% Plan to earn an Associate Degree, 3.5% Educational Development, 2% Career Objective
(74% Plan to Transfer, 7% Plan to earn an Associate Degree, 4% Educational Development, 5% Career Objective)

- **Educational Status:**

92% High School Graduate or Equivalent, 4% Bachelor's Degree or Higher, 2% Not A High School Graduate
(85% High School Graduate or Equivalent, 10% Bachelor's Degree or Higher, 2% Not a High School Graduate)

- **Basics Skills Status:**

72% No
(81% No)

- **Part/Full-Time Status:**

55% Full-Time
(36% Full-Time)

These demographics have notable differences from our last Program Review and the college's demographics:

- Since the Program Review in 2009, the number of females enrolling in our classes has declined from 51% to 48% while the College-Wide percentage is 52% female.
- 84% of our students are under 25 as compared to 2004-2009, which was 72%. This is younger than the College average of 72% and may be due to the large number of athletes on our men's competitive varsity teams. We have added men's soccer and our current football team carries a larger roster than previous years. These athletes would be enrolled in KIN PE and VAR PE classes every semester while attending SMC. We have also added soccer classes that seem to be predominantly males under 25.
- The biggest change in our students' demographics since 2004-2009 has to do with their ethnicity. Between 2004 and 2009 our students were 27% to 28% Hispanic. We are now at 43%. The college is currently at 36% Hispanic.
- We have more continuing students, students that are planning to transfer, and full-time students than the College-Wide averages.
- 28% of our students are enrolled in basic skills classes as compared to the overall SMC student population of 19%.

In fall 2014 and spring 2014 we surveyed our students to collect data for the first annual Program Review. Our instructors were asked to give the survey out to all of their classes. Approximately half of the sections turned in their data. Each survey contained over 1100 responses. Besides the same demographics that IR uses, we asked our students other questions. (Please see Appendix A: Surveys.)

- Most interesting was the question regarding why the student chose to take the class. On the fall 2014 survey, 73% of the students said they were taking the class "To exercise, learn, or play this activity/sport." On the spring of 2014 survey, 59% said this as well.
- 22% on the spring survey and 14% on the fall survey said they were taking the class because **they needed a unit**.
- Only 16% on the fall survey and 12% on the spring survey were members of one of the varsity intercollegiate teams.

2. Compare your student population with the college demographic. Are your students different from the college population?

As discussed in question 1 above, our classes have more male students than the college's overall population. They are also younger than the college average and a large percentage of them are Hispanic (43%). In a recent department meeting, we discussed these demographics and have come up with a few ideas and possible reasons for the differences.

Regarding the large percentage of males in our classes:

Two courses VAR PE 20V: Advanced Football for Men and VAR PE 21V: Varsity Football for Men are for male student-athletes. These courses can have over 100 student-athletes in them. The first is the in-season course for the intercollegiate team. The second is their off-season class. The large number of male student-athletes competing for our football team undoubtedly skews our ratio of female and male student-athletes. We have nine teams for our female student-athletes and eight teams for our males. The number of males enrolled in the VAR PE 20V and 21V probably equates to the total number of all the females enrolled in the VAR PE W classes.

Most of our team sport classes are taken by males. Basketball and soccer courses have only a few females in most of the classes. The beginning basketball class offered this semester has three female students. The two sections designated for the teams in their off-seasons have a higher percentage of female soccer and basketball players. Volleyball classes have just as many female as male students. It seems that when men and women are competing physically side-by-side, women are less likely to enroll. The department has realized that we need to find a way to let our students know that should they choose to enroll in these classes, they would compete against other students of their level. We are concerned that our female students are intimidated by these coed classes.

Yoga and Pilates classes seem to be about two-thirds female and one-third male. KIN PE 10: Fitness Center has a mix of both males and females. All of our weight training classes seem to be mostly male. Most of our fitness classes seem to attract both genders but weight training does not. We offer a lot of sections of KIN PE 11A, B, C, and N. The department is looking into the course descriptions to see if there is a way to better market these classes to our female students. For people that don't understand the underlying concepts of fitness and exercise, the weight training classes might seem like classes that make people develop large muscles. While this might happen to male students that work at heavy, intense levels, generally most people will tone, lose body fat and increase their metabolism as a result of getting stronger. As a department, we need to explain this in our course offerings as we believe many of our female students are not aware of the value of this type of training. This is something we are working on as we update our course outlines for this program review.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

28% of our students are enrolled in basic skills classes as compared to the overall SMC student population of 19%. This does not impact our program goals or curriculum. The only issue we have noted is that these basic skills students that enroll in our lecture classes are at a disadvantage. These classes: Health 10, KIN PE 2: Achieving Lifetime Fitness, KIN PE 3: Introduction to Exercise Physiology, KIN PE 4: Sport Psychology, PRO CR 10: Introduction to Kinesiology, PRO CR 11: Introduction to Sports Injuries, PRO CR 12: Emergency Care and Water Safety, PRO CR 15: Sport Management, and the PRO CR Coaching classes, all require college textbooks, require papers and written tests. These courses do not have an English 1 prerequisite so any student may sign up for them. Students with lower reading and writing skills struggle in these courses.

Our faculty does reach out to students that seem to be struggling. We let all of our students know about resources on campus to help them. Students at the basic skills level in English will find the texts difficult and writing papers very challenging.

Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

As discussed in our previous Six-Year and Annual Program Reviews, our department's primary goal is to maximally contribute to the development of the students' potential. We hope to impact all aspects of their life through physical fitness, health, wellness and a positive self-concept, and to teach our students the value of life long fitness. Our courses should provide them with the knowledge and skills to live long healthy lives.

The first SLO in almost every activity and sport class refers to the basic skills. While they are unique to each discipline, they support our primary goal. We anticipate our students will attain basic competency as a result of their experience. Students will vary in their physical abilities but they should have the knowledge and understanding of the basic skills upon successful completion of our courses. Our expectation is that students will take what they have learned in our classes and be able to integrate it into their lives, as described in ILO #5 "Authentic Engagement: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom." This ties directly to our department SLO: "Through the department's active instruction, Kinesiology students will be prepared to choose and participate in activities for a life time of fitness and wellness. Students will achieve and maintain a health enhancing level of physical fitness through strategic goal planning." Our students will be able to apply what they have learned in our classes, and live healthy, active lives.

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

The entire department wrote our SLOs about six years ago. Most SLOs have not been updated since then. This year through the Program Review process, every instructor was asked to update his or her course outlines and SLOs. We used the fall department flex day to get the majority of these done and to reassess the department's SLO. In our recent spring department flex day we assigned the remaining ones to our faculty for completion.

During department meetings over the last year we discussed how instructors were assessing outcomes and how often.

Most felt they only did so at the end of the semester when evaluating students progress and grading.

Our faculty includes the SLOs on their syllabi and discusses them with their classes during the first week of each semester. As a result of this 6-Year Program Review, we are asking all of our instructors to discuss the SLOs at the middle and end of the semester. In these discussions, students will be asked to evaluate themselves as to their progress. We want them to see the value in the SLOs and help them attain them.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

Our department issues an Athletic Coaching certificate. The core competencies students are expected to achieve on completion are:

1. The knowledge and expertise to train an athlete or team including the ability to run a safe, efficient practice or training session.
2. An understanding of the basics of exercise physiology, sports injuries and sport psychology and how they tie into the preparation of an athletic team. This includes the basic mental and physical aspects of sports and training.
3. An understanding of offensive and defensive strategies in team sports.

Our capstone class is PRO CR 19: *Field Experience*. Students in this class serve as a teacher's assistant in a beginning level activity class. They work with the instructor and learn about planning, teaching skills and running a practice. They have a chance to actually try out their plan and run drills while consulting with the faculty member. The faculty member oversees the student while he or she works with the students. This gives the students in the certificate program, a hands on opportunity to teach and coach under the guidance of a faculty member.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

The department looks at trends in enrollment, retention, the needs of our kinesiology majors, athletic coaching certificate students, and the intercollegiate athletic program when scheduling for each semester. We recently surveyed our students and asked for their comments regarding our class offerings. We use the TIMMS reports to look at our class retention as compared to the college-wide average. We consider the number of students in our various fields of study and try to accommodate their needs. We try to track which classes close quickly and which classes seem to have empty seats or trouble filling.

We have not explored evening classes as we are limited by our facilities. They are booked from 8am to about 6pm daily. Our VAR PE classes are generally in the afternoon as these are for our competitive teams. The teams occupy the field and Gym 100 from 12:45 until 6pm or later. Gym 4, our large exercise room is available to us in the evenings. We have only been able to offer a few fitness classes, yoga and one PRO CR coaching class in the evenings. We added back Health 10 online after a few years' hiatus.

Our athletic teams dictate a large part of our course offerings. When teams are in-season, they have a VAR PE class assigned for them. When they are off-season they have an advanced level class. In the winter/summer session before their season, they also have a class. Some teams also have VAR PE conditioning classes as part of their off-season training programs.

We are limited in our aquatics offerings as the City of Santa Monica controls the pool. While the college shares in the fixed costs of the pool, we pay for lifeguards and rent lanes from the city. We can offer morning classes as our teams use the pool from 12:45 to 3pm daily, but can only offer beginning level swimming classes two days a week. From about 3pm on, the city opens the pool for public use. The City also allows the nearby middle school access to the shallow pool.

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives

<p><u>Objective:</u> Create KIN PE 41M: Men' Self Defense Class</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> The idea for this class came from a former student trustee. He had taken the women's class KIN PE 41W and asked why we didn't have one for males. When we began to investigate we realized that there was a need as both genders are victims of violence. The class grew out of concepts created by Jackson Katz and the Male Violence Prevention Project.</p>	
<p><u>Objective:</u> Replace of dumbbells in the weight room to ensure our students have safe, functional equipment for their classes.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> In the past equipment was purchased with no future plans to replace it. We have budgeted money for a company that oversees the maintenance and repairs of our current equipment. This company ensures that anything our students use is maintained properly and safe to use.</p> <p>The problem is that when things breakdown and can't be repaired, there are no funds to replace them. Our fitness equipment gets a lot of use and is vital to our classes. It wears out. The loss of a bike or two in the Fitness Center can impact a large number of students. The broken dumbbells and weights in the weight room were not safe for our students.</p> <p>We need to be proactive and create a plan to have equipment replaced regularly so that our classes don't suffer. The new Fitness Center and weight room in the new building will be fantastic for a few years but what will happen in 3 or 4 years when it all starts breaking or wearing out? How will classes continue without equipment? One of our department goals is to positively impact our students' lives. The department needs a plan in place for the replacement of our equipment so that our classes can continue without any problems.</p>	

We were fortunate to get the funds to replace the dumbbells for our weight room. We are working on the other items.	
<u>Objective:</u> Create workshops for our faculty and staff	
<u>Status:</u> Completed	
<u>Comments:</u> In the fall we offered over 20 workshops to our faculty and staff. These included yoga, soccer, basketball, badminton, table tennis and much more. We had a great turn out and got a lot of positive feed back from everyone. We hope to do it again in the near future.	

Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Our first Annual Program Review was written in the spring of 2014. One of our objectives was to meet the needs of our students in the certificate program. During the past year we were able to accommodate many students working on the coaching certification. PRO CR 19: Field Experience was created for the certificate program. It was first offered three years ago. Students that enroll in this course work with an instructor as a teaching assistant. They learned how to plan, organize and conduct beginning level activity or sports classes. This has given them experience working in the field. We have many students enrolling in this class.

We have diversified our course offerings by bringing back a few courses that had not been offered in years. We have offered PRO CR 8: Coaching of Basketball which meets the needs of our students in the athletic coaching certificate program as well as going into coaching basketball. We also brought back KIN PE 34A: Karate and have plans to create other levels of Karate so that our students can continue to learn and practice it.

Last year we created KIN PE 41M: Self-Defense-Men. Like every other college and university in the United States, we offered women's self-defense only. We realized that our male students also need a class that teaches them how to protect themselves as well as find ways to avoid violence and not react violently. We reached out to people on our campus for their advice as well as those in our community. Some of those involved with the Male Violence Prevention Project (MVPP) helped us with the curriculum and are currently teaching our first section of the course. Jackson Katz, creator of the "Mentors in Violence Prevention" said "Most male victims of violence are the victims of other men's violence." The city of Santa Monica's Police Chief has supported us by providing a police officer on the city's payroll. This officer is helping to teach self-defense techniques.

In the Annual Program Review we discussed our issues with old equipment and the problem of the upcoming construction. We identified the issue of faulty dumbbells and student safety and the fact that with the promise of a new building and equipment, the College was reluctant to replace current items. Unfortunately, our annual budget could not cover this cost. As a result of that report, we have recently been allotted the funds to replace the dumbbells and some of the weight equipment in Gym 4 and replace one elliptical machine in the Fitness Center. We are relieved and grateful for these funds.

Our annual report also discussed the problem of not budgeting to maintain and replace equipment as it ages. This will remain an objective for the department. There needs to be a life-cycle cost analysis done for all of our equipment so that it can be maintained, repaired and replaced regularly. This is paramount to our students' safety! Each year's budget should include money that regularly replaces items that are beginning to wear out.

Another goal discussed in the annual report was to continue to grow the number of full-time faculty. As discussed earlier, the upcoming hire will be our first in 15 years. The current 4 full-timers could retire in the near future. We are strategizing for our future requests.

Since 2009, **258 student-athletes have received degrees from SMC!** (See Appendix D for a list of the students and their degrees.)

While a great deal of data is missing due to coaching changes over the last 6 years, we are able to document **537 student-athletes have transferred to four-year universities and colleges.** Many of these student-athletes have received athletic scholarships.

The Kinesiology and Athletics department has consistently maintained course completion rates higher than the college's average. Based on Institutional Research's data from for fall terms from 2009 to 2013 our rates of completion are **80%**, **well above SMC's 68.1%**. We have used the TIMMS reports to identify instructors with lower rates and worked to improve them.

We are especially proud of the increased number of students graduating in Kinesiology over the past few years. While the data from Institutional Research doesn't match the data we received from Admissions & Records last year, we do know that the number has gone up.

The Athletic Coaching certificate was created in 2012. Since then we have had 11 students complete the certificate.

We have brought back a few courses that have not been offered in years and are working to bring back others to meet the demand of our students.

KIN PE 3A and 3B: *Beginning and Intermediate Badminton* had been cut back to one section a year. We are now offering this every semester and are turning away students. This has proven to be very popular with our international students.

KIN PE 19D: Water Aerobics is back with two sections offered in spring 2015.

KIN PE 21: *Coed Football* was added to our curriculum in 2009 and has been offered every semester.

KIN PE 34A: *Karate* was been added back after 20+ years. This is being offered in spring 2015. We have plans to create various levels of the course so that our students can continue to study this martial art.

KIN PE 53A and 53B: *Beginning and Intermediate Table Tennis* was cut briefly and is now being offered every semester. This is also an extremely popular sport for F-1 students.

PRO CR 8: *Coaching Basketball* was been added back due to the Athletic Coaching certificate. (We plan to bring back our other coaching classes as well.)

KIN PE 49D *Basic Scuba* has not yet been offered but we are working with the Life Sciences department to find a way to offer the class and tie it into their oceanography classes. Our biggest hurdle has been to find a business that will provide the equipment at a reasonable rate for our students.

We hope to encourage more of our SMC family to find ways to add activity and/or sports into their lives. Many of the instructors in the department volunteered to give workshops for our faculty and staff. We offered 20+ sessions during the fall of 2013. Our goal is to improve their quality of life and life long wellness. We have provided extended hours for our faculty and staff in our Fitness Center during winter and summer sessions. We also provide weekly free swim hours in the pool for students, faculty and staff. We intend to offer more workshops in the future.

We have provided CPR/AED training for our faculty for almost no cost and have added this as a requirement for our future hires.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The recommendations for program strengthening from the executive summary are listed below in *italics* with our department's actions. The entire executive summary can be found in Appendix B.

1. Revisit the possibility of offering certificates or mini certificates, even if the state does not require such certification at the secondary level, as a means of providing acknowledgement of achievement for student who may find it useful in seeking employment.

In 2012 the Athletic Coaching certificate was established. Students need 21 units with 14 of units of required courses. Students must take KIN PE 3: *Introduction to Exercise Physiology*, KIN PE 4: *Introduction to Sport Psychology*, Nutrition 4: *Healthy Lifestyle: Food and Fitness*, PRO CR 11: *Introduction to Sports Injuries* and PRO CR 19: *Field Experience*. The remaining units come from two areas. One is their area of emphasis and the other is various sports and fitness classes. The area of emphasis is for the area that they want to coach: racket sports, track and field, football, baseball, soccer, basketball and volleyball. The sport and fitness areas must be at the advanced level. Students have been earning this certificate since 2013. This seems to be a popular option for our current students.

While it is not an actual certificate program, our PRO CR 12: Emergency Care and Water Safety class has enabled numerous students to become certified lifeguards. Successful completion of the course leads to American National Red Cross Advanced First Aid, Blood Borne Pathogens, CPR, and Water Safety Instructor certificates and fundamentals of instructor training. Working with community organizations year round, lifeguards earn approximately \$21.50 per hour. The primary organization that they join is the Los Angeles Fire Department Ocean Lifeguards (LACO).

Currently of the 735 LACO permanent and recurrent Ocean Lifeguards, there is approximately **26% or 190** who are **alumni of the SMC aquatics program**. Since 2008, 24 members of the SMC aquatics program have gone on to become LACO Ocean Lifeguards. In 2015, we will have 3 of our current team go into the training academy and become Ocean Lifeguards.

The LACO Ocean Lifeguards also provides career opportunities for our alumni. One alumnus, Mike Frazer worked his way up the chain of command to become the LACO Chief Lifeguard. He just recently retired in 2014.

Beside the LACO program, our students have other employment opportunities. Some of the other organizations that our students are involved in include:

L.A. City Recreation and Parks:

(Pool lifeguards, Lakes lifeguards, Cabrillo Beach, San Pedro and Harbor Patrol (Port of Los Angeles))

City of Long Beach Ocean Lifeguards

California State Lifeguards

Heal the Bay

City of Santa Monica

(Currently about 40% (20) of the pool guards are either current or former members of the SMC aquatics program.)

Jonathan Club

Culver Plunge

Crossroads (6 former SMC students are on staff)

This program has also enabled our student-athletes to pursue advanced training in Emergency Medicine. Several of our former and current alumni have gone on to earn their Emergency Medical Technician (EMT) license and become firefighters, law enforcement officers as well as serve in the United States Armed Forces.

2. Clarify and document the rates of transfer for student athletes and kinesiology students, and include evidence of goal achievement for the student athletes.

While our athletic counselors were unaware of this recommendation, we have compiled the rates of transfer for our

student-athletes for the past 6 years. Unfortunately with changes in coaches and administrators, some of the data was lost. We have found that since 2009, 537 student-athletes transferred to a four-year college or university, many students were recruited to play and a lot received athletic aid. Our student-athletes and teams have been highly successful as well.

Notable achievements of our student-athletes include:

In 2012 SMC had the unique opportunity to have three alumni student-athletes in the 2012 London Olympic Games.

- Azad Al Barrazi: SMC 2007 and University of Hawaii, 2011, is from Syria and competed in the 100 meter breaststroke.
- Amed Mathouthli: SMC 2012 is from Tunisia and is the National JC record holder in the 200 yard freestyle. He competed in the 200 meter freestyle.
- Tiago Pieria, SMC 2006 and USC 2008, is from Brazil. He competed in the 400 meter Individual Medley and **won a silver medal!**

Our **women's tennis team** has won the Western State Conference in 2010, 2011, 2013 and 2014. In each of those seasons, the team was undefeated in conference competition. In 2011 the team won the triple crown of California Community Colleges tennis winning the State Team, Singles and Doubles State titles.

To date, among California Community Colleges, the women's tennis team has the highest overall number of student-athletes who have earned the Intercollegiate Tennis Association's Scholar-Athlete award. In 2004 and 2014 the team earned the *All-American Team* honor.

Our football team has won the Western State Conference four years in a row and has gone undefeated in conference games each of those years.

3. *Ensure comparison data – such as faculty numbers – are based on equivalent baselines*

This recommendation seems to refer to something in our last report. Institutional Research provides longitudinal data that is being used for program planning in a more consistent manner.

4. *Develop a long range facility plan that reflects the reality of needing to use and/or share non-college facilities.*

Ironically our last six-year program review discussed Measure A and its funding a new P.E. building. Currently we are awaiting the demolition of our old building and thanks to Measure AA have funds to build. This building is scheduled to be completed in two years. It will provide us with a new Fitness Center and another weight room as well as a second yoga/boxing/exercise room. It will also have new locker rooms.

We continue to share the pool with the City of Santa Monica and have rented their Airport Field when needed. We rent beach volleyball courts and tennis courts from the city for both classes and our teams.

5. *Consider ways in which the department suggestion of using student athletes to do outreach to community youth could be implemented.*

Since our last Program Review we have done many things to fulfill this recommendation.

- Our **women's soccer team** has student-athletes coaching high school athletes and working with club teams.
- Our **women's volleyball team** helps with local volleyball programs at Lincoln Middle School, local club volleyball and other private middle schools in the community. Also, several have done individual coaching for local Santa Monica children.
- Our **men's and women's swim teams** and water polo teams have many current and former athletes who are involved in coaching at various levels, age group (youth), middle school and high school, and college. Some of the teams, clubs and schools that they are involved with include:

Team Santa Monica (TSM), Westside Aquatics, Palisades Charter High School, Venice High School, El Segundo High School, Santa Monica High School, Culver City High School, Santa Monica College (Women's Head Coach Water Polo: Jen Bullock, class of 2003 and Assistant Coach Lysandra Aaron-Carter, class of 2005), LACES, Westchester Family YMCA, and Culver City/Palms YMCA.

- Some of our **aquatics student-athletes** that are working as LACO Ocean Lifeguards are also working with the Los Angeles County Junior Lifeguards program. These young people are public servants that get to engage, interact and inform the community about the importance of the ocean and keeping it clean for the environment.
- Through our **CoRec program** (This is a Community Service class but run by our faculty and supported by our department), we have developed partnerships with the City of Santa Monica and the Boys and Girls Clubs to promote table tennis. Our faculty have reached out to teach this sport to children in our community. They have donated tables to the Oakwood Community Center, the Boys and Girls Clubs and other facilities that provide sports for children. They are donating their time to teach at these locations.
- We have just begun discussions with someone at the Boys and Girls Club to connect our teams, coaches and student-athletes with their programs.
- Our **football program** has a student-athlete that created "The Generation for the Future" a volunteer group that works with Santa Monica youth ages 4 to 15. Trae Smith started this group during his first year at SMC and has enlisted some of his football teammate's help. (His story was featured in the Santa Monica Daily Press on July 28, 2014 and is attached as Appendix C.)
- The **men and women's track & field team** volunteers to officiate high school track meets for local schools that do not have a track facility. Our track team members help offset the cost for these schools as each USA Track & Field Official costs about \$130.00 per track meet. Our team officiates all the field events: long jump, triple jump, pole vault, shot put, discus, and the high jump. Our student-athletes also act as the hurdle crew, which entails setting up the hurdles on the track and removing them for the various hurdle events. In addition they serve as a check-in crew, assisting the track meet manager with checking in athletes and escorting them to the starting line.

The **track and field coaching staff** works with three local high schools that do not have a track facility. They assist the schools with reserving our track and monitoring the team while on our track three days a week. The coaches volunteer their time to supervise the high school practices and provide them with training equipment and technical

support.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Not applicable.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Not applicable.

5. Describe departmental efforts to improve the teaching and learning environment.

All of our faculty were offered the opportunity to take a refresher course to maintain their American Red Cross CPR, AED and First Aid Certifications at the department flex day fall 2014. These certifications are advised for all of our instructors. Courses usually run more than \$45. If a faculty member needed the new card, they were able to get it for \$8 at our session. (This is the processing fee for the American Red Cross.)

Most of our faculty attend clinics and workshops to stay current in their fields. Many of our instructors take classes and study their subject matter outside of SMC. One of our current yoga instructors is in the graduate program at LMU. Our men's basketball coach is in a master's program for sport administration and one of our football assistant coaches has just started a master's program in exercise science.

The department uses peer evaluations to provide our instructors with feedback and input on ways to improve their teaching. Evaluations have been positive and constructive. Our efforts have been to maintain a feeling of professionalism and support for our colleagues.

At department meetings we have tried to include a topic or agenda item in each meeting that will our entire faculty. At one meeting each person discussed the one thing they wish they had known when they first started teaching at SMC. Another time we had one faculty member share techniques and tips for using the foam rollers. Recently one faculty member shared how she scores her students in each class and her grading system.

Lastly, new faculty are paired with current faculty to help mentor them and teach them about roster management, writing syllabi, testing, classroom management, mProfessor, etc.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

Not applicable.

Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

As discussed earlier in this report, many of our numbers are higher than the college's averages. Our 80% rate of retention is quite high compared to the college's 68.1%. We deal with more full-time students than SMC's average. We are seeing more kinesiology majors and our Athletic Coaching certificate is constantly growing. What these numbers don't show is how we are impacting our students.

As a result of their experience in our classes our students have experienced weight loss, improved confidence, gained new skills in sports and other activities that will affect their health throughout their lives. Many of our instructors can tell you about students that have lost 10, 20 or even more pounds during their classes. Some have seen students lose 50, 80, and even 100 pounds during the students' time at SMC. We have seen students physically change during our classes.

As a result of our classes some of our students have quit smoking, made dietary changes that have positively affected their health, gotten fitter and gained muscle. Some students with back pain have seen significant improvement from their work in our fitness and yoga classes. A few years ago a female student from our women's self-defense class was attacked in downtown LA on her way home. She has credited what she learned in our class as saving her life. A student from Zimbabwe learned to swim so that she could teach people in her village as many have drowned from ferry boat accidents.

Our athletic teams are winning both on and off of the court. We have won conference titles, a state title and have had 258 student-athletes earn degrees. We have discussed the huge number of transfers from our teams to four-year colleges and universities, some of them on scholarships. For many of our student-athletes their participation on one of our teams has been the "glue" that has kept them in school and on track to earn a degree, certificate and/or transfer.

This Program Review process has brought up some issues that we plan to work on over the next few years. The low rate of women in our classes is something we plan to address immediately. We hope to meet the needs of more female students at SMC. The high rate of Hispanic students is an interesting discovery that we will investigate.

Over the last three years we have cancelled only three sections that did not have enough enrollment. We feel that we are meeting the needs of our students in terms of course offerings.

Other plans for the upcoming year are presented in section D2. Objectives.

D2: Coming year's Objectives (Moving Forward)

Objective #1

Objective:

Create multiple levels for sports and activity classes that currently don't have them in our curriculum.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

SLO Assessment Data

TIMS Report Data

External Factors:

Timeline and activities to accomplish the objective: By spring of 2016 we hope to have new levels of the following areas:

Soccer (Currently there is only an KIN PE 43A and 43C.)

Softball (Like soccer, there is a KIN PE 45A and 45C.)

Water Polo (Like softball and soccer, there is an advanced and beginning level only.)

Track and Field (At this time there is only the beginning level or KIN PE 56A.)

KIN PE 10: Fitness Lab (There is only one level class for this super circuit class.)

Describe how objective will be assessed/measured: We will measure our success by the completion of the classes listed above. There are seven classes listed that are badly needed.

Comments: This was an objective for last year and will continue to be one for the department until all of our sports and activity classes have multiple levels. This ties into the department's first and second goals listed in section A: To contribute to the development of our students' potential in all aspects of their life through physical fitness, health, wellness and a positive self-concept. and To teach our students the value of life long fitness and provide them with the knowledge and skills to live long healthy lives. Students need the opportunity to take subjects multiple times to learn them. The "no repeatability" rule has negatively impacted our students. If a student struggles in the beginning level swimming/tennis/volleyball, etc. class, he/she is not ready to move on to the next level. Having an intermediate level class provides a safe environment for these students to continue their studies.

This past year we did this for our KIN PE 14: Cross Country classes. We were able to create 14A, 14B and 14C. We are currently working on this for soccer (No intermediate level exists.) and track and field.

Objective #2

Objective:

Investigate the discrepancies between our department statistics and the College's and try to remedy them.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

SLO Assessment Data

TIMS Report Data

Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: Fall and spring semesters 2015-2016

Describe how objective will be assessed/measured: We will survey our classes and ask our female students how they chose their KIN PE classes. We will also look at enrollment from the beginning of the semesters and chart how many females are dropping our KIN PE 11 classes.

Comments: Our review of the data for this report showed that we have less females in our classes than the College's average and many Hispanic students.

Objective #3

Objective:

Create multiple levels of soccer, track and field and water polo classes

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

Institutional Research Data
Other data or observed trends

External Factors:

Other Factors
The "no repeatability" rule

Timeline and activities to accomplish the objective: We hope to complete these courses and have them through the Curriculum committee by the end of next year or June 2016.

Describe how objective will be assessed/measured: We will measure our success by the number of classes we complete.

Comments: Besides these areas, this is needed for Karate, cheer leading, KIN PE 10 and more.

Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at [click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content)**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

The responsibility for curriculum development and maintenance should lie with our full-time faculty. As the need has arisen, some part-time faculty have begun work to create multiple levels of courses in their areas. Other than those times, most faculty do very little with curriculum. This process enabled the entire faculty to get involved.

Over the past year the department created three courses and revised another. The Curriculum committee approved all. These were the first courses since PRO CR 19 was created for the certificate program. A part time faculty member that teaches and coaches cross country saw the need for various levels of the sport. She created the new courses and revised the existing one. The other course we created was KIN PE 41M: Men's Self-Defense. The idea for this class came from a student trustee a few years ago and was carried forward by one full-time faculty member. These courses were created to meet some specific needs that have come up. There continues to be a need for multiple levels of sports and activity classes due to the "no repeatability" rule.

While we currently don't have any classes cross-listed with other departments we are trying to change that. We have been discussing cross-listing our KIN PE 49D: Scuba class with the oceanography class. This class teaches students how to scuba dive and leads to certification. There are beach dives and one dive off of a boat. For those studying oceanography, this would be a valuable experience.

The actual revisions of the course outlines in Curriconet for this Program Review were inputted by the department's administrative clerk. The faculty were asked to update the course outlines for the courses they teach. During the fall and spring department flex days the entire department worked on these. They hand wrote their changes on the course outlines and gave them to our clerk. If there were multiple faculty teaching the same course, the administrative clerk condensed their ideas and returned the changed course outline to all of the faculty for their feedback. If necessary, the clerk made more edits as directed by the faculty, and submitted the revised outline for their approval. While some faculty were cooperative and gave their changes in a timely fashion, others needed some prodding to get the work done.

The process of revising our course outlines provided an opportunity for each instructor to review courses in their areas and make sure their instruction and syllabi were aligned. Many had not looked at the course outlines since they began teaching at SMC.

Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Rory Barnett: Represents the department in the Faculty Association.

Eric Barron: Has served on the Athletics Gender Equity Committee

Brian Eskridge: Has volunteered at graduation.

Richard Goldenson: Served on the advisory committee that helped develop SMC athletic coaching certificates to prepare students for athletic coaching positions. On September 22, 2011 on the Rio Hondo College campus, he presented the Athletic Coaching Certificate at the LOWDL meeting when it was approved.

Tim Pierce: Represents the department in the Faculty Association.

Elaine Roque: Serves on the Curriculum Committee, the FA Negotiating team and represents the department at weekly Facilities meetings; has chaired the Sabbaticals, Fellowships and Awards committee and has served on the EEO committee for years; also has served on the Faculty Ranking committee and other Academic Senate committees as well as many hiring committees; has given presentations at Institutional flex days, workshops for the classified staff, and volunteers at graduation.

Lydia Strong: Represents the department in the Academic Senate

Marissa Tiamfook-Gee: Represents the department in the FA and has volunteered at graduation.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Besides the information below, also see D.1 *Looking Back*, section #2.

Eric Barron:

Served on the Athletics Gender Equity committee; volunteers as the Head Coach and President of Track Club LA, a community track club (>100 hours/year); Vice President of Southern California Association of USA Track & Field (>50 hours/year); Alternate Chair of UCLA Student Conduct Committee (20 hours/year); attends the USATF annual meeting and attends coaching clinics.

Johanna Bennett:

Currently a masters candidate at LMU in yoga studies; travelling to India this year for her masters program.

Steve Contarsy:

LA County Fire Department Ocean Lifeguard since 1980; 25 years working with the Junior Lifeguard Program for youth ages 9 to 17 years old; certified EMT; volunteers as an assistant coach or head coach at Weschester YMCA, Rose Bowl Aquatics, California Aquatics, Trojan Water Polo Club, and Team Santa Monica. Professional affiliations include: American Red Cross, American College of Sports Medicine (ACSM), USA Swimming, USA Water Polo, Association of Swim Coaches of America (ASCA), and National Registry of EMT.

Richard Goldenson:

Teaches tennis for the City of Santa Monica, Director of youth tennis camps; has served as the WSC Tournament Director since 2009 and has been the Vice President of the California Community College Tennis Coaches Association since 2009.

Jo Kidd (retired faculty):

Volunteers with CoRec; oversees the table tennis program, works with the Boys and Girls clubs in the area to promote table tennis and has coordinated the donation of tables to these facilities; and is active in the Retired Teachers Association

Gifford Lindheim:

Attends the American Football Coaches Conference annually; speaks at and attends coaching clinics annually; visits 4-year college football programs to study with different coaches; also maintains currency in his field by reading numerous coaching periodicals; has published several articles on coaching football.

Bella Livshin:

Organizes Juniors Recreational events for the Golden State Open Tournament; umpires and competes in the US OPEN and US NATIONALS competitions annually; volunteers as an instructor with SMC's Sunday Co -Rec Table Tennis Program and at the Balboa Sports Center Friday night Table Tennis open play.

Joe Pehanich:

Completing a Masters degree in coaching and sports administration from Concordia University (completion date May, 2015) and a "Advanced National" Diploma---National Soccer Coaches Association of America (NSCAA) (completion date June 16, 2014); Also working on a "National B" coaching License--- United States Soccer Federation (USSF) (completion date December 1, 2014)

Leslie Porter:

Training in somatic experiencing to help people heal from trauma like anxiety disorders and PTSD and in Yoga Nidra to help with stress and sleeping problems; a trained leader of the Glass Leadership program through the Anti-Defamation League and volunteers with their non-violent education department that gives lectures and talks to high schools and colleges; takes workshops in Pilates to work better with athletes and injuries.

Dr. Andy Pritikin:

Volunteers at the SANTA MONICA HEALTH FAIR; works at Santa Monica Pritikin Physical Therapy- Sports and Orthopedics; stays current with continuing education at least 3 times a year studying a variety of topics from the spine, shoulder, knee, biomechanics, and manual techniques, researches recent studies for the latest techniques and procedures and gives Concussion Awareness and ACL Prevention clinics.

Lynn Ralston:

Teaches for the First Tee of Los Angeles and is the Director of the Nike Golf camps for juniors (Both are reduced rate golf programs for juniors); is training with the newest golf technology "Trackman"; and stays current through her constant study (books, video, articles, etc.).

Nicole Ryan:

Gold Medal Squared certified coach, Member of USA Volleyball and the California Beach Volleyball Association (CBVA); Member California State Athletic Directors Association; and volunteers with Heal The Bay and Human Rights Campaign

Elaine Roque:

Member of the National Strength and Conditioning Association, American Alliance for Physical Education, Recreation and Dance (AAPHERD), and Iyengar Institute of America (IYA). She has written many Articles for Volleyball Magazine and wrote a coaching volleyball book for the LA84 organization, a non-profit that funds youth sports in southern California.

Tara Shima:

Volunteers for the American Red Cross and the Westside Foodbank; teaches basic lifesaving, CPR, first aid and swimming to underserved areas throughout LA, schools and workplaces with limited funding, attends the coaches' clinics annually on swim techniques as well as nutrition seminars, strength and conditioning and sports psychology.

Larry Silva:

With his **track and field coaching staff** Coach Silva works with three local high schools that do not have a track facility. They assist the schools with reserving our track and monitoring the team while on our track three days a week. The coaches volunteer their time to supervise the high school practices and provide them with training equipment and technical support.

Marissa Tiamfook-Gee:

Coaches corporate marathon teams in which co-workers train together for the LA Marathon; Coaches a women's running group and coaches for Team In Training as non-profit that raises money for the Leukemia and Lymphoma Society.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

In our department, part-time faculty make up the majority of the teachers. We have 4 full-timers and 51 teaching adjuncts and numerous non-teaching assistant coaches. Full-time and part-time faculty are brought together through department meetings and get-togethers. The department chair has worked toward alternating meeting days to accommodate the diverse work schedule of the part-time faculty which is a daunting task given that most of the professors in Kinesiology are freeway flyers travelling between a multitude of campuses. Although not ideal, this situation does allow for a very wide

array of viewpoints from these part-timers who have different perspectives thanks to their exposure to various campuses.

Part-time faculty have limited access to office space on campus. The aquatics instructors have an office; however, coaches allow their athletes to stay in the office without supervision which makes it impossible for tests and rosters to be secured. There is a faculty computer in this office as well. Unfortunately, there are some teachers who are signing in and allowing their athletes to use the faculty computer which makes it pertinent that each professor sign out to ensure security. In the Physical Education Building, the part-time faculty have access to the computer room and copier which is secure throughout the day and is a quiet place to do work. Part-time instructors have to take all of their work with them to and from class to protect the confidentiality of their students and the integrity of their rosters and tests. Although not ideal, it has worked.

It is not possible for part-time faculty to be fully integrated members of the department because they cannot afford to do so. For them to earn a living wage they must work at multiple places. We believe we are doing the best feasible job in bringing everyone together by offering advanced notice of meetings, meeting minutes available to all employees, departmental parties and regular contact between the department chair and the very large group of part-time staff.

Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

There are a few major issues that impact our department's effectiveness. As discussed throughout this report, the lack of full-time faculty and permanent support staff, are tremendous problems. This semester (spring, 2015) we have **55 faculty members teaching** classes. Besides them we have many assistant coaches working with our teams. These assistant coaches are also considered part of our faculty and bring the total number of faculty for the department to **63**. The **4 full-time faculty** members make up 6% of the department and teach 19% of all the courses we offer. The majority of our students in about 90 sections, are taught by 51 adjunct faculty.

Most adjunct faculty have other jobs that they are running to or coming from. It is hard for them to connect with the rest of our department and even their students. They usually don't spend as much time on campus as the full-time faculty. Many struggle to make one department meeting a semester. Our students don't have the same access to the part-timers as they have with the full-time faculty. Representation on committees, the Academic Senate, Faculty Association and other campus wide groups is left to the few full-timers.

In 1990 we had almost 20 full-time faculty. Today we have 4. The **average age** of our faculty is **55.1**. A couple are planning to retire in the next few years. The department has shriveled up and is almost gone. Last year the Faculty Ranking committee ranked us high and we will hire for that position this semester (spring 2015). This will be our first hire in 15 years. We need more full-time faculty.

Another major issue is the department's administrative position. Our permanent administrative assistant II has been out for over a year for medical reasons. We were without anyone for months and then had one temporary assistant before getting our current administrative clerk. This current person is also temporary and will soon be done with the allowed time for temporary appointments. The department feels strongly that we need to hire this person permanently. He oversees the day-to-day operations of the department, hiring and managing of student workers, staffing the pool and Fitness Center, handles payroll, gets subs, has input course outline changes in Curricunet, submitted requisitions, answers calls to the department, has recently oversaw the move of our Fitness Center and locker rooms to the new locations, and much more. We do not want to lose him. Our department feels hiring him permanently is a priority now.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Office space for the 63 faculty members is desperately needed. Coaches have special and unique roles. Our football coaching staff is made up of 9 coaches that share one office. They oversee more than 100 student-athletes. Coaches need to meet with their athletes. All of our coaches have equipment, paperwork, uniforms and other items that need to be stored in their offices. Often they go over film with their athletes to prepare them for upcoming opponents and teach them techniques. All coaches meet with their athletes before, during and after the season at least. They need a place to best serve their student-athletes. Head coaches should be assigned an office for themselves and their assistants. When there are multiple assistants, they should have a second office. Every sport needs one.

With regards to additional capital resources, the major needs for our facilities include painting and refurbishing the Pavillion and the track. The turf on the field was just replaced and looks terrific, but the lines on the track have almost completely faded. The cost to repaint the track is somewhere between \$7,000 and \$10,000 according to our grounds supervisor. The track is used for many college events including graduation, 4th of July celebrations, football and soccer games, track and field events as well as by Santa Monica High School and St. Monica's High School. It is frequently rented out to outside groups as well. For a small amount of money, our stadium could really shine. We are requesting that the college budget money for this project.

The Pavillion is used for many sporting events, graduation, awards ceremonies by many college groups, and for faculty development days. The paint on the walls is peeling and the ceiling and upper areas are filthy. Besides new paint, the floor will need replacement over the next decade. The last few times the floor was repainted we were told it couldn't be done many more times. This should be scheduled in the next 5 years.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As discussed in question 1 above, our immediate need with regards to human resources is for our temporary Administrative Clerk to be hired permanently. Our permanent Administrative Assistant has been out for over a year for medical reasons. We were without any support staff for 3 months and then had another temporary person. Our current person has been vital to our updating of curriculum and the move of the Fitness Center and new locker rooms. Even more than a full-time hire, the department needs a permanent administrative person to provide support for all of the day-to-day operations. Our students need someone to answer questions and help with problems. Our current temporary clerk had been a student in our department and earned his certificate in coaching while also working as our student worker. He knows the inner workings of the department as well as any faculty member.

We hope to hire a full-time administrative clerk/assistant as soon as possible. For any department to run smoothly there has to be someone that can answer students' questions, answer the phone, put up class cancellation notices, complete payroll, oversee purchase orders, manage student workers, etc. We also have the Fitness Center, Pool and Locker Rooms that need staffing and managing. Without support staff, these responsibilities fall on the department chair.

Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

As we look to the future, the biggest impact to our program will be the retirement of the current four full-time faculty. All

could retire in the next few years. Our average age is 55.1 years. Should the Faculty Ranking committee not award the department a position next year or the year after, the new hire in 2015 may be left by him/herself. As student enrollment has grown our full-time faculty has shrunk. **We need full-timers.**

We have numerous part-time faculty that teach and serve as assistant coaches. Our assistant coaches take up a large percentage of our course offerings. Adjunct faculty will teach 82% of our 2015 fall courses. Because SMC's coaching stipends are significantly lower than other colleges, offering these part-time assistant coaches a class to teach has been a way to supplement their coaching stipend. L.A. Pierce College pays its assistant basketball coach \$10,000, compared to our \$4,900. Giving the assistants a class or two, helps to make coaching at our college more enticing and viable. Our coaches need better stipends or the department need more sections to offer the assistant coaches.

The department hopes to regrow its full-time faculty so that our students can benefit from the exposure to their teachers. Part-timers usually have limited time on our campus as they are running to other jobs. The department would benefit as the responsibilities and extra work outside of the classroom could be shared among more people. One person doing everything is very difficult.

Should we be allowed to increase our full-time faculty, we will have more instructors for our majors' classes. These new faculty could mentor our students. With an infusion of faculty, we would like to put an emphasis on the Kinesiology major and work to grow the number of transfers to our local universities. We want to become the community college for Kinesiology majors, transferring more students than any other college. The AS-T in Kinesiology that we approved last year, will make it easy for our students to complete their four-year degree.

One of the most popular fields for our kinesiology students is physical therapy. The majority of students enrolled in PRO CR 10: *Introduction to Kinesiology* are planning on going to P.T. school. Most don't realize the time and costs involved in earning that degree. It is now a Ph.D. program at most schools. Also, it is considered as competitive as medical school. The department would like to investigate the possibility of creating a P.T.A. or Physical Therapy Assistant program. One community college in southern California has this program. Students are able to earn their degree and prepare for the state-licensing exam in 2 years. We have already looked into labor statistics and have seen that there is demand for those with this training and license.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

With regards to capital resources, the major needs for our facilities include painting and refurbishing the floor in the Pavilion and the track. The turf on the field was just replaced and looks terrific, but the lines on the track have almost completely faded. The cost to repaint the track is somewhere between \$7,000 and \$10,000 according to our grounds supervisor. The track is used for many college events including graduation, 4th of July celebrations, football and soccer games, track and field events as well as by Santa Monica High School and St. Monica's High School. It is frequently rented out to outside groups as well.

The Pavilion is used for many sporting events, graduation, awards ceremonies by many college groups, and for faculty development days. The paint on the walls is peeling and the ceiling and upper areas are filthy. Besides new paint, the floor will need replacement over the next decade. The last few times the floor was repainted we were told it couldn't be done many more times.

The funding for our new building will provide new equipment for that facility and for the costs to update part of the P.E. building. Until that is completed, we will need funds to replace broken equipment in the Fitness Center and weight room.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Currently our immediate need with regards to human resources is to hire a full-time administrative clerk/assistant. Our permanent Administrative Assistant has been out for over a year for medical reasons. We were without anyone support staff for about 3 months and then had another temporary person. Our current temporary person has been vital to our updating of curriculum and the move of the Fitness Center and new locker rooms. More than a full-time hire, the department needs a permanent administrative person to provide support for all of the day-to-day operations.

We hope that this Program Review report will help us to hire a full-time permanent administrative staff person ASAP. Obviously we need more full-time faculty but having someone that runs the department is also extremely important. Purchase orders and payroll must be in a timely fasion. We have a large group of student workers that help with the Pool, Fitness Center and Locker. They have to be hired, managed, paid, etc. Sick faculty need to be able to call someone and have signs put up for cancelled classes. Without such a person, these reposnsibilities fall on the department chair.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

One of the unique things about our department is that we provide services to our students, faculty and staff. We offer Open Swim at the pool on Tuesdays, Thursdays and Fridays. The city requires us to have a student worker at the gate to make sure that all that come in to use the pool are current faculty, staff and students. We also provide faculty and staff hours in our Fitness Center and need to staff that as well. We employ many student workers for these facilities. We use student workers to clean the machines in the Fitness Center and our weight room. Our Administrative Clerk oversees the hiring, scheduling and payroll for the student workers. We need a lot of student workers to maintain these facilities.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

As a result of this self-evaluation the department has realized that we need to improve in certain areas and investigate others.

- We will work to improve the number of female students that take our classes and try to bring that percentage closer to the college's average.
- We will investigate why we have more Hispanic students than any other ethnicity.
- We will investigate the creation of classes for paddle tennis and beach soccer. We have faculty that are renown in these sports. One is the national president for paddle tennis and another is on the USA national team for beach soccer. Both are great southern California sports that are played worldwide.
- We will investigate the possibility of creating a P.T.A. program.
- We will continue to work to create multiple levels of our classes as the "no repeatability" rule has caused problems for our students. Certain disciplines and sports cannot be mastered in one class. Fitness, yoga, weight training, etc. are the types of classes that our students benefit from taking various times.
- We will create ACL prevention and Concussion Awareness clinics for our Athletic Coaching certificate students and as a community service to local high schools.
- We will look into creating a "Walking for Fitness" class which is offered at C.S.U.L.B. This class like this would be great for many of our students with joint problems, weight issues and those just starting their journey of getting healthier.
- We will work to increase our course offerings during the winter and summer sessions.

6. Please use this field to share any information the program feels is not covered under any other questions.

We feel our department is unique in that we can have an enomous impart on the health and wellness of our students for the rest of their lives. Earlier in the report we discussed students that have lost significant amounts of weight. In most of our fitness classes there are always a few students or more, that make some significant changes in their level of fitness and body weight. Many of our students learn and experience changes that will impact their health forever.

We mentioned earlier in this Program Review that a student from Zimbabwe took the beginning class so that she could go

home and teach her village to swim as there had been many drownings on the local ferry. She will change the lives of those she teaches to swim. As discussed, many of our aquatics students go on to find work in the field. Many are teaching in the inner city. Our athletes are doing numerous things to reach out to our community.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The Program Review process has allowed our department to create a concise plan for the future. It has enabled us to evaluate what we have doing and where we would like to go. It has shown us areas that we can improve on and the need for a plan to keep our equipment up and running. Most of us don't step back and look at the big picture. We usually try to meet the immediate needs of our students and classes. This process has opened our eyes and shown us why this is so important.

The online format has been easy to use but is repetitive in places. There are some sections that we referred you to other sections and others places where we repeated our answers. Knowing that the Faculty Ranking committee would use certain sections for its process caused us to reproduce some of our answers.

The online help and the help notes in each section are especially useful. Also the sessions provided by Institutional Research and the assistance provided by them was appreciated.

Section D was confusing and the D2. Moving Forward and Objectives seemed repetitive.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

This is a well-written report demonstrating program understanding of the purpose and process of self-evaluation for improvement through program review. The Kinesiology department seeks to improve the quality of life for students and instill a value of life long wellness through courses that teach human movement, health, sports and exercise. The department offers courses in kinesiology, fitness, health, team and individual sports, and intercollegiate athletics. To support students' academic goals the department offers AA, AS-T degrees for transfer and a certificate in athletic coaching.

Contrary to what the department title might imply, Kinesiology and Athletics is an academic department and does not oversee the intercollegiate athletic program. This is the responsibility of the Athletics department. Although the two departments share faculty (coaches), support staff, facilities, and other resources, their missions are very different. Both departments support student-athletes, coaches and teams: Kinesiology and Athletics is responsible for assigning and managing all classes tied to the Athletic program while the Athletic department supervises anything related to intercollegiate competition. For example, all students participating in collegiate athletics must enroll in the appropriate sport credit courses, generally taught by the coaches during the competitive season. As a result, collaboration and cooperation between Athletics and Kinesiology is critical to ensuring the success of each.

Kinesiology and Athletics courses are listed in the college catalogue under several headings reflecting the diversity of offerings: Aquatics, Health, Physical Education, Professional Courses (major and coaching certificate), Team Sports, and Varsity Intercollegiate Sports for men and Women. Varsity intercollegiate courses are offered in 8 sports for men and 9

sports for women. The department also supports the community Service CoRec program by providing faculty, access to facilities, and use of equipment.

Scheduling of classes and access to facilities is driven in large part by the athletics program and team needs as, in addition to classes, practice times must be scheduled. In the case of aquatics, where there are both team and activity courses, the college shares the City pool located on the main campus, with College scheduling restricted to specific hours. The department has done an admirable job of working within the various needs and limitations imposed by shared facilities and supporting the Athletics program. As a benefit for the entire college community, the department staffs open swim time at the pool and faculty and staff hours in the Fitness Center.

Currently Kinesiology and Athletics has 4 long-term full-time faculty with a fifth slated to be hired for Fall 2015. This staffing level is down significantly from the days when coaches were full-time faculty assigned non-coaching teaching loads in the off-seasons. Multiple examples of full-time coaches stepping down from coaching duties - for a variety of reasons - coupled with external factors such as the "repeatability" rule and athletics sanctions have impacted the department negatively, especially in the scheduling of faculty assignments. To address these challenges, the department has shifted emphasis in full-time faculty requests to non-coaching areas. The success of this strategy is reflected in the new hire approved for Fall 2015 and in the list of new courses being explored by the department. The department has identified the need for additional full-time faculty as a priority to meet departmental goals and objectives.

In 2012 the department created a certificate in Athletic Coaching in response to a previous program review recommendation. The certificate culminates in a capstone class giving students field experience in coaching under the guidance of a faculty member. An AS-T in Kinesiology has also been developed in response to SB 1440 and 440 to create associate degrees for transfer articulated with the CSUs. The committee notes that while not a certificate, the Emergency Care and Water Safety course prepares students to become lifeguards with a significant number of LACO lifeguards coming from SMC. In response to recent state repeatability mandates the department is reviewing curricular options for addressing the uneven attainment of skill level necessary for students to progress through a sports activity course. The department has also created or is in the process of developing new, stand-alone courses aimed at the general student population such as First Aid and CPR. A women's self-defense course has been part of the curriculum for some time. Acknowledging national trends and needs to engage men not only in developing self-defense techniques but also how to avoid violence and not react violently, the department created and course in Self-Defense-Men. Noting the increased understanding of the relationship of certain activities and injuries to long-term brain damage the department is exploring the development of developing clinics in ACL prevention and concussion awareness.

Program Evaluation

Kinesiology and Athletics has developed comprehensive program goals and done an excellent job of linking them to institutional learning outcomes (ILOs). The department is currently in the process of updating course SLOs and re-evaluating assessment methods and tools. SLOs are included on all course syllabi and are discussed with students at the beginning of each term. Previously SLOs were assessed at the end of each course. In an attempt to improve outcomes achievement going forward, program faculty will focus class discussion on SLOs at several points throughout the semester. Further documentation of course level SLO assessment would be beneficial in demonstrating drivers for program improvement at the course level.

The department has done a good job of analyzing data and using this as a basis for thoughtful discussion aimed at program improvement. Data also reveal many positives such as an impressive 537 student-athletes have transferred to four-year universities and colleges, and overall higher departmental completion rates than the college average. For many courses gender distribution is directly linked to the sport being taught, although for some classes the department has identified strategies to achieve better balance. Overall, the department has noted a higher percentage of enrollments in basic skills classes than the general college population. These students struggle with written assignments and tests so the department is investigating strategies to ensure students understand the level of reading and writing required before enrollment and to help them once enrolled.

Commendations

Kinesiology is commended for:

1. A well-written report that demonstrates program understanding of the purpose and process of program review.
2. Thoughtful departmental discussion using data analysis to improve student success.
3. Engagement of all department faculty in a wide variety of campus and community activities.
4. Development of several new courses, a certificate in Athletic Coaching, and the AS-T in Kinesiology.
5. Overall high completion rates.
6. High percentage of SMC alumni hired as LACO lifeguards.
7. Clear linkage of program SLOs to the ILOs.
8. Collaboration with male Violence Prevention Program and development of the men's self-defense class.
9. Promoting exercise as a component of active intellectual development and emphasizing the mind-body connection.

Recommendations for Program Strengthening

The committee recommends Kinesiology consider the following to further strengthen the program:

1. Develop a life-cycle plan for equipment to support budget planning.
2. Move forward with plans to develop clinics in ACL prevention and concussion awareness.
3. Consider developing a Walking for Fitness course.
4. Develop a timetable for creating multiple levels of courses in specific sports to address repeatability.
5. Document how the assessment of revised SLOs contributes to program improvement.

Recommendations for Institutional Support

The committee recommends the institution consider the following recommendations to Support the Kinesiology and Athletics program:

1. Develop a plan to provide consistent support for maintaining the cleanliness of the Fitness Center and the equipment in constant use to address the health and safety of users.

Attached File Upload

Attached Files

Appendix A: Student Surveys	
Appendix B: Program Review Executive Summary 2008-	
Appendix C: Program Review Data	
Appendix D Student Athlete Degrees	