

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

# KINESIOLOGY

2016

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# PROGRAM OVERVIEW & MISSION

**1.1 Introduction.** Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees (limit to 2-3 pages max).

**Kinesiology Program Description:** This program offers students activity curriculum, technical skills, and professional development courses to develop fitness or to prepare students for transfer in various fields.

This program review focuses on Kinesiology and Health Education curriculum. Kinesiology is the largest department within the School of Health Sciences. Physical Education/Kinesiology has existed since 1945 when Solano Community College was called Vallejo Junior College prior to its move to Fairfield. Initially the program offered students an Associate Degree of Arts. In 2002, the degree was changed to an Associate Degree of Science. In 2013, in compliance with SB 1440, an AD-T degree (AA-T) in Kinesiology was developed and is now offered in addition to the AS degree. Degrees and certificates offered include: Associate Degree of Science in Kinesiology, Associate Degree of Arts in Kinesiology for Transfer, Associate Degree of Arts for Sports Medicine Fitness Science, and Fitness Professional Job Direct Certificate. The Associate Degree of Arts for Sports Medicine Fitness Science has its own program review. This program review will focus on the Associate Degree of Arts in Kinesiology for Transfer, as the Associate Degree of Science in Kinesiology is phasing out and the Fitness Professional Job Director Certificate content is being phased out as a stand-alone certificate and its curriculum is currently migrating towards Sports Medicine.

Students take Kinesiology and Health Education courses for a variety of reasons. Some are meeting the two course kinesiology graduation requirement, others are for fulfilling general education requirements, some take courses for lifelong learning, some are taking our athletics classes, and others are majors. However, many students that take Kinesiology courses are not obtaining an A.S. degree in Kinesiology, but rather complete an associate's degree in Interdisciplinary Studies Wellness and Self Development. There needs to be research done to find out why students of Kinesiology aren't obtaining their A.S. in the Kinesiology Department.

Kinesiology is one of the more popular programs on campus with regards to course offerings and student demand by number of sections and student enrollment. The goal of Kinesiology's faculty is to serve all students by providing courses that improve fitness, learn different types of dance, acquire or improve skill in an individual or team sport, provide lifelong learning in the areas of health/fitness, provide adapted physical education to students with a challenge, and meet the transfer needs of Kinesiology or Sport Medicine/Fitness Science majors.

Prior to 2013, the Kinesiology Program was called the Physical Education (PE) Department. Physical Education is most commonly associated with preparing an individual teach in the K-12 schools. At present time, Kinesiology coursework provides students the basics for continued education to work in these fields of fitness, health promotion, sports medicine transfer, and

fitness/dance professional job certificate, physical therapy, teacher preparation, and a variety of health-care professions transfer.

There has been a trend over the years for PE Departments at institutions of higher learning to change to Kinesiology. This trend is due to the change in complexion of PE curricula throughout the world. We no longer exclusively educate individuals for the teaching profession. The name was changed to reflect the community colleges state wide recommendation to have PE become more science based and therefore the name change to highlight the changes. From this point onward all reference to Kinesiology prior to 2013 will be referring to PE.

As of 2011, there has been a stronger emphasis to teach and study all aspects of human movement and sports, such as the scientific and clinical aspects of physical activity, the pedagogy of teaching physical education and health, and research on the business, economic and sociological impacts of sport.

One of the goals met by Kinesiology faculty members was to add a streamlined transfer major to meet state university requirements. Current goals include, modifying current associate's degrees, create new certificate programs, create and modify current courses, and to add athletic programs.

Career mobility programs such as Physical Therapy Assistant, Medical Services, and other programs list Kinesiology degrees, for which exercise science is often an option, as possible associate and baccalaureate degree that contain many of the prerequisites.

Kinesiology is in the process of redefining its role within the strategic directions of the college, as well as meeting the future needs of our students. Physical Education/ Kinesiology has suffered losses in course offerings, sport program elimination, and reduced hiring of adjunct professors, including no replacement hiring for retired full-time instructors/professors. Yet, with all of these challenges, Kinesiology remains one of the more popular departments as represented by student interest through enrollment on campus.

Presently there are 10 full-time Kinesiology faculty. Most teach courses and coach athletics. The number of faculty has remained intact except for the retirement of Esther Pryor in 2013 and Floyd Burnsed in 2016. Solano has one of the highest ratio of full-time coaches to sports in California Community Colleges. The program has gone through a number of administrative and school changes in the last five years. Notably, Physical Education was melded into the School of Human Performance and Development that included Child Development Family Studies and Nutrition in 2012. In 2015, Kinesiology was moved into the School of Health Sciences along with Nutrition.

***1.2 Relationship to College Mission and Strategic Goals.*** Describe the program's relationship to the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its

dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”

Table 1. SCC’s Strategic Directions and Goals

### **Goal 1: Foster Excellence in Learning**

#### **Obj. 1.1 Create an environment that is conducive to student learning**

*Program Evidence:* Obj. 1.1 Create an environment that is conducive to student learning

Program Evidence: Our faculty strives to create a positive learning environment for all students. The faculty strives to incorporate different learning modalities to support the learning needs of a diverse student population.

#### **Obj. 1.2 Create an environment that supports quality teaching**

*Program Evidence:* Kinesiology faculty work hard to utilize the resources the college provides to support innovative and up-to-date teaching. Our varied course offerings are designed to meet student demand by survey of students attending Kinesiology courses. Purchase of new equipment to provide instructors with increased avenues to present new updated instruction and physical exercise and activity. Historically, we have used Proposition 20 grant monies to help fund instructional supplies and materials. Dance faculty have obtained a new Marley floor for dance productions in the theater through writing a strategic proposal that got approved and purchased. The faculty had also written instructional grants in current and recent years that helped the program gain items such as heart rate monitors, fitness equipment and the hiring of student-athlete academic assistants who mentor students in the area of basic skills, note taking, test taking, and time management.

Additionally, faculty utilize all of the technological resources Solano College has to offer such as MySolano, online (Canvas), smart classroom technology that we have in every class room in our area including the weight training, circuit training, fitness studio, dance studio and cardio rooms. Faculty also utilize the resources of the library, counseling department, and Disable Services Program.

Students use Counseling and Academic student services that is available to them on campus. Overall, our facilities create a superior environment for teaching as we have flexibility to teach indoor/outdoor. The Academic Center provides students with the tools to enhance their study skills and habits. Our facilities provide avenues for DSP students to work on their muscle strength, and endurance. These areas include the swimming pool and weight room.

#### **Obj. 1.3 Optimize student performance on Institutional Core Competencies**

*Program Evidence:* For Kinesiology faculty, the excellence in learning begins with a belief in professional in the field. Our instructional methods build on an evidence-based teaching foundation. Student focus on safety, efficacy, efficiency and variation are the cornerstones of the program. This provides faculty members the means to optimize instructional techniques using measurable, observable, and repeatable qualitative and quantitative data to achieve improved student performance. Our methodologies vary, faculty members are accessible, and make course materials available through handouts, MySolano, or Solano.Instructure.com

Kinesiology faculty have utilized many resources to improve and/or maintain quality of teaching by using options such as, Student Learning Outcomes assessments, Perkins funding for supplemental instructional supplies, materials, technological resources, Disability Services Program (DSP), student-athlete counseling, study hall coordinators, et al.

Our courses have SCC Core Competencies (ILOs) that are incorporated into content,

assignments, and practical application of technical movements. Kinesiology can further enhance student success by increasing faculty collaboration through increased time allotment to link ILOs to course offerings.

## **Goal 2: Maximize Student Access & Success**

### **Obj. 2.1 Identify and provide appropriate support for underprepared students**

*Program Evidence:* Four athletic teams are being served through a basic skill grant that provides an academic lab assistant to support student-athletes via improvements in study skills, time management, test taking strategies, and other academic mentoring.

Coaches identify those under prepared students through home visits during the recruiting process and assessments for English and Math at the Assessment Center at the College.

Coaches can follow-up with athletes throughout the school year by using progress reports that are completed by professors who are in contact with these student-athletes. At the first sign of trouble, there is academic intervention provided by the coach, academic lab assistant, and other departments at the college.

Through the use of My Solano, Canvas, handouts, and professor observations, students are made aware of the support the college can provide. Student-athletes meet with support counselor(s) who gauge progress, identify deficiencies, and possibly make appropriate suggestions for student improvement.

### **Obj. 2.2 Update and strengthen career/technical curricula**

*Program Evidence:* Faculty are considering making new job certificates (personal trainer, group instructor, coaching, dance) which will prepare students for regional and/or national certification exams directly associated with job requirements within Solano County, regionally, and nationally.

Kinesiology will collaborate with Work Experience to provide students with opportunities to develop marketable skills through internships in preparation for employment, transfer degrees or advancement within the field of Kinesiology/Fitness and similar occupational programs. Such opportunities would include working in health and fitness clubs, coaching youth sports through local recreation programs.

### **Obj. 2.3 Identify and provide appropriate support for transfer students**

*Program Evidence:* The faculty members of Kinesiology have added the Transfer Model Curricula (TMC) for Kinesiology for fast-track (KINE AA-T) transfer to the California State University (CSU) system. In addition, faculty members are working with the articulation officer to update and increase articulation agreements with CSUs and UCs.

### **Obj. 2.4 Improve student access to college facilities and services to students**

*Program Evidence:* Extensive updates have been made to the Olympic-sized pool and tennis courts in 2016. In Fall 2015, a counselor received a part-time assignment to the athletics program to assist student athletes with SEPs, track their academic progress, and refer them to support services. However, discussions are taking place about the need for expanding the hours of this counselor or changing the hours to non-traditional hours to better serve the student-athlete.

### **Obj. 2.5 Develop and implement an effective Enrollment Management Plan**

*Program Evidence:* Kinesiology faculty are attempting to eliminate variable unit offerings and have currently gone to block schedule format in Fall 2016. For more information on enrollment management, see Sections 2.10 (Course Sequencing) and 2.12 (Student Survey).

## **Goal 3: Strengthen Community Connections**

### **Obj. 3.1 Respond to community needs**



*Program Evidence:* Through our athletics program we are in constant touch with the community that allows for all faculty to identify and provide services needed to meet those needs. Through the support of Basic Skills grant, Strategic Proposals and Perkins Funds we were able to provide student academic support and purchase needed equipment.

There has been a strong need to increase sections to meet the needs of community, both campus community and Solano and contiguous counties based on survey that was conducted in Fall 2014. Kinesiology courses/sections have been reduced starting in 2009. There has been a strong concern about the number and type of sections being offered to the community.

The athletic department receives yearly requests from the Solano County community to provide athletic camps and clinics. Currently, our athletic programs offer a variety of different youth programs from swim camps, volleyball camps to basketball clinics, basketball, baseball and soccer camps. Coaches have frequently spoken at coaches training programs throughout the county, including Benicia, Dixon, Fairfield, and Vacaville. Topics have range from technical to leadership and coaching clinics.

The Kinesiology department has an annual dance production concert held in the Solano College Theatre. It has been in existence for 40 years now. Dance also provides events throughout the year that connect with the community by providing performance, teaching, choreography and other opportunities.

Solano athletic programs also host outside youth sport programs that use Solano College and its facilities for its trainings, games and events. Multiple youth swim programs and high school swim programs rent and use the Solano College Olympic size pool. The local North Bay Elite Soccer Club (local Fairfield soccer club) is currently renting and has been using the fields at Solano College for the past 5 plus years for practices, games and events. The Solano College soccer program has had students from these youth programs attend Solano College as members of the Solano College soccer team. Solano College is also currently hosting Nor-Cal soccer and it's PDP program (a state level program with the top youth soccer players both boys and girls from all over Northern California) to Solano College. They rent and use both the soccer facility and also the football stadium during most times of the year.

### **Obj. 3.2 Expand ties to the community**

*Program Evidence:* The Kinesiology department is adjusting to the changing needs of the economy by developing needed certificate programs that will help students with employment. The athletic training staff will institute once again student trainers for athletic programs to local high schools to meet the needs of their athletic injury and prevention requirements.

Additionally, coaching and dance certificates under consideration to meet the needs of the community.

The faculty and assistants from the Athletic programs go into the community recruiting on a weekly basis to provide local and contiguous county athletes the opportunity to continue their athletic prowess. This provides the college with full-time (required to participate) student athletes who are required to pursue a degree, transfer, or job direct certificate. These recruiting efforts bring non-athletes to Solano because of their direct relationship to student-athletes.

The dance faculty recruit from the local community for dancers, choreographers, master instructors, guest individual performers, performance companies and managing, staging and lighting technicians.

## **Goal 4: Optimize Resources**

### **Obj. 4.1 Develop and manage resources to support institutional effectiveness**

*Program Evidence:* Faculty have written strategic proposals and grants in order to provide and



replace (old) equipment for activity classes that are in need of new resources and supplies. For example, a new Marley floor was purchased and installed in the dance studio. Currently a grant has been written for new weights and equipment for the body conditioning and weight training rooms.

**Obj. 4.2 Maximize organization efficiency and effectiveness**

*Program Evidence:* The Kinesiology program strives to schedule its course offerings in alignment with other programs and schools at the college and thus enable students to complete their degrees as efficiently as possible. Program courses are offered every year at minimum and many are offered every term.

**Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions**

*Program Evidence:* Faculty are aware that technology needs to be updated. The instructors' computers in the classrooms are old and slow and the lack of upgrades prevents the program from providing optional and best instruction practices. We will work with the Dean and Instructional Technology to update classroom technology.

**1.3 Enrollment.** Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, the full-time equivalent enrollment (FTES), and the WSCH for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

The following tables were compiled from three different documents from the office of Institutional Research and Planning. These tables show the trends in Physical Education/Kinesiology (2011-2016). There is an overall downward trend in Section Counts, Census Counts and FTES within Physical Education/Kinesiology program.

Included within the document are some comments regarding some of the probable causes for these trends.

**Program Review Data for Physical Education/Kinesiology Section Counts**

The data shows that there has been a significant downward trend in the section counts in Kinesiology over the past four years when comparing section offerings in fall 2011 to spring 2016. In the years past, sections from fall 2011 show the division offered 93 sections compared to the 74 sections offered in fall 2015. In spring 2016, the section counts went down to 68 offerings.

Although the campus has lost enrollment over the past two years, and fewer sections have been offered campus wide, Physical Education/Kinesiology has been cut far greater than other departments on campus. In Fall 2012, there was a significant drop in section counts with the elimination of the football and water polo programs and the cancelation of the summer 2012 semester. State mandates to drop repeatability also likely negatively influenced enrollment as students engaged in lifelong learning were no longer able to take courses multiple times. In addition, with the cutback of overload classes for full-time faculty and the elimination of all

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adjunct faculty, the class offerings with regards to certain classes were reduced or eliminated and the days and times of when the classes were offered were also eliminated, i.e evenings and weekends.

### **Program Data for Census Count for Physical Education/Kinesiology**

The data shows that there has been a significant downward trend in the head counts within Physical Education/Kinesiology. When comparing the section offerings in Spring 2011 to Spring 2016, a significant decrease in head count is observed. Fall 2011 shows a head count of 2,563 compared to a head count of 1064 in Spring 2016.

The comparison of the course offering of Fall 2011 to Fall 2016, a similar trend is observed. Fall 2011 shows a head count of 2,563 with Fall 2015 showing a head count of 1,288. The effect of removing repeatability from all courses but athletics has had tremendous impact on course offering since the Fall of 2014. With fewer sections being offered the head count has dropped significantly.

### **Kinesiology Section Counts**

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
<b>Total</b>	53	54	26	70	63	30	74	68	24

### **Physical Education Section Counts**

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
<b>Total</b>	53	54	26	70	63	30	74	68	24

### **Kinesiology Census Counts**

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
<b>Total</b>	1,065	1,046	332	1,292	1,154	407	1,288	1,064	343

## Physical Education Census Counts

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013
Total	2,563	1,676	1,499	1,358	379

## Kinesiology FTES Counts

		Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total	FTES	105.7	107.3	29.8	128.7	115.3	31.0	131.8	108.1	32.8
	WSCH	3,171	3,218	895	3,860	3,460	931	3,954	3,243	985

## Physical Education FTES Counts

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013
Total	FTES	241.9	147.4	149.8	136.1	29.5
	WSCH	7,259	4,421	4,494	4,082	886

**1.4 Population Served.** Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

### 1.4a - Gender

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The population served (% Enrollment by Gender) in Physical Education/Kinesiology classes has remained fairly consistent according to the data collected and analyzed between Fall 2011 and Fall 2016. A new statistical trend/finding demonstrates that the fall semester of 2014 has produced the biggest statistical gap between male and female enrollments in this discipline since 2010 with the Fall female enrollment showing 60% and the male enrollment showing 37%. The 37% represents the lowest male enrollment in this discipline in the time period range of 2011 to 2016 (\*For a full semester- Summer 2014 recorded male enrollment at 34% and females at 65%) and the 23% difference between male and female enrollment is also the largest within those same dates analyzed for a full term semester. Potential plausible explanations for the change in male representation of late could be ramifications of entire offerings specifically for male sports being cut and the overall impact of a continual decline in the number of sections offered which impacts the types of courses scheduled, staffing and the times courses are offered.

Overall, the enrollment percentages have remained fairly consistent with the college wide statistics when comparing the overall percent enrollment at SCC by gender.

The consistency of the enrollment percentages may indicate a balance of interest by both males and females to acquire information and pursue both personal based and degree/ professional based benefits offered through the disciplines major and activity courses. The Kinesiology field has a consistent labor market which is increasing and appeals and employs equally to both males and females and the desire to pursue fitness through many different offerings remains a clear goal of SCC students both male and female.

## Kinesiology

### 1.4a - Gender

Table shows headcount of students an

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
<b>Total</b>	771 100%	875 100%	311 100%	991 100%	971 100%	367 100%	980 100%	891 100%	347 100%	582 100%
<b>Female</b>	396 51%	488 56%	202 65%	549 55%	543 56%	230 63%	542 55%	493 55%	244 70%	354 61%
<b>Male</b>	362 47%	379 43%	107 34%	419 42%	417 43%	134 37%	418 43%	378 42%	97 28%	213 37%
<b>Not Reported</b>	13 2%	8 1%	2 1%	23 2%	11 1%	3 1%	20 2%	20 2%	6 2%	15 3%

## Physical Education

### 1.4a - Gender

Table shows headcount of students and % of headcount by gender

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013
<b>Total</b>	1,806 100%	1,305 100%	1,111 100%	1,103 100%	337 100%
<b>Female</b>	1,042 58%	687 53%	624 56%	576 52%	199 59%
<b>Male</b>	738 41%	598 46%	469 42%	504 46%	131 39%
<b>Not Reported</b>	26 1%	20 2%	18 2%	23 2%	7 2%

### 1.4b - Age

The percent enrollment by student age is consistent with the overall student norms of Solano Community College and is indicative of the large percentage of students which is almost 70% between the ages of 18-24 who are working towards degrees, transfer goals or general education pursuits. All of the charted age ranges have remained statistically consistent in this discipline since 2011 through the current fall 2016 semester.

## Kinesiology

### 1.4b - Age

Table shows headcount of students and % of headcount by age group

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
<b>Total</b>	771 100%	875 100%	311 100%	991 100%	971 100%	367 100%	980 100%	891 100%	347 100%	582 100%
<b>17 or less</b>	41 5%	4 0%	7 2%	41 4%	10 1%	27 7%	48 5%	11 1%	40 12%	123 21%
<b>18 &amp; 19</b>	287 37%	277 32%	105 34%	391 39%	323 33%	100 27%	353 36%	291 33%	94 27%	181 31%
<b>20 - 24</b>	242 31%	324 37%	105 34%	305 31%	335 35%	121 33%	343 35%	348 39%	99 29%	135 23%
<b>25 - 29</b>	68 9%	96 11%	36 12%	96 10%	104 11%	52 14%	86 9%	79 9%	39 11%	47 8%
<b>30 - 34</b>	40 5%	65 7%	16 5%	54 5%	61 6%	16 4%	59 6%	52 6%	25 7%	30 5%
<b>35 - 39</b>	16 2%	38 4%	11 4%	31 3%	31 3%	17 5%	25 3%	31 3%	17 5%	18 3%
<b>40 - 49</b>	39 5%	33 4%	13 4%	28 3%	38 4%	20 5%	43 4%	44 5%	17 5%	25 4%
<b>50 and over</b>	38 5%	38 4%	18 6%	45 5%	69 7%	14 4%	23 2%	35 4%	16 5%	23 4%

## Physical Education

### 1.4b - Age

Table shows headcount of students and % of headcount by age group

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
<b>Total</b>	771 100%	875 100%	311 100%	991 100%	971 100%	367 100%	980 100%	891 100%	347 100%	582 100%
<b>17 or less</b>	41 5%	4 0%	7 2%	41 4%	10 1%	27 7%	48 5%	11 1%	40 12%	123 21%
<b>18 &amp; 19</b>	287 37%	277 32%	105 34%	391 39%	323 33%	100 27%	353 36%	291 33%	94 27%	181 31%
<b>20 - 24</b>	242 31%	324 37%	105 34%	305 31%	335 35%	121 33%	343 35%	348 39%	99 29%	135 23%
<b>25 - 29</b>	68 9%	96 11%	36 12%	96 10%	104 11%	52 14%	86 9%	79 9%	39 11%	47 8%
<b>30 - 34</b>	40 5%	65 7%	16 5%	54 5%	61 6%	16 4%	59 6%	52 6%	25 7%	30 5%
<b>35 - 39</b>	16 2%	38 4%	11 4%	31 3%	31 3%	17 5%	25 3%	31 3%	17 5%	18 3%
<b>40 - 49</b>	39 5%	33 4%	13 4%	28 3%	38 4%	20 5%	43 4%	44 5%	17 5%	25 4%
<b>50 and over</b>	38 5%	38 4%	18 6%	45 5%	69 7%	14 4%	23 2%	35 4%	16 5%	23 4%

### 1.4c - Ethnicity

The percent enrollment by ethnicity has remained fairly consistent in the data from 2011-2016. The data shows the Caucasian population close to 30% and the Hispanic, Black and Asian population consisting of 18 to 23%. The discipline/course offerings seem to reflect universal appeal and are pursued without any noted statistical under representation from the measured ethnic categories.



**Kinesiology**  
**1.4c - Ethnicity**

Table shows headcount of students and % of headcount by ethnicity

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
<b>Total</b>	771 100%	875 100%	311 100%	991 100%	971 100%	367 100%	980 100%	891 100%	347 100%	582 100%
		2 0%	1 0%	1 0%	3 0%	1 0%	1 0%		1 0%	1 0%
<b>Am. Indian or Alaskan Native</b>	6 1%	11 1%	1 0%	10 1%	16 2%	5 1%	21 2%	17 2%	2 1%	5 1%
<b>Asian or Pacific Islander</b>	153 20%	174 20%	62 20%	235 24%	214 22%	87 24%	207 21%	202 23%	74 21%	139 24%
<b>Black Non-Hispanic</b>	172 22%	201 23%	80 26%	222 22%	192 20%	73 20%	168 17%	178 20%	71 20%	112 19%
<b>Hispanic</b>	178 23%	204 23%	85 27%	230 23%	228 23%	83 23%	288 29%	230 26%	101 29%	142 24%
<b>Other</b>	33 4%	29 3%	5 2%	23 2%	18 2%	8 2%	14 1%	15 2%	5 1%	12 2%
<b>White Non-Hispanic</b>	229 30%	254 29%	77 25%	270 27%	300 31%	110 30%	281 29%	249 28%	93 27%	171 29%

## Physical Education

### 1.4c - Ethnicity

Table shows headcount of students and % of headcount by ethnicity

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013
<b>Total</b>	1,806 100%	1,305 100%	1,111 100%	1,103 100%	337 100%
	3 0%	1 0%			
<b>Am. Indian or Alaskan Native</b>	30 2%	21 2%	15 1%	16 1%	1 0%
<b>Asian or Pacific Islander</b>	326 18%	240 18%	210 19%	243 22%	58 17%
<b>Black Non-Hispanic</b>	395 22%	311 24%	232 21%	236 21%	80 24%
<b>Hispanic</b>	328 18%	276 21%	258 23%	241 22%	97 29%
<b>Other</b>	211 12%	104 8%	76 7%	76 7%	14 4%
<b>White Non-Hispanic</b>	513 28%	352 27%	320 29%	291 26%	87 26%

**1.5 Status of Progress toward Previous Goals and Recommendations.** Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

	Educational Master Plan	Status
1	Assess feasibility of physical therapy assistant program. Develop appropriate curriculum and program certificate and/or degrees based on assesement.	Ongoing
2	Expand course offerings to include dedicated resources and regularly scheduled sections offered at the Vacaville and	Ongoing

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	Vallejo centers.	
3	Assess facilities and costs associated with reinstating the football program; make appropriate recommendations.	Completed
4	Assess the need to hire a dedicated athletics counselor. Make appropriate recommendations.	Completed

Table 3. Program Review Recommendations

	Program Review Recommendations (Previous Cycle)	Status
1	Maintain retention	The Kinesiology Education department has one of the highest retention rates 84% on campus Still retains high retention rates.
2	Add curriculum	The department has added new Kinesiology courses to curriculum. Intermediate Swing and Ballroom, Dance Choreography, Sport Psychology, Tennis and Softball courses.
3	Expand online offerings	Transitional P.E. major courses and health education courses to the online format such as Hybrid. Still retains good retention rate.
4	Maintain/expand dance productions	Longevity and success of the department dance production in its 34th year, since 2014. Events like this at Solano Community College have endured many years of great accomplishment. Dance production will resume in spring of 2017 when the theater has completed its renovation since 2014. Because of loss of one full-timer faculty and loss of 8 adjunct dance faculty, there is a need to bring in adequate teachers to help assist with the classes and production.
5	Restore/expand overall budget	Bases on students enrolled, and possible future student demand, the past 4 years budget cuts need to be re-instated. There has been a tremendous cut in the overall budget.
6	Restore/expand instructional equipment budget	Instructional equipment budgets need to be re-instated so equipment can be purchased to keep up with student enrollment growth. This still needs to be re-instated and has stalled.
7	Maintain/update facilities and equipment	The District needs to keep up with the classroom and outdoor instructional areas so students are supplied with safe and appropriate facilities for classes. Lifeguards need to be provided for all aquatics classes in order to provide a safe teaching environment for all students. Due to the cancellation

		for Adaptive Physical Education (APE), many of these students are enrolling in kinesiology courses, throughout campus including aquatics courses. Many of these APE students have disabilities that require additional staffing to address their disabilities and accommodations. Instructional aids are needed in activity classes to assist with the APE students. The baseball field is currently being worked on, and many of the other facilities and classrooms need to be enhanced for safety and instruction.
8	Restore/maintain custodial support	The District needs to supply funds for ample custodial service to keep teaching areas hygienic for health and welfare of students, staff and faculty. There has not been any custodial staff cleaning the class rooms for many years now and this needs to be set in place as soon as possible.

**1.6 Future Outlook.** Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs (limit to one page or less).

Internal:

Retirement Replacement - We have had 2 recent retirements, one in 2013 and one in 2016.

The change in the “Repeatability Requirement” is expected to affect the future of the program in the coming years.

External:  
 Title 9 compliance of the present sports  
 Job projections

Looking into the future, Industry Employment Projections for Solano County (2010-2020) project an increase in Health Care jobs (which include Physical Therapy Assisting and Athletic Training) to grow by 32%

*Table 4-2: Industry Employment Projections for Solano County (2010-2020)*

Industry Title	Annual Average Employment		Employment Change	
	2010	2020	Jobs	Percent
Education Services, <b>Health Care and Social Assistance</b>	18,300	24,100	5,800	32%
Leisure and Hospitality	13,100	16,300	3,200	24%
Professional and Business Services	8,800	11,500	2,700	31%
Retail Trade	16,500	19,200	2,700	16%
Construction	7,400	10,000	2,600	35%
Government	24,800	26,100	1,300	5%
Transportation, Warehousing and Utilities	5,100	6,100	1,000	20%
Manufacturing	8,900	9,900	1,000	11%
Self Employment	9,900	10,700	800	8%
Wholesale Trade	4,100	4,700	600	15%
Financial Activities	5,200	5,800	600	12%
Private Household Workers	2,000	2,300	300	15%
Mining and Logging	200	300	100	50%
Total Farm Employment	1,400	1,400	0	0%
Information	1,300	1,200	-100	-8%

Source: California Employment Development Department. 2010-2020 Industry Employment Projections. Vallejo-Fairfield Metropolitan Statistical Area. April 10, 2013.

In addition, the United States Department of Labor, Bureau of Labor Statistics projects a 21% increase (much faster than average) in the demand for Athletic Trainers during the 2014-2024 timeframe. When combined with the projected 40% increase (much faster than average) in demand for Physical Therapy Assistants.

## OCCUPATIONAL OUTLOOK HANDBOOK

### Athletic Trainers

Summary What They Do Work Environment How to Become One Pay Job Outlook State & Area Data Similar Occupations More Info

#### Summary

##### Quick Facts: Athletic Trainers

2015 Median Pay	\$44,678 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	35,478
Job Outlook, 2014-24	21% (Much faster than average)
Employment Change, 2014-24	5,400

#### What Athletic Trainers Do

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.



Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.

## OCCUPATIONAL OUTLOOK HANDBOOK

### Physical Therapist Assistants and Aides

Summary What They Do Work Environment How to Become One Pay Job Outlook State & Area Data Similar Occupations More Info

#### Summary

##### Quick Facts: Physical Therapist Assistants and Aides

2015 Median Pay	\$42,480 per year \$20.66 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2014	128,280
Job Outlook, 2014-24	48% (Much faster than average)
Employment Change, 2014-24	52,468

#### What Physical Therapist Assistants and Aides Do

Physical therapist assistants, sometimes called PTAs, and physical therapist aides work under the direction and supervision of physical therapists. They help patients who are recovering from injuries and illnesses regain movement and manage pain.



Physical therapist aides do a variety of clinical tasks, such as scheduling patients and recording insurance information.

# CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

## Program Learning Outcomes

**2.1** Using the chart provided, list the Program Learning Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it a passing grade on certain assignments or exams that demonstrate acquisition of the PLO, is it acquiring specific skills necessary for a licensing exam, completing a portfolio, etc.?

In the table below our focus is entirely on the AA-T PLOs due to the phasing out of the AA-S and the Job Certificate program. Our department recognizes the need to completely revise our PLOs and our capstone course SLOs in the coming year.



Table 4. Program Learning Outcomes

Program Learning Outcomes	ILO (Core 4)	How PLO is assessed
1. Utilize the fundamentals of biomechanics and exercise physiology and apply them to sport and fitness pedagogy.	#2 – Critical Thinking and Problem Solving	Exam - Scoring 70% or higher on exam questions demonstrates acquisition of the PLO
2. Assess and measure the five components of fitness through improvements in fitness levels by comprehensive analysis of aerobic capacity, body composition, muscular strength and endurance, and flexibility.	#2 – Critical Thinking and Problem Solving	Exam - Scoring 70% or higher on exam questions demonstrates acquisition of the PLO
3. Define and utilize the varieties of fitness and training principles as they pertain to each of the body systems in promoting homeostasis and how such body systems adapt to the demands of fitness and sports training.	#2 – Critical Thinking and Problem Solving	Exam - Scoring 70% or higher on exam questions demonstrates acquisition of the PLO
4. Discuss how sociological, psychological, historical, and philosophical factors influence the discipline of Kinesiology and sports.	#2 – Critical Thinking and Problem Solving	Exam - Scoring 70% or higher on exam questions demonstrates acquisition of the PLO

**2.2** Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Table 5. Program Courses and Program Learning Outcomes

Course	PLO 1	PLO 2	PLO 3	PLO 4
Movement-based courses in KINE (23 offered – students pick 2)		<b>I</b>		
KINE 020A Introduction to Kinesiology	<b>I</b>		<b>D</b>	<b>M</b>
BIO 004	<b>D</b>			
BIO 005	<b>M</b>			

**2.3** Utilizing table 6, describe the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Learning Assessments

Program Learning Outcomes	Date(s) Assessed	Results	Action Plan
<b>1. Utilize the fundamentals of biomechanics and exercise physiology and apply them to sport and fitness pedagogy</b>	These PLOs are specific to courses in the BIO 004 and BIO 005.	These PLOs are specific to courses in the BIO 004 and BIO 005.	These PLOs are specific to courses in the BIO 004 and BIO 005.
<b>2. Assess and measure the five components of fitness through improvements in fitness levels by comprehensive analysis of aerobic capacity, body composition, muscular strength and endurance, and flexibility</b>	Fall 2014	All courses noted successful achievement of this SLO in the movement based courses. However it was noted that not all instructors measure body composition due to the difficulty of using the required equipment and/or the lack of equipment.	This PLO needs to be modified because some of the movement based classes do not have this information in their curriculum. Departmental training needs to be provided in methods for measuring body composition.
<b>3. Define and utilize the varieties of fitness and training principles as they pertain to each of the body systems in promoting homeostasis and how such body systems adapt to the demands of fitness and sports training</b>	Not assessed	Not assessed	Currently, no KINE 020A SLO aligns with this PLO. An action plan exists to write a course SLO in fall 2016 to connect and then assess this PLO.
<b>4. Discuss how sociological, psychological, historical, and philosophical factors influence the discipline of Kinesiology and sports.</b>	Fall 2013	Of 19 assessed students, 12 scored 80% or better. Of the 7 students below the 80% goal, 6 scored between 70-80% and one between 60-70%.	No planned action by instructor.  Action plan – It is clear by reading through the assessment performed by instructor that more training is needed and will be provided on conducting assessments that contain qualitative and quantitative analysis.

**2.4.** Describe any changes made to the program or courses that were a direct result of program learning assessments.

No changes made. Future plans for the department include more assessment training to help instructors understand how to utilize assessment results in order to modify delivery of course content to improve student learning, success, and program completion. Additionally, PLOs need to be written/modified to link directly to the courses in the program.

### Student Learning Outcomes

**2.5 Describe** the current status of SLOs in your program. Are SLOs being updated as necessary? What is the planned assessment cycle (need to be assessed at least twice during the program review cycle)? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.

The table in Appendix A highlights the library of course offerings and the assessment status of each individual course associated with the Kinesiology Program at Solano Community College. Evidence shows that SLOs assessment for a total of 86 courses takes place on a regular basis with specific sub-discipline analyses focused on Athletics (ATHL) and Health Education (HED). Results conveying completeness of the course assessment include:

- ATHL missing 5 assessments (2 of which are new courses which will be assessed when they next offered).
- HED missing 0 assessments.
- KINE missing 9 assessments (several courses not been recently scheduled and are in the process of being deleted).

As a part of the School of Health Sciences, the Kinesiology Program is scheduled to re-assess all courses during academic year 2016-2017. Course instructors during the years 2013-2015 conducted independent assessments with individual tools of choice. As a result, severe restrictions exist in the ability to interpret data or compare results longitudinally for all courses. Action plan - Recognizing a need for common assessment tools, Kinesiology faculty members have initiated work to create common course assessment tools. During fall 2016, instructors for “stand-alone” courses received instructions to create a course assessment rubric and student success criteria to serve as the assessment tool of record for the course. Courses wherein the Instructor of Record extends beyond a single individual (multiple sections of the same course), a “lead” instructor worked collaboratively with other instructors to create a common assessment, common rubric, and common student success criteria to serve as the assessment tool of record for all instructors associated with that course.

**2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.**

Faculty have initiated the assessment process for assessing all courses. Unfortunately, several restructurings of Solano College, with compensatory leadership changes associated with the School of Health Sciences, in the past decade have led to contradictory training protocols related to methods of assessment. As a result, many faculty members implement inadequate success criteria such as “70% of the students will pass the final test with a grade of 80%.” Additionally, vague assessment of outcomes produced future improvement plans such as; “Continue to use the same teaching methods and the same final as the assessment tool” or “no changes needed at this time”. Our future goal focuses on development of standardized student success criteria for the course across all similar sections. Additionally, faculty member assessment of SLOs should include a common rubric for multi-section courses that contain quantitative AND qualitative measures of student success to elucidate individual strengths and weaknesses of every student. Currently, the Institutional Learning Outcomes (IOLs) or “Core Four,” remain unassessed and require additional faculty guidance in their integration into the assessment process.

**2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.**

Athletics modified their SLOs to reflect academic progress, transfer rates to 4-year colleges, and competition results to help identify areas that affect student-athlete academic and athletic success. Assessments revealed the need for academic support of athletes which in turn resulted in the development and expansion of in-house athletic counseling. Kinesiology movement based courses used results of SLO assessment to inform instructional equipment purchases and repairs to equipment.

Curricular Offerings

**2.8 Course offerings.** Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course

offerings. Also state whether a transfer degree has been established in accordance with SB 1440. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

Appendix B lists all the current course offerings and descriptions from the most current catalog online. Since our last program review cycle we have added the following courses:

- Intermediate Swing dance
- Intermediate Ball Room dance
- Dance Choreography
- Fit Ball Training
- Core Conditioning
- Elite Fitness Training
- Intermediate Yoga
- Beginning Road Bicycling
- Beginning Mountain Biking
- Cardio Conditioning
- Circuit Training
- Principles of Fitness & Sports Training
- Introduction to Sports Science
- Psychology of Sport

The rationale for these additions included taking advantage of facility renovation and new equipment. Other factors were popularity trends, a concentrated approach on having more diverse course offerings which included faculty evolving and writing new curriculum. The method of instruction has also evolved since our last review cycle in that more of our courses are offered online. Psychology of Sport and Introduction to Sports Science are two courses offered online each semester. Deleted from the course offering list was Beginning and Intermediate Golf. This was due to a gradual decline in enrollment along with facility issues and the difficulty of offering the class off campus at local golf courses. We also have numerous courses since the last review that are basically no longer offered. These include: Quigong, Tai Chi, Bowling, Road Cycling, Mountain Biking, Racquetball, and all kinesiology classes related to Football which was deleted from the athletic program and no longer offered to student-athletes. The decision not to offer these courses dates back to the recession when major cuts were made, adjunct faculty were removed from the kinesiology division, and faculty retirements were never replaced. Additionally, these courses were not scheduled due to a change in discipline and college leadership.

A transfer degree (ADT) has been established in accordance with SB 1440.

***With the establishment of the ADT it is recommended that we delete from the catalog the Kinesiology (Formerly Physical Education) degree/page because it is basically obsolete. Kinesiology transfers to a CSU not a UC and the ADT which follows in the catalog is modified, up to date, and what students should be following.***

***It is also recommended that we delete from the catalog the Fitness Professional Job-Direct-Certificate. The rationale is that with the internet explosion a student can basically take as low as one online class from the NSCA and begin working as a “fitness professional”. The pathway listed in our catalog is essentially obsolete and not being used.***

We do offer a variety of courses at the Vallejo and Vacaville Centers. In the past few years we have expanded our center offerings to include courses such as Pilates, Yoga, Intermediate Yoga, Circuit Training, Self Defense, Judo, Intermediate Judo, and Body Conditioning. Pilates, Yoga, Self-Defense and Judo have consistently good fill rates. Overall, Vacaville has higher fill rates than Vallejo. However, Health Education, with a class max of 50, has not been successful when offered at the Vacaville Center. We do not offer any classes at Travis. The activity classes offered at Vallejo and Vacaville are limited by the facilities and equipment we have available to us. Expansion will depend on hiring qualified adjunct faculty, student demand, and expanding our space and/or equipment.

**2.9 Fill rates/Class size.** Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

Overall Kinesiology course fill rates remain stable. Stacking Beginning/Intermediate courses increases the likelihood of meeting course enrollment thresholds to permit the course to run. As a staff we are making changes to ensure lectures associated with stacked combination courses do not occur simultaneously. In addition, faculty members typically add students during the first and second week of each semester in an attempt to accommodate students making late scheduling decisions or modifying academic course load. Activity courses enable students to enroll after the start of the semester in an effort to obtain full-time status whereas math or science courses may have more difficulty in providing that accommodation.

Athletic driven courses (ATHL courses) provide the most consistent fill rate trends. We are altering the class max values for some ATHL courses to better reflect individual sport roster size and in turn provide better institutional data related to fill rates. The department plans to change the KINE 005G course to an ATHL course to improve our transparency related to CARA regulations and get the right-size class max based on individual team roster sizes.

The classes that have shown a trend of low enrollment have been scheduled less frequently or not offered every semester. The consensus of our faculty is that class sizes that are above the max limit adds a larger work load to faculty, and not always conducive to space provided in rooms (i.e. Weight class with over 50 students, or yoga class with 30 trying to teach in small dance room #1779). For fill rate data, see Appendix C—Fill Rates.

Due to the stacking of beginning and intermediate courses, when reports are run from Banner, the results show only the intermediate courses, Due to Banner and the unique nature of stacking it is difficult to get accurate data quickly.

## 2.9 Data Table for Selected Cohort

Division: All  
 Campus: All  
 Delivery Method: All  
 Discipline: Kinesiology  
 XList: Primary  
 Course(s): All

	Min. % Fill Rate	Avg % Fill Rate	Median % Fill Rate	Max. % Fill Rate	Min. Class Max	Avg Max Enroll	Max. Class Max
Fall 2013	44.0	93.8	90.0	173.3	25	30.1	50
Spring 2014	22.0	82.7	87.3	133.3	25	30.6	50
Fall 2014	46.7	91.0	90.0	130.0	25	29.7	50
Spring 2015	30.0	79.5	80.0	123.3	25	30.8	50
Fall 2015	36.7	87.7	90.0	140.0	25	30.6	50
Spring 2016	30.0	75.4	78.3	113.3	25	31.1	50

The fill rates have dropped slightly each semester when you compare fall semesters to fall semesters and then spring semesters to spring semesters. This could be due not offering enough sections of most popular courses and/or too many of less popular courses. An attempt has been made to offer sections at the right time during the day to capture higher enrollment for each course.

**2.10 Course sequencing.** Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (limit to one or two paragraphs).

The ADT for Kinesiology requires students take 3 units of movement-based classes. These classes can be taken at any time, however they have no pre-requisites so often students will take them early in their education.

The ADT for Kinesiology requires KINE - Introduction to Kinesiology that also has no pre-requisites therefore enabling students to take the course at any time.

Approved by Academic Senate 2/2/15, Min. Rev 8/12/15 and 2/22/16



The ADT for Kinesiology requires BIO 004 - Human Anatomy that has no pre-requisites. After taking Anatomy, students are required to complete BIO 005 - Introductory Physiology, which has a pre-requisite of a grade of C or better in BIO 004 and CHEM 001 – General Chemistry or CHEM 010 – Intermediate Chemistry, or CHEM 051 – Chemistry for the Health Sciences.

Please note that the CHEM courses require a C or higher in CHEM 160 or two semesters of high school chemistry and a grade of C or better in MATH 104 – Intermediate Algebra, or MATH 114 – Math for Health Occupations or 2 years of high school algebra with a C or higher.

Therefore, students are strongly encouraged to immediately get started on their MATH and CHEM pre-requisites in order to graduate from Kinesiology in a timely manner. Our department should get information of all pre-requisites on the first page of our Kinesiology major course listings in catalog.

Sequencing is described on a Major's board in our hall way (this needs to be in the Course Catalog as well); additionally students are being advised by counselors to start on Math and Science sequencing.

**2.11 College Preparedness/Basic skills.** Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. If your program doesn't have designated basic skills courses, then explain how your courses support fundamental writing and/or mathematic competencies. Analyze courses with course advisories, prerequisites and/or co-requisites to see whether this level of preparation supports student success.

Kinesiology and Health Education courses do not exist as part of the basic skills description from the Chancellor's Office classification or strategic goals. Kinesiology courses all have the Course Advisory: SCC minimum English and Math standards. Sequence courses (Beginning, Intermediate, Advance) may not be taken concurrently; and sequence courses may not be taken out of sequence, with the exception of Advanced Tennis. We use many modalities (online, hybrid, e-companion, lecture, and activity) to cover basic skills in our Kinesiology courses. We get a diversity of students with an assortment of basic skill needs wanting to work on their health, fitness and wellness in Kinesiology.

To complete an ADT in Kinesiology basic skills math students would take more than 2 years to complete due to the sequencing of math to chemistry to physiology.

**2.12 Student Survey.** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

The student survey had a total of: 665 responses from spring 2014 students, shows that there is a strong need to continue to have a robust schedule on our campuses. We have several classes on the books but they have not been offered in years due to faculty not interested in providing instruction or they don't feel qualified to teach in a specific area, faculty limitations of full

course load and loss of adjunct faculty in our department. Students indicated a strong preference to take Kinesiology classes at the main campus (Fairfield), a total of: 611 out of 668 (91%) students indicated this preference. However, a need remains to expand course offering at the Vacaville and Vallejo Centers with 151 students indicating a preference to take classes at these locations.

Q4 - At what campus do you prefer to take your Kinesiology, Dance, Athletics, Health classes?

#	Field	Choice Count
1	Fairfield (Main)	91.47% 611
2	Vacaville	14.07% 94
3	Vallejo	8.53% 57
		668

We need to point out the data reflects student preference from 2014 and the survey focused primarily on students at the main campus due to limited offerings at the Centers and exclusion of students taking online classes. We need to do a more robust survey to include all campus locations as well as online students. We need to recognize that some enrollment numbers have been dropping over the last few years, we need to provide courses in the students' actual preference times. The local degree requirement to 3 units of coursework instead of the previous 2 activity courses may affect our student demand in the future.

For the timing of course offerings, 32% of surveyed students preferred an 8am course, 75% preferred 9am-12pm, and 27% indicated 1pm-4pm offerings. We have begun to modify our course offering sequence to address student interests and needs with early morning courses, afternoon courses, and evening courses, as well as those offered at the Centers and online. New scheduling patterns now provide the opportunity to offer courses spread out throughout the day Monday - Thursday.

Q7 - What would be your preferred time(s) for courses to be offered? (mark all that apply)

#	Field	Choice Count
1	Early Morning (8am)	31.58% 210
2	Morning (9am-noon)	75.19% 500
3	Afternoon (1-4pm)	26.92% 179
4	Evening (6-8:50pm)	13.38% 89
5	Evening (6:30-9:20pm)	9.17% 61
6	No Preference	10.23% 68
7	Saturday (morning)	11.43% 76
8	Saturday (afternoon)	5.86% 39
9	Would not attend on Saturday	18.95% 126
		665

The three graphs in Appendix D—Student Survey show the top three activity courses as indicated by student interest (Beginning + Intermediate Weight Training, Beginning + Intermediate Body Conditioning, and the Beginning + Intermediate equivalent of Yoga for the last three semesters (fall 2015, spring 2016, and fall 2016) and help elucidate the decompression of the late morning course offerings to now include more afternoon and evening sections and thus provide increased access and equity of popular courses to all students.

We believe another survey that focuses solely on the Kinesiology Program and to include course offerings, times, and delivery format while avoiding Athletics and facilities will better serve the Kinesiology Program in the future, complete a survey using canvas for all courses.

**2.13 Four-year articulation (if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (limit to one or two paragraphs).

Using assist.org we note all of Kinesiology courses have eligibility potential to transfer to the CSU system (#1 - #83; see Appendix E—Course Transferability).

Kinesiology faculty are currently reviewing and updating our articulation agreements.

The courses that transfer to the UC system are limited to the Kinesiology courses numbered from #1 - #20Y. The UC puts a limit on the number of units they accept from the Kinesiology Program (4 - 8 units).

HED 002 & HED 003 transfer to both the CSU and UC systems.

Faculty should spend more time to understand and learn to follow steps on assist.org to better serve students with transfer questions from Solano to CSU or UC.

**2.14 High school articulation (if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students?

A high school student must complete a Special Admit Form (Appendix F—Special Admission) to enroll in a Kinesiology course including signatures from a high school administrator and counselor. The special admit form limits the student only two course options in Kinesiology; KINE 020A - Introduction to Kinesiology, or KINE 020S - Advanced First Aid and Emergency Care. High school students can also enroll in HED 002 - Health Education or HED 003 - Women's Health.

Approved by Academic Senate 2/2/15, Min. Rev 8/12/15 and 2/22/16

Summer 2016 a bridge boot camp program started at the Vallejo Campus, and will act as a distant education outreach course with Vallejo School District. Adjunct faculty taught Introduction to Kinesiology Sports Medicine at Vallejo campus and then Advanced First Aid and Emergency Care on the main campus.

Head Athletic Trainer/Kinesiology adjunct faculty was an advisor in starting a Medical Sciences Program with the Vacaville Unified School District, fall 2016, for Vacaville High School and Will C. Wood High School. Presently sports medicine staff has partnered with Solano County Office of Education to guest lecture at Vanden High School medical sciences courses. We hope this will help in getting more local students into Kinesiology and Sports Medicine at Solano Community College. Our department should work on offering Health Education as an outreach program for local high school students.

**2.15 Distance Education (if applicable).** Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio.

Then:

- 1) Discuss your program's plans to expand or contract distance education offerings;
- 2) State how you ensure your online courses are comparable to in-class offerings

The Health Education online courses consist of HED 002 - Health Education and HED 003 - Women's Health. The Kinesiology online courses include KINE 020V – Introduction to Sports Science, KINE 020W - Principles of Fitness & Sports Training, KINE 057 - Introduction to Sports Psychology, and KINE 005C - Fitness for Life (although this course has not been offered since spring 2013). HED 002 is offered once each semester in the classroom/lecture. Online HED 002 is offered 3-5 times each semester; HED 003 is offered only online 2-3 times each semester. Introduction to Sports Science is offered 1-2 times each semester online and Principles of Fitness & Sports Training is offered once online per semester.

Prior to fall 2016, only one section per semester of any KINE course had online status because historic enrollment data showed that offering multiple online sections of the same course in the same semester typically resulted in not meeting the 60% enrollment threshold. However, KINE 057 - Introduction to Sports Psychology has two sections offered fall 2016 with one as an 8-week course during the first half of the semester and one as an 8-week course during the last half of the semester.

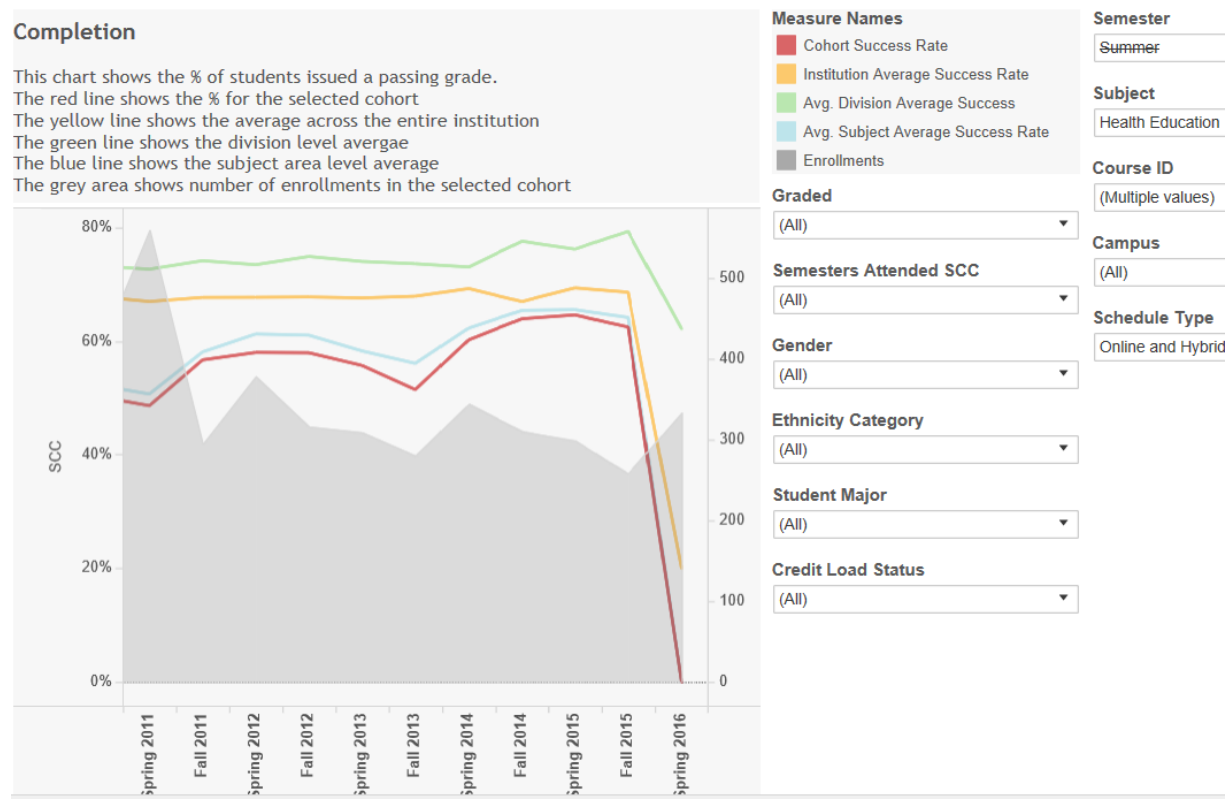
Some faculty members suggest scheduling online Kinesiology courses that include two sections of each course, one for a full semester 18 week course and other an online late start 8 week. While such an arrangement permits one to potentially recapture students who withdrew from the full-semester course into the late start course, the potential also exists to tap into increased demand expected to result from the Online Education Initiative beginning spring 2017. A similar practice has shown success in the Health Education courses. Currently, late start courses start in mid-October. Historically our late start 8-week online classes fill to capacity and often times add an additional section HED 002 - Health Education to accommodate the high demand. Though late start classes start out with high enrollment numbers due to the rigor and

fast pace of the course many students not prepared end up dropping or failing. We need to find a way to better serve these students.

Academic rigor remains a concern for fully online courses, but help from the Distance Education (DE) and Curriculum Committees mitigated many issues and maintained academic rigor and instructional quality. The DE Committee requires use of the Canvas® Learning Management System for courses to meet expectations set the committee. In addition, the DE Committee must review and approve all course shells before a course can run.

When comparing face-to-face courses to online courses of the same title during fall 2016, noted online sections of HED 002 – Health Education had a 91.3% fill rate compared a 64% fill rate for face-to-face sections. Anecdotally, Faculty members report an increase in student from 4-year institutions and out of the area students enrolling in online HED coursework to meet the Area E " Lifelong Learning and Self Development" CSU Option C GE requirement.

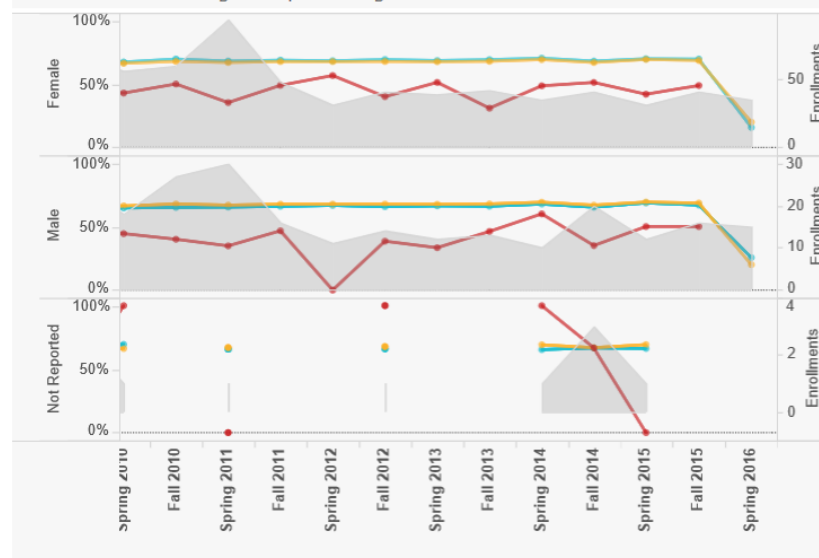
Lastly, the face-to-face Health Education course remains an option for students who don't feel comfortable in the online environment.



The performance gap is accentuated when students take an online HED class during his/her first semester.

### 3.1 Gender Success Rates

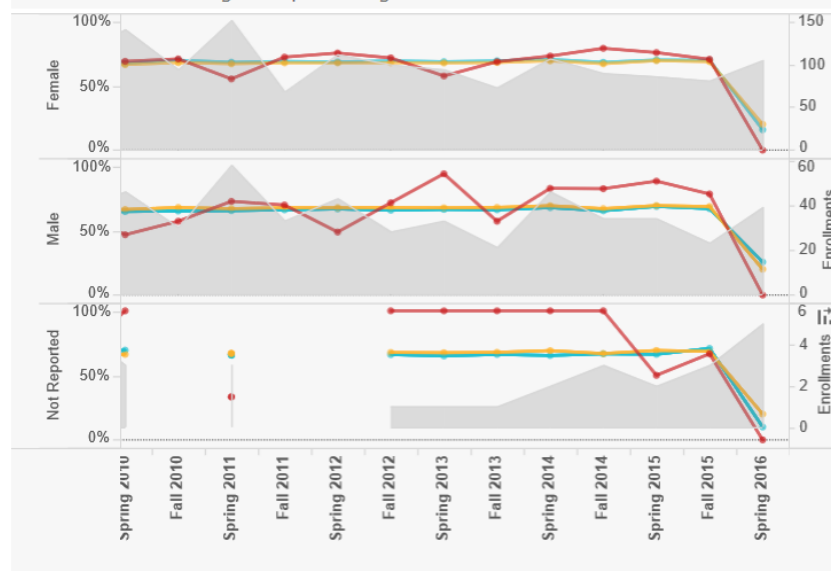
This chart shows the % of students issued a passing grade.  
The red line shows the % for the selected cohort  
The yellow line shows the institutional average  
The blue line shows average for a particular gender



<b>Measure Names</b>		<b>Semester</b>
<input checked="" type="checkbox"/> Cohort Success Rate	<input checked="" type="checkbox"/> Institution Average Success Rate	Summer
<input checked="" type="checkbox"/> Gender Success Rates	<input checked="" type="checkbox"/> Enrollments	<b>Subject</b>
		Health Education
<b>Student Major</b>	<b>Course ID</b>	
(All)	(Multiple values)	
<b>Ethnicity Category</b>	<b>Campus</b>	
(All)	(All)	
<b>Gender</b>	<b>Schedule Type</b>	
(All)	Online and Hybrid	
<b>Semesters Attended</b>		
First Semester		
<b>Credit Load Status</b>		
(All)		

### 3.1 Gender Success Rates

This chart shows the % of students issued a passing grade.  
The red line shows the % for the selected cohort  
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<b>Measure Names</b>		<b>Semester</b>
<input checked="" type="checkbox"/> Cohort Success Rate	<input checked="" type="checkbox"/> Institution Average Success Rate	Summer
<input checked="" type="checkbox"/> Gender Success Rates	<input checked="" type="checkbox"/> Enrollments	<b>Subject</b>
		Health Education
<b>Student Major</b>	<b>Course ID</b>	
(All)	(Multiple values)	
<b>Ethnicity Category</b>	<b>Campus</b>	
(All)	(All)	
<b>Gender</b>	<b>Schedule Type</b>	
(All)	Online and Hybrid	
<b>Semesters Attended</b>		
(Multiple values)		
<input type="checkbox"/> (All) <input type="checkbox"/> Drop All <input type="checkbox"/> First Semester <input type="checkbox"/> 2nd Semester <input type="checkbox"/> 3rd Semester <input checked="" type="checkbox"/> 4th Semester <input checked="" type="checkbox"/> 5-10th Semester <input type="checkbox"/> Over 10 Semesters <input type="checkbox"/> 74		

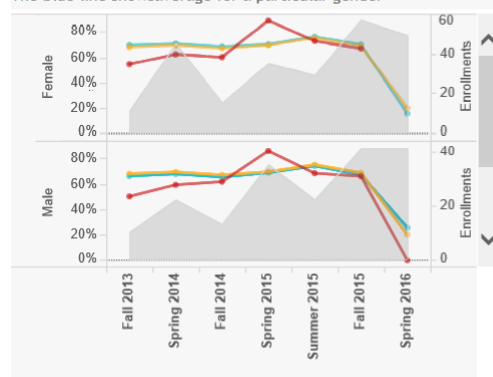
As students progressed further academically they tend to do better with online HED courses. This information can be passed along to counseling for student recommendations.

### Kinesiology Online Comparisons:

Approved by Academic Senate 2/2/15, Min. Rev 8/12/15 and 2/22/16

### 3.1 Gender Success Rates

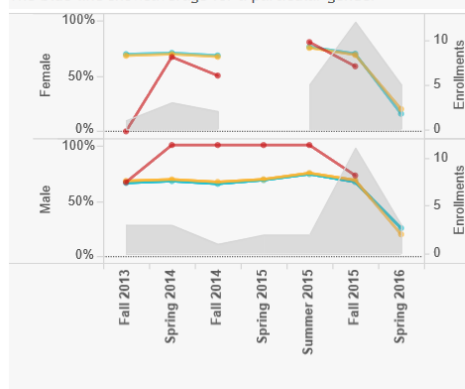
This chart shows the % of students issued a passing grade.  
The red line shows the % for the selected cohort  
The yellow line shows the institutional average  
The blue line shows average for a particular gender



<b>Measure Names</b>	<b>Semester</b>
<input checked="" type="checkbox"/> Cohort Success Rate	(All)
<input checked="" type="checkbox"/> Institution Average Success Rate	
<input checked="" type="checkbox"/> Gender Success Rates	<b>Subject</b>
<input checked="" type="checkbox"/> Enrollments	Kinesiology
<b>Student Major</b>	<b>Course ID</b>
(All)	(All)
<b>Ethnicity Category</b>	<b>Campus</b>
(All)	(All)
<b>Gender</b>	<b>Schedule Type</b>
(All)	Online and Hybrid
<b>Semesters Attended SCC</b>	
(All)	
<b>Credit Load Status</b>	
(All)	

### 3.1 Gender Success Rates

This chart shows the % of students issued a passing grade.  
The red line shows the % for the selected cohort  
The yellow line shows the institutional average  
The blue line shows average for a particular gender



<b>Measure Names</b>	<b>Semester</b>
<input checked="" type="checkbox"/> Cohort Success Rate	(All)
<input checked="" type="checkbox"/> Institution Average Success Rate	
<input checked="" type="checkbox"/> Gender Success Rates	<b>Subject</b>
<input checked="" type="checkbox"/> Enrollments	Kinesiology
<b>Student Major</b>	<b>Course ID</b>
(All)	(All)
<b>Ethnicity Category</b>	<b>Campus</b>
(All)	(All)
<b>Gender</b>	<b>Schedule Type</b>
(All)	Online and Hybrid
<b>Semesters Attended</b>	
First Semester	
<input type="checkbox"/> (All)	
<input type="checkbox"/> Drop All	
<input checked="" type="checkbox"/> First Semester	
<input type="checkbox"/> 2nd Semester	
<input type="checkbox"/> 3rd Semester	
<input type="checkbox"/> 4th Semester	
<input type="checkbox"/> 5-10th Semester	
<input type="checkbox"/> Over 10 Semesters	
<input type="checkbox"/> 74	

Our future plans for the KINE department include modifying our activity courses to include hybrid as an option of modality to allow us more flexibility in scheduling courses and serving our students at all of our locations. This mode of teaching needs some further investigation with student assessments to determine viability and potential modifications for improvement.

**2.16 Advisory Boards/Licensing (CTE) (if applicable).** Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

Not applicable to Kinesiology courses; Kinesiology does not offer Advisory board &/or licensing feedback. Our planned action is to add Sports Medicine due to its CTE eligibility.

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## STUDENT EQUITY & SUCCESS

**3.1 Student Success.** Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc.), community partnerships, etc.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Then, analyze by discipline success by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Provide possible reasons for these trends AND planned action to equalize student success.

Solano Community College has a vision to “Transform Lives.” At the root of making a strong impact and transforming student lives is promoting a student’s success. The Kinesiology faculty at Solano Community College work diligently to promote student success in a variety of ways. The corner stone of any student success at a community college institution hinges on the ability of the faculty member to teach students resourcefulness. There is a strong positive correlation of student’s success and students optimizing their educational resources they have on campus. Kinesiology faculty work consistently to educate students on the many resources that are available to Solano Community College.

Kinesiology faculty promote student success by educating and guiding students to optimize resources in three areas:

1. Foundational resources: health center, counseling, EOPS and financial aid. This is done by communication via Course Syllabi listing Support Services and Campus Resources. Additionally, professors serve as role models to be able to guide students in the right direction as it pertains to student’s physical, emotional and cognitive health.
2. Academic resources: Academic Success Center, academic counseling, tutoring center and Library. Our kinesiology faculty work closely with students to communicate and refer them to the appropriate department depending on what their needs are. This is done through systematic communication with the students; one on one meetings that are schedule, and creating office hour assignments to make appointments with the instructor to discuss progress, needs etc.

3. Teaching methods that promote student success:

-Use of Smart classroom Equipment: One of the main methods faculty use to promote student success is through the use of our smart classroom equipment and technology. This is done through the use of the computers to project lecture notes, showing video analysis, microphones (used to enhance auditory component). Integrating our Canvas online platform has served to augment the learning process in many ways.

-Canvas analytics: Faculty uses canvas analytics to collect pertinent data on student's success and areas where students need to improve in. Using Canvas to track progress and provide early intervention that will allow students to continue to move through the curriculum effectively. This data provide immediate feedback to the instructor and students to better addressed student and class needs.

-Polling and Quizzing via I-clickers: such as cell phones and social media that are integrated with canvas and allows the students to fully engage in the learning process.

- Advising students on how to utilize the SCC Library and access the Academic Success Center ASTC

-Offering faculty office hours in the ASTC

- Writing letters of recommendation for transfer, scholarships and work opportunities

-Professional Development of teaching faculty: conferences, workshops, personal development

-Provide self-discovery learning activities through kinetic class exercises (lab).

- Consistent Kinesiology meetings Department Meetings (2x/month) to discuss ways for Student support and teaching strategies

-Professional organization memberships: National Dance Educator Association, California Dance Education Association and Society of Health and Physical Educators

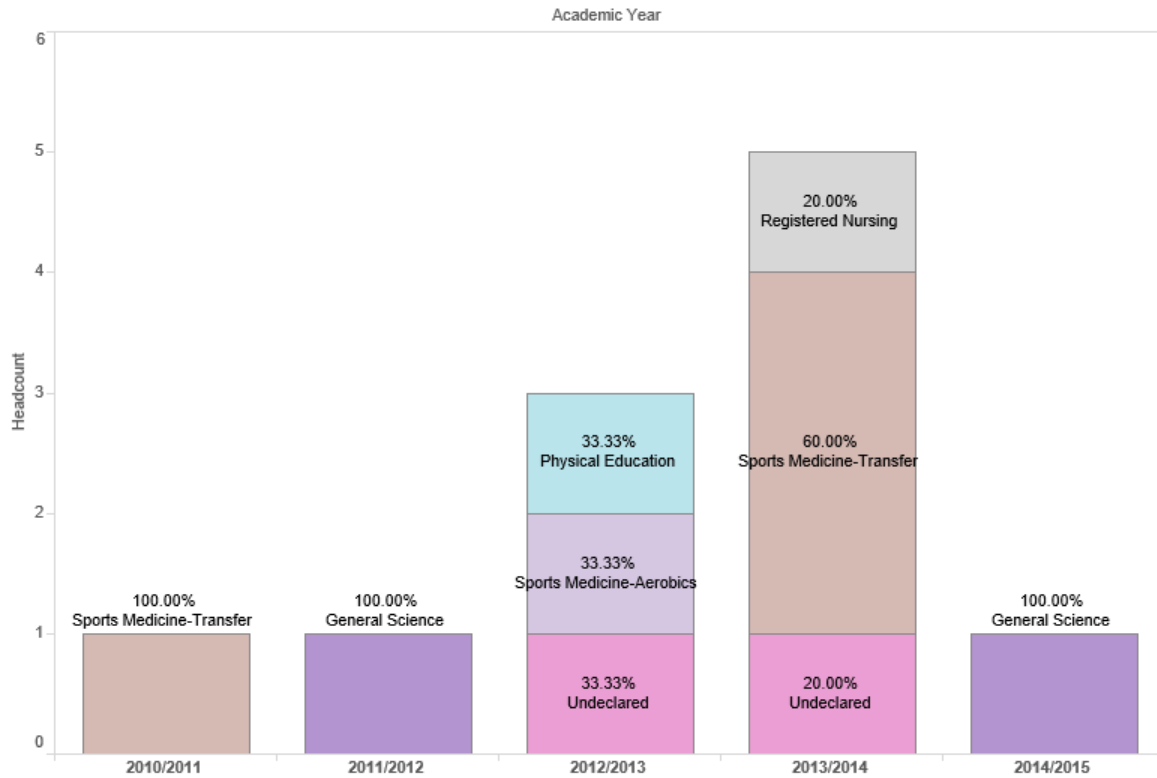
-Faculty tutor students in their area outside of the classroom and beyond office hours.

-Faculty assist the student service center with providing leadership as an advisor, or instruction at various events that also promote student involvement.

-Creating video footage to help students get into a 4 year institutions that have strong dance program and also help photography students with taking pictures of movement for their projects in their classes which is useful tool to enhance learning and promote better technique and skills.

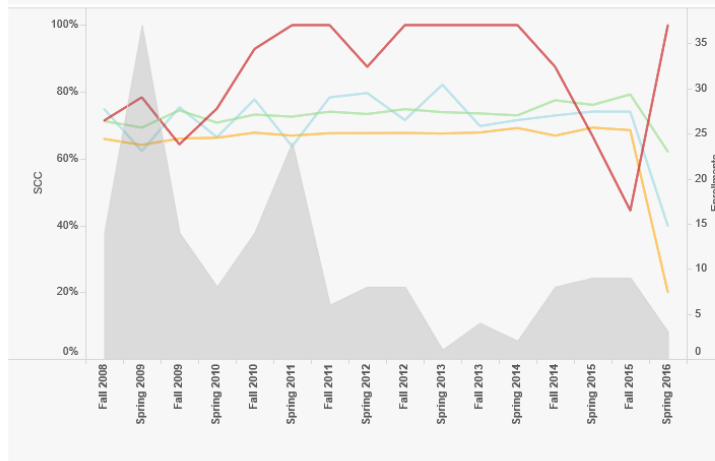
Overall, Kinesiology success rate is varied but relatively high. The completion range is from: 80.2%-90.7% from fall 2013-Spring 2016. In terms of institutional completion rate, the Kinesiology students achieved success well above the institutional averages. Solano Community College success rate range: 67.1%- 67.6% from fall 2013 through spring 2016. One possible improvement area is declaring a major. Data clearly shows that when majors are declared early,

## Student Declared Major



## Completion

This chart shows the % of students issued a passing grade.  
 The red line shows the % for the selected cohort  
 The yellow line shows the average across the entire institution  
 The green line shows the division level average  
 The blue line shows the subject area level average  
 The grey area shows number of enrollments in the selected cohort



### Measure Names

- Cohort Success Rate
- Institution Average Success Rate
- Avg. Division Average Success
- Avg. Subject Average Success Rate
- Enrollments

### Graded

(All)

### Semesters Attended SCC

(Multiple values)

- ☐ (All)
- ☐ Drop All
- ☐ First Semester
- ☐ 2nd Semester
- ☒ 3rd Semester
- ☒ 4th Semester
- ☐ 5-10th Semester
- ☐ Over 10 Semesters
- ☐ 74

(All)

success goes up. The goal is to work more effectively with counselors to get students to declare majors early to improve successful degree completion.

### 3.1a - Success by Gender

Table shows success rate of students by student gender

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
<b>Total</b>	84%	81%	85%	81%	83%	86%	84%	82%
<b>Female</b>	84%	82%	83%	81%	85%	88%	85%	84%
<b>Male</b>	83%	79%	88%	79%	79%	85%	82%	79%
<b>Not Reported</b>	76%	100%	100%	86%	83%	67%	96%	92%

When analyzing success by gender, we found success rates are relatively similar between female and male Kinesiology & Health students. Specifically, between 81-86% of females were successful, while 79-88% of males achieved success. These rates are well above the institutional averages of 68.8% for females and 66.5% males. There is no significant gender disparity or trends that would necessitate planned actions for improvement.

Success range in the 50 & over group is lower (73%-86%) as compared to the combined rates of 81%-86% for Kinesiology students as a whole. Collectively, all age groups have higher success rates compared to institutional averages. The goal is to preserve the success of our students and continue to strengthen all age groups.

Success rates among all ethnic groups are significantly higher than institutional success rates as demonstrated in the charts below. For American Indian or Alaskan Native success rates are 83% in KINE and 67% for Solano. Asian or Pacific Islander are 84% KINE and 85% for Solano. Significantly, Black Non-Hispanic are 77% for KINE while only 55% for Solano. Hispanic rates are 83% KINE and 65% for the college, while White Non-Hispanic have a 86% success rate for KINE and a Solano rate of 72%.

Our goal is to continue to preserve our above average levels and reduce the academic achievement gap that is observable among Black- non-Hispanics. As a result, effective communication needs to takes place from department to department to continue to promote the academic resources we have available to students: academic success center, academic counseling, tutoring, finical aid etc. The goal of this is to reduce the academic achievement gap  
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that exists among Black- non-Hispanics compared to other ethnic groups at Solano Community College.

### 3.1c - Success by Ethnicity

Table shows success rate of students by student ethnicity

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
<b>Total</b>	84%	81%	85%	81%	83%	86%	84%	82%
		50%		100%	67%	100%	100%	
<b>Am. Indian or Alaskan Native</b>	100%	75%	100%	83%	69%	80%	73%	85%
<b>Asian or Pacific Islander</b>	86%	83%	87%	84%	89%	84%	84%	82%
<b>Black Non-Hispanic</b>	81%	73%	88%	72%	71%	77%	82%	74%
<b>Hispanic</b>	83%	81%	78%	84%	82%	89%	84%	84%
<b>Other</b>	85%	91%	100%	90%	95%	100%	94%	83%
<b>White Non-Hispanic</b>	84%	85%	88%	81%	86%	92%	86%	87%

**Success Rate (Ethnicity)**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Total</b>	66.7%	67.3%	67.6%	67.1%	0.0%
	81.8%	69.0%	47.1%	79.2%	0.0%
<b>Am. Indian or Alaskan Native</b>	68.5%	68.2%	66.9%	66.4%	0.0%
<b>Asian or Pacific Islander</b>	69.9%	70.9%	71.0%	69.6%	0.0%
<b>Black Non-Hispanic</b>	53.9%	55.0%	55.7%	57.1%	0.0%
<b>Hispanic</b>	65.9%	64.9%	64.9%	65.5%	0.0%
<b>Other</b>	70.0%	70.6%	72.4%	72.3%	0.0%
<b>White Non-Hispanic</b>	71.5%	72.5%	73.0%	72.1%	0.0%

Finally, when looking at success by instructional method in Kinesiology/Health Education the rates are: Lecture and/ or Discussion: 64-75%, Lecture/Lab: 82-89%, Online: 52-87%. There is a significant disparity between the three methods of instruction. Clearly, online methods of instruction is the lowest success rate within the KINE/HED area. Additionally, KINE/HED students are below the institutional averages. Additionally, nationwide trends suggest students are less successful in online methods of instruction.

Lecture/Discussion (Face-to-Face) Instructional method showed a below average success rate. Lecture/Discussion instructional method was the second lowest success rate. Similarly, there are many factors for this below average success rate. However, one trend that was noticed is students tended to slightly perform lower in fall semesters compared to others in the method of delivery.

Lecture/Lab had the highest success rate out of all of the methods of instruction. Our goal is to continue to develop in this area and preserve the above average completion rates. It is clear from the data that our main goal is to improve success rates with Face to face classes and online classes. One of the main goals for planned action is to create more professional development/mentoring opportunities for faculty teaching online. Additionally, there needs to be a more targeted online survey regarding the current struggles students are facing in their online

courses. Also, a targeted survey can be created for faculty to participate in relative to the main issues that arise and ways this can be rectified and improved.

### 3.1c - Success by Modality

Table shows success rate of students by course delivery mode

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
<b>Total</b>	84%	81%	85%	81%	83%	86%	84%	82%
<b>Lecture and/or discussion</b>	64%	72%		74%	74%		75%	68%
<b>Lecture/Lab</b>	85%	83%	85%	82%	83%	89%	86%	85%
<b>Online</b>	52%	61%		61%	87%	71%	66%	59%



**Success Rate (Instruction Method)**

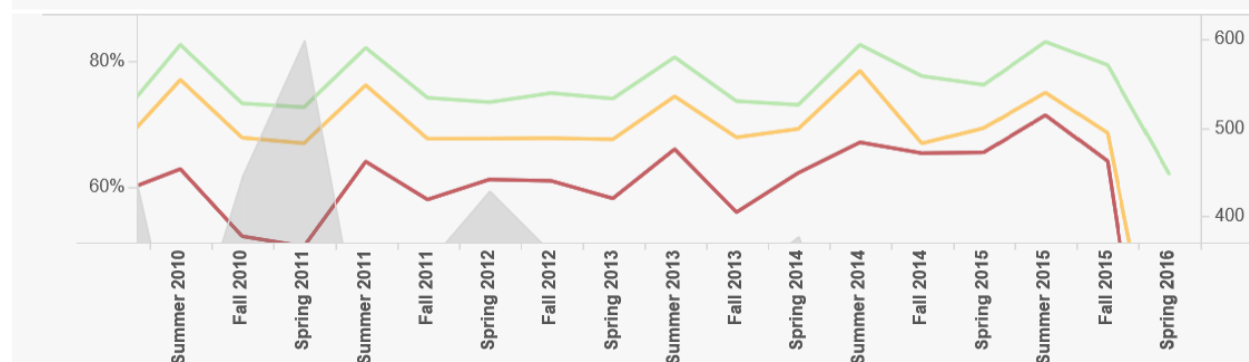
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Total</b>	66.7% 33,237	67.3% 30,924	67.6% 28,582	67.1% 27,163	0.0% 24,245
<b>Lecture and/or discussion</b>	68.1% 15,742	67.7% 15,632	68.1% 14,670	67.4% 13,941	0.0% 11,837
<b>Lecture/Lab</b>	69.0% 10,257	68.5% 9,107	67.3% 8,027	67.3% 7,656	0.0% 7,076
<b>Online</b>	60.1% 5,123	60.9% 4,571	64.1% 4,564	63.2% 4,190	0.0% 4,296
<b>Laboratory/Studio/Activity</b>	79.5% 1,554	79.5% 1,392	81.1% 1,128	79.8% 1,143	0.0% 922
<b>Hybrid</b>	43.9% 57	52.7% 91	45.5% 143	50.0% 168	0.0% 82
<b>Tutor Noncredit session</b>	0.0% 462	0.0% 48	0.0% 0	0.0% 0	0.0% 0
<b>Work experience credits</b>	81.3% 16	60.7% 28	70.0% 30	60.0% 50	0.0% 28
<b>Directed Study/Independ. Study</b>	100.0% 21	96.7% 30	95.0% 20	100.0% 15	0.0% 4
<b>Other method or unspecified</b>	0.0% 0	76.0% 25	0.0% 0	0.0% 0	0.0% 0
	100.0% 5	0.0% 0	0.0% 0	0.0% 0	0.0% 0

**Health Data Analysis**

Overall, student success in Health (HED) courses falls below institutional averages with the success rate ranging from 50%-71%. The lowest semester/year was at: Spring 2011(50%) and highest semester/year: Fall 2014(62%). By comparison, student success rates for all other courses at Solano Community College range from 67.1% - 67.6%. The differences in success rates infers strategic actions associated with delivery of HED courses may improve student completion and success rates.

## Completion

This chart shows the % of students issued a passing grade.  
 The red line shows the % for the selected cohort  
 The yellow line shows the average across the entire institution  
 The green line shows the division level average  
 The blue line shows the subject area level average  
 The grey area shows number of enrollments in the selected cohort



Success Rate Table

		Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Institution	SCC	12	4	8	11	5	8	9	4	7	8
	Unique Sections										
	Cohort Success Rate	58%	66%	56%	62%	67%	65%	65%	71%	64%	0%
	Institution Avg Success Rate	68%	74%	68%	69%	78%	67%	69%	75%	69%	20%
	Division Average Success	74%	80%	74%	73%	82%	77%	76%	83%	79%	62%
	Subject Average Success	58%	66%	56%	62%	67%	65%	65%	71%	64%	0%

## Student Success by Gender

Analysis of student success in HED classes according to gender reveals fairly consistent performances between female and male students. Specifically, 53% - 74% of females succeeded in HED courses, whereas 54% - 77.9% of males achieved success. Again, these rates fell below the institutional averages of 68.8% for females and 66.5% males.

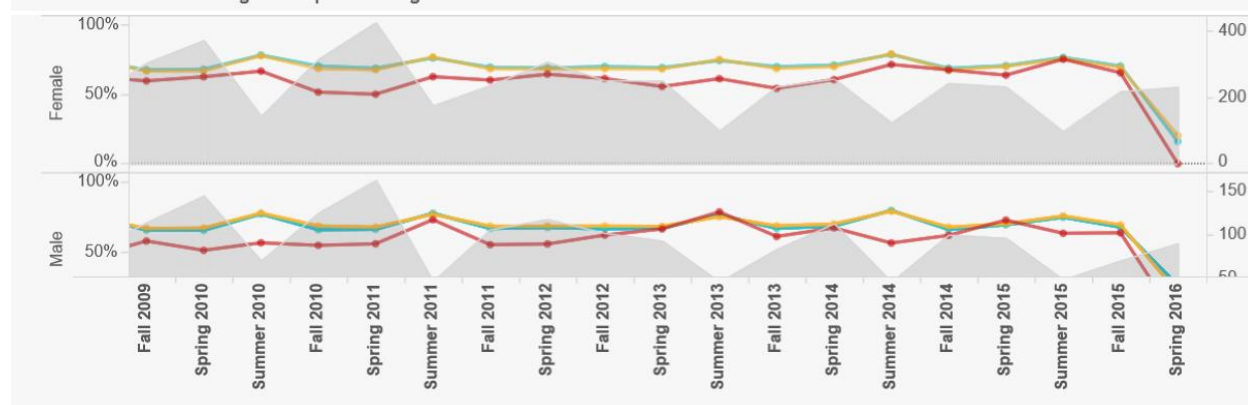
### Gender Summary

Table below shows success rate and enrollment data by gender for selected cohort.

		Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Female	Cohort Success Rate	63.8%	60.7%	55.0%	60.6%	53.6%	59.9%	70.7%	66.8%	63.1%	74.5%	64.8%	0.0%
	Enrollments	308.0	252.0	251.0	99.0	233.0	257.0	124.0	244.0	233.0	98.0	219.0	231.0
	Headcount	291.0	239.0	240.0	99.0	224.0	239.0	120.0	242.0	223.0	95.0	214.0	213.0
	% of Headcount	71.15%	69.88%	71.86%	68.75%	72.03%	67.32%	71.01%	69.74%	69.04%	64.63%	73.29%	69.16%
Male	Cohort Success Rate	54.9%	61.2%	65.6%	77.8%	60.2%	66.4%	55.6%	61.0%	71.9%	62.5%	62.9%	0.0%
	Enrollments	118.0	102.0	93.0	45.0	83.0	113.0	45.0	100.0	96.0	48.0	70.0	90.0
	Headcount	116.0	99.0	91.0	45.0	80.0	110.0	44.0	97.0	96.0	48.0	69.0	83.0
	% of Headcount	28.36%	28.95%	27.25%	31.25%	25.72%	30.99%	26.04%	27.95%	29.72%	32.65%	23.63%	26.95%
Not Reported	Cohort Success Rate	50.0%	75.0%	100.0%		85.7%	83.3%	80.0%	75.0%	50.0%	100.0%	55.6%	0.0%
	Enrollments	2.0	4.0	3.0		7.0	6.0	5.0	8.0	4.0	4.0	9.0	12.0
	Headcount	2.0	4.0	3.0		7.0	6.0	5.0	8.0	4.0	4.0	9.0	12.0
	% of Headcount	0.49%	1.17%	0.90%		2.25%	1.69%	2.96%	2.31%	1.24%	2.72%	3.08%	3.90%

### 3.1 Gender Success Rates

This chart shows the % of students issued a passing grade.  
 The red line shows the % for the selected cohort  
 The yellow line shows the institutional average  
 The blue line shows average for a particular gender



### Student Success by Age

The analysis of age shows there is a slight downward trend in success among students in the age ranges with the highest percentage of students: 17-20, 21-25 and 26-30. The student success level for the more traditional age college students taking HED courses (54%-71%) falls below students of the same age taking KINE courses (81%-86%). Collectively, student success for individuals taking HED courses of all age groups falls below student success rates from all other courses in the institution. Solano Community college HED students achieve success rates lower than institution overall average of 67% most semesters. The goal is to improve the success of students and continue to strengthen all age groups to meet or exceed the institution and the division levels.

### Age Group Summary

Table below shows success rate and enrollment data by age group for selected cohort.

Term Age (group)		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Unknown	Cohort Success Rate											
	Enrollments											
	Headcount											
	% of Headcount											
Less than 17	Cohort Success Rate	100.0%		100.0%	83.3%	75.0%	85.7%	60.0%	100.0%	100.0%	100.0%	
	Enrollments	1.0		2.0	6.0	4.0	7.0	5.0	1.0	7.0	2.0	1.0
	Headcount	1.0		2.0	6.0	4.0	7.0	5.0	1.0	7.0	2.0	1.0
	% of Headcount	0.29%		1.39%	1.93%	1.13%	4.14%	1.44%	0.31%	4.76%	0.68%	0.32%
17-20	Cohort Success Rate	64.6%	54.9%	70.8%	56.7%	66.1%	65.0%	63.2%	70.7%	71.8%	67.4%	0.0%
	Enrollments	102.0	102.0	24.0	90.0	112.0	40.0	95.0	99.0	39.0	95.0	87.0
	Headcount	99.0	98.0	24.0	89.0	108.0	39.0	95.0	97.0	39.0	95.0	83.0
	% of Headcount	28.95%	29.34%	16.67%	28.62%	30.42%	23.08%	27.38%	30.03%	26.53%	32.53%	26.95%

## Age Group Summary

Table below shows success rate and enrollment data by age group for selected cohort.

Term Age (group)		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
21-25	Cohort Success Rate	54.4%	55.9%	58.1%	60.7%	59.0%	68.8%	58.7%	59.2%	68.8%	55.4%	0.0%
	Enrollments	106.0	118.0	43.0	89.0	122.0	48.0	121.0	98.0	32.0	83.0	89.0
	Headcount	100.0	114.0	43.0	82.0	112.0	47.0	119.0	95.0	32.0	81.0	85.0
	% of Headcount	29.24%	34.13%	29.86%	26.37%	31.55%	27.81%	34.29%	29.41%	21.77%	27.74%	27.60%
26-30	Cohort Success Rate	66.7%	68.4%	68.6%	57.1%	55.8%	58.1%	62.0%	69.6%	64.5%	62.5%	0.0%
	Enrollments	54.0	38.0	35.0	49.0	52.0	31.0	50.0	56.0	31.0	40.0	42.0
	Headcount	50.0	37.0	35.0	49.0	50.0	30.0	49.0	55.0	29.0	38.0	38.0
	% of Headcount	14.62%	11.08%	24.31%	15.76%	14.08%	17.75%	14.12%	17.03%	19.73%	13.01%	12.34%
31-40	Cohort Success Rate	66.7%	48.9%	66.7%	52.3%	70.2%	67.9%	81.6%	68.2%	70.0%	70.2%	0.0%
	Enrollments	42.0	47.0	24.0	44.0	47.0	28.0	38.0	44.0	20.0	47.0	58.0
	Headcount	42.0	46.0	24.0	43.0	44.0	27.0	36.0	40.0	19.0	46.0	54.0
	% of Headcount	12.28%	13.77%	16.67%	13.83%	12.39%	15.98%	10.37%	12.38%	12.93%	15.75%	17.53%

## Age Group Summary

Table below shows success rate and enrollment data by age group for selected cohort.

Term Age (group)		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
41-50	Cohort Success Rate	59.4%	80.0%	90.0%	53.8%	68.2%	83.3%	76.7%	56.5%	71.4%	68.8%	0.0%
	Enrollments	32.0	20.0	10.0	26.0	22.0	13.0	30.0	23.0	14.0	16.0	28.0
	Headcount	30.0	20.0	10.0	25.0	22.0	12.0	30.0	23.0	14.0	16.0	25.0
	% of Headcount	8.77%	5.99%	6.94%	8.04%	6.20%	7.10%	8.65%	7.12%	9.52%	5.48%	8.12%
51-55	Cohort Success Rate	50.0%	61.5%	33.3%	23.1%	36.4%	75.0%	100.0%	66.7%	80.0%	60.0%	0.0%
	Enrollments	8.0	13.0	3.0	13.0	11.0	4.0	7.0	9.0	5.0	10.0	14.0
	Headcount	8.0	11.0	3.0	11.0	10.0	4.0	7.0	9.0	5.0	9.0	11.0
	% of Headcount	2.34%	3.29%	2.08%	3.54%	2.82%	2.37%	2.02%	2.79%	3.40%	3.08%	3.57%
56-60	Cohort Success Rate	50.0%	80.0%	33.3%	100.0%	60.0%	33.3%	50.0%	50.0%	100.0%	66.7%	
	Enrollments	6.0	5.0	3.0	3.0	5.0	3.0	2.0	2.0	1.0	3.0	12.0
	Headcount	5.0	5.0	3.0	3.0	4.0	3.0	2.0	2.0	1.0	3.0	9.0
	% of Headcount	1.46%	1.50%	2.08%	0.96%	1.13%	1.78%	0.58%	0.62%	0.68%	1.03%	2.92%

## Student Success by Ethnicity

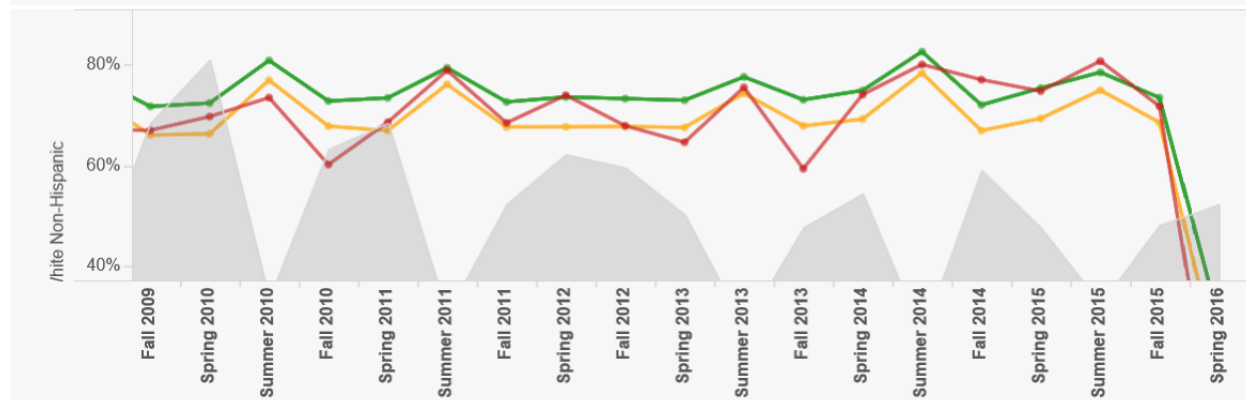
Student success rates across the majority of ethnic groups taking HED courses closely approximate institutional average success rates. However, a notable exception to this is the Black Non-Hispanic cohort. The student success rates for Black Non-Hispanic are 34%-51% for HED while the institutional average is 55%.

A clear and immediate goal exists to improve the below average student success among: Black-non-Hispanics taking HED courses. A possible goal/strategy may include to better communication and consultation practices with the faculty across campus to address equity and support strategies such as learning communities and collaborate to a greater extent with educational programs that support the success and advancement of ethnic groups on campus. Faculty could also explore support through offering tutoring sessions at the ASTC, research other possible textbook and course delivery systems, and implement findings from SLO assessments that may uncover potential influences of under performance.

Approved by Academic Senate 2/2/15, Min. Rev 8/12/15 and 2/22/16

### 3.1 - Ethnicity Success Rates

This chart shows the % of students issued a passing grade.  
 The red line shows the % for the selected cohort  
 The yellow line shows the institutional average  
 The blue line shows average for a particular ethnicity



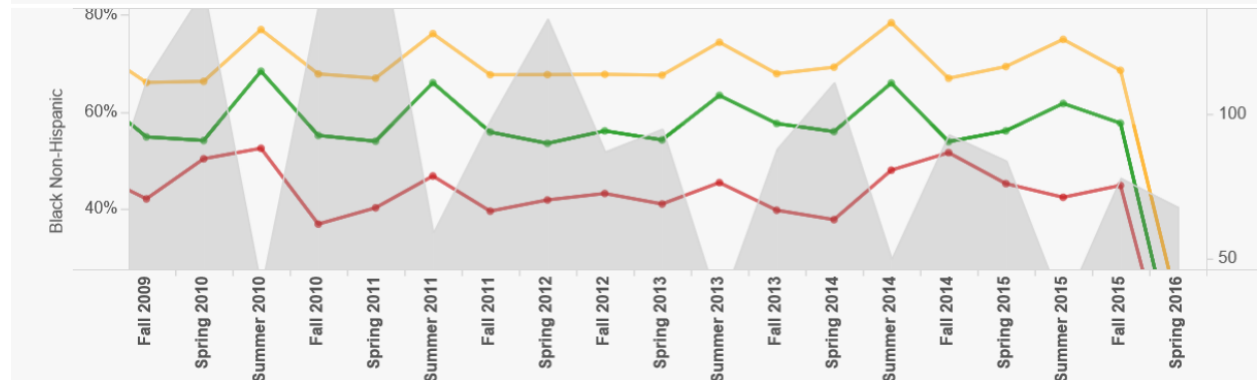
#### Ethnicity Summary

Table below shows success rate and enrollment data by ethnicity for selected cohort.

			Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Hispanic	Cohort Success Rate	%	61.1%	61.8%	76.9%	60.0%	63.6%	62.5%	59.7%	58.4%	72.7%	68.9%	0.0%
	Enrollments	10	75.0	76.0	26.0	65.0	66.0	41.0	62.0	77.0	22.0	61.0	69.0
	Headcount	10	69.0	72.0	26.0	64.0	66.0	39.0	61.0	75.0	21.0	58.0	65.0
	% of Headcount	%	20.18%	21.56%	18.06%	20.58%	18.59%	23.08%	17.58%	23.22%	14.29%	19.86%	21.10%
Other	Cohort Success Rate	%	66.7%	70.0%	80.0%	72.2%	78.6%	80.0%	63.6%	81.3%	100.0%	50.0%	
	Enrollments	10	21.0	20.0	5.0	18.0	14.0	5.0	11.0	16.0	3.0	4.0	8.0
	Headcount	10	21.0	19.0	5.0	18.0	13.0	5.0	11.0	16.0	3.0	4.0	7.0
	% of Headcount	%	6.14%	5.69%	3.47%	5.79%	3.66%	2.96%	3.17%	4.95%	2.04%	1.37%	2.27%
White Non-Hispanic	Cohort Success Rate	%	67.9%	64.6%	75.5%	59.3%	74.0%	80.0%	77.0%	74.7%	80.6%	71.7%	0.0%
	Enrollments	10	114.0	96.0	53.0	91.0	104.0	50.0	113.0	91.0	62.0	92.0	100.0
	Headcount	10	110.0	92.0	53.0	89.0	99.0	50.0	112.0	90.0	62.0	91.0	89.0
	% of Headcount	%	32.16%	27.54%	36.81%	28.62%	27.89%	29.59%	32.28%	27.86%	42.18%	31.16%	28.90%

### 3.1 - Ethnicity Success Rates

This chart shows the % of students issued a passing grade.  
 The red line shows the % for the selected cohort  
 The yellow line shows the institutional average  
 The blue line shows average for a particular ethnicity



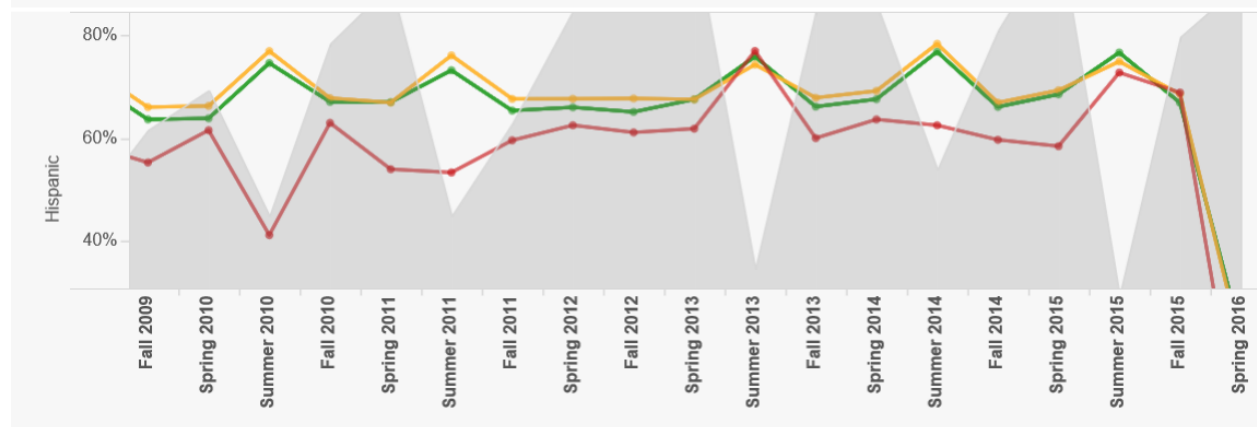
### Ethnicity Summary

Table below shows success rate and enrollment data by ethnicity for selected cohort.

			Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Black Non-Hispanic	Cohort Success Rate	%	43.2%	41.1%	45.5%	39.8%	37.8%	48.0%	51.6%	45.2%	42.4%	44.9%	0.0%
	Enrollments	10	87.0	95.0	33.0	88.0	111.0	50.0	93.0	84.0	33.0	78.0	68.0
	Headcount	10	82.0	92.0	33.0	82.0	102.0	47.0	92.0	81.0	32.0	77.0	65.0
	% of Headcount	%	23.98%	27.54%	22.92%	26.37%	28.73%	27.81%	26.51%	25.08%	21.77%	26.37%	21.10%

### 3.1 - Ethnicity Success Rates

This chart shows the % of students issued a passing grade.  
 The red line shows the % for the selected cohort  
 The yellow line shows the institutional average  
 The blue line shows average for a particular ethnicity



## Ethnicity Summary

Table below shows success rate and enrollment data by ethnicity for selected cohort.

			Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Hispanic	Cohort Success Rate	%	61.1%	61.8%	76.9%	60.0%	63.6%	62.5%	59.7%	58.4%	72.7%	68.9%	0.0%
	Enrollments	i.0	75.0	76.0	26.0	65.0	66.0	41.0	62.0	77.0	22.0	61.0	69.0
	Headcount	i.0	69.0	72.0	26.0	64.0	66.0	39.0	61.0	75.0	21.0	58.0	65.0
	% of Headcount	%	20.18%	21.56%	18.06%	20.58%	18.59%	23.08%	17.58%	23.22%	14.29%	19.86%	21.10%

## Student Success by Instructional Method

Analysis of student success by instructional method in HED courses broken down by instructional method includes a Lecture and/ or Discussion range of 68-86%, where as performance in online courses falls between 49-78%. Clearly, online methods of instruction present the lowest success rate within the HED coursework and fall below student success rates of all other courses institutionally.

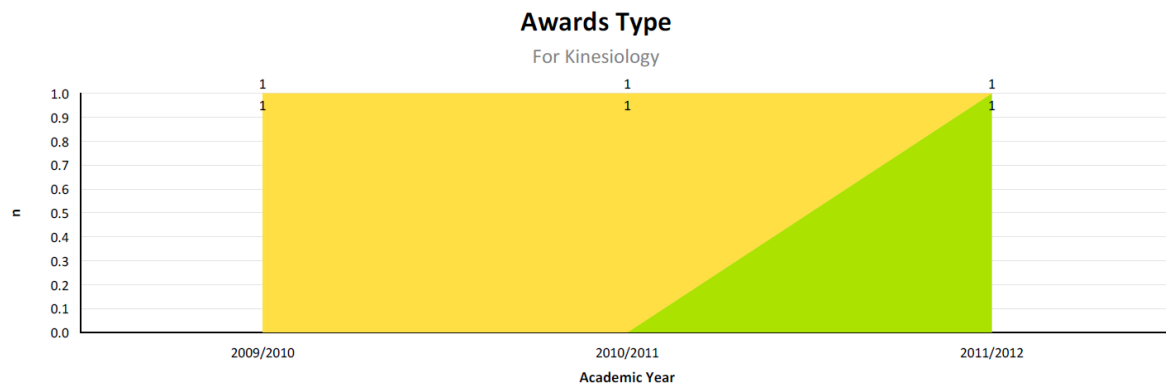
It is clear from the data that our main goal is to improve success rates with online classes. One of the main goals for planned action is to create more professional development/mentoring opportunities for faculty teaching online. Additionally, there needs to be a more targeted online survey regarding the current struggles students are facing in their online courses. Also, a targeted survey can be created for faculty to participate in relative to the main issues that arise and ways this can be rectified and improved.

**3.2 Degrees/Certificates Awarded (if applicable).** Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

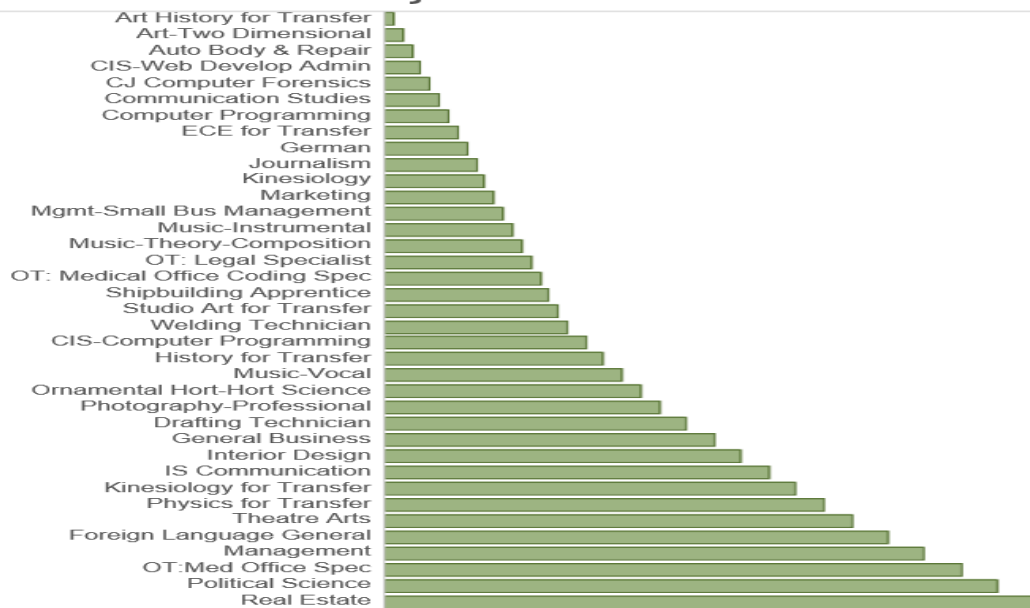
Kinesiology has had three student's graduate from the period 2009-2012. There are a many factors that contribute to this small number. Many Kinesiology students choose to transfer to the four year level without receiving an AS or AA degree in Kinesiology. Also, Solano students have the choice to earn a degree in: interdisciplinary studies: wellness and self-development. From 2009-2014, 30 students have earned an associate's degree in this area compared to just 3 in Kinesiology.

One of our goals is to remove the old catalogue description to eliminate the old degree and certificate program as they have been obsolete for some time. Our belief is there needs to be a strong marketing approach geared towards educating kinesiology students on: logistics, requirements, and benefits to receiving an AS or AA degree in Kinesiology. Kinesiology faculty believe this number will significantly go up upon heightening the awareness of this degree and its benefits.





**Bottom 50% of AA/AS Majors**



		2009/2010	2010/2011	2011/2012
<b>Total</b>		1 100.00%	1 100.00%	1 100.00%
<b>Associate in Arts</b>	<b>Total</b>	0 0.00%	0 0.00%	1 100.00%
	<b>Other</b>			1 100.00%
<b>Associate in Science</b>	<b>Total</b>	1 100.00%	1 100.00%	0 0.00%
	<b>Asian or Pacific Islander</b>		1 100.00%	
	<b>White Non-Hispanic</b>	1 100.00%		

		2009/2010	2010/2011	2011/2012
<b>Total</b>		1 100.00%	1 100.00%	1 100.00%
<b>Associate in Arts</b>	<b>Total</b>	0 0.00%	0 0.00%	1 100.00%
	<b>Male</b>			1 100.00
<b>Associate in Science</b>	<b>Total</b>	1 100.00%	1 100.00%	0 0.00%
	<b>Female</b>	1 100.00	1 100.00	

		2009/2010	2010/2011	2011/2012
<b>Total</b>		1 100.00%	1 100.00%	1 100.00%
<b>Associate in Arts</b>	<b>Total</b>	0 0.00%	0 0.00%	1 100.00%
	<b>Male</b>			1 100.00
<b>Associate in Science</b>	<b>Total</b>	1 100.00%	1 100.00%	0 0.00%
	<b>Female</b>	1 100.00	1 100.00	

**3.3 Transfer (if applicable).** Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).

**3.4 Career Technical Programs (if applicable).** For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

## PROGRAM RESOURCES

**4.1 Human Resources.** Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

Currently, staffing levels are adequately meeting student needs and course offerings based on course fill rates for Kinesiology and Health Education courses since Fall 2015. All courses offered during this time span had an average fill rate 85.3 %. With this evidence, the conclusion is to keep current levels of staffing of full-time and adjunct faculty.

**4.2 Current Staffing.** Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.

**Full-time Faculty (10 members):**

Matthew Borchert  
Terri Pearson Bloom  
Curtiss Brown  
Ginger Cain  
Jeff Cardinal  
Kevin Marks  
John Nagle  
Scott Parrish  
Scott Stover  
Darla Williams

**Part-time Faculty: (11 members)**

Sisleide "Sissi" Do Amor  
Alison Aubert  
Tatum Bates  
Ashley Chappell  
Gail Frizzell  
John Harris  
Duncan McMartin  
Zach Sullivan  
Jimmy Tanaka  
Daniel Romero  
Penelope Crouse-Feehan  
Jordan Walker

**Classified staff:**

Dean of Health Sciences: Robert Gabriel  
Administrative Assistant: Janet Schwartz  
Athletic Director: Erik Visser  
Administrative Assistant: Claire Gover  
Kinesiology Athletic Assistant: Samuel McKinney  
Kinesiology Athletic Assistant: Carica Macariola

Kinesiology faculty have been greatly involved throughout the campus community by serving on positions and committees. Positions that faculty have filled include, School of Health Sciences Coordinator, Interim Division Chair, Academic Success Coordinator, Solano College Faculty Association Executive Board and Negotiations. Committee positions that have been filled by Kinesiology faculty include curriculum committee, academic senate, grievance, program review, assessment, recruiter, enrollment management, club advisors, and hiring.

Kinesiology faculty are involved in the community by providing programs, sports camps, and volunteer with organizations such as, Matt Garcia Center, Safequest Solano, Solano Land Trust-Adventures, and the annual Solano Community College Golf Tournament.

**4.3 Equipment.** Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

The Kinesiology Department is meeting the needs of the students through a curriculum that is robust in breath and scope. Safe and functional equipment is ultimately important to the safe instruction of our students, the quality of their experience and the ability to achieve SLO's. The Kinesiology Department is in need of numerous equipment upgrades, purchases and repairs in order to stay current with new trends in Kinesiology curriculum and exercise science. Old and outdated equipment needs to be replaced with new and more advanced equipment.

It is the desire of the faculty that the body conditioning room (1705) be updated to meet educational needs. Equipment is old and marginally benefits students and makes instruction a challenge. The mat needs replacement and should be replaced every two years. This is an unmet need. Regular cleaning and maintenance is needed to maintain health and safety standards.

The faculty unanimously asked that digital pace clocks be purchased and installed in all activity class locations, including at the outside pavilion. This is an unmet need.

It is recommended that new lane lines, backstroke flags, safety equipment and non-secured exercise equipment be purchased on a yearly basis to replace the broken ones. This includes, but not limited to stability balls, medicine balls, dumbbells, basketballs, baseballs, softballs, soccer balls, stretch cords, jump ropes, basketball nets, soccer nets, volleyball nets and other body and core conditioning equipment. Archery strings, targets, and arrows need to be replaced on a yearly basis. Additionally, archery targets need to be replaced on a semester by semester basis. This is an ongoing need.

All cardio and weight lifting equipment needs to be maintained, repaired or replaced on a monthly basis. Solano Community College has signed a service agreement with Gym Doctors for monthly preventive maintenance to keep all cardio and weight equipment in proper working order, extending the life of the equipment and reducing costs and down time associated with repairs. This is an ongoing need.

The Kinesiology Department is diligently pursuing Proposition 20 monies to improve the amount of supplies and materials needed for instruction.

The Risk Management Department should review and audit all equipment for safety and proper placement in the weight room, body conditioning room, cardio conditioning room, athletic training room, fields and the swimming pool to determine if any safety issues to be addressed. This is an overdue need.

**4.4 Facilities.** Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

The Kinesiology program facilities consists of faculty offices, classrooms, gymnasium, locker rooms, conference room, activity rooms, swimming pool, quarter-mile track, archery range, and multiple fields, including soccer, baseball, softball, football and football practice fields. The facilities are used by students, staff, the college and numerous outside users from the community.

### **Completed Initiatives:**

- Facilities utilized by Kinesiology faculty are meeting many of the educational objectives through some upgrades and improvements, including tennis courts resurfacing upgrade and a new surfacing of the swimming pool deck.

### **On-going Needs**

- All indoor and outdoor Kinesiology facilities need to be constantly maintained to NCAA standards. All areas are in constant need of cleaning, maintenance, and repairs.
- A continually stocked multipurpose room is needed in each to conduct various movement required courses, a classroom that houses secured fitness training equipment for fitness courses and an outdoor training area for those courses that use an outside venue.
- Maintenance of the swimming pool and its surrounding are necessary. New painting of the walls around the pool is much needed and should be completed as soon as possible and every 10 years thereafter.
- In addition, re plastering of the inside of the swimming pool should be completed every 10 years, and resurfacing of the swimming pool deck should be completed every 5 years
- The tennis courts (room 1762) need to be resurfaced every 3 years. New tennis nets need to be purchased and installed every 2 years. The lighting needs to be maintained for night classes, outside users, and the community.
- The gym floor should be resurfaced every 2 years.
- A “Marley” floor covering needs to be installed in the dance room (1740) and should be cleaned and maintained on a daily basis. Resurfacing of the floor needs to be completed every 2 years.

### **Future Recommendation**

- The Vacaville and Vallejo Centers are in need of designated classrooms for Kinesiology.
- It is highly recommended that a new turf field for be added for establishment to create new and improve existing activity courses, including archery.
- Build the four and volleyball courts, which are projected for 2018-2019 based on the proposal in Measure Q. Those courts would be built for sand volleyball courses and possible athletic(s) team in the future.

- The swimming pool would benefit from the installation of permanent shade structures. A shade structure over the western part of the swimming pool deck (room 1761) is needed to provide shade for class lectures and dryland exercises. In addition, a permanent shade structure over the bleachers would provide shade during class times and special events. New solar panels can be installed on top of these shade structures to offset energy costs to the college.
- The ¼-mile track should be resurfaced every 5 years.
- This room 1705 needs to be modernized with new and updated equipment to stay up with current and new methodologies.
- The heating and cooling issues in room 1746 should be repaired.

**4.5 Budget/Fiscal Profile.** Provide a five-year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

Historically, Kinesiology and Athletics and been funded through the colleges' general fund. These funds have been intertwined together with the administration having primary control in how funds are allocated. Each athletic team coach operates within a prescribed amount of funds in which to operate their teams, including funds for travel, officials, equipment and uniforms, and food.

Looking at funding for Kinesiology/Athletics since 2011 to 2015, the total amount of expenditures averaged \$1,762,950.00 while all salaries and benefits averaged \$1,609,683.00. This is an average of 91.3% of expenditures went to salaries and benefits for all members of the department. Since 2011, salaries and benefits trend downwards in total amount of dollars due to retirements, removal of sport programs, and discontinuance of adapted programs, but percentage of amounts of monies to salaries and benefits have increased from 2011 (89%) to 2015 (94%).

As the amount of monies has increased for salaries and benefits, capital outlay and supplies has decreased accordingly. For years 2011-2013, the average capital outlay was \$3083.00. There was no reported outlay for years 2014 and 2015. Additionally, other operating expenses between 2011 and 2015 have decreased from a high of \$166,990.00 in 2012 to \$86,063 in 2015 or a 51% reduction.

Supplies over the period of 2011-2015, averaged \$44,796.00 showing a high of \$72,740 in 2011 down to \$9,957.00 in 2015 or less than 1% of total budget. Combining other operating expenses and supplies there has been a tremendous decrease in the total amount budgeted since 2011 to 2015, with a high for both in 2011 of \$184,054.00 down to \$89,846.00 in 2015 or a reduction of 49%.

The Kinesiology/Athletics has not received Perkins Funding since 2015 when Sports Medicine did not submit necessary paperwork to qualify for Career Technical Education (CTE) status.



Strategic Funding as been proved successful by securing fiber optic wiring to sports fields, purchase of heart rate monitors for classroom instruction, and athletic counseling support.

Understanding the economic climate over the years 2011 to 2015, times have been difficult as the college grapples with reduced student numbers, increased operational costs and salaries and benefits. Within the Kinesiology department these challenges have been felt for the same reasons. For Kinesiology in the next five years, it is predicted that salaries and benefits will increase, as there is no projected retirements. As the economic climate improves (best speculation), the college can find itself on predictable ground and finally make movements toward improved budgets and future planning. With this positive outlook in mind, it is recommended that additional funding, when available be provided to Kinesiology/Athletics for upgrades in facilities, equipment and supplies. See Table 4.5.1.

083500	Physical Education	2008	\$ 1,333,878.00	\$ 197,692.97	\$ 471,315.99	\$ 105,718.59	\$ 124,316.24	\$ 623.73	\$ 2,233,545.52
		2009	\$ 1,315,989.40	\$ 219,234.40	\$ 467,160.73	\$ 74,417.66	\$ 121,664.08	\$ 6,855.71	\$ 2,205,321.98
		2010	\$ 1,461,746.65	\$ 213,196.19	\$ 519,384.09	\$ 96,870.98	\$ 108,511.94	\$ 9,887.97	\$ 2,409,597.82
		2011	\$ 976,534.69	\$ 215,836.89	\$ 513,485.45	\$ 72,739.96	\$ 111,314.47	\$ 6,301.35	\$ 1,896,212.81
		2012	\$ 920,357.80	\$ 212,749.40	\$ 544,918.31	\$ 66,902.41	\$ 116,990.16	\$ 3,463.77	\$ 1,865,381.85
		2013	\$ 941,812.72	\$ 176,229.58	\$ 429,271.55	\$ 70,601.07	\$ 114,847.36	\$ 5,648.74	\$ 1,738,411.02
		2014	\$ 883,161.79	\$ 203,764.82	\$ 442,227.17	\$ 3,783.05	\$ 97,672.19	\$ -	\$ 1,630,609.02
		2015	\$ 932,076.29	\$ 198,492.81	\$ 457,539.07	\$ 9,956.71	\$ 86,062.63		\$ 1,684,127.51
	Physical Education Total		\$ 8,765,557.34	\$ 1,637,197.06	\$ 3,845,302.36	\$ 500,990.43	\$ 881,379.07	\$ 32,781.27	\$ 15,663,207.53
083520	Fitness Trainer/HED2	2011	\$ 406,880.29		\$ 44,301.94	\$ 1,096.63		\$ 302.73	\$ 452,581.59
		2012	\$ 189,285.03		\$ 23,036.68	\$ 1,953.40			\$ 214,275.11
		2013	\$ 66,487.43		\$ 13,275.20	\$ 2,638.64		\$ 352.30	\$ 82,753.57
		2014	\$ 51,155.07		\$ 5,974.48				\$ 57,129.55
		2015	\$ 33,778.80		\$ 4,259.41				\$ 38,038.21
	Fitness Trainer/HED2 Total		\$ 747,586.62		\$ 90,847.71	\$ 5,688.67		\$ 655.03	\$ 844,778.03
083550	Intercollegiate Athletics	2014	\$ 14,417.19		\$ 1,686.47				\$ 16,103.66
		2015	\$ 97,487.48		\$ 34,846.63				\$ 132,334.11
	Intercollegiate Athletics Total		\$ 111,904.67		\$ 36,533.10				\$ 148,437.77
083580	Adapted PE	2011	\$ 9,399.90		\$ 471.15				\$ 9,871.05
		2012		\$ 5,383.74	\$ 6,453.90				\$ 11,837.64
		2013	\$ 3,336.45		\$ 422.20				\$ 3,758.65
		2014	\$ 13,689.80		\$ 1,601.50				\$ 15,291.30
		2015	\$ 14,937.60		\$ 1,885.83				\$ 16,823.43
	Adapted PE Total		\$ 41,363.75	\$ 5,383.74	\$ 10,834.58				\$ 57,582.07
083600	Recreation	2013	\$ 6,114.00		\$ 2,595.62				\$ 8,709.62
		2014			\$ 422.98				\$ 422.98
	Recreation Total		\$ 6,114.00		\$ 3,018.60				\$ 9,132.60
083700	Health Education	2008	\$ 72,259.01		\$ 8,142.22				\$ 80,401.23
		2009	\$ 13,265.32		\$ 1,522.83				\$ 14,788.15
		2010	\$ 14,800.42		\$ 1,712.23				\$ 16,512.65
		2011	\$ 9,612.48		\$ 1,152.36				\$ 10,764.84
		2012	\$ 9,500.64		\$ 1,243.17				\$ 10,743.81
		2013	\$ 13,555.81		\$ 1,813.99				\$ 15,369.80
		2014	\$ 4,957.48		\$ 579.95				\$ 5,537.43
		2015	\$ 8,588.60		\$ 1,084.31				\$ 9,672.91
	Health Education Total		\$ 146,539.76		\$ 17,251.06				\$ 163,790.82
100800	Dance	2014	\$ 2,312.95		\$ 269.74				\$ 2,582.69
		2015	\$ 2,523.25		\$ 317.33				\$ 2,840.58
	Dance Total		\$ 4,836.20		\$ 587.07				\$ 5,423.27
127000	Kinesiology	2014	\$ 6,901.03		\$ 855.84				\$ 7,756.87
		2015	\$ 10,711.85		\$ 1,352.34				\$ 12,064.19
	Kinesiology Total		\$ 17,612.88		\$ 2,208.18				\$ 19,821.06

## PROGRAMMATIC GOALS & PLANNING

*This section will be submitted to the governing board as an overview of programmatic strengths and areas of growth.*

**5.1** Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

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The kinesiology curriculum is robust in breath and scope.

The general kinesiology activity class's strength is that it gives students the opportunity to participate in activities that they enjoy while at the same time gaining knowledge through educational materials and experience designed to carry them through a lifetime of good health through physical fitness. Students can use the information they have acquired to activities that they might want to engage in later in life. Understanding the benefits gained from kinesiology courses and an active lifestyle will motivate students to continue to be active throughout their lives.

In summary, the kinesiology faculty is committed to teaching an extensive range of fitness, activity, and health courses that foster life-long learning and to maintain physical activity and healthy life choices. The department provides general education curriculum for all students and four year options for those students who plan to transfer to four-year institutions.

**5.2 Program Goals.** Based on the self-study analysis, prioritize the program's goals. Check whether the goal requires fiscal resources to achieve.

### **Table 7: Program Goals**

#### **PROGRAM OVERVIEW & MISSION**

This portion of the table should be used to inform the Educational Master Plan.

<b>Goals</b>	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
1. Develop Workforce-ready career/technical graduates	Develop within Sports Medicine curricula	Alison Aubert	Medium
2. Align program offerings for transfer achievement	Delete old Kinesiology degree, old certificate	Curtiss Brown	High
5. Assess feasibility of a physical therapy assistant program.	If found feasible, develop appropriate curriculum and program certificate and/or degree.	Rob Gabriel	High

#### **ASSESSMENT**

This portion of the table should inform assessment and curriculum review.

<b>Goals</b>	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
8. Strengthen program development through research and assessment	Revise PLOs, complete assessments	Terri Pearson-Bloom	High

#### **CURRICULUM**

This portion of the table should inform curriculum review.

<b>Goals</b>	<b>Planned Action</b>	<b>Person(s)</b>	<b>Priority</b>
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		<b>Responsible</b>	<b>ranking</b>
6. Assess viability of courses currently in the catalog to maintain a well-rounded Kinesiology Program to meet student demand and increase enrollment	<b>Catalog Review and Curricular Modifications and Development</b>	<b>Terri Pearson-Bloom and Curtiss Brown</b>	<b>High</b>
7. Optimize course offerings to include regularly scheduled sections offered at Vallejo and Vacaville centers	' Address enrollment issues, equipment/facility needs, and lack of faculty to teach at centers	<b>Rob Gabriel and Terri Pearson-Bloom</b>	<b>High</b>
9. Introduce new courses to meet the demands of the general public and fitness industry, including recreational type courses (rocking climbing, hiking, et al.	<b>Develop Community Health and Wellness Curricula to build toward an ADT in Public Heath</b>	<b>Curtiss and Ashley Chappell</b>	<b>Medium</b>
12. Department needs to review variable units including lecture and lab % mix and make all courses non-variable courses and to be in line with a college wide scheduling strategies.	<b>Modify all courses in Dance, Yoga, Athletic, and Aquatics to meet uniform Program metrics.</b>	<b>Dance, Yoga, Athletic, and Aquatics Faculty</b>	<b>High</b>

#### CAMPUS & COMMUNITY INTEGRATION

This portion of the table should inform the Educational Master Plan.

<b>Goals</b>	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
Survey students more effectively	<b>Develop a more robust survey, including online</b>	<b>Institutional Research and Planning with Faculty Member Kevin Marks</b>	<b>Low</b>
10. Add additional sports to serve student interest and maintain compliance with Title IX.	Continue to survey student interest in a variety of varsity sports.	<b>Erik Visser</b>	<b>High</b>

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## STUDENT EQUITY & SUCCESS

This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
2. Reduce achievement gaps, improve student access to courses and services. Improve basic skills of all students	<b>Collaborate with the new Dean of Academic Services and connect student with available resources</b>	<b>All faculty</b>	<b>High</b>

## RESOURCES

Human Resources Goals (to inform hiring decisions)	Planned Action	Person(s) Responsible	Priority ranking
4. Hire adjunct faculty who are qualified to teach our specialized courses dance, judo, aqua aerobics, and et.al.	<b>Complete interviews and create pool of adjunct instructors.</b>	<b>Rob Gabriel</b>	<b>high</b>
Submit for consider of new full-time faculty member in Sports Medicine	<b>Needs assessment and labor market survey</b>	<b>Alison Aubert</b>	<b>High</b>
Technology & Equipment Goals (to inform Technology Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
11. Reconstitute existing physical space to enable optimization delivery of Sports Medicine curricula.	For example, developing a sport science lab where students can learn hands on fitness testing and evaluation, and functional testing of movement and mobility.	<b>Alison Aubert</b>	<b>High</b>
Update body conditioning room (1705)	<b>Purchase new equipment, replace mat</b>	<b>Carica Macarola</b>	<b>High</b>
Fix smart-computer cabinets in classrooms	<b>Repair cabinets and relocate doors; install interior cabinet lighting</b>	<b>Facilities</b>	<b>Medium</b>
Update classroom computers	<b>Buy 5 computers for 1733, 1746</b>	<b>IT</b>	<b>Medium</b>
Facilities Goals (to inform Facilities Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
New facilities for Vacaville and Vallejo to increase enrollment and host Summer Kinesiology Boot Camps	<b>Build multipurpose room, classroom for secured fitness training equipment, outdoor training area, new turf field</b>	<b>Bond Manager</b>	<b>Low</b>
New sand volleyball courts	<b>Four projected to be built with</b>	<b>Bond</b>	<b>Low</b>

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	<b>Measure Q funds</b>	<b>Manager</b>	
Provide shade for pool	<b>Purchase and install shade structure over western part of swimming pool deck (1761); permanent shade structure over bleachers; add solar panels to offset energy costs</b>	<b>Bond Manager</b>	<b>Low</b>
Complete overdue pool maintenance	<b>Pain walls to match 1700 building annex; replaster inside of pool</b>	<b>Erik Visser</b>	<b>High</b>
<b>Library Resource Goals</b>	Planned Action	Person(s) Responsible	Priority ranking
<b>Other Resource Goals</b>	Planned Action	Person(s) Responsible	Priority ranking

#### PROFESSIONAL DEVELOPMENT

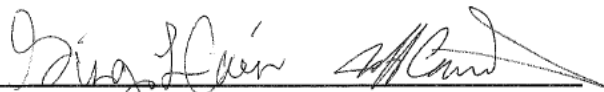
List any professional development needs that would improve program functioning

<b>Goals</b>	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
Improve online instruction	<b>Increase online teacher training</b>		

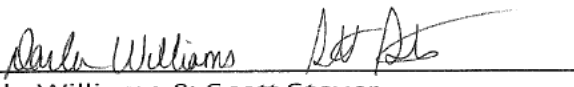
## SIGNATURE PAGE

**6.1** Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.

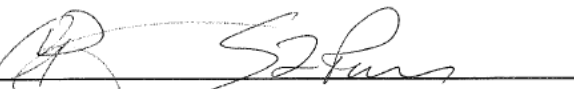
Kinesiology Program Review Fall 2016 – Full time faculty signature sheet

X   
Ginger Cain & Jeff Cardinal  
Section 1 lead writers

X   
Terri Pearson-Bloom & Matt Borchert  
Section 2-2.8 lead writers

X   
Darla Williams & Scott Stover  
Section 2.9 - 2.16 lead writers

X   
Kevin Marks & John Nagle  
Section 3 lead writers

X   
Scott Parrish & Curtiss Brown  
Section 4 & 5 lead writers

By signing above the faculty member affirms that they had the opportunity to participate in the program review process.  
A signature above, however, does not necessarily constitute agreement with all things stated in the program review.

# APPENDIX A—SLO Assessment

## Health Sciences

### Athletics

Course ID	Course Title	Banner Status	SLO Database Status	SLO Archive Status	Last Term Offered	Number of Outcomes	Number of Assessments	Assessment Results	Last Assessed
ATHL001	W Volleyball (Fall)	Active	In SLO Database	Active	Fall 2016	4	3	3	13-Dec-13
ATHL002A	W Basketball (Fall)	Active	In SLO Database	Active	Fall 2016	3	3	3	20-May-14
ATHL002B	W Basketball (Spr)	Active	In SLO Database	Active	Spring 2017	2	1	1	23-May-12
ATHL003	W Softball (Spr)	Active	In SLO Database	Active	Spring 2017	3	6	6	20-May-14
ATHL003A	ATHL003A	Active	Not in SLO Database	Not in SLO	Fall 2016				
ATHL004	W Soccer (Fall)	Active	In SLO Database	Active	Fall 2016	3	Never Assessed	No Assessment Results	
ATHL010	M/W Swimming (Spr)	Active	In SLO Database	Active	Spring 2017	5	5	5	20-May-14
ATHL015	M Baseball (Spr)	Active	In SLO Database	Active	Spring 2017	3	Never Assessed	No Assessment Results	
ATHL016A	M Basketball (Fall)	Active	In SLO Database	Active	Fall 2016	No Outcom	Never Assessed	No Assessment Results	
ATHL016B	M Basketball (Spr)	Active	In SLO Database	Active	Spring 2017	2	2	2	17-Dec-12
ATHL017	M Football (Fall)	Active	In SLO Database	Active	Fall 2011	1	2	2	17-Dec-12
ATHL020	M/W Water Polo (Fa)	Active	In SLO Database	Active	Fall 2011	2	3	3	17-Dec-12
ATHL048	Intercollegiate Tennis	Active	Not in SLO Database	Not in SLO	Spring 2017				

### Health Education

Course ID	Course Title	Banner Status	SLO Database Status	SLO Archive Status	Last Term Offered	Number of Outcomes	Number of Assessments	Assessment Results	Last Assessed
HED002	Health Education	Active	In SLO Database	Active	Spring 2017	2	12	12	13-Dec-13
HED003	Womens Health Issue	Active	In SLO Database	Active	Spring 2017	2	4	4	20-May-14

### Kinesiology

Course ID	Course Title	Banner Status	SLO Database Status	SLO Archive Status	Last Term Offered	Number of Outcomes	Number of Assessments	Assessment Results	Last Assessed
KINE001A	Adapted Aquatics	Active	In SLO Database	Active	Spring 2016	2	Never Assessed	No Assessment Results	
KINE001D	Adapted Wt Training	Active	In SLO Database	Active	Spring 2016	2	Never Assessed	No Assessment Results	
KINE002A	Beginning Swimming	Active	In SLO Database	Active	Spring 2017	2	4	4	13-Dec-13
KINE002B	Intermed Swimming	Active	In SLO Database	Active	Spring 2017	2	Never Assessed	No Assessment Results	
KINE002D	Swim for Fitness	Active	In SLO Database	Active	Spring 2017	2	4	4	13-Dec-13
KINE003A	Begin Self Defense	Active	In SLO Database	Active	Spring 2017	2	2	2	20-May-14
KINE003D	Beginning Judo	Active	In SLO Database	Active	Spring 2017	2	2	2	20-May-14
KINE003E	Inter Judo	Active	In SLO Database	Active	Spring 2017	2	2	2	20-May-14
KINE004A	Beg Cntrp Mdrn Dance	Active	In SLO Database	Active	Fall 2016	1	1	1	17-Dec-12
KINE004B	Begin. Tap Dance	Active	In SLO Database	Active	Fall 2015	1	1	1	
KINE004C	Interm Tap Dance	Active	In SLO Database	Active	Fall 2015	2	Never Assessed	No Assessment Results	
KINE004D	Jazz Technique	Active	In SLO Database	Active	Fall 2015	1	1	1	
KINE004E	Dance Production	Active	In SLO Database	Active	Spring 2014	2	5	5	20-May-14
KINE004F	Beg Hip-Hop Dance	Active	In SLO Database	Active	Spring 2017	2	3	3	13-Dec-13
KINE004H	Begin Jazz Dance	Active	In SLO Database	Active	Fall 2016	1	1	1	17-Dec-12
KINE004J	Beg Ballroom Dance	Active	In SLO Database	Active	Fall 2016	2	2	2	13-Dec-13
KINE004K	Beginning Ballet	Active	In SLO Database	Active	Spring 2017	1	2	2	17-Dec-12
KINE004M	Inter Ballet	Active	In SLO Database	Active	Spring 2017	1	1	1	17-Dec-12
KINE004N	Beg Swing Dance	Active	In SLO Database	Active	Spring 2017	2	3	3	13-Dec-13
KINE004P	Inter Jazz Dance	Active	In SLO Database	Active	Fall 2016	3	6	6	17-Dec-12
KINE004S	Inter. Swing Dance	Active	In SLO Database	Active	Spring 2017	No Outcom	Never Assessed	No Assessment Results	
KINE004T	Inter.Ballroom Dance	Active	In SLO Database	Active	Fall 2016	No Outcom	Never Assessed	No Assessment Results	
KINE005C	Fitness for Life	Active	In SLO Database	Active	Fall 2014	2	3	3	22-May-13
KINE005D	Circuit Training	Active	In SLO Database	Active	Spring 2017	2	5	5	20-May-14
KINE005E	Cardio Conditioning	Active	In SLO Database	Active	Spring 2017	1	4	4	20-May-14
KINE005G	Off-Season Ath Cond	Active	In SLO Database	Active	Fall 2016	1	7	7	20-May-14
KINE005J	Begin Body Cond	Active	In SLO Database	Active	Spring 2017	1	5	5	20-May-14
KINE005K	Int Body Condition	Active	In SLO Database	Active	Spring 2017	2	7	7	20-May-14



KINE005M	B Wt. Training	Active	In SLO Database	Active	Spring 2017	1	5	5	-	20-May-14
KINE005N	Inter Wt. Training	Active	In SLO Database	Active	Spring 2017	1	5	5	-	20-May-14
KINE005P	Step Aerobics	Active	In SLO Database	Active	Summer 2015	2	2	2	-	22-May-13
KINE005Q	Elite Fitness	Active	In SLO Database	Active	Spring 2017	3	5	5	-	13-Dec-13
KINE005R	Core Conditioning	Active	In SLO Database	Active	Fall 2014	2	4	4	-	13-Dec-13
KINE006A	Cardio Kick Boxing	Active	In SLO Database	Active	Fall 2016	2	5	5	-	22-May-13
KINE006C	Pilates Fitness	Active	In SLO Database	Active	Spring 2017	2	7	7	-	13-Dec-13
KINE006E	Yoga	Active	In SLO Database	Active	Spring 2017	1	1	1	-	17-Dec-12
KINE006F	Intermediate Yoga	Active	In SLO Database	Active	Spring 2017	2	1	1	-	
KINE007F	Beginning Archery	Active	In SLO Database	Active	Spring 2017	2	2	2	-	22-May-13
KINE008A	Beginning Tennis	Active	In SLO Database	Active	Spring 2016	1	1	1	-	17-Dec-12
KINE008B	Intermediate Tennis	Active	In SLO Database	Active	Spring 2016	1	1	1	-	17-Dec-12
KINE008D	Advanced Tennis	Active	In SLO Database	Active	Fall 2016	No Outcom	Never Assessed	No Assessment Results		
KINE008E	Beg. Badminton	Active	In SLO Database	Active	Spring 2017	2	1	1	-	23-May-12
KINE008F	Inter Badminton	Active	In SLO Database	Active	Spring 2017	2	Never Assessed	No Assessment Results		
KINE009A	Begin Basketball	Active	In SLO Database	Active	Spring 2017	2	6	6	-	20-May-14
KINE009B	In/Outdoor Soccer	Active	In SLO Database	Active	Spring 2017	1	2	2	-	20-May-14
KINE009C	Inter Soccer	Active	In SLO Database	Active	Spring 2017	1	2	2	-	20-May-14
KINE009E	Inter Basketball	Active	In SLO Database	Active	Spring 2017	2	5	5	-	20-May-14
KINE009F	Beginning Baseball	Active	In SLO Database	Active	Fall 2016	2	4	4	-	17-Dec-12
KINE009G	Softball	Active	In SLO Database	Active	Fall 2015	2	4	4	-	17-Dec-12
KINE009H	Begin Volleyball	Active	In SLO Database	Active	Fall 2016	2	10	10	-	20-May-14
KINE009P	InterVolleyball	Active	In SLO Database	Active	Fall 2016	2	4	4	-	20-May-14
KINE020A	Intro to Kinesiology	Active	In SLO Database	Active	Spring 2017	2	4	4	-	13-Dec-13
KINE020D	Baseball Thry&Pra I	Active	In SLO Database	Active	Fall 2016	2	4	4	-	17-Dec-12
KINE020E	Baseball Thry&Pra II	Active	In SLO Database	Active	Fall 2016	2	3	3	-	17-Dec-12
KINE020H	Care/Prev Ath Inj	Active	In SLO Database	Active	Spring 2017	1	3	3	-	20-May-14
KINE020J	Softball Thry&Pra II	Active	In SLO Database	Active	Spring 2016	3	4	4	-	13-Dec-13
KINE020M	Volleyball Thry/Prac I	Active	In SLO Database	Active	Fall 2016	2	5	5	-	13-Dec-13
KINE020N	Volleyball Thry&Pra II	Active	In SLO Database	Active	Fall 2016	2	3	3	-	17-Dec-12
KINE020P	Softball Thry&Pra I	Active	In SLO Database	Active	Spring 2016	2	3	3	-	13-Dec-13
KINE020Q	Soccer Theory I	Active	In SLO Database	Active	Fall 2016	1	3	3	-	13-Dec-13
KINE020R	Soccer Thry/Prac II	Active	In SLO Database	Active	Fall 2016	1	3	3	-	13-Dec-13
KINE020S	Adv. 1st Aid & Emergency C	Active	In SLO Database	Active	Spring 2017	3	5	5	-	20-May-14
KINE020V	Intro to Sport Science	Active	In SLO Database	Active	Spring 2017	2	4	4	-	13-Dec-13
KINE020	Principles of Train	Active	In SLO Database	Active	Spring 2017	1	3	3	-	20-May-14
KINE020X	Bsktbl Thry&Analys I	Active	In SLO Database	Active	Fall 2016	2	8	8	-	13-Dec-13
KINE020Y	Bsktbl Thry&Analys II	Active	In SLO Database	Active	Fall 2016	2	4	4	-	17-Dec-12
KINE055A	Sp Med Ath Trn Prac	Active	Not in SLO Database	Not in SLO	Fall 2016					
KINE055B	Sp Med Ath Trn Int	Active	In SLO Database	Active	Spring 2017	No Outcom	Never Assessed	No Assessment Results		
KINE057	Intro Sport Psych	Active	In SLO Database	Active	Spring 2017	2	2	2	-	22-May-13
KINE078	Fit Ball Training	Active	In SLO Database	Active	Spring 2016	2	4	4	-	20-May-14
KINE083	Tactical Fitness	Active	In SLO Database	Active	Spring 2016	1	3	3	-	20-May-14

## APPENDIX B—Course Offerings and Degrees

<p><b>HED 002</b> <b>3.0 Units</b>  <b>Health Education</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. A survey course with a multifaceted view of health with physical, mental, and social dimensions. The course extends beyond the structure and function of one's body to include feelings, values, and reasoning. Examinations and a project are required. Satisfies one-half of the Health, Physical Education graduation requirement. <i>Three hours lecture.</i></p>	<p><b>Kinesiology/Athletics</b>  <i>(Formerly Physical Education)</i>            Courses number 001A through 001D are modified for students with specific physical disabilities. The instructor, with recommendations from each student's physician, develops an individualized program for each student. A permission card confirming a disability must be obtained from Disability Services prior to registration.</p>
<p><b>HED 003</b> <b>3.0 Units</b>  <b>Women's Health Issues</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. A study of health issues that are unique to women with a focus on women's health maintenance and care, and the development of skills and acquisitions of knowledge necessary to make informed choices in health matters of concern to women. Open to all students. Satisfies one-half of the Health, Physical Education graduation requirement. <i>Three hours lecture.</i></p>	<p><b>KINE 001A</b> <b>1.0 or 1.5 Units</b>  <b>Adapted Aquatics</b>  <i>Prerequisite:</i> Permission of Disabilities Services Counselor confirming disability. A specialized course in water orientation, exercise, and swimming designed to meet the individual needs of those unable to participate fully in a regular swimming class. Pre-tests and post-test serve to evaluate student achievement. Formerly PE 001A. <i>One-half hour lecture, one and one-half hours or two and one-half hours activity.</i></p>
	<p><b>KINE 001D</b> <b>1.0 or 1.5 Units</b>  <b>Adapted Weight Training</b>  <i>Prerequisite:</i> Permission of Disabilities Services Counselor confirming disability. Specialized course in weight training that includes an individualized program that focuses on the specific disability of each student. Pre-tests and post-tests (written and practical) serve to evaluate student achievement. Formerly PE 001D. <i>One-half hour lecture, one and one-half hour or two and one-half hours activity.</i></p>

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### Kinesiology

<p><b>Kinesiology</b>  <i>(Formerly Physical Education)</i>            Sequence courses (Beginning, Intermediate) may not be taken concurrently; and sequence courses may not be taken out of sequence.</p>	<p><b>KINE 002E</b> <b>1.0 or 1.5 Units</b>  <b>Aqua Aerobics</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. A comprehensive fitness program with the focus on aerobic conditioning via aquatic exercise designed to improve muscular strength, endurance and cardiovascular fitness. Exercises conducted in the water will utilize the resistance of water and equipment to develop strength and conditioning. Formerly PE 002E. <i>One-half hour lecture, one and one-half hours or two and one-half hours activity.</i></p>
<p><b>KINE 002A</b> <b>1.0 or 1.5 Units</b>  <b>Beginning Swimming</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. Covers the fundamental techniques of swimming, terminology, water adjustment, fluid mechanics, and water safety. Swimming strokes include freestyle and backstroke. Skills and written exams are used to evaluate student achievement. Formerly PE 002A. <i>One-half hour lecture, one and one-half hours or two and one-half hours activity.</i></p>	<p><b>KINE 003A</b> <b>1.0 or 1.5 Units</b>  <b>Beginning Self Defense</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. Designed to equip the student with basic skills and knowledge for protection against physical assault. Includes basic fighting techniques, falls and recoveries, and disengagements with counter-attacks. Also included are developing a self-defense consciousness and knowledge about self-defense and the law. Skills exam is used to evaluate student achievement. Formerly PE 003A. <i>One-half hour lecture, one and one-half hours or two and one-half hours activity.</i></p>
<p><b>KINE 002B</b> <b>1.0 or 1.5 Units</b>  <b>Intermediate Swimming</b>  <i>Prerequisite:</i> KINE 002A <i>Course Advisory:</i> SCC minimum English and Math standards. Covers the intermediate techniques of swimming, terminology, and fluid mechanics. Swimming strokes include freestyle, backstroke, breaststroke, and butterfly. Racing starts, flip turns, and touch turns are taught on a beginning level. Interval training concepts are introduced. Skills and written exams are used to evaluate student achievement. Formerly PE 002B. <i>One-half hour lecture, one and one-half hours or two and one-half hours of activity.</i></p>	<p><b>KINE 003C</b> <b>1.0 or 1.5 Units</b>  <b>Foil Fencing</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. Includes the fundamental skills, strategies, and rules of (French) foil fencing. The early history, evolution of hand weaponry, the dueling sword, the French and Italian techniques, French terminology, and etiquette are included. Written exams and skills exams serve to evaluate student achievement. Required Equipment: Glove; cup protection (men). Formerly PE 003C. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i></p>
<p><b>KINE 002D</b> <b>1.5 or 2.0 Units</b>  <b>Swim for Fitness</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. Designed to provide life-long fitness through cardiovascular endurance training and skill development in basic aquatics skills. The major components which make up a swimming workout and the concepts of interval training and sprint and distance training are included. Skills exams and written exams serve to evaluate student achievement. Formerly PE 002D. <i>One hour lecture, one or two hours activity.</i></p>	<p><b>KINE 003D</b> <b>1.0 or 1.5 Units</b>  <b>Beginning Judo</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. A basic judo course including techniques such as falls, holds, chokes, grips, grip breaks, balance breaks, and application of reverse locks. Strategies for the judo contest are included such as defenses.</p>

<b>KINE 003E</b> <b>Intermediate Judo</b> <i>Prerequisite: KINE003D. Course Advisory: SCC minimum English and Math standards.</i> An intermediate judo course that covers advanced throwing and grappling techniques. Combinations, transitions, and strategies will also be covered. Competition at the local level tournaments will be an option for interested students. Formerly PE 003E. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>
<b>KINE 004A</b> <b>Beginning Contemporary Modern Dance</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An introduction to basic contemporary modern dance techniques. This class will focus on proper contemporary modern dance alignment, terminology, center work, movement across the floor, composition and self expression through movement. Students will study posture and alignment for dance, alignment reference points and basic postural muscles. Students will develop physical strength, flexibility, coordination, and an increase in movement memory. Students will explore a variety of common accompaniments for contemporary modern dance. Basic music notation will be presented in preparation for future dance composition. The history of Modern Dance is included. Interval skills exams and written exams serve to measure student achievement. Formerly PE 004A. <i>One hour lecture, one or two hours activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004B</b> <b>Beginning Tap Dance</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An introductory course that includes body placement, body balance, rhythm, coordination, musicality, and a repertoire of the traditional tap (foot) techniques. This course presents lecture information on music, music analysis, understanding basic components of fitness as related to dance, nutrition and basic first aid and injury prevention. This history of tap dance as an indigenous American dance form is included. Skills exams and written exams are used to evaluate student achievement. Formerly PE 004B. <i>One hour lecture, one or two hours activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004C</b> <b>Intermediate Tap Dance</b> <i>Prerequisite: KINE 004B. Course Advisory: SCC minimum English and Math standards.</i> This course explores intermediate tap dance step, patterns, combinations, and choreography. Music theory concepts as they apply to the syncopated rhythms of tap dance are included. The history of tap dance as an indigenous American dance form is discussed. Interval performance exams are used to evaluate student achievement. Written exams are used to evaluate the student's knowledge of technique, music theory, rhythmic patterns, and the historical and cultural significance of tap dance in America. Students will learn to appreciate this dance form via attendance at a dance concert or musical theater performance. Formerly PE 004C. <i>One hour lecture, one hour or two hours activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004D</b> <b>Jazz Dance Techniques</b> <i>Prerequisite: PE 004H. Course Advisory: SCC minimum English and Math standards.</i> Designed for students who have vocational or avocational interests in dance. Course emphasis is on the skill development and analysis of intermediate-level and advanced-level techniques and patterns. Selected technique syllabi of various dance artists will be presented and studied. Jazz idioms, styles, and the historical and cultural development are included. Participation in the annual dance concert is encouraged. Interval skills exams and written exams serve to evaluate student achievement. Recommended for Theatre Arts majors. Formerly PE 004D. <i>One hour lecture, one to two hours activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004E</b> <b>Dance Production</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Designed for dance students interested in public performance. Experiences in student choreography are included in addition to participation in the annual college dance concert. Interval skills exams and written exams serve to evaluate student achievement. Recommended for Theatre Arts Majors. Formerly PE 004E. <i>One hour lecture, seven hours lab, one hour by arrangement.</i>	<b>3.0 Units</b>

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<b>KINE 004F</b> <b>Beginning Hip-Hop Dance</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Introduces students to the fundamentals of beginning hip-hop dance style. Students will learn general patterns as well as the basics of creating their own style and routines. Information describing the history and cultural development of hip-hop as a dance form will be presented. Formerly PE 004F. <i>One hour lecture, one or two hours activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004G</b> <b>Dance Choreography</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A performance dance ensemble class for the experienced dance student. It is advised that the student have some training in hip-hop, ballet, jazz, ballroom, ethnic or other styles of dance experience. There is an opportunity for student choreography. This class gives an opportunity for public performance. Recommended for Dance/Theatre or related arts majors. Formerly PE 004G. <i>One hour lecture, three hours activity.</i>	<b>2.0 Units</b>
<b>KINE 004H</b> <b>Beginning Jazz Dance</b> <i>Course Advisory: SCC minimum English standard.</i> Covers basic jazz techniques, styles, terminology, and history. This course presents lecture information on posture for the dancer, music analysis, understanding basic components of fitness as related to dance, nutrition and injury prevention, and choreography dance notation. The course focuses on sequential development of basic jazz patterns in preparation for future dance composition. Interval skills exams and written exams serve to evaluate student achievement. Formerly PE 004H. <i>One hour of lecture, one or two hours of activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004J</b> <b>Beginning Ballroom Dance</b> <i>Course Advisory: SCC minimum English and Math standards.</i> In this course students will gain a solid foundation and knowledge of the basic skills and techniques of ballroom dance. This class will also be an introduction, short history, demonstration, and instruction of popular ballroom dances. Following good practice of exercise in dance execution, the students benefit from the activity and the cultural experiences. Dances selected from the following: Cha-Cha, Rumba, Nightclub Two-Step, East & West Coast Swing, Lindy-Hop, Salsa, Tango, Waltz, Samba, and Fox Trot. Attention on proper techniques in both lead and follow dance positions including, proper form, footwork, alignment, and correct posture. Music is varied to broaden the experience with different tempo and styles. No prior experience in dance required; partner not required. Formerly PE 004J. <i>One hour lecture, one or two hours activity.</i>	<b>1.5 or 2.0 Units</b>
<b>KINE 004K</b> <b>Beginning Ballet</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An introduction to beginning classical ballet dance forms, positions, body alignment, patterns, and barre work. The lesson is conducted with the associated French terminology for all movements and steps. The history of ballet is presented and significant choreographers and ballets are discussed. Students will study proper dance posture, the muscular system as it relates to ballet movement and proper nutritional guidelines for the dancer. Basic first aid and injury prevention and treatment for self-care injuries will also be included in lectures. Performance exams and written exams are given to evaluate student achievement. Students will be required to submit a term project on the history of Ballet. Formerly PE 004K. <i>One hour lecture, one or two hours activity.</i>	<b>1.5 or 2.0 Units</b>



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<p><b>KINE 004M</b> <b>1.5 or 2.0 Units</b>  <b>Intermediate Ballet</b>  <i>Prerequisite:</i> KINE 004K with a minimum grade of C.  <i>Course Advisory:</i> SCC minimum English and Math standards. The student will be exposed to second derivative skills and will expand technical development for artistic growth. Emphasis is on style and the aspects of interpretation of movement needed for development of the classical dancer. Skills exams and written exams are given to evaluate student achievement leading to studio recital or performance. Text required. Formerly PE 004M. <i>One-half hour lecture, two and one-half to three hours activity.</i></p>	<p><b>KINE 004S</b> <b>2.0 Units</b>  <b>Intermediate Swing Dance</b>  <i>Prerequisite:</i> KINE 004N with a minimum grade of C.  <i>Course Advisory:</i> SCC minimum English and Math standards. This is an Intermediate course in swing dance. Students will gain a higher level of understanding and improved techniques, terminology, steps, lifts, patterns, rhythms, music and history of the various types of swing dances. A partner is not required. Formerly PE 004S. <i>One hour lecture, three hours activity.</i></p>
<p><b>KINE 004N</b> <b>1.5 or 2.0 Units</b>  <b>Beginning Swing Dance</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. An introductory experience of the popular American social dances known as 'Swing' and an exploration of the cultural scene that created them. The course surveys historical dance varieties and East Coast/West Coast regional differences as well as the latest trends and styles. Instruction, history, and open dancing will be included in class. Attention is paid to proper technique in both lead and follow dance positions; footwork alignment and posture. Formerly PE 004N. <i>One hour lecture, one or two hours activity.</i></p>	<p><b>KINE 004T</b> <b>2.0 Units</b>  <b>Intermediate Ballroom Dance</b>  <i>Prerequisite:</i> KINE 004J with a minimum grade of C.  <i>Course Advisory:</i> SCC minimum English and Math standards. This course will cover intermediate techniques and styles of ballroom dance. Students will gain improved rhythm, skills, and an increased knowledge of patterns and variations of popular ballroom dances: American Style Waltz, Tango, Cha-Cha, Nightclub Two-Step, Rumba, East Coast Swing, West Coast Swing, Salsa and Foxtrot. Increased attention on proper techniques in both lead and follow dance positions including proper form, footwork, alignment, and correct posture. Music is varied to broaden the experience with different tempo and styles. Beginning ballroom dance class is required; partner not required. Formerly PE 004T. <i>One hour lecture, three hours activity.</i></p>
<p><b>KINE 004P</b> <b>1.5 or 2.0 Units</b>  <b>Intermediate Jazz Dance</b>  <i>Prerequisite:</i> KINE 004H with a minimum grade of C.  <i>Course Advisory:</i> SCC minimum English and Math standards. Covers intermediate-level jazz techniques, styles, and terminology. Students will gain increased knowledge of dance posture and of the muscular functions of the major muscles that effect basic dance movements. Intermediate musical analysis will include 6 count phrasing. The course focuses on sequential development of intermediate jazz dance patterns in preparation for dance composition. Interval skills exams and written exams serve to evaluate student achievement. Formerly PE 004P. <i>One hour lecture, one to two hours activity.</i></p>	<p><b>KINE 005C</b> <b>1.5 or 2.0 Units</b>  <b>Fitness for Life</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. Offers an individualized approach to fitness with a focus on the individual's personal responsibility for his/her fitness and health throughout life. The study of the physiological changes one undergoes as a result of the physical conditioning forms the basis for the development of a lifetime fitness plan. Fitness exams and written exams serve to evaluate student achievement. Formerly PE 005C. <i>One hour lecture, one and one-half to two hours activity.</i></p>
<p><b>KINE 005D</b> <b>1.0 or 1.5 Units</b>  <b>Circuit Training</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. This is an individualized program for achieving muscle tone while increasing strength and endurance. This course employs resistive exercises, which will improve lifetime fitness and overall body fitness. Formerly PE 005D. <i>One-half hour lecture, one and one-half or two and one-half hour activity.</i></p>	<p><b>KINE 005K</b> <b>1.0 or 1.5 Units</b>  <b>Intermediate Body Conditioning</b>  <i>Prerequisite:</i> KINE 005J. <i>Course Advisory:</i> SCC minimum English and Math standards. A general conditioning course that includes weight training, aerobic conditioning, and stretching exercises. A pre-test serves to define individual fitness goals, and two post-tests (written and practical) serve to evaluate student achievement. Post-test standards are higher than they are in the beginning-level course. Nutrition, as it relates to fitness and weight control, is included. Formerly PE 005K. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i></p>
<p><b>KINE 005E</b> <b>1.0 or 1.5 Units</b>  <b>Cardio Conditioning</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. Designed for students who desire a cardiovascular workout using a combination of equipment such as stationary bikes, ellipticals, steppers, treadmills, stairmills and rowing machines. Formerly PE 005E. <i>One-half hour lecture, one and one-half to two and one-half hours activity.</i></p>	<p><b>KINE 005M</b> <b>1.0 or 1.5 Units</b>  <b>Beginning Weight Training</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. A comprehensive weight training course for men and women with a focus on strength development and muscle hypertrophy. Resistive exercises via free weights and fixed weights are used for the development of every major muscle group. Pre-tests and post-tests (written and practical) serve to evaluate student achievement. Formerly KINE 005M. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i></p>
<p><b>KINE 005G</b> <b>1.0 or 1.5 Units</b>  <b>Off Season Athletic Conditioning</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. This is a comprehensive course designed for the intercollegiate student/athlete. The course focus is on continued development and enhancement of physical performance and maintenance level required of each student/athlete's respective sport. The course will focus on learning and execution of fitness/conditioning parameters as well as pre and post-tests on sport specific abilities applicable to each student/athlete's sport or activity. Repeatable 3 times. Formerly PE 005G. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i></p>	<p><b>KINE 005N</b> <b>1.0 or 1.5 Units</b>  <b>Intermediate Weight Training</b>  <i>Prerequisite:</i> KINE 005M with a minimum grade of C.  <i>Course Advisory:</i> SCC minimum English and Math standards. Intermediate weight training courses for men and women that will help individuals define and concentrate on personalized goals. Special emphasis will be directed at determining students' needs and helping them write and follow an exercise program designed to meet those needs. Pre-tests, post-tests and fitness measurements will be used to assess progress. Formerly PE 005N. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i></p>
<p><b>KINE 005J</b> <b>1.0 or 1.5 Units</b>  <b>Beginning Body Conditioning</b>  <i>Course Advisory:</i> SCC minimum English and Math standards. A general conditioning course that includes weight training, aerobic conditioning, and stretching exercises. A pre-test serves to define individual fitness goals, and two post-tests (written and practical) serve to evaluate student achievement. Formerly PE 005J. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i></p>	

<b>Step Aerobics</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An aerobic exercise program utilizing four inch, six inch, and eight inch step platforms. Class format includes warm-up, pre-aerobics, peak aerobics, aerobic cool down as determined by musical beats per minute (BPM). Body toning, strength building and flexibility components of the workout will be included to provide the student with a well-rounded fitness program. Fitness exams, written, exams, written assignments, and /or participation serve to measure student achievement. Formerly PE 005P. One-half hour lecture, one and one-half or two and one-half hours activity.	<b>KINE 006B</b> <b>1.0 or 1.5 Units</b> <b>Introduction to Qigong</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A course designed to acquaint the student with the basic 64-movement patterns of Dayan Qigong (pronounced cheegong) - one of the most popular forms of Qigong taught in China today. Students will learn the names and locations of acupressure points and how to do self-massage to activate the meridian system of the body. Students will learn both 'stillness in action' through the physical movements and 'action in stillness' through sitting, standing and walking meditations. This class is available for students with all levels of abilities and can be adapted for students with mobility issues. Formerly PE 006B. One-half hour lecture, one and one-half or two and one-half hours activity.
<b>KINE 005Q</b> <b>1.0 or 1.5 Units</b> <b>Elite Fitness Training</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Kokoro is unbeatable spirit in Japanese. This is the ultimate goal of Elite Fitness Training for the serious person who wants to find the warrior within; it includes training the mind, body, emotions, senses and spirit. Formerly PE 005Q. One-half hour lecture, one and one-half or two and one-half hours activity.	<b>KINE 006C</b> <b>1.0 or 1.5 Units</b> <b>Pilates For Fitness</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A fitness course that utilizes Pilates techniques that can increase strength, flexibility and endurance. Pilates exercises can improve posture, alignment coordination and balance. This course is targeted to improve core strength and overall fitness. Formerly PE 006C. One-half hour lecture, one and one-half or two and one-half hours activity.
<b>KINE 005R</b> <b>1.0 or 1.5 Units</b> <b>Core Conditioning Training</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A fitness course focusing on core conditioning in which students in physically demanding sports, fitness activities and professions learn to balance their conditioning over the entire body. This course will help improve performance by developing utilizing the principles of power, agility, core strength, and speed. Formerly PE 005R. One-half hour lecture, one and one-half or two and one-half hours activity.	<b>KINE 006E</b> <b>1.5 or 2.0 Units</b> <b>Fundamentals of Yoga</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Development of basic yoga postures, breathing practices, stretching and relaxation techniques as method to improve flexibility, decrease stress and improve physical and mental well-being. Formerly PE 006E. One hour lecture, two or three hours activity.
<b>KINE 006A</b> <b>1.0 or 1.5 Units</b> <b>Cardio Kickboxing</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An aerobic exercise program utilizing non-contact kickboxing techniques. Class format includes warm-up, pre-aerobics, peak aerobics and aerobic cool down as determined by musical beats per minutes (BPM). Hand weights, step boxes, and other equipment may be used for additional lower and upper body strength and conditioning. A flexibility cool-down will conclude the exercise session. Formerly PE 006A. One-half hour lecture, one and one-	<b>KINE 006F</b> <b>1.5 or 2.0 Units</b> <b>Intermediate Yoga</b> <i>Prerequisite: KINE 006E with a minimum grade of C.</i> <i>Course Advisory: SCC minimum English and Math standards.</i> This course will expand upon the techniques and philosophies of beginning yoga. Students will be exposed to intermediate postures, various specific yoga systems and additional philosophies of yoga from the masters. Formerly PE 006F. One hour lecture, one or two hours activity.

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<b>KINE 006G</b> <b>1.0 or 1.5 Units</b> <b>Tai Chi</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An introduction to the discipline of Physical Education through Tai Chi exercises, including well-known short forms consisting of 24 postures. Basic exercise physiology, nutrition, fundamentals of strength development, flexibility and meditation concepts as related to Tai Chi and health and wellness are also covered. Formerly PE 006G. One-half hour lecture, one and one-half or two and one-half hours activity.	<b>KINE 007F</b> <b>1.0 or 1.5 Units</b> <b>Beginning Archery</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Covers the fundamental techniques of archery, terminology, accessories, and history of the sport. Practice and class competitions are provided to enhance skill development. Written and skills exams serve to evaluate student achievement. Formerly PE 007F. One-half hour lecture, one and one-half or two and one-half hours activity.
<b>KINE 007A</b> <b>1.0 or 1.5 Units</b> <b>Beginning Bowling</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Covers the fundamental techniques of bowling, terminology, rules, scoring, etiquette, and history. Practice and class competitions are provided to enhance skill development and strategy. Written exams and skills exams serve to evaluate student achievement. Formerly PE 007A. One-half hour lecture, one and one-half or two and one-half hours activity.	<b>KINE 008A</b> <b>1.0 or 1.5 Units</b> <b>Beginning Tennis</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Lectures and demonstrations cover the fundamental techniques of tennis: forehand, backhand, basic serve, and volley. Terminology, rules, and history are included. Practice, skill drills, and class competition in both singles and doubles are provided to enhance skill development and game strategy. Skills exams and written exams serve to evaluate student achievement. Formerly PE 008A. One-half hour lecture, one and one-half or two and one-half hours activity.
<b>KINE 007B</b> <b>1.0 or 1.5 Units</b> <b>Beginning Road Bicycling</b> <i>Course Advisory: SCC minimum English and Math standards.</i> An introduction to basic road bicycling terminology, equipment, and riding techniques. History of bicycling is included. Interval skills examinations and written examinations serve to measure student achievement. Formerly PE 007B. One-half hour lecture, one and one-half or three hours activity.	<b>KINE 008B</b> <b>1.0 or 1.5 Units</b> <b>Intermediate Tennis</b> <i>Prerequisite: KINE 008A with a minimum grade of C.</i> <i>Course Advisory: SCC minimum English and Math standards.</i> Lecture and demonstration cover the intermediate techniques of tennis: overhead smash, drop shot, chop volley, serves, and offensive and defensive lobs. Strategy for competitive play is emphasized. Skills exams and written exams serve to evaluate student achievement. Formerly PE 008B. One-half hour lecture, one and one-half or two and one-half hours activity.
<b>KINE 007C</b> <b>1.0 or 1.5 Units</b> <b>Beginning Mountain Biking</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Introduction to basic mountain biking terminology, equipment, and riding techniques. History of bicycling is included. Interval skills examinations and written examinations serve to measure student achievement. Formerly PE 007C. One hour lecture, one or two hours activity.	<b>KINE 008C</b> <b>1.0 or 1.5 Units</b> <b>Beginning Racquetball</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Lectures and demonstrations on the fundamental techniques and skills such as grips, forehand and backhand strokes, serves, the serve return, and the kill shot. Scoring, game rules, game strategy, and court etiquette are included. Drills and class competitions are provided to enhance skill



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<b>KINE 008D</b> <b>Advanced Tennis</b> <i>Course Advisory: SCC minimum English and Math standards; KINE 008B with a minimum grade of C; 1 year experience high school team tennis and/or club tennis tournament experience. This course will provide advanced instruction in the techniques, tactics and strategies associated with competitive tennis. Special emphasis placed on drills and competitive play situations. Three hours lab.</i>	<b>1.0 Unit</b>	<b>KINE 009B</b> <b>Indoor/Outdoor Soccer</b> <i>Course Advisory: SCC minimum English and Math standards. Covers the fundamental techniques of soccer, terminology, rules, and history. Practice, skills drills, and class competitions are provided to enhance skill development and game strategy. A written final exam and skills exams serve to evaluate student achievement. Formerly PE 009B. One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>
<b>KINE 008E</b> <b>Beginning Badminton</b> <i>Course Advisory: SCC minimum English and Math standards. Lecture and demonstrations on the basic skills: forehand, backhand, service, the clears and the smash. Also covered are singles and doubles strategy. History, terminology, rules and scoring, and care and selection of equipment are included. Skills exams and written exams serve to evaluate student achievement. Formerly PE 008E. One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>	<b>KINE 009C</b> <b>Intermediate Soccer</b> <i>Prerequisite: KINE 009B with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Covers intermediate soccer skills. Through team competition, emphasis is placed upon offensive and defensive tactics and strategies. Develop knowledge and understanding of the current collegiate soccer rules and fitness. Formerly PE 009C. One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>
<b>KINE 008F</b> <b>Intermediate Badminton</b> <i>Prerequisite: KINE 008E. Course Advisory: SCC minimum English and Math standards. Lecture and demonstrations cover intermediate skills: clears-cross court, down the line and reverse cross-court; drops - at the net, from the backcourt and from the mid-court; service - forehand and backhand. Also covered are offensive and defensive techniques of the smash. Training drills, agility, endurance and court coverage for competitive play will be taught. Skill exams and written exams serve to evaluate student achievement. Formerly PE 008F. One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>	<b>KINE 009E</b> <b>Intermediate Basketball</b> <i>Prerequisite: KINE 009A with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Lecture and demonstration cover second derivative skills and philosophies of basketball: court leadership, team offenses and defenses, motivation, team strategies, court decorum and sportsmanship. Skill exams and written exams serve to evaluate student achievement. Formerly PE 009E. One half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>
<b>KINE 009A</b> <b>Beginning Basketball</b> <i>Course Advisory: SCC minimum English and Math standards. Lectures and demonstration cover the fundamental skills of basketball: shooting, passing, dribbling, rebounding, and footwork. Offensive and defensive drills are practiced in preparation for low-level competition in class. The history, rules, and</i>	<b>1.0 or 1.5 Units</b>	<b>KINE 009F</b> <b>Beginning Baseball</b> <i>Course Advisory: SCC minimum English and Math standards. Using a lecture and lab format the class covers the fundamental skills of baseball: throwing, catching, fielding, catching fly balls, hitting, bunting, base running, sliding, and playing defensive positions. Offensive and defensive drills practiced in preparation for low-level competition in class. History, rules, and terminology are included. Skills exams and written exams serve to evaluate student achievement.</i>	<b>1.0 or 1.5 Units</b>
<b>KINE 009G</b> <b>Softball</b> <i>Course Advisory: SCC minimum English and Math standards. Covers the fundamental techniques of softball, terminology, rules, and history. Practice, skill drills, and class competitions are provided to enhance skill development and game strategy. Skills exams and a written final exam serve to evaluate student achievement. Students must provide their own glove. Formerly PE 009G. One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>	<b>KINE 020D</b> <b>Baseball Theory and Practice I</b> <i>Course Advisory: SCC minimum English and Math standards. A comprehensive baseball course designed for the athlete and coach. The course includes the theories and applications of offensive and defensive strategies, the game plan as it relates to the statistical performance of a particular team, and the use of scouting in assessing the skills and weaknesses of the opposing coach and team. Skills exams and written exams serve to evaluate athlete achievement. Formerly PE 020D. One hour lecture, two hours activity.</i>	<b>2.0 Units</b>
<b>KINE 009H</b> <b>Beginning Volleyball</b> <i>Course Advisory: SCC minimum English and Math standards. Covers the basic skills: serve, pass, set attack, and block. Skill development is emphasized. This course presents lecture information on team play, rules, history, and basic game strategy. Physical conditioning is an integral part of the course. Skills exams and written exams serve to evaluate student achievement. Formerly PE 009H. One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>	<b>KINE 020E</b> <b>Baseball Theory and Practice II</b> <i>Course Advisory: SCC minimum English and Math standards. A continuation of Kinesiology 020D. A comprehensive baseball course designed for the athlete and coach. The course includes advanced theories and applications of offensive and defensive strategies, the evaluation of the game plan as it relates to the statistical information and skill performance of a team, and the use of assembling advanced scouting reports to assess the skills and weaknesses of the opposing coach and team. Skills exams and written exams serve to evaluate the student. Formerly PE 020E. One hour lecture, two hours activity.</i>	<b>2.0 Units</b>
<b>KINE 009P</b> <b>Intermediate Volleyball</b> <i>Prerequisite: KINE 009H with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Covers the intermediate skills: serve, pass, set, attack, and block. The course focuses on offensive and defensive tactics and strategies in preparation for high-level competitive play. A comprehensive physical conditioning program is included to prepare the player for the rigors of volleyball activity. Formerly PE 009P. One-half hour lab, one and one-half to two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>	<b>KINE 020F</b> <b>Football Theory and Practice I</b> <i>Course Advisory: SCC minimum English and Math standards. Comprehensive course for athletes and coaches of football in preparation for intercollegiate competition. The course focuses on the analyses and applications of the principles underlying all football techniques, the psychology involved in the development of winners, and the scientific and empirical principles of training. Skills exams and written exams serve to evaluate athlete achievement. Formerly PE 020F. One hour lecture, two hours activity.</i>	<b>2.0 Units</b>
<b>KINE 020A</b> <b>Introduction to Kinesiology</b> <i>Course Advisory: SCC minimum English and Math standards. This course is an introduction to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions. Formerly PE 020A. Three hours lecture.</i>	<b>3.0 Units</b>		

**Football Theory and Practice II**

*Course Advisory:* SCC minimum English and Math standards. A continuation of Kinesiology 020F. An advanced course for athletes and coaches of football in preparation for intercollegiate competition. The course focuses on the analyses and applications of the principles underlying offensive and defensive strategies and formation of game plans. Skills and written exams are used to evaluate student learning. Formerly PE 020G. One hour lecture, two hours activity.

**KINE 020H Care and Prevention of Athletic Injuries 3.0 Units**

*Course Advisory:* SCC minimum English and Math standards. An introduction to the field of Athletic Training as a profession and as an academic discipline. Designed to train students in the recognition, rehabilitation, and prevention of athletic injuries. Emphasis is on learning and applying a variety of taping techniques and athletic training therapies. Written examinations and practical examinations serve to evaluate student achievement. Required of Physical Education majors and minors. Formerly PE 020H.I. Three hours lecture.

**KINE 020J Softball Theory and Practice II 2.0 Units**

*Course Advisory:* SCC minimum English and Math standards. A continuation of Kinesiology 020P. An advanced softball course designed for the athlete and coach. The course includes advanced theories and applications of offensive and defensive strategies, evaluation of the game plan as it relates to statistical information and skill performance of a team. It also covers assembling advanced scouting reports to assess the opposition. Skill exams and written exams serve to evaluate the student. Formerly PE 020J. One hour lecture, two hours lab.

**KINE 020M Volleyball Theory And Practice I 2.0 Units**

*Course Advisory:* SCC minimum English standard. Study of the theories of offensive and defensive strategies of competitive volleyball. Athletes will study, analyze, and practice offensive and defensive skills and strategies in preparation for seasonal, intercollegiate competition. Skills exams and written exams serve to evaluate athlete achievement. Formerly PE 020M. One hour lecture, two hours activity.

**Volleyball Theory and Practice II**

*Course Advisory:* SCC minimum English standard. A continuation of PE 020M. A study of advanced theories of offensive and defensive strategies of competitive volleyball. Students will analyze advanced offensive and defensive strategies and will develop in-depth scouting procedures. Skills exams and written exams serve to evaluate student achievement. Formerly PE 020N. One hour lecture, two hours activity.

**KINE 020P Softball Theory And Practice I 2.0 Units**

*Course Advisory:* SCC minimum English and Math standards. Comprehensive course designed for the intercollegiate softball athlete and for the coach of fastpitch softball. The course focuses on the theories, analyses, and applications of offensive and defensive skills and strategies. Written exams and practical exams serve to evaluate athlete achievement. Formerly PE 020P. One hour lecture, two hours activity.

**KINE 020Q Soccer Theory And Practice I 1.5 or 2.0 Units**

*Course Advisory:* SCC minimum English and Math standards. A comprehensive course designed for the intercollegiate soccer athlete and for the coach of soccer. The course focuses on the theories, analyses, and application of offensive and defensive skills and strategies. Written exams and practical exams serve to evaluate the student achievement. Formerly PE 020Q. One hour lecture, and one to two hours activity.

**KINE 020R Soccer Theory And Practice II 1.5 or 2.0 Units**

*Course Advisory:* SCC minimum English and Math standards; KINE 020Q or equivalent soccer experience. Continuation of Kinesiology 020Q. A study of advanced theories of offensive and defensive strategies of competitive soccer. Students will analyze advanced offensive and defensive strategies and will develop in-depth scouting procedures. Skill exams and written exams serve to evaluate student achievement. Formerly PE 020R. One hour lecture, one to two hours activity.

## Kinesiology

**KINE 020S 3.0 Units****Advanced First Aid and Emergency Care**

*Course Advisory:* SCC minimum English and Math standards. A course designed to prepare individuals who may administer emergency care to the injured and ill. Upon successful completion of the course, students will be knowledgeable in Advanced First Aid and Emergency Care, cardiopulmonary resuscitation (CPR), and Automatic External Defibrillator (AED) for infants, children, and adults. Upon successful completion of the appropriate exam, the student will be eligible for certification in First Responder First Aid and CPR. Required of Physical Education/Kinesiology majors/minors and Transfer Model Curriculum. An additional fee may be required to receive an official American Red Cross CPR card. An American Heart Association certification is required for students pursuing EMT certification. Formerly PE 020S. C-ID KIN 101. Three hours lecture.

**KINE 020V Introduction to Sports Science 3.0 Units**

*Course Advisory:* SCC minimum English and Math standards. A course covering the basic elements of sport sciences including: kinesiology, motor learning, biomechanics, exercise physiology, sports medicine, sport psychology and training theory. Formerly PE 020V. Three hours lecture.

**KINE 020W Principles of Fitness & Sports Training 3.0 Units**

*Course Advisory:* SCC minimum English and Math standards. A comprehensive fitness course that includes the study of the human organism and its reactions to fitness and physical activity. The course focuses on the physiological adaptations, exercise training/prescriptions, nutrition, ergogenic aids, environmental factors, and the major medical and health conditions. Written exams and measurements of activity serve to evaluate student achievement. Formerly PE 020W. Three hours lecture.

**KINE 020X 2.5 Units****Basketball Theory And Analyses I**

*Course Advisory:* SCC minimum English and Math standards. A comprehensive basketball theory course designed for coach and athlete. The course includes the theories and analyses of offensive and defensive strategies, the development of the offensive and defensive game plan as it relates to statistical data, and spontaneous adjustments in offense and defense. Written exams serve to evaluate student achievement. Formerly PE 020X. Two hours lecture, one hour activity.

**KINE 020Y 2.5 Units****Basketball Theory And Analyses II**

*Course Advisory:* SCC minimum English and Math standards. A continuation of KINE 020X. A comprehensive basketball theory course designed for coach and athlete. The course includes the advanced theories and analyses of offensive and defensive strategies and the development of the game plan using statistical data and the scouting report. Written exams and skill exams serve to evaluate student achievement. Formerly PE 020Y. Two hours lecture, one hour activity.

**KINE 055A 3.0 Units****Sports Medicine - Athletic Training Practicum Fall Sports**

Supervised volunteer athletic experience which provides students with the opportunity for immediate recognition and treatment of lower extremity sports injuries. Emphasis is on taping techniques and rehabilitation which enables athletes to return to competition. Fall sport experience includes, soccer, volleyball, rugby, and men's and women's basketball specific to these sports include most lower extremity injuries. One and one-half hour lecture, four and one-half hours lab.

**KINE 055B 3.0 Units****Sports Medicine — Athletic Training Practicum Spring Sports**

*Course Advisory:* SCC minimum English and Math standards. Supervised volunteer athletic experience which provides students with the opportunity for immediate recognition and treatment of upper extremity sports injuries. Emphasis is on taping techniques and rehabilitation which enables athletes to



<b>KINE 057</b> <b>Introduction to Sports Psychology</b> <i>Course Advisory: SCC minimum English and Math standards.</i> Introduction to psychological concepts, strategies and skills designed to help individuals overcome the barriers to optimal athletic performance. Skills such as imagery, goal setting, cognitive restructuring, attentional focusing, arousal regulation, and coping will be presented. With this course students establish a goal(s) and work toward it while fostering a winning environment. <i>Three hours lecture.</i>	<b>3.0 Units</b>	<b>KINE 083</b> <b>Tactical Fitness</b> <i>Course Advisory: KINE 005Q with a minimum grade of C; SCC minimum English and Math standards.</i> An advanced lifelong functional fitness training and educational course designed specifically for students currently in or planning on entering the tactical/operator profession. This course will prepare or increase a student's mission/job performance and knowledge by incorporating current research and advanced training methods to increase strength, stamina, and reduce injury risks. This course will challenge those students who want to attain the pinnacle of fitness and exercise knowledge. Formerly PE 083. <i>One hour lecture, three hours activity.</i>	<b>2.0 Units</b>
<b>KINE 071</b> <b>Back Care and Injury Management</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A course designed for students with interest in back care or managing a back injury. Individualized and group exercises will focus on functional motor control, balance, coordination, flexibility, developmental movement, individually developed exercises and strength and endurance for students with back injuries. There will be an emphasis on encouraging independence in personal health and teaching lifelong fitness knowledge and skills. Formerly PE 071. <i>One-half hour lecture, one-half or two and one-half hours activity.</i>	<b>0.5 or 1.5 Units</b>	<b>Athletics/Health Education</b> <b>Intercollegiate Athletics</b>	
<b>KINE 078</b> <b>Fit Ball Training</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A fitness course that utilizes fitness ball techniques that can increase strength, flexibility, endurance and lean body composition. Fitness ball exercises can help to improve and develop functionality and agility through strengthening weak muscles as well as core muscles. Students will learn to safely and effectively execute strengthening exercises for all the major muscle groups with and without hand weights, flexibility exercises and balancing exercises. Skill exams and written exams serve to evaluate student achievement. Formerly PE 078. <i>One-half hour lecture, one and one-half or two and one-half hours activity.</i>	<b>1.0 or 1.5 Units</b>	<b>ATHL 001</b> <b>Women's Intercollegiate Volleyball (Fall)</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A comprehensive course designed for the student athlete covering advanced intercollegiate volleyball skills. The course includes the theories and analyses of offensive and defensive strategies, skill acquisition, development of fitness skills and mental preparation for competition. Repeatable 3 times. <i>Ten hours lab.</i>	<b>2.0 Units</b>
		<b>ATHL 002A</b> <b>Women's Intercollegiate Basketball (Fall)</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A comprehensive course designed for the student athlete covering advanced intercollegiate basketball skills. The course includes the theories and analyses of offensive and defensive strategies, acquisition and development of physical skills, and mental preparation for competition. Repeatable 3 times. <i>Ten hours lab (12-week course).</i>	<b>1.0 Unit</b>
		<b>ATHL 002B</b> <b>Women's Intercollegiate Basketball (Spring)</b> <i>Course Advisory: SCC minimum English and Math standards.</i> A comprehensive course designed for the student athlete covering advanced intercollegiate basketball skills. The course includes the theories and analyses of offensive and defensive strategies,	<b>1.0 Unit</b>

## Kinesiology

(Formerly Physical Education)

### Physical Education

#### Program Description

This program offers students activity curriculum, technical skills, and professional development courses to develop fitness or to prepare students for transfer in various fields, including physical education.

#### Associate in Science Degree

The Associate in Science Degree can be obtained by completing a total of 60 units, including the 30-unit major, general education requirements and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

#### Program Outcomes

Students who complete an Associate Degree will be able to:

1. Understand the psychological, physiological, and social benefits of physical activity.
2. Demonstrate an understanding of the 5 basic components of fitness (including the F.I.T.T.) and the R.I.C.E. principle.
3. Demonstrate an understanding of the current trends and practices in human performance and the importance of diet and exercise for lifetime fitness.

<b>REQUIRED COURSES</b>	<b>Units</b>
KINE 020A Foundations of Physical Education	3
KINE 020H Care and Prevention of Athletic Injuries	3
KINE 020S Advanced First Aid and Emergency Care	2
KINE 020V Introduction to Sports Science	3
KINE Activity Courses *	6
BIO 004 Human Anatomy	5
BIO 005 Introductory Physiology	5
HED 002 Health Education	3
OR	
HED 003 Women's Health Issues	3
<b>Total Units</b>	<b>30</b>

#### Recommended Electives

ANTH 001 Physical Anthropology  
NUTR 010 Nutrition  
MATH 011 Elementary Statistics  
KINE 004F Hip-Hop Dance  
KINE 004G Performance Dance Ensemble  
KINE 004M Intermediate Ballet  
KINE 005D Circuit Training  
KINE 006F Intermediate Yoga  
KINE 007B Beginning Road Bicycling  
KINE 020W Concepts of Physical Fitness  
KINE 020D Baseball Theory and Practice I  
AND

\*At least one activity course selected from four of the seven listed categories: Aquatics (002A, 002B, 002D, 002E), Combatives (003A, 003C, 003D, 003E), Dance (004A, 004B, 004C, 004D, 004F, 004H, 004J, 004K, 004N), Fitness Courses (005C, 005G, 005J, 005K, 005M, 005N, 005P, 006A, 006C, 006E, 006F, 078), Individual sports (007A, 007C, 007F), Racquet Sports (008A, 008B, 008C, 008E, 008F), and Team Sports (009A, 009B, 009C, 009E, 009F, 009G, 009H, 009P, or Intercollegiate Athletics course).

KINE 020P Softball Theory and Practice I  
AND  
KINE 020J Softball Theory and Practice II  
KINE 020M Volleyball Theory and Practice I  
AND  
KINE 020N Volleyball Theory and Practice II  
KINE 020Q Soccer Theory and Practice I  
AND  
KINE 020R Soccer Theory and Practice II  
KINE 020X Basketball Theory and Analyses I  
AND  
KINE 020Y Basketball Theory and Analyses II  
KINE 005S Sports Medicine: Athletic Training

## Kinesiology

### Associate in Arts in Kinesiology for Transfer (ADT: A.A.-T)

#### Program Description

The Kinesiology A.A. for Transfer degree is designed to provide a seamless transfer pathway for students interested in pursuing at least one Kinesiology degree option in the CSU system.

#### Associate in Arts in Kinesiology for Transfer

Successful completion of the degree requirements, students will be guaranteed admission to the CSU system with junior status and will not have to repeat lower division coursework. Students are encouraged to meet with a counselor to develop their educational plans as degree options and general education requirements vary for each university. The Kinesiology A.A. for Transfer can provide students with the foundational knowledge necessary for transfer to a 4-year Bachelor of Science (BS) or Bachelor of Arts (BA) degree program. Career opportunities for students who have earned BS or BA degrees in Kinesiology include but are not limited to: exercise physiologist, physical therapy aide, health consultant, personal trainer, recreation director, referee, group fitness instructor, health club manager, athletic coach, activities director, K-12 physical educator, public health educator, swimming pool manager, cardiac rehabilitation technician, or corporate fitness director. Some careers may require additional training.

#### To earn the Associate in Arts in Kinesiology for Transfer degree

Students must not only complete the 22-26 unit core curriculum, but must also complete the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education-Breadth Requirements equaling 60 transferable semester units with a minimum grade point average of 2.0.

#### Program Outcomes

1. Utilize the fundamentals of biomechanics and exercise physiology and apply them to sport and fitness pedagogy.
2. Assess and measure the five components of fitness through improvements in fitness levels by comprehensive analysis of aerobic capacity, body composition, muscular strength and endurance, and flexibility.
3. Define and utilize the varieties of fitness and training principles as they pertain to each of the body systems in promoting homeostasis and how such body systems adapt to the demands of fitness and sports training.
4. Discuss how sociological, psychological, historical, and philosophical factors influence the discipline of Kinesiology and sports.

#### REQUIRED COURSES ..... Units

KINE 020A Introduction to Kinesiology.....	3
BIO 004 Human Anatomy.....	5
BIO 005 Introductory Physiology.....	5
A minimum of three (3) units from Movement-based courses (maximum of one course from any group).....	3-5
Select two courses from List A.....	6-8
<b>Total Units.....</b>	<b>22-26</b>

#### Movement-based Courses (maximum of one course group)

<b>Aquatics: ..... Units</b>	
KINE 002A Beginning Swimming.....	1-1.5
KINE 002B Intermediate Swimming.....	1-1.5
KINE 002D Swim for Fitness 1.....	5-2
KINE 002E Aqua Aerobics.....	1-1.5

#### Movement-based Courses (maximum of one course)

<b>Dance: Units</b>	
KINE 004J Beginning Ballroom Dance.....	1.5-2

#### Movement-based Courses (maximum of one course).

<b>Fitness: ..... Units</b>	
KINE 005J Beginning Body Conditioning.....	1-1.5
KINE 005K Intermediate Body Conditioning.....	1-1.5
KINE 005M Beginning Weight Training.....	1-1.5
KINE 005N Intermediate Weight Training.....	1-1.5
KINE 006E Fundamentals of Yoga.....	1.5-2

#### Movement-based Courses (maximum of one course)

<b>Individual Sports: ..... Units</b>	
KINE 007F Beginning Archery.....	1-1.5
KINE 008A Beginning Tennis.....	1-1.5

KINE 020A Introduction to Kinesiology.....	3
BIO 004 Human Anatomy.....	5
BIO 005 Introductory Physiology.....	5
A minimum of three (3) units from Movement-based courses (maximum of one course from any group).....	3-5
Select two courses from List A.....	6-8
<b>Total Units.....</b>	<b>22-26</b>

#### Movement-based Courses (maximum of one course group)

<b>Aquatics: ..... Units</b>	
KINE 002A Beginning Swimming.....	1-1.5
KINE 002B Intermediate Swimming.....	1-1.5
KINE 002D Swim for Fitness 1.....	5-2
KINE 002E Aqua Aerobics.....	1-1.5

#### Movement-based Courses (maximum of one course)

<b>Combatives: Units</b>	
KINE 003D Beginning Judo.....	1-1.5
KINE 003E Intermediate Judo.....	1-1.5

<b>Dance: Units</b>	
KINE 004J Beginning Ballroom Dance.....	1.5-2

#### Movement-based Courses (maximum of one course).

<b>Fitness: ..... Units</b>	
KINE 005J Beginning Body Conditioning.....	1-1.5
KINE 005K Intermediate Body Conditioning.....	1-1.5
KINE 005M Beginning Weight Training.....	1-1.5
KINE 005N Intermediate Weight Training.....	1-1.5
KINE 006E Fundamentals of Yoga.....	1.5-2

#### Movement-based Courses (maximum of one course)

<b>Individual Sports: ..... Units</b>	
KINE 007F Beginning Archery.....	1-1.5
KINE 008A Beginning Tennis.....	1-1.5
KINE 008B Intermediate Tennis.....	1-1.5
KINE 008E Beginning Badminton.....	1-1.5
KINE 008F Intermediate Badminton.....	1-1.5

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## Kinesiology

#### Movement-based Courses (maximum of one course)

<b>Team Sports: ..... Units</b>	
KINE 009A Beginning Basketball.....	1-1.5
KINE 009B Indoor/Outdoor Soccer.....	1-1.5
KINE 009C Intermediate Soccer.....	1-1.5
KINE 009G Softball.....	1-1.5
KINE 009H Beginning Volleyball.....	1-1.5
KINE 009P Intermediate Volleyball.....	1-1.5

#### Select two courses from List A ..... Units

BIO 016 Introduction to Human Biology.....	3
MATH 011 Elementary Statistics 4.....	3
KINE 020S Advanced First Aid and Emergency Care.....	3
PHYS 002 General Physics (Non-calculus).....	5
OR	
PHYS 006 Physics for Science and Engineering.....	5

## Kinesiology

### **Fitness Professional Job-Direct Certificate**

The required courses must be completed with a grade of C or better.

#### **REQUIRED COURSES ..... Units**

KINE 005J Beginning Body Conditioning ..... 1

OR

KINE 005K Intermediate Body Conditioning

KINE 020S Advanced First Aid and Emergency Care ... 2

KINE 020V Principles of Fitness & Sports Training ..... 3

KINE 020V Introduction to Sports Science ..... 3

NUTR 010 Nutrition ..... 3

5 additional units from the following list: \* ..... 5

\*At least one activity course selected from four of the seven listed categories: Aquatics (002A, 002B, 002D, 002E), Combatives (003A, 003C, 003D, 003E), Dance (004A, 004B, 004C, 004D, 004E, 004H, 004I, 004K, 004N), Fitness Courses (005C, 005G, 005J, 005K, 005M, 005N, 005P, 006A, 006C, 006E, 006F, 078), Individual Sports (007A, 007C, 007F), Racquet Sports (008A, 008B, 008C, 008E, 008F), and Team Sports (009A, 009B, 009C, 009E, 009F, 009G, 009H, 009P).

**Total Units ..... 17**

#### **HED 002**

##### **Health Education**

*Course Advisory: SCC minimum English and Math standards. A survey course with a multifaceted view of health with physical, mental, and social dimensions. The course extends beyond the structure and function of one's body to include feelings, values, and reasoning. Examinations and a project are required. Satisfies one-half of the Health, Physical Education graduation requirement. Three hours lecture.*

**3.0 Units**

#### **HED 003**

##### **Women's Health Issues**

*Course Advisory: SCC minimum English and Math standards. A study of health issues that are unique to women with a focus on women's health maintenance and care, and the development of skills and acquisitions of knowledge necessary to make informed choices in health matters of concern to women. Open to all students. Satisfies one-half of the Health, Physical Education graduation requirement. Three hours lecture.*

**3.0 Units**

#### **Kinesiology/Athletics**

*(Formerly Physical Education)*

Courses number 001A through 001D are modified for students with specific physical disabilities. The instructor, with recommendations from each student's physician, develops an individualized program for each student. A permission card confirming a disability must be obtained from Disability Services prior to registration.

#### **KINE 001A**

**1.0 or 1.5 Units**

##### **Adapted Aquatics**

*Prerequisite: Permission of Disabilities Services Counselor confirming disability. A specialized course in water orientation, exercise, and swimming designed to meet the individual needs of those unable to participate fully in a regular swimming class. Pre-tests and post-test serve to evaluate student achievement. Formerly PE 001A. One-half hour lecture, one and one-half hours or two and one-half hours activity.*

#### **KINE 001D**

**1.0 or 1.5 Units**

##### **Adapted Weight Training**

*Prerequisite: Permission of Disabilities Services Counselor*

## APPENDIX C—Fill Rates

### 2.9 Fill Rates Table for Selected Cohort

Division: Health Sciences  
 Campus: All  
 Delivery Method: All  
 Discipline: Health Education & Kinesiology  
 XList: Primary  
 Course(s): All

		Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
CourseID								
HED 002	Avg % Fill Rate	69.3	90.3	69.2	66.0	83.2	90.5	
	Unique Sections	3.0	6.0	5.0	3.0	5.0	4.0	
HED 003	Avg % Fill Rate	52.0	82.0	69.5	84.0	89.0	73.0	
	Unique Sections	2.0	2.0	4.0	1.0	2.0	4.0	
KINE 001A	Avg % Fill Rate		76.0	80.0				
	Unique Sections		1.0	1.0				
KINE 001D	Avg % Fill Rate		68.0	88.0				
	Unique Sections		1.0	1.0				
KINE 002B	Avg % Fill Rate	93.3	90.0	83.3	86.7	106.7	96.0	
	Unique Sections	1.0	2.0	1.0	1.0	2.0	1.0	
KINE 002D	Avg % Fill Rate	73.3	66.7	80.0	53.3		84.0	
	Unique Sections	1.0	1.0	1.0	2.0		1.0	
KINE 003A	Avg % Fill Rate		104.0	72.0		92.0	92.0	
	Unique Sections		1.0	1.0		1.0	1.0	
KINE 003E	Avg % Fill Rate		92.0	80.0		104.0	96.0	
	Unique Sections		1.0	1.0		1.0	1.0	
KINE 004F	Avg % Fill Rate		90.0	90.0		106.7	90.0	
	Unique Sections		1.0	1.0		1.0	1.0	
KINE 004N	Avg % Fill Rate			80.0				
	Unique Sections			1.0				
KINE 004D	Avg % Fill Rate			100.0				

## 2.9 Fill Rates Table for Selected Cohort

Division: Health Sciences  
 Campus: All  
 Delivery Method: All  
 Discipline: Health Education & Kinesiology  
 XList: Primary  
 Course(s): All

		Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
CourseID								
KINE 004P	Avg % Fill Rate		108.0					
	Unique Sections		1.0					
KINE 004S	Avg % Fill Rate		100.0			124.0		
	Unique Sections		1.0			1.0		
KINE 004T	Avg % Fill Rate		91.4	87.5			80.0	
	Unique Sections		1.0	1.0			1.0	
KINE 005C	Avg % Fill Rate	48.0	76.0					
	Unique Sections	1.0	1.0					
KINE 005D	Avg % Fill Rate	58.3	90.0	76.7		76.7	56.7	
	Unique Sections	2.0	1.0	2.0		1.0	1.0	
KINE 005E	Avg % Fill Rate	63.3	85.0	74.4		100.0	71.7	
	Unique Sections	1.0	2.0	3.0		1.0	2.0	
KINE 005G	Avg % Fill Rate	55.0	92.5	50.0	53.3	76.7	55.2	
	Unique Sections	2.0	4.0	6.0	2.0	4.0	7.0	
KINE 005J	Avg % Fill Rate			60.0				
	Unique Sections			1.0				
KINE 005K	Avg % Fill Rate	52.5	121.7	70.0	66.7	86.7	55.8	
	Unique Sections	4.0	2.0	2.0	2.0	3.0	4.0	
KINE 005M	Avg % Fill Rate			90.0				
	Unique Sections			1.0				
KINE 005N	Avg % Fill Rate	50.7	100.0	107.0	55.0	88.7	88.7	
	Unique Sections	1.0	1.0	1.0	1.0	1.0	1.0	

## 2.9 Fill Rates Table for Selected Cohort

Division: Health Sciences  
 Campus: All  
 Delivery Method: All  
 Discipline: Health Education & Kinesiology  
 XList: Primary  
 Course(s): All

		Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
CourseID								
KINE 005N	Avg % Fill Rate	56.7	106.0	107.8	55.6	98.7	68.7	
	Unique Sections	1.0	5.0	3.0	3.0	5.0	5.0	
KINE 005Q	Avg % Fill Rate		83.3			86.7		
	Unique Sections		1.0			1.0		
KINE 006A	Avg % Fill Rate				63.3	76.7		
	Unique Sections				1.0	1.0		
KINE 006C	Avg % Fill Rate	86.7	98.3	100.0	53.3	83.3	105.0	
	Unique Sections	1.0	2.0	2.0	1.0	3.0	2.0	
KINE 006E	Avg % Fill Rate		102.8		58.3			
	Unique Sections		1.0		3.0			
KINE 006F	Avg % Fill Rate			100.0		90.3	83.3	
	Unique Sections			3.0		4.0	5.0	
KINE 007F	Avg % Fill Rate		128.0	104.0	50.0	92.0	88.0	
	Unique Sections		1.0	1.0	1.0	1.0	2.0	
KINE 008B	Avg % Fill Rate			70.0				
	Unique Sections			1.0				
KINE 008F	Avg % Fill Rate		76.7			90.0	90.0	
	Unique Sections		1.0			1.0	1.0	
KINE 009A	Avg % Fill Rate				70.0			
	Unique Sections				1.0			
KINE 009B	Avg % Fill Rate				58.3		76.7	
	Unique Sections				3.0		5.0	

## 2.9 Fill Rates Table for Selected Cohort

Division: Health Sciences  
 Campus: All  
 Delivery Method: All  
 Discipline: Health Education & Kinesiology  
 XList: Primary  
 Course(s): All

		Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
CourseID								
KINE 009B	Avg % Fill Rate				50.0		76.7	
	Unique Sections				1.0		1.0	
KINE 009C	Avg % Fill Rate	83.3	110.0	120.0		81.7	63.3	
	Unique Sections	1.0	1.0	1.0		2.0	1.0	
KINE 009E	Avg % Fill Rate	76.7	120.0	106.7	93.3	140.0	106.7	
	Unique Sections	2.0	1.0	1.0	1.0	1.0	1.0	
KINE 009F	Avg % Fill Rate		76.7			100.0		
	Unique Sections		1.0			1.0		
KINE 009G	Avg % Fill Rate		83.3					
	Unique Sections		1.0					
KINE 009P	Avg % Fill Rate		110.0	123.3			86.7	
	Unique Sections		1.0	1.0			1.0	
KINE 020A	Avg % Fill Rate		58.0	62.0		76.2	64.0	
	Unique Sections		1.0	1.0		1.0	1.0	
KINE 020E	Avg % Fill Rate		123.3			106.7		
	Unique Sections		1.0			1.0		
KINE 020H	Avg % Fill Rate			86.7		76.7	86.7	
	Unique Sections			1.0		1.0	1.0	
KINE 020J	Avg % Fill Rate			53.3				
	Unique Sections			1.0				
KINE 020M	Avg % Fill Rate			50.0				
	Unique Sections			1.0				



## 2.9 Fill Rates Table for Selected Cohort

Division: Health Sciences

Campus: All

Delivery Method: All

Discipline: Health Education & Kinesiology

XList: Primary

Course(s): All

		Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
CourseID								
KINE 020M	Avg % Fill Rate		56.0					
	Unique Sections		1.0					
KINE 020N	Avg % Fill Rate					48.0		
	Unique Sections					1.0		
KINE 020P	Avg % Fill Rate	117				86.7		
	Unique Sections					1.0		
KINE 020R	Avg % Fill Rate		60.0			66.7		
	Unique Sections		1.0			1.0		
KINE 020S	Avg % Fill Rate		90.0			96.7		
	Unique Sections		1.0			1.0		
KINE 020V	Avg % Fill Rate		78.3	73.3	50.0	90.0	73.3	
	Unique Sections		2.0	1.0	1.0	1.0	1.0	
KINE 020W	Avg % Fill Rate					86.7	100.0	
	Unique Sections					1.0	1.0	
KINE 020Y	Avg % Fill Rate		81.7			55.0		
	Unique Sections		2.0			2.0		
KINE 055	Avg % Fill Rate			70.0		36.7		
	Unique Sections			1.0		1.0		
KINE 055B	Avg % Fill Rate						80.0	
	Unique Sections						1.0	
KINE 057	Avg % Fill Rate		78.3	61.8	78.3	88.9	78.3	
	Unique Sections		2.0	1.0	2.0	2.0	2.0	



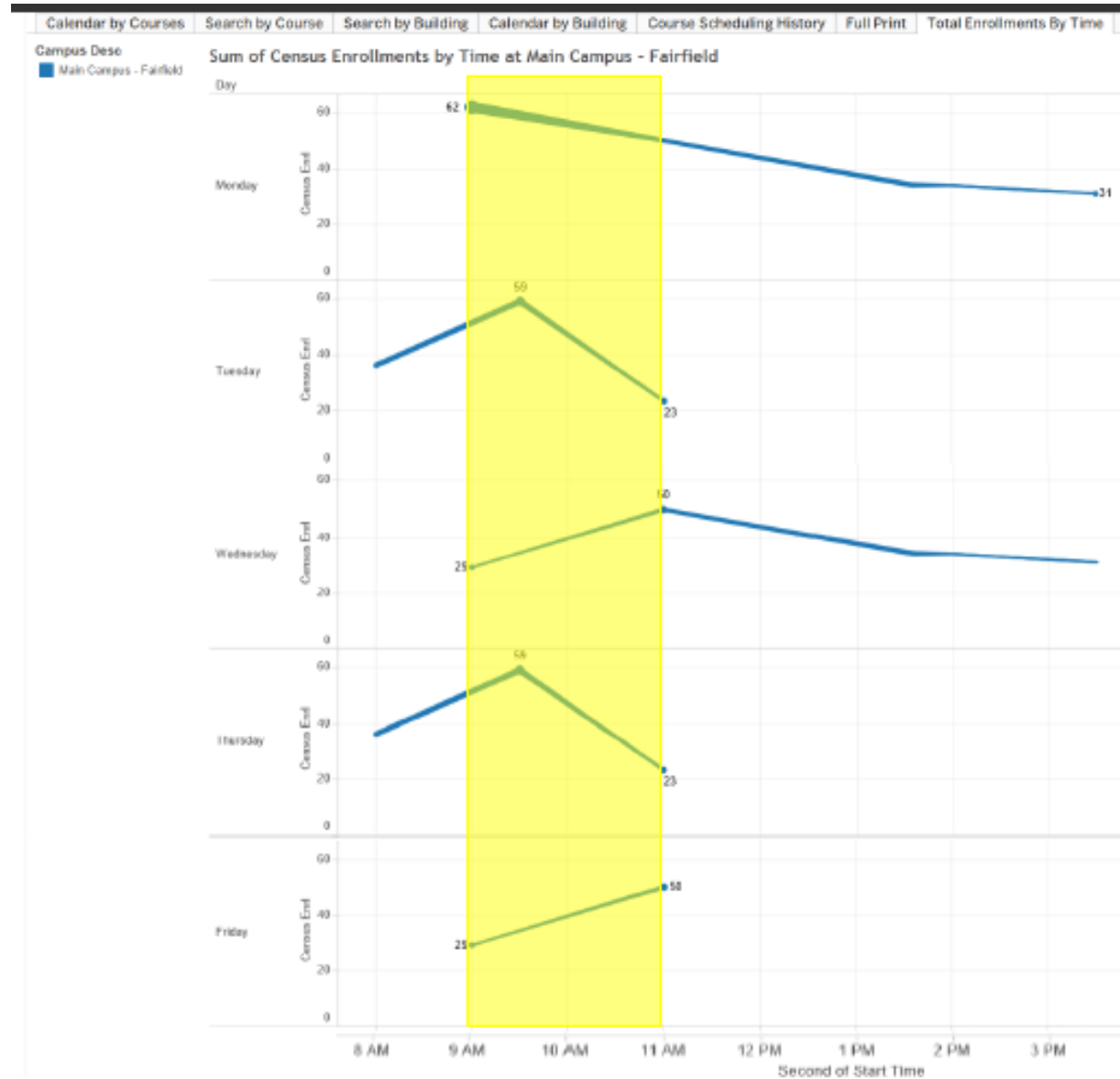
## 2.9 Fill Rates Table for Selected Cohort

Division: Health Sciences  
 Campus: All  
 Delivery Method: All  
 Discipline: Health Education & Kinesiology  
 XList: Primary  
 Course(s): All

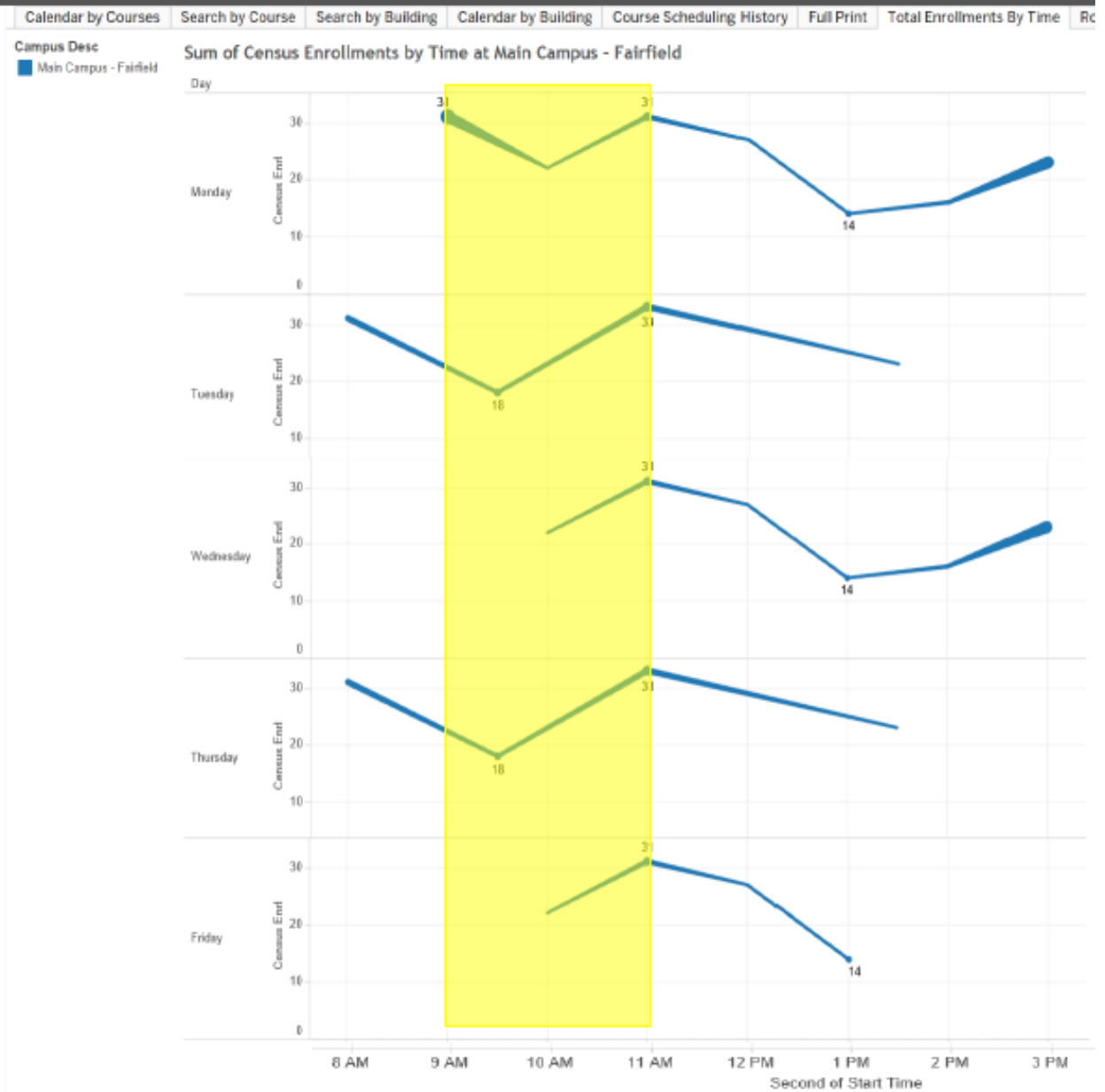
		Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
CourseID								
KINE 020S	Avg % Fill Rate		90.0			96.7		
	Unique Sections		1.0			1.0		
KINE 020V	Avg % Fill Rate		78.3	73.3	50.0	90.0	73.3	
	Unique Sections		2.0	1.0	1.0	1.0	1.0	
KINE 020W	Avg % Fill Rate					86.7	100.0	
	Unique Sections					1.0	1.0	
KINE 020Y	Avg % Fill Rate		81.7			55.0		
	Unique Sections		2.0			2.0		
KINE 055	Avg % Fill Rate			70.0		36.7		
	Unique Sections			1.0		1.0		
KINE 055B	Avg % Fill Rate						80.0	
	Unique Sections						1.0	
KINE 057	Avg % Fill Rate		70.0	94.0	70.0	90.0	76.0	
	Unique Sections		1.0	1.0	1.0	1.0	1.0	
KINE 078	Avg % Fill Rate	20.0	46.7	62.2				
	Unique Sections	1.0	1.0	3.0				
KINE 083	Avg % Fill Rate			56.7			70.0	
	Unique Sections			1.0			1.0	
Grand Total	Avg % Fill Rate	62.0	90.6	77.9	62.3	87.3	76.3	
	Unique Sections	23.0	56.0	56.0	25.0	55.0	54.0	2

## APPENDIX D—Student Survey

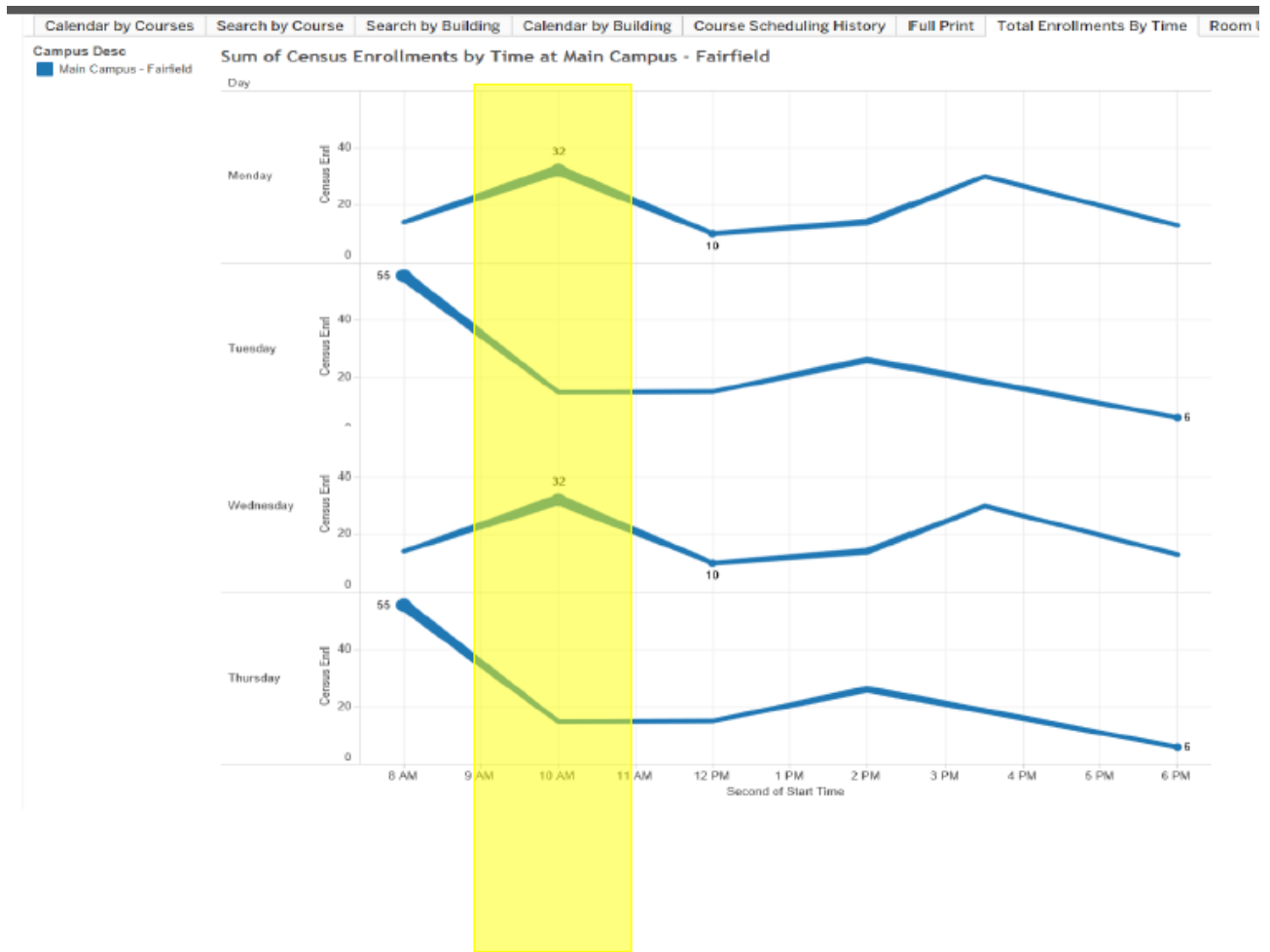
Fall 2015



## Spring 2016



## Fall 2016



## APPENDIX E—Course Transferability

CSU Transferable courses in Kinesiology: Chart from Assist.org for CSU, bottom chart from assist.org for UC system.

==== Kinesiology ====		
KINE 1.5	Adapted Back Rehabilitation	.5-1.5
KINE 1A	Adapted Aquatics	1-1.5
KINE 1D	Adapted Weight Training	1-1.5
KINE 2A	Beginning Swimming	1-1.5
KINE 2B	Intermediate Swimming	1-1.5
KINE 2D	Swim for Fitness	1.5-2
KINE 2E	Aqua Aerobics	1-1.5
KINE 3A	Beginning Self-Defense	1-1.5
KINE 3C	Foil Fencing	1-1.5
KINE 3D	Beginning Judo	1-1.5
KINE 3E	Intermediate Judo	1-1.5
KINE 4A	Beginning Contemporary Modern Dance	1.5-2
KINE 4B	Beginning Tap Dance	1.5-2
KINE 4C	Intermediate Tap Dance	1.5-2
KINE 4D	Jazz Dance Technique	1.5-2
KINE 4E	Dance Production	3
KINE 4F	Hip-Hop Dance	1.5-2
KINE 4G	Dance Choreography	2.5
KINE 4H	Beginning Jazz Dance	1.5-2
KINE 4J	Beginning Ballroom Dance	1.5-2
KINE 4K	Beginning Ballet	1.5-2
KINE 4M	Intermediate Ballet	1.5-2
KINE 4N	Beginning Swing Dance	1-1.5
KINE 4P	Intermediate Jazz Dance	1.5-2
KINE 4S	Intermediate Swing Dance	2
KINE 4T	Intermediate Ballroom Dance	2
KINE 5C	Fitness for Life	1.5-2
KINE 5D	Circuit Training	1-1.5
KINE 5E	Cardio Conditioning	1-1.5
KINE 5G	Off-Season Athletic Conditioning	1-1.5
KINE 5J	Beginning Body Conditioning	1-1.5
KINE 5K	Intermediate Body Conditioning	1-1.5
KINE 5M	Beginning Weight Training	1-1.5
KINE 5N	Intermediate Weight Training	1-1.5
KINE 5P	Step Aerobics	1-1.5
KINE 5Q	Elite Fitness Training	1-1.5
CSU GE: E		
KINE 5R	Core Conditioning Training	1-1.5
CSU GE: E		
KINE 6A	Cardio Kickboxing	1-1.5
KINE 6B	Introduction to Qigong	1-1.5
KINE 6C	Pilates for Fitness	1-1.5
KINE 6E	Fundamentals of Yoga	1.5-2
KINE 6F	Intermediate Yoga	1.5-2
KINE 6G	Tai Chi	1-1.5
CSU GE: E		

KINE 7A	Beginning Bowling	1-1.5
KINE 7B	Beginning Road Bicycling	1-1.5
KINE 7C	Beginning Mountain Biking	1-1.5
KINE 7F	Beginning Archery	1-1.5
KINE 8A	Beginning Tennis	1-1.5
KINE 8B	Intermediate Tennis	1-1.5
KINE 8C	Beginning Racquetball	1-1.5
KINE 8D	Advanced Tennis	1-1.5
KINE 8E	Beginning Badminton	1-1.5
KINE 8F	Intermediate Badminton	1-1.5
KINE 9A	Beginning Basketball	1-1.5
KINE 9B	Indoor/Outdoor Soccer	1-1.5
KINE 9C	Intermediate Soccer	1-1.5
KINE 9E	Intermediate Basketball	1-1.5
KINE 9F	Beginning Baseball	1-1.5
KINE 9G	Softball	1-1.5
KINE 9H	Beginning Volleyball	1-1.5
KINE 9P	Intermediate Volleyball	1-1.5
KINE 20A	Introduction to Kinesiology	3
CSU GE: E		
KINE 20D	Baseball Theory and Practice I	2
KINE 20E	Baseball Theory and Practice II	2
KINE 20F	Football Theory and Practice I	2
KINE 20G	Football Theory and Practice II	2
KINE 20H	Care and Prevention of Athletic Injuries	3
KINE 20J	Softball Theory and Practice II	2
KINE 20M	Volleyball Theory and Practice I	2
KINE 20N	Volleyball Theory and Practice II	2
KINE 20P	Softball Theory and Practice I	2
KINE 20Q	Soccer Theory and Practice I	1.5-2
KINE 20R	Soccer Theory and Practice II	1.5-2
KINE 20S	Advanced First Aid and Emergency Care	3
KINE 20V	Introduction to Sports Science	3
CSU GE: E		
KINE 20W	Principles of Fitness and Sports Training	3
CSU GE: E		
KINE 20X	Basketball Theory and Analyses I	2.5
KINE 20Y	Basketball Theory and Analyses II	2.5
KINE 55A	Sports Medicine - Athletic Training Fall Sports	3
KINE 55B	Sports Medicine - Athletic Training - Spring Sports	3
KINE 57	Introduction to Sport Psychology	3
KINE 71	Back Care and Injury Management	.5-1.5
KINE 78	Fit Ball Training	1-1.5
KINE 83	Tactical Fitness	2-2.5

### UC Transferable courses:

This agreement lists courses transferable for unit credit at all UC campuses. It is based on information from the 2015-16 catalog and is valid for the current academic year listed at the top of this agreement.

==== Kinesiology ====			
* KINE 1A	Adapted Aquatics	1-1.5	
* KINE 1D	Adapted Weight Training	1-1.5	
* KINE 2A	Beginning Swimming	1-1.5	
* KINE 2B	Intermediate Swimming	1-1.5	
* KINE 2D	Swim for Fitness	1.5-2	
* KINE 2E	Aqua Aerobics	1-1.5	
* KINE 3A	Beginning Self-Defense	1-1.5	
* KINE 3C	Foil Fencing	1-1.5	
* KINE 3D	Beginning Judo	1-1.5	
* KINE 3E	Intermediate Judo	1-1.5	
KINE 4A	Beginning Contemporary Modern Dance	1.5-2	
KINE 4B	Beginning Tap Dance	1.5-2	
KINE 4C	Intermediate Tap Dance	1.5-2	
KINE 4D	Jazz Dance Technique	1.5-2	
KINE 4E	Dance Production	3	
KINE 4F	Hip-Hop Dance	1.5-2	
KINE 4G	Dance Choreography	2.5	
KINE 4H	Beginning Jazz Dance	1.5-2	
KINE 4J	Beginning Ballroom Dance	1.5-2	
KINE 4K	Beginning Ballet	1.5-2	
KINE 4M	Intermediate Ballet	1.5-2	
KINE 4N	Beginning Swing Dance	1-1.5	
KINE 4P	Intermediate Jazz Dance	1.5-2	
KINE 4S	Intermediate Swing Dance	2	
* KINE 5C	Fitness for Life	1.5-2	
* KINE 5D	Circuit Training	1-1.5	
* KINE 5E	Cardio Conditioning	1-1.5	
* KINE 5G	Off-Season Athletic Conditioning	1-1.5 ea	
* KINE 5J	Beginning Body Conditioning	1-1.5	
* KINE 5K	Intermediate Body Conditioning	1-1.5	
* KINE 5M	Beginning Weight Training	1-1.5	
* KINE 5N	Intermediate Weight Training	1-1.5	
* KINE 5P	Step Areobics	1-1.5	
* KINE 5Q	Elite Fitness Training	1-1.5	
* KINE 5R	Core Conditioning Training	1-1.5	
* KINE 6A	Cardio Kickboxing	1-1.5	
* KINE 6B	Introduction to Qigong	1-1.5	
* KINE 6C	Pilates for Fitness	1-1.5	
* KINE 6E	Fundamentals of Yoga	1.5-2	
* KINE 6F	Intermediate Yoga	1.5-2	
* KINE 6G	Tai Chi	1-1.5	
* KINE 7A	Beginning Bowling	1-1.5	
* KINE 7B	Beginning Road Bicycling	1-1.5	
* KINE 7C	Beginning Mountain Biking	1-1.5	
* KINE 7F	Beginning Archery	1-1.5	
* KINE 8A	Beginning Tennis	1-1.5	

* KINE 8B	Intermediate Tennis	1-1.5
* KINE 8C	Beginning Racquetball	1-1.5
* KINE 8E	Beginning Badminton	1-1.5
* KINE 8F	Intermediate Badminton	1-1.5
* KINE 9A	Beginning Basketball	1-1.5
* KINE 9B	Indoor/Outdoor Soccer	1-1.5
* KINE 9C	Intermediate Soccer	1-1.5
* KINE 9E	Intermediate Basketball	1-1.5
* KINE 9F	Beginning Baseball	1-1.5
* KINE 9G	Softball	1-1.5
* KINE 9H	Beginning Volleyball	1-1.5
* KINE 9P	Intermediate Volleyball	1-1.5
+ KINE 20A	Introduction to Kinesiology	3
+ KINE 20D	Baseball Theory and Practice I	2
+ KINE 20E	Baseball Theory and Practice II	2
+ KINE 20F	Football Theory and Practice I	2
+ KINE 20G	Football Theory and Practice II	2
KINE 20H	Care and Prevention of Athletic Injuries	3
+ KINE 20J	Softball Theory and Practice II	2
+ KINE 20M	Volleyball Theory and Practice I	2
+ KINE 20N	Volleyball Theory and Practice II	2
+ KINE 20P	Softball Theory and Practice I	2
+ KINE 20Q	Soccer Theory and Practice I	1.5-2
+ KINE 20R	Soccer Theory and Practice II	1.5-2
KINE 20S	Advanced First Aid and Emergency Care	3
KINE 20V	Introduction to Sports Science	3
# KINE 20W	Principles of Fitness and Sports Training	3
(Formerly "Concepts of Physical Fitness" prior to F15)		
+ KINE 20X	Basketball Theory and Analyses I	2.5
+ KINE 20Y	Basketball Theory and Analyses II	2.5

#### END OF REPORT

- \* Any or all of these PE Activity courses combined: maximum credit, 4 units
- + Any or all of these courses combined: maximum credit, 8 units



## APPENDIX F—Special Admission



### SPECIAL ADMISSION PROGRAM CRITERIA

Please read the following information carefully:

1. The Special Admission Program is open to any K-12 student who, in the opinion of the Superintendent/President or designee, can benefit from instruction.
2. Students may be admitted upon recommendation of the principal, counselor and parent. All new students under grade 9 and their parent or guardian must attend an interview with a college official (college dean, college vice president, counselor, or subject matter instructor), to determine registration eligibility, course placement, and general advisement.
3. Special Admission students must conform to the College's academic rules and regulations and the Code of Conduct expected of all college students.
4. The College reserves the right to exclude or limit registration into programs where the health, safety, instructional methodology, facility constraints, or legal requirements are deemed inappropriate for Special Admission students.
5. Special Admission students are exempt from paying the California Community College Enrollment Fee if they register as a part-time student (less than 12 units during fall and spring semesters; less than 6 units during the summer intersession). Special Admission students who register for 12 or more units during fall/spring or for 6 or more units during the summer must pay the enrollment fee for all units registered. All other fees must be paid by both part-time and full-time Special Admission students (i.e. Health Center Fee, Student Center Fee.)
6. Courses listed on the following page are NOT open to Special Admission students.

**PROCEDURE:** You cannot register before the Priority Registration Date specified for K-12 students.

1. Apply for admission online at [www.solano.edu](http://www.solano.edu) and submit the Special Admission Recommendation Form with all required signatures to Admissions and Records at the Fairfield campus, Vacaville Center or Vallejo Center. These must be processed prior to registration.
2. Students must provide documentation for prerequisite clearance or challenge. High School transcripts or verification of prerequisite course completion and a Request for Transcript Review must be submitted at least ten (10) business days prior to attempting to register for classes. Prerequisites are strictly enforced and will not be waived. Upon submission, prerequisite clearances are entered within ten (10) business days.
3. Special Admission students register as new students each semester; they do not gain registration priority as continuing students.
4. You must register for classes online using MySolano ([my.solano.edu](http://my.solano.edu)). **YOU WILL NOT BE REGISTERED IN CLASSES FROM THIS FORM. You may register ONLY in the specific courses listed on your Special Admission Recommendation Form that has been signed by your school principal and parent.**
5. Assessment testing ([www.solano.edu/counseling/assessment.htm](http://www.solano.edu/counseling/assessment.htm)) is required prior to registration into English courses. See Schedule of Classes online or go to MySolano ([my.solano.edu](http://my.solano.edu)) to determine the Priority Registration date for K-12 students.



## Special Admission Students May NOT Register in Courses Listed Below

*The following courses are not open to Special Admission Students because they are not classified as advanced scholastic or vocational work or are excluded because of the criteria in Item #4 of the Special Admission Program Criteria.*

### **APPLIED TECHNOLOGY & BUSINESS**

*All Aeronautics courses  
All Cosmetology courses  
FIRE 140*

### **HEALTH SCIENCES**

*All Athletics courses  
All Emergency Medical Technician courses with the exception of EMT 120  
All Kinesiology (Physical Education) courses with the exception of KINE 020A and 020S  
All Nursing courses with the exception of NURS 103, 104, 105, and 111*

### **LIBERAL ARTS**

*All 300-level English courses  
All 300-level ESL Courses*

### **MATHEMATICS AND SCIENCE**

*All 300-level Horticulture courses  
All 300-level Mathematics courses*

Special Admit for HS students:

**SPECIAL ADMISSION RECOMMENDATION FORM**

Choose a term: <u>    Fall 20   </u> <u>    Spring 20   </u> <u>    Summer 20   </u>		
Last Name <small>(Please print)</small>		SCCID#
First Name	Middle Initial	Telephone #
Date of Birth	E-Mail Address	
Anticipated Graduation Date	Current Grade Level <small>(If you are new to SCC and below grade 8, please have form signed by college official at your interview—see #2 of Special Admission Program Criteria.)</small>	
Current G.P.A.	Example: ART      010      Art Appreciation _____ _____ _____	

**List Courses in which You Wish to Register**  
 Note: You will NOT be registered for classes from this form. To register you must use MySolano online registration ([www.my.solano.edu](http://www.my.solano.edu)).

Subject	Number	Course Title

**FEES:** Students registering in 12 or more units in Fall and Spring or in 6 or more units in the Summer will be charged regular enrollment fees for all units registered.

I am pleased to recommend the above-named student for Solano Community College's Special Admission Program. He/she is academically prepared for the following advanced scholastic or vocational courses, and completion of the course(s) on your campus would enhance the student's ability to compete effectively in his/her future education. This student has availed himself or herself of all opportunities to enroll in an equivalent course at his or her district of attendance, per Education Code, Sections 48800, 48800.5 and 75001(a) and (b).

*For any particular grade level, a principal shall not recommend for community college summer session attendance more than 5 percent of the total number of pupils who completed that grade immediately prior to the summer session. By signing on line below, the K-12 principal attests to compliance with this regulation.*

K-12 PRINCIPAL'S SIGNATURE (Required)	Date	NAME OF SCHOOL
K-12 COUNSELOR'S SIGNATURE (Required)	Date	Counselor's Name (print)
<input type="checkbox"/> Approved <input type="checkbox"/> Denied		Date

SCC COLLEGE OFFICIAL (required if student is new to SCC & under Grade 9; see Criterion #2 on reverse side)

I approve of my son/daughter taking the above listed course(s) on the Solano Community College campus. I understand that there are federally imposed privacy restrictions on my child's records that bar me from accessing those records regardless of my child's age unless I have my child's written consent. I understand that my child must adhere to the academic standards of the College. I understand that no extra supervision is provided for minors before, during or after class.

PARENT'S SIGNATURE (Required) \_\_\_\_\_ DATE \_\_\_\_\_

I declare under penalty of perjury that the statements submitted by me in connection with determination of Special Admission are true and correct. All materials submitted by me for purposes of admission become the property of Solano Community College. I understand that falsification, withholding pertinent data, or failure to report data changes may result in my dismissal. I authorize SCC to provide a copy of my transcript to the school named above.

STUDENT'S SIGNATURE (Required) \_\_\_\_\_ DATE \_\_\_\_\_