Program Review - Overall Report

Instructional: Kinesiology

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?
KIN numbers typically exceed the college averages, and this trend continues as evidenced by data from 2016-2020.

Data Review

Gender	Ethnicity	enroll_ct	Success	Success Rate	DI	Close Gap	Academic Year
Female	African American	697	572	82.1%	0	113	2018-19
Female	Asian	320	281	87.8%	0	113	2018-19
Female	Hispanic	3,806	3,225	84.7%	0	113	2018-19
Female	Native American	48	44	91.7%	0	113	2018-19
Female	Pacific Islander	28	22	78.6%	0	113	2018-19
Female	Two or More	69	55	79.7%	0	113	2018-19
Female	Unknown	65	54	83.1%	0	113	2018-19
Female	White	1,173	1,032	88.0%	0	113	2018-19
Male	African American	1,187	1,020	85.9%	0	0	2018-19
Male	Asian	373	337	90.3%	0	0	2018-19
Male	Hispanic	3,171	2,742	86.5%	0	0	2018-19
Male	Native American	40	37	92.5%	0	0	2018-19
Male	Pacific Islander	83	74	89.2%	0	0	2018-19
Male	Two or More	57	47	82.5%	0	0	2018-19
Male	Unknown	51	45	88.2%	0	0	2018-19
Male	White	1,273	1,121	88.1%	0	0	2018-19

Data Review

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

We do not have any equity gaps that are concerning. KIN has exceeded the college's averages in all areas.

Gender by Ethnicity	std10	Annual	Count of StudentID
Female	Amer Ind/Alaska Nat	2019-20	1
Female	Black	2019-20	2
Female	Hispanic/Latino	2019-20	17
Female	Unknown/Unreported	2019-20	1
Female	White	2019-20	6
Male	Asian	2019-20	3
Male	Black	2019-20	2
Male	Hispanic/Latino	2018-19	1
Male	Hispanic/Latino	2019-20	33
Male	Unknown/Unreported	2019-20	1
Male	White	2019-20	2

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

None.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?
KIN

What percent of SLOs in the disciplines you identified above have been assessed?
51

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).
Most of the courses listed as unassessed are not offered at our college. Those that are offered will be assessed in the umcoming cycle.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?
No

If all SLOs are not mapped to at least one PLOs, please explain why.
78% of KIN SLO's are mapped, with 21 remaining to be mapped. This was an oversight, the discipline had believed that all SLO's were mapped prior to accreditation.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)
No

If the appropriate SLOs are not mapped to GELOs, please explain why.
92% are mapped with only 2 courses not completed. the intermediate yoga and the soccer classes will be mapped in the next cycle.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?
KIN

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.
PLO 1 Identify and investigate career pathways in the discipline of Kinesiology
PLO 2 Utilize fitness principles and training guidelines to plan and practice an individualized cardiorespiratory endurance, strength training, and flexibility program.
PLO 3 Demonstrate an understanding of basic anatomical and physiological principles.

To what to you attribute this success?
A coordinated curriculum across all coursework.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.
None.

Assessment Review

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?
None

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.
KIN faculty are immersed in the discipline and align our curriculum with evolving trends in the academic and vocational spheres within KIN.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).
A major effort has been the creation and care of the KIN Majors club where members are exposed to opportunities within the discipline through guest speakers and field trips.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).
The ADT as well as our other courses transfer well making them useful for students continuing with the KIN education. The practical aspects of leaning about the impact of lifestyle on health may be difficult to assess, but will have long term benefits for the students.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?
Yes, they do.,

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
KIN courses do not require prerequisites and appeal to the physical, emotive, and intellectual needs of our students.

What are your plans/goals (3-year) regarding this goal?
We intend to stay current with healthy trends and revise courses as necessary to continue meeting the needs of the students.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
Retention and success rates exceed that of the college as a whole.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 10. Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
We currently offer courses for Athletics and support the program and coaches. The sports increase community awareness of the college and generate support. The option of competing at the collegiate level appeals to many of our current and potential students.

What are your plans/goals (3-year) regarding this goal?
We intend to support expanding the sports related courses and hope to increase our capacity through an increase in instructional space, including new sports facilities and instructional spaces.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
KIN success and retention goals exceed the average of the college as a whole.

Program Review: Part 1

Academic Year	Race/Ethnicity	# Enrolled	DI	Retention Rate	PPG
2019-20	African American	3	0	100.0%	97.5%
2019-20	Asian	1	0	100.0%	97.5%
2019-20	Hispanic	65	0	96.9%	97.5%
2019-20	Native American		0		97.5%
2019-20	Pacific Islander		0		97.5%
2019-20	Two or More		0		97.5%
2019-20	Unknown		0		97.5%
2019-20	White	12	0	100.0%	97.5%

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?
No

What percentage of your courses are out of date?
25% - 11%

If you have courses that are not current, are they in the curriculum process?
Yes

For out of date courses that are not already in progress of updating, what is your plan?
Courses are always reviewed and revised. The report states that 5 of our 39 courses are not updated since 2017, some of them have been renamed or newly added to our college.

Do you have proposals in progress for all the DE courses you intend to file?
No

Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
An alert system that would send notificatoins whenever our numbers start to decline below college averages.

What questions do we need to ask to understand your program plans, goals, needs?
Please keep in mind that KIN and athletics are combined, which brings multiple college personal and programs into our system, such as the Dean of Student Life.

What types of data do you need to support your program plans, goals, needs?
We have sufficient data.

If there are any supporting documents you would like to attach, please attach them here.
2014-17_KIN_SLO_DISCIPLINE.pdf
2014_17_KINESIOLOGY_CurriculumRPT.pdf
2014_17_KINESIOLOGY_SuccessEfficiencyRetentionRPT.pdf
2014-17_INSTRUCTION_KINESIOLOGY_ResourceRequests.xlsx

Resource Requests

2021 - 2024

What resources do we already have?
Fitness center and associated equipment; Activity center for group fitness instruction; Athletic fields

What resources do you need?
Gymnasium; pool; track; baseball field; locker rooms; training rooms.

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 7,EMP Goal 10

$ Amount Requested
42,000,000

Resource Type
BUDGET: Facilities Building, Remodel

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
1

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes

Assessment: Course Four Column

NORCO COLLEGE

Discipline - KIN

KIN-10:Introduction to Kinesiology

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify and describe the basic concepts and sub-disciplines of Kinesiology **SLO Status:** Active **Approval Date:** 04/07/2016			
SLO 2 - Analyze the relationship between performance in the movement forms of sport, dance and exercise. **SLO Status:** Active **Approval Date:** 04/07/2016			
SLO 3 - Investigate and choose the pathways and requirements for career opportunities. **SLO Status:** Active **Approval Date:** 04/07/2016			
PREVIOUS (2) SLO 1 - Identify the basic concepts of Kinesiology **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** Embedded test questions in the cumulative final exam	**Semester Assessed:** 2014-15 (Spring 2015) **Benchmark Met:** N/A the final average for the class was 82.81. 2/3rds of the class did well. 3 subfields proved to be more difficult, exercise physiology, biomechanics and motor control. (06/11/2015) **Related Documents:** KIN 10.pdf	
PREVIOUS (2) SLO 2 - Describe the			

SLOs	Assessment Methods	Results	Changes Made
historical, ethical and philosophical foundations of Kinesiology **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			
PREVIOUS (2) SLO 3 - Analyze the relationship between performance in the movement forms of sport, dance and exercise. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			
PREVIOUS (2) SLO 4 - Identify the fundamental concepts of basic movements. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			
PREVIOUS (2) SLO 5 - Investigate and identify the pathways and requirements for career opportunities. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			
SLO 1 Previous - Investigate the history of sport and compare and contrast its influence on modern physical education programs. **SLO Status:** Inactive **Inactive Date:** 10/03/2014			
SLO 2 Previous - Differentiate between the areas of emphasis within the Physical Education or Kinesiology discipline. **SLO Status:** Inactive **Approval Date:** 10/03/2014			
SLO 3 Previous - Analyze and			

SLOs	Assessment Methods	Results	Changes Made
evaluate the foundation research in exercise physiology as it pertains to present practices in physical fitness and sport. **SLO Status:** Inactive **Approval Date:** 10/03/2014			
SLO 4 Previous - Develop a philosophy of physical education and sport and defend your position. **SLO Status:** Inactive **Inactive Date:** 10/03/2014			
SLO 5 Previous - Identify and investigate the career opportunities within the discipline of Physical Education or Kinesiology. **SLO Status:** Inactive **Inactive Date:** 10/03/2014			

KIN-16:Introduction to Athletic Training

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Analyze the history, ethics, liability involved in the athletic training field. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Support the need for professional development and continuing education requirements for athletic trainers. **SLO Status:** Active **Approval Date:** 09/19/2013	**Project -** The students will identify injury pathology		
SLO 3 - Discuss the role that anatomy, biomechanics, physiology, and psychology play in athletic injury management. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Compare and contrast the indications and contraindications for certain therapeutic modalities. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Assess specific athletic injury situations. **SLO Status:** Active **Approval Date:** 09/19/2013	**Written Assignment -** Students will access a specific athletic injury situation		
SLO 6 - Demonstrate basic prophylactic taping, wrapping, and bracing skills necessary for injury prevention for the major body areas. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-21A:Athletic Training Applications A

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate a working knowledge of emergency protocol for an athletic emergency situation. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Understand and demonstrate the ability to perform the following basic tape jobs/wraps: wrist, fingers, ankle, thumb, quadriceps, hamstrings and groin. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Apply and understand the basic knowledge and application surrounding modalities that are used int the athletic training facility (ultrasound, ice, heat, and electrical stimulation). **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Identify and effectively treat various types of wounds and blisters. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Demonstrate the preparedness of an athletic event based on an athletic trainer's point of view. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-29:Soccer Theory

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Evaluate offensive and defensive systems used in youth, high school, college, and professional soccer teams. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Design integrative strategic practice, training, and game plans. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Apply scouting techniques and recruiting etiquette. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Assess techniques and strategies for positive teaching and coaching techniques and player evaluation. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Compare the rules of soccer used by different organizations. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-30:First Aid and CPR

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Assess victims of injury and medical emergencies, and apply the emergency action plan for citizen responders: check the scene and victim, call 911, and initiate proper care for the victim; **SLO Status:** Active **Approval Date:** 09/19/2013	**Performance -** Testing requirements for First Aid and CPR practicum tests	**Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** N/A 99% passing rate (06/12/2014)	
SLO 2 - Evaluate their lifestyles for health and safety concerns and set personal goals for achieving a safe and healthful lifestyle. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Demonstrate bandaging and splinting techniques for the care of wounds, burns, sprains, dislocations and fractures; apply the techniques used for the prevention and treatment of shock; and demonstrate emergency rescue moves only when necessary. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - During simulated scenarios using manikins, demonstrate cardiopulmonary resuscitation and the use of an Automated External Defibrillator (AED), and care for breathing emergencies on adults, children and infants using correct procedures and techniques according to the American Heart Association ECC2005 guidelines for BLS for Healthcare Providers; **SLO Status:** Active **Approval Date:** 09/19/2013			

SLOs	Assessment Methods	Results	Changes Made
SLO 5 - Describe the signs and symptoms associated with common medical emergencies and explain the first aid care that is needed in various scenarios. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-35:Foundation for Fitness and Wellness

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Define the components of physical fitness as it relates to a wellness program; **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Describe and apply an understanding of the relationship of nutrition and exercise to weight management; **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Assess the negative effects of unmanaged stress, substance abuse, sexually transmitted disease and cancer to overall wellness; **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Evaluate a physically active lifestyle as a method of maintaining and improving fitness, wellness, and the overall quality of life; **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Design and practice a plan for the maintenance and improvement of physical fitness and wellness. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-36:Wellness: Lifestyle Choices

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Analyze the seven dimensions of wellness and identify how they are both dynamic and inter-related. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Describe personal “triggers” for feelings of stress and employ strategies for living more harmoniously. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Demonstrate an increased level of self-awareness regarding one’s choices, behaviors, thinking patterns, and beliefs and how these impact their quality of life. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Identify lifestyle improvement goals and design corresponding courses of action. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Assess the quality of his or her personal health care coverage and identify additional health care options. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 6 - Practice problem solving techniques with regard to resolving addictive patterns and behaviors. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 7 - Compare the connection	**Project -** The purpose of this	**Semester Assessed:** 2013-14 (Spring 2014)	

SLOs	Assessment Methods	Results	Changes Made
between food choices and the opportunity for optimal health and wellness. **SLO Status:** Active **Approval Date:** 09/19/2013	assessment was to discern how well students understood the energy balance equation as is relates to weight change. One aspect of this equation is caloric intake which includes food choices and portion sizes. The second aspect of the equation is related to caloric expenditure. In order to understand how the energy balance equation is interpreted, a key concept is understanding that the one pound is equivalent of 3500 Kcals. Students were assigned a project with utilized the government website entitled myplate.gov. They were asked to complete caloric intake and caloric expenditure for a 24 hour period. Not only were results submitted, but students were also required to complete an interpretation of the results. The area that I assessed tapped into the first four questions of their interpretation. The questions are as follows: 1 - How many calories did you consume? 2 - What is your total calorie target? 3 - If your results were the same each day, would you be in the process of gaining, losing, or maintaining your weight? 4 - What would your weight change be per week?	**Benchmark Met:** N/A A total of 58 project interpretations were submitted (2 course sections were assessed). Of those who completed the interpretation, results demonstrated the following: 1 - All students completed questions 1 & 2 correctly 2 - With regard to question 3, 44 of 58 (75.8%) students were proficient in determining how/if weight change would occur. 3 – With regard to the ability to accurately calculate weight change per week (question 4), only 27 of 58 (46.5%) had mastered this concept. I am not at all satisfied with the results. My expectations with regard to question 3 would be that a minimum of 90% of students would be able to understand this concept. It is quite basic. With regard to question 4, I tend to believe that difficulty arose due to lack of arithmetic skills. The calculation involves an understanding of three basic mathematical steps and utilizing the concept that 3500 Kcals are the equivalent of 1 pound. 2. If this is an initial assessment, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course? I tend to cover both the energy balance equation and set point theory in one lecture period. Students are also assisted through 3 or 4 sample problems (guided through the 3 step process of determining weekly weight change) during this class section. In future semesters, I would recommend the addition of a homework assignment that is related to "running the math" for question 4. The homework could then be discussed and reviewed in a subsequent class period. An additional idea would be that of posting sample results and the	

SLOs	Assessment Methods	Results	Changes Made
		mathematical process in a “help section” on my faculty webpage. (06/12/2014) **Related Documents:** KIN 36 Assessment - Spring '14.pdf Norco College Course Assessment Report - KIN 36.docx	

KIN-38:Stress Management

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Analyze and critique the various triggers related to feelings of distress. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Describe the physiological responses associated with distress. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Execute various coping strategies and relaxation techniques for managing distress. **SLO Status:** Active **Approval Date:** 09/19/2013	**Project -** The method utilized was that of a project which required students to: 1. Practice a breathing/concentration technique for 30 days 2. Record the practice of four different breathing techniques 3. Complete a minimum of 10 minutes of practice per session 4. Log comments associated with their practice 5. Assess stress and fatigue level for each day of practice Prior to the onset of the project, students had received instruction with regard to correct procedures for each technique and had also experienced numerous practice sessions during the lab portion of the class. Rubric utilized to evaluate success with five aspects of project		
SLO 4 - Synthesize knowledge gained, the practice of coping strategies, and relaxation techniques for			

incorporation into one's lifestyle.
SLO Status: Active
Approval Date: 09/19/2013

KIN-4:Nutrition

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Identify the six classes of nutrients and determine which are energy-yielding nutrients. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Identify common food sources for the different classes of nutrients. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Assess the arguments for and against vitamin and mineral supplementation. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Apply the principles of nutrition to plan a healthy diet and maintain a healthy activity level. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Analyze their diets and create and design a plan of action for improving their diets and eating habits. **SLO Status:** Active **Approval Date:** 09/19/2013	**Project -** Create a diet log using the My Plate website	**Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** N/A 89% return rate on assignment but with 38/40 average score (06/12/2014) **Related Documents:** KIN 4 2014 assessment report form.pdf KIN 4 Assessment Spring 2014 Tally Sheet.xlsx	
SLO 6 - Explain the food guide pyramid. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-6:Introduction to PE for Preschool and Elementary Children

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate an understanding of the process and sequence of physical growth and development as it applies to the planning and implementation of physical education programs for all children regardless of race, gender, motor ability, or challenging condition. **SLO Status:** Active **Approval Date:** 11/01/2013			
SLO 2 - Identify techniques and skill requirements necessary to select and evaluate materials and equipment that can be used to facilitate an appropriate physical education program. **SLO Status:** Active **Approval Date:** 11/01/2013			
SLO 3 - Demonstrate an understanding of the components of an appropriate physical education program including sequential movement skills and movement knowledge; self image and individual growth and development; and social development. **SLO Status:** Active **Approval Date:** 11/01/2013			
SLO 4 - Demonstrate a knowledge of the laws and regulations relating to the health and safety of children in physical education programs. **SLO Status:** Active **Approval Date:** 11/01/2013			
SLO 5 - Identify components of a			

SLOs	Assessment Methods	Results	Changes Made
quality physical education program for children ages 0-11 years. **SLO Status:** Active **Approval Date:** 11/01/2013			
SLO 6 - Plan, implement, and evaluate lesson plans for a physical education program designed for a specific age group. **SLO Status:** Active **Approval Date:** 11/01/2013			

KIN-A03:Adaptive Physical Fitness

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Utilize fitness principles and training guidelines to plan and practice an individualized cardiovascular endurance, strength training, and flexibility program. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 2 - Demonstrate proper technique and appropriate application of training guidelines to keep workout sessions productive and free from preventable accidents. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 3 - Monitor their individual fitness level using appropriate record keeping methods. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 4 - Identify and measure how the performance of various exercises will result in physiological changes and improved physical interaction with their environment. **SLO Status:** Active **Approval Date:** 10/07/2014			

KIN-A15:Bowling, Beginning

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate improvements in the execution of fundamental skills including appropriate grip, approach and delivery. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 2 - Interpret and demonstrate basic knowledge of bowling safety, use of equipment, rules, scoring, and etiquette related to the sport of bowling. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 3 - Apply acquired knowledge of safety, rules, etiquette, and scoring through participation in a class league play experience. **SLO Status:** Active **Approval Date:** 10/07/2014			

KIN-A16:Bowling, Intermediate

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Describe and demonstrate various systems of spare conversion. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 2 - Analyze lane conditions and their effect on ball roll and tracking. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 3 - Analyze and perform self-corrections of common errors related to the approach and delivery. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 4 - Describe and demonstrate the basic mechanics of the hook delivery **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 5 - Employ skills and knowledge through participation in league play. **SLO Status:** Active **Approval Date:** 10/07/2014			

KIN-A20:Golf, Beginning

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate basic golf techniques and skills. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Understand the underlying rationale for golf etiquette and be able to apply the rules of golf during play. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Evaluate the opportunities and benefits which are available through lifetime participation in golf. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-A21:Golf, Intermediate

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate course management strategies to improve scoring opportunities. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 2 - Develop and demonstrate consistency in shaping the ball flight through swing manipulation in order to improve overall golf performance in a variety of situations. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 3 - Understand and apply the situational rules of golf in order to correctly apply the rules in match situations. **SLO Status:** Active **Approval Date:** 10/07/2014			

KIN-A40:Karate, Beginning

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Demonstrate the basic skills in stretching and warm-up exercises and explain their function as it relates to exercise. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the twenty-one (21) students who took the midterm, eighteen (18) students or 86% were able to execute the warm-up exercises with confidence and ease of performance. During the final, all the twenty-one students 100% in the class executed the warm-up exercises with confidence and ease of performance. Their movements were smooth and defined and they understood the importance of doing these exercises correctly. This class of students worked very well together in helping each other with techniques and building confidence and friendship. (01/19/2017) **Assessment Unit :** 1	
	Performance - Most people learn best when shown how to do the task. Karate, being an activity class, has many techniques which can be challenging unless demonstrated. The same is true of the warm-ups. These must be done correctly to prevent the possibility of injuries during the course of training. Students need to physically prepare their body for the demands of a strenuous workout by gradually increasing the body temperature. This helps the ligaments and tendons become more flexible, reducing the chance of tears. An adequate warm-up and mental preparation also increase the students' chances of enduring and benefiting from the hardest part of the exercise regimen which is the learning of the karate techniques. At the beginning of the semester, the instructor will show all students		

SLOs	Assessment Methods	Results	Changes Made
	how to correctly perform the exercises. The students are expected to follow and complete each step. Throughout the course of the semester, students will periodically be called up to lead various warm-up exercises. During the final month of the semester, students will demonstrate their knowledge of the warm-up exercises while leading the rest of the class. **Benchmark:** 70% of the students will be proficient in executing warm-up exercises without difficulty and understand the importance of warm-ups as an important activity to help prevent sport injuries.		
	Performance - Correct stretching and warm up exercises are as important to students as is the actual training. At the beginning of the semester, students are taught by the instructor, the correct stretches and warm-ups and their benefits to helping students lessen the chance of injuries. Throughout the course of the semester, individual students will periodically be asked to lead the group in demonstrating their knowledge, and ability to correctly execute the stretches and warm ups. The instructor will observe the group as a whole and assist students who may be in need of assistance. During the final month of the semester, students will demonstrate their knowledge of the warm-up exercises while leading the rest of the class. Karate has many techniques that can	**Semester Assessed:** 2016-17 (Spring 2017) **Benchmark Met:** Yes Of the twelve (12) students who took the midterm, seven (7) students or 83% were able to execute the warm-up exercises with confidence and ease of performance. During the final, eleven (11) students of the twelve (12) students (92%) who took the final executed the warm-up exercises with confidence and ease of performance. Their movements were smooth and defined and they understood the importance of doing these exercises correctly. This class of students worked very well together in helping each other with techniques, building confidence, friendship, and showing respect to each other. (06/20/2017)	

SLOs	Assessment Methods	Results	Changes Made
	be challenging and frustrating for beginning students. Many of the students learn best when shown how to do the task, along with a verbal explanation of what is being done. Karate, being an activity class, has many techniques which can be complicated unless demonstrated. This is also true of warm-ups. These must be done correctly to prevent the possibility of injuries. Students need to physically prepare their body for the demands of a strenuous workout by gradually increasing the body temperature. This helps the ligaments and tendons become more flexible, reducing the chance of tears. An adequate warm-up and mental preparation also increase the students' chances of enduring and benefiting from the hardest part of the exe **Benchmark:** 70% of the students will be proficient in executing warm-up exercises without difficulty and understand the importance of the warm-ups as an integral part of their training to help prevent sport injuries. **Performance -** Most people learn best when shown how to do the task. Karate, being an activity class, has many techniques which can be challenging unless demonstrated. The same is true of the warm-ups. These must be done correctly to prevent the possibility of injuries during the course of training. Students need to physically prepare their body for the demands of a strenuous workout by gradually increasing the body temperature.		

SLOs	Assessment Methods	Results	Changes Made
	This helps the ligaments and tendons become more flexible, reducing the chance of tears. An adequate warm-up and mental preparation also increase the students' chances of enduring and benefiting from the hardest part of the exercise regimen which is the learning of the karate techniques. At the beginning of the semester, the instructor will show all students how to correctly perform the exercises. The students are expected to follow and complete each step. Throughout the course of the semester, students will periodically be called up to lead various warm-up exercises. During the final month of the semester, students will demonstrate their knowledge of the warm-up exercises while leading the rest of the class. **Benchmark:** 70% of the students will be proficient in executing warm-up exercises without difficulty and understand the importance of warm-ups as a vital activity to help prevent sport injuries.		
SLO 2 - Demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking, and kicking. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the twenty-one (21) students who took the midterm, eighteen (18) students or 86% were able to execute the warm-up exercises with confidence and ease of performance. During the final, all the twenty-one students 100% in the class executed the warm-up exercises with confidence and ease of performance. Their movements were smooth and defined and they understood the importance of doing these exercises correctly.	

SLOs	Assessment Methods	Results	Changes Made
	SLO Assessment Results	This class of students worked very well together in helping each other with techniques and building confidence and friendship. (01/19/2017) **Assessment Unit :** 1	
	Performance - Students' abilities to effectively demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking and kicking come from understand the various techniques and their purpose in self-defense. The techniques are introduced slowly with explanations so that students understand the reasoning behind the moves. As the semester progresses, the students are taught to combine the different techniques, using more control, sharper moves and faster speed. During the midterm, the students are evaluated on well they are able to demonstrate the various basic skills of self-defense through the use of blocking, shifting, punching, striking and kicking, and their ability to correctly execute combinations. Two pairs of students are assessed at the same time during the final. Each student will take turns being the attacker and defender. The students are paired off with a partner of similar stature, and given the commands to demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking and kicking. Students are also required to demonstrate combined applications using the techniques taught during		

SLOs	Assessment Methods	Results	Changes Made
	the semester. **Benchmark:** 70% of the students will be proficient in demonstrating the basic skills of self-defense through the use of blocking, shifting, punching, striking, and kicking. **Performance -** Students' abilities to effectively demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking and kicking come from understand the various techniques and their purpose in self-defense. The techniques are introduced slowly with explanations so that students understand the reason behind the moves. As the semester progresses, the students are taught to combine the different techniques, using more control, sharper moves and faster speed. During the midterm, the students are evaluated on how well they are able to demonstrate the various basic skills of self-defense through the use of blocking, shifting, punching, striking and kicking, and their ability to correctly execute combinations. Two pairs of students are assessed at the same time during the final. Each student will take turns being the attacker and defender. The students are paired off with a partner of similar stature, and given the commands to demonstrate the basic skills of self-defense through the use of blocking, shifting, punching, striking and kicking. Students are also required to demonstrate combined applications		

SLOs	Assessment Methods	Results	Changes Made
	using the techniques taught during the semester. **Benchmark:** 70% of the students will be proficient in demonstrating the basic skills of self-defense through the use of blocking, shifting, punching, striking, and kicking, and the combination of different techniques together.		
SLO 3 - Evaluate the level of force that is appropriate in the application and responsibility of using karate as a self-defense. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the twenty-one (21) students who took the midterm, eighteen (18) students or 86% were able to execute the warm-up exercises with confidence and ease of performance. During the final, all the twenty-one students 100% in the class executed the warm-up exercises with confidence and ease of performance. Their movements were smooth and defined and they understood the importance of doing these exercises correctly. This class of students worked very well together in helping each other with techniques and building confidence and friendship. (01/19/2017) **Assessment Unit :** 1	
	Performance - Students' abilities to effectively execute the appropriate force necessary in the application of using Karate, lies solely in the training and self-discipline of the individual. It is the responsibility of the individual to know and understand exactly how much force is necessary when practicing with peers in class as opposed to actually having to use karate as a means of self-defense against an aggressor. During class practice, students are instructed to come close to their targets, approximately eight inches		

SLOs	Assessment Methods	Results	Changes Made
	or less, but not to touch or hit them. There is not to be any hard contact which is blocking, shifting, punching, striking and kicking with force hard or severe enough to cause bruising or injury. During the assessment, two pairs of students are assessed at the same time. The students are paired off with a partner of similar stature, and given commands to demonstrate the appropriate force necessary in the application of using Karate. Students may not come in hard contact with their peers. **Benchmark:** 70% of the students assessed will effectively execute the appropriate force necessary in the application of using Karate. The students are to come in close proximity to their peers (must be less than eight inches) but may not come in contact with them. **Performance -** Students' abilities to effectively execute the appropriate force necessary in the application of using Karate, lies solely in the training and self-discipline of the individual. It is the responsibility of the individual to know and understand precisely how much force is necessary when practicing with peers in class as opposed to actually having to use karate as a means of self-defense against an aggressor. During class practice, students are instructed to come close to their targets, approximately eight inches or less, but not to touch or hit them. There is never to be any hard contact between students which include blocking, shifting, punching, striking and kicking with		

SLOs	Assessment Methods	Results	Changes Made
	force hard or severe enough to cause bruising or injury. During the assessment, two pairs of students are assessed at the same time. The students are paired off with a partner of similar physique, and given commands to demonstrate the appropriate force necessary in the application of using Karate. Students are reminded every class meeting they are never to come in hard contact with their classmates. **Benchmark:** 70% of the students assessed will effectively execute the appropriate force necessary in the application of using Karate. The students are to come in close proximity to their peers (must be less than eight inches) but may not come in contact with them.		
SLO 4 - Recognize and discuss criteria for aesthetic judgments. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the twenty-one (21) students who took the midterm, eighteen (18) students or 86% were able to effectively demonstrate their understanding for aesthetic judgments in their response to the instructor and peers' commands. During the final, of the twenty-one (21) participating students, all 21 students or 100% were able to effectively demonstrate their understanding for aesthetic judgments in their response to the instructor and peers' commands. This class of students worked very well together in helping each other with techniques and building confidence and friendship. (01/19/2017) **Assessment Unit :** 1	
	Performance - Students are required to be respectful to other students and the instructor at all times during class training. This mutual respect is expected during all verbal	**Semester Assessed:** 2015-16 (Fall 2015) **Benchmark Met:** Yes -Of the 22 students who took the midterm, 13 students or 59% were able to effectively demonstrate their understanding for aesthetic judgments in their response to	

SLOs	Assessment Methods	Results	Changes Made
	instructions/discussions and during the physical training. Students are discouraged from using any profanity and may not engage in any discrimination of ethnicity, sex or religion during the workouts. Students are expected to imitate the moves/techniques taught by the instructor and may not deviate from what is taught. Katas, which are techniques set to a specific sequence, must be demonstrated exactly as taught and sparring techniques must be followed precisely so as not to risk injuries. Positive attitude during the learning process must be evident both in the offensive and defensive position. During the midterm and finals, students are expected to listen to all commands given by the instructor and follow through while demonstrating their knowledge of the katas and sparring. Students must also communicate their own intentions with commands when working with partners so that the other person knows what to expect. This is a very critical aspect of the training when students are still learning the techniques, and this also lessens the chance for injuries. It is the students' responsibilities to inform their opponents what moves will be used so that the opponents know which techniques are required of them to complete the cycle. **Benchmark:** 70% of the students assessed will effectively and immediately demonstrate their	the instructor and peers' commands. During the final, of the 21 participating students, 16 students or 76% were able to effectively demonstrate their understanding for aesthetic judgments in their response to the instructor and peers' commands. (01/31/2016)	

SLOs	Assessment Methods	Results	Changes Made
	understanding of thoroughly focusing and listening to the instructor. The students will demonstrate their knowledge of listening to the commands given by their peers and responding correctly. They will also give the commands correctly as directed by the instructor. **Performance -** Students are required to be respectful to other students and the instructor at all times during class training. This mutual respect is expected during all verbal instructions/discussions and during the physical training. Students are discouraged from using any profanity and may not engage in any discrimination of ethnicity, sex or religion during the workouts. Students are expected to duplicate the moves/techniques taught by the instructor and may not deviate from what is taught. Katas, which are techniques set to a specific sequence, must be demonstrated exactly as taught and three-point-sparring techniques must be followed precisely so as not to risk injuries. Positive attitude during the learning process must be evident both in the offensive and defensive position. During the midterm and finals, students are expected to listen to all commands given by the instructor and follow through while demonstrating their knowledge of the katas and three-point-sparring. Students must also communicate their own intentions with commands when working with partners so that		

SLOs	Assessment Methods	Results	Changes Made
	the other person knows what to expect. This is a very critical aspect of the training when students are still learning the techniques, and this also lessens the chance for injuries. It is the students' responsibilities to inform their opponents what moves will be used so that the opponents know which techniques are required of them to complete the cycle. **Benchmark:** 70% of the students assessed will effectively and immediately demonstrate their understanding of thoroughly focusing and listening to the instructor. The students will demonstrate their knowledge of listening to the commands given by their peers and responding correctly. They will also give the commands correctly as directed by the instructor.		
SLO 5 - Recognize and assess Asian culture development and its contribution to martial arts. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes During the midterm, the students were assessed on their ability to recognize and assess Asian culture development and its contribution to martial arts by their use of proper, respectful manners and the reciting of the dojo kun which is a set of rules to live by each day and is a vital guidance of the martial arts training. Of the twenty-one (21) students who took the midterm, eighteen (18) students or 86% were able to demonstrate their understanding and recognition of the Asian culture and its contribution to martial arts. During the final, all the twenty-one students 100% were able to recognize and assess the Asian cultural development and its contribution to martial arts. This class of students worked very well together in helping each other with techniques and building confidence and friendship.	

SLOs	Assessment Methods	Results	Changes Made

SLO Assessment Results

(01/20/2017)
Assessment Unit : 1

Performance - College students today come from large, diverse backgrounds, therefore, it is very important to instill in the minds of the students that we are all unique individuals. During the karate training, students begin their training by doing mediation which frees the mind of outside interferences and prepares them to focus solely on what is being taught. The students are taught to bow properly to show respect to each other and especially to their instructor or any higher ranking instructor who may enter the room. Students are expected to follow instructions that are given and not to challenge the reason during class instruction time. They are allowed to email the instructor or speak with him at the conclusion of class time if there are any concerns or questions. This allows others to continue to learn without disruptions.
Students are not forced to participate in the mediation if they feel uncomfortable, but because the mediation does not constitute any particular religious beliefs and is considered a general cleansing of the mind in preparation for vigorous training, students quickly choose to participate.
Respect and discipline are of upmost importance in the training of martial arts today as it was many centuries

SLOs	Assessment Methods	Results	Changes Made
	ago. Students are expected at all times during their training to show control, respect, and camaraderie as they learn to trust each other and work together as a unit. **Benchmark:** 70% of the students assessed will have the ability to recognize and assess Asian cultural development and its contribution to martial arts by their use of proper, respectful manners and the reciting of the dojo kun which is a set of rules to live by each day and is a vital guidance of the martial arts training. **Performance -** College students today come from large, diverse backgrounds, therefore, it is very important to instill in the minds of the students that we are all unique individuals. During the karate training, students begin their training by doing mediation which releases the mind of outside interferences and prepares them to focus solely on what is being taught. The students are taught to bow properly to show respect to each other and especially to their instructor or any higher-ranking instructor who may enter the room. Students are expected to follow instructions that are given and not to challenge the reason during class instruction time. They are allowed to email the instructor or speak with him at the conclusion of class time if there are any concerns or questions. This allows others to continue to learn without disruptions. Students are not required to participate in the mediation if they feel		

SLOs	Assessment Methods	Results	Changes Made
	uncomfortable, but because the mediation does not constitute any particular religious beliefs and is considered a general cleansing of the mind in preparation for vigorous training, students quickly choose to participate. Respect and discipline are of upmost importance in the training of martial arts today as it was many centuries ago. Students are expected at all times during their training to show control, respect, and camaraderie as they learn to trust each other and work together as a unit. **Benchmark:** 70% of the students assessed will have the ability to recognize and assess Asian cultural development and its contribution to martial arts by their use of proper, respectful manners and the reciting of the dojo kun which is a set of rules to live by each day and is a vital guidance of the martial arts training.		

KIN-A41:Karate, Intermediate

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Demonstrate the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the seven (7) who took the midterm, two (2) students or 29% demonstrated the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking. The two students' techniques showed sharper moves and quicker reaction compared to the beginning students. During the final, seven (7) students were assessed, of which five (5) students, 71%, were able to successfully complete the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking. When asked, students were able to explain the various techniques and the reasoning behind the moves. (01/20/2017) **Assessment Unit :** 1	
	Performance - Students' abilities to effectively demonstrate the basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking come from understand the various techniques and their purpose in self-defense. The techniques are introduced slowly with explanations so that students understand the reasoning behind the moves. As the semester progresses, the students are taught to combine the different techniques, using more control, sharper moves and faster speed. During the midterm, the students are evaluated on well they are able to demonstrate the various basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking, and their ability to correctly execute intermediate		

SLOs	Assessment Methods	Results	Changes Made
	combinations. Two pairs of students are assessed at the same time during the final. Each student will take turns being the attacker and defender. The students are paired off with a partner of similar stature, and given the commands to demonstrate the basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking. Students are also required to demonstrate combined intermediate applications using the techniques taught during the semester. **Benchmark:** 70% of the students assessed will demonstrate competency in their ability to correctly execute basic and intermediate self-defense techniques, showing control when blocking, shifting, punching, striking and kicking, and are also required to demonstrate intermediate combination techniques with greater speed and more accuracy.		
	Performance - Students' abilities to effectively demonstrate the basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking come from understanding the various techniques and their purpose in self-defense. The techniques are introduced slowly with explanations so that students understand the reasoning behind the moves. As the semester progresses, the students are taught to combine the different techniques,	**Semester Assessed:** 2016-17 (Spring 2017) **Benchmark Met:** Yes Of the nine (9) who took the midterm, five (5) students or 55% demonstrated the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking. The five students' techniques showed sharper moves and quicker reaction. During the final, eight (8) students were assessed, of which six (6) students, 75%, were able to successfully complete the basic and intermediate techniques of self-defense through the use of blocking, shifting, punching, striking, and kicking. Their techniques were sharp, clean and quick.	

SLOs	Assessment Methods	Results	Changes Made
	using more control, sharper moves and faster speed. During the midterm, students are evaluated on well they are able to demonstrate the various basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking, and their ability to correctly execute intermediate combinations. Two students are assessed at the same time during the final. Each student will take turns being the aggressor and defender. The students are paired off with a partner of similar stature, and give the commands to demonstrate the basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking. Students are also required to demonstrate combined intermediate applications using the techniques taught during the semester. **Benchmark:** 70% of the students assessed during the final will demonstrate competency in their ability to correctly execute basic and intermediate self-defense techniques, showing control when blocking, shifting, punching, striking and kicking, and are also required to demonstrate intermediate combination techniques with greater speed and more accuracy. **Performance -** Students' abilities to successfully demonstrate the basic and intermediate skills of self-defense through the use of blocking,	Students were able to explain the various techniques and the reasoning behind the moves. (06/20/2017)	

SLOs	Assessment Methods	Results	Changes Made
	shifting, punching, striking and kicking, come from understanding the various techniques and their purpose in self-defense. The techniques are introduced slowly with explanations so that students understand the reason behind the moves. As the semester progresses, the students are taught to combine the different techniques, using more control, sharper moves and faster speed. During the midterm, the students are evaluated on well they are able to validate the various basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking, and their ability to correctly execute intermediate combinations. Two pairs of students are assessed at the same time during the final. Each student will take turns being the attacker and defender. The students are paired off with a partner of similar stature, and given the commands to demonstrate the basic and intermediate skills of self-defense through the use of blocking, shifting, punching, striking and kicking. Students are also required to demonstrate combined intermediate applications using the techniques taught during the semester. **Benchmark:** 70% of the students assessed will demonstrate competency in their ability to correctly execute basic and intermediate self-defense techniques, showing control when blocking, shifting, punching, striking		

SLOs	Assessment Methods	Results	Changes Made
	and kicking, and are also required to demonstrate intermediate combination techniques with greater speed and more accuracy.		
SLO 2 - Demonstrate and practice stretching and warm-up exercises and understand their function as it relates to exercise. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the seven (7) who took the midterm, two (2) students or 29% were able to execute the stretches and warm-up exercises with confidence and ease of performance. During the final, seven (7) students were assessed, of which five (5) students, 71%, were able to successfully complete the stretches and warm-up exercises to the expected levels as determined by the instructor. The students showed confidence in their performance and their moves were smoother and sharper. The students were able to explain why each exercise was important and its benefits before any strenuous workout (01/20/2017) **Assessment Unit :** 1	
	Performance - Most people learn best when shown how to do the task. Karate, being an activity class, has many techniques which can be challenging unless shown. The same is true of the warm-ups. These must be done correctly to prevent the possibility of injuries during the course of training. Students need to physically prepare their body for the demands of a strenuous workout by gradually increasing the body temperature. This helps the ligaments and tendons become more flexible, reducing the chance of tears. An adequate warm-up and mental preparation also increase the students' chances of enduring and benefiting from the hardest part of		

SLOs	Assessment Methods	Results	Changes Made
	the exercise regimen which is the learning of the karate techniques. At the beginning of the semester, the instructor will show all students how to correctly perform the exercises. The students are expected to follow and complete each step. Throughout the course of the semester, students will periodically be called up to lead various warm-up exercises. During the final month of the semester, students will demonstrate their knowledge of the warm-up exercises while leading the rest of the class. **Benchmark:** 70% of the students assessed will demonstrate competency in the warm-up exercises taught and explain their function as it relates to exercise. **Performance -** Most people learn best when shown how to do the task. Karate, being an activity class, has many techniques which can be challenging unless shown exactly how to complete the task. The same is true of the warm-ups. These must be done correctly to prevent the possibility of injuries during the course of training. Students need to physically prepare their body for the demands of a strenuous workout by gradually increasing the body temperature. This helps the ligaments and tendons become more flexible, reducing the chance of tears. An adequate warm-up and mental preparation also increase the students' chances of enduring and benefiting from the hardest part of		

SLOs	Assessment Methods	Results	Changes Made
	the exercise regimen which is the learning of the karate techniques. At the beginning of the semester, the instructor will demonstrate to all students how to correctly execute the exercises. The students are expected to follow and complete each step. Throughout the course of the semester, students will periodically be called up to lead various warm-up exercises. During the final month of the semester, students will demonstrate their knowledge of the warm-up exercises while leading the rest of the class. **Benchmark:** 70% of the students assessed will demonstrate competency in the warm-up exercises taught and explain their function as it relates to exercise.		
SLO 3 - Evaluate the level of force that is appropriate in the application and responsibility of using karate as a self-defense. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the seven (7) who took the midterm, two (2) students or 29% were able to execute the proper force necessary in the application of using karate as a means of self-defense. During the final, seven (7) students were assessed, of which five (5) students, 71%, were able to successfully execute the necessary force and control needed to defend themselves during training activities. The students' techniques demonstrated their understanding of self-control and discipline in not injuring a peer. Students are also taught that if an event warrants the necessity of using more force with contact, they may do so at their discretion. (01/20/2017) **Assessment Unit :** 1	
	Performance - Students' abilities to effectively execute the appropriate force necessary in the application of using Karate, lies solely in the training and self-discipline of the		

SLOs	Assessment Methods	Results	Changes Made
	individual. It is the responsibility of the individual to know and understand exactly how much force is necessary when practicing with peers in class as opposed to actually having to use karate as a means of self-defense against an aggressor. During class practice, students are instructed to come close to their targets, approximately one to three inches, but not to touch or hit them. There is not to be any hard contact which is blocking, shifting, punching, striking and kicking with force hard or severe enough to cause bruising or injury. During the assessment, two pairs of students are assessed at the same time. The students are paired off with a partner of similar stature, and given commands to demonstrate the appropriate force necessary in the application of using Karate. Students may not come in hard contact with their peers. **Benchmark:** 70% of the students assessed will effectively execute the appropriate force necessary in the application of using karate. The students are to come in close proximity to their peers (must be one to three inches) but may not come in contact with them. **Performance -** Students' abilities to effectively execute the appropriate force necessary in the application of using Karate, lies solely in the training and self-discipline of the individual. It is the responsibility of the individual to know and understand exactly how much force is necessary when practicing with peers in class as opposed to actually		

SLOs	Assessment Methods	Results	Changes Made
	having to use karate as a means of self-defense against an aggressor. During class practice, students are instructed to come close to their targets, approximately one to three inches, but not to touch or hit them. There is not to be any hard contact using any techniques of blocking, shifting, punching, striking and kicking with force solid or severe enough to cause bruising or injury. During the assessment, two pairs of students are assessed at the same time. The students are paired off with a partner of similar physique, and given commands to demonstrate the appropriate force necessary in the application of using Karate. Students may not come in hard contact with their peers. **Benchmark:** 70% of the students assessed will effectively execute the appropriate force necessary in the application of using karate. The students are to come in close proximity to their peers (must be one to three inches) but may not come in contact with them.		
SLO 4 - Practice methods of avoiding, appraising and responding to physical confrontation. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the seven (7) who took the midterm, two (2) students or 29% were able to successfully demonstrate their understanding of avoiding confrontation if one is accidentally hit during training. The two students who did not do as well were instructed on the need to discipline themselves to display self-control. During the final, seven (7) students were assessed, of which five (5) students, 71%, were able to successfully demonstrate their understanding of avoiding, appraising, and responding to physical confrontation. One student had difficulty focusing which may have stemmed from personal	

SLOs	Assessment Methods	Results	Changes Made
	SLO Assessment Results	problems. (01/20/2017) **Assessment Unit :** 1	
	Performance - Students are taught they may not use their martial arts' skills in any manner except for defense purposes and only when absolutely necessary. When other means to settle a dispute fails, martial arts' students may need to resort to using their skills to fend off an attacker if they feel their lives or the lives of others are in immediate danger. Students are told from the first day of class they may not use martial arts to show-off or challenge anyone to a fight. Throughout the semester during training/workouts, students are faced with what to do when a classmate accidentally hits them during the course of the training. Students are told that unless the hit is hard and intentionally done, resolve the issue between themselves. The students are good about acknowledging an accident and will stop to check if their partner is okay and apologize. **Benchmark:** 70 % of the students assessed will demonstrate their understand of avoiding confrontations and exhibiting self-control. Students may accidentally hit peers during their training and are taught not to strike back in revenge.		
	Performance - Students are taught they may not use their martial arts' skills in any manner except for self-		

SLOs	Assessment Methods	Results	Changes Made
	defense purposes and only when absolutely necessary. When other means to settle a dispute fails, and situation becomes physical by the provoker, martial arts' students may need to resort to using their skills to fend off an attack if they feel their lives or the lives of others are in immediate danger. Students are told from the first day of class they may not use martial arts to show-off or challenge anyone to a fight. Throughout the semester during training/workouts, students are faced with what to do when a classmate accidentally hits them during the course of the training. Students are told that unless the hit is hard and intentionally done, resolve the issue between themselves. The students are good about acknowledging an accident and will stop to check if their partner is okay and apologize. **Benchmark:** 70 % of the students assessed will demonstrate their understand of avoiding confrontations and exhibiting self-control. Students may accidentally hit peers during their training and are taught not to strike back in revenge.		
SLO 5 - Evaluate and justify criteria for aesthetic judgments. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Of the seven (7) who took the midterm, two (2) students or 29% were able to effectively demonstrate their understanding for aesthetic judgments in their response to the instructor and peers' commands. During the final, seven (7) students were assessed, of which five (5) students, 71%, were able to effectively demonstrate their understanding for aesthetic judgments in their response to	

SLOs	Assessment Methods	Results	Changes Made
	SLO Assessment Results	the instructor and peers' commands. The students listened well and responded quickly and effectively with their blocking techniques. (01/20/2017) **Assessment Unit :** 1	
	Performance - Students are required to be respectful to other students and the instructor at all times during class training. This mutual respect is expected during all verbal instructions/discussions and during the physical training. Students are discouraged from using any profanity and may not engage in any discrimination of ethnicity, sex or religion during the workouts. Students are expected to imitate the moves/techniques taught by the instructor and may not deviate from what is taught. Katas, which are techniques set to a specific sequence, must be demonstrated exactly as taught and sparring techniques must be followed precisely so as not to risk injuries. Positive attitude during the learning process must be evident both in the offensive and defensive position. During the midterm and finals, students are expected to listen to all commands given by the instructor and follow through while demonstrating their knowledge of the katas and sparring. Students must also communicate their own intentions with commands when working with partners so that the other person knows what to expect. This is a very critical aspect of the training when students are still learning the techniques, and this also lessens the chance for injuries.		

SLOs	Assessment Methods	Results	Changes Made
	It is the students' responsibilities to inform their opponents what moves will be used so that the opponents know which techniques are required of them to complete the cycle. **Benchmark:** 70% of the students assessed will effectively and immediately demonstrate their understanding of thoroughly focusing and listening to the instructor. The students will demonstrate their knowledge of listening to the commands given by their peers and responding correctly. They will also give the commands correctly as directed by the instructor. **Performance -** Students are required to be respectful to other students and the instructor at all times during class training. This mutual respect is expected during all verbal instructions/discussions and during the physical training. Students are discouraged from using any profanity and may not engage in any discrimination of ethnicity, sex or religion during the workouts. Students are expected to imitate the moves/techniques taught by the instructor and may not deviate from what is taught. Katas, which are techniques set to a specific sequence, must be demonstrated exactly as taught and sparring techniques must be followed precisely so as not to risk injuries. Positive attitude during the learning process must be evident both in the offensive and defensive position. During the midterm and finals,		

SLOs	Assessment Methods	Results	Changes Made
	students are expected to listen to all commands given by the instructor and follow through while demonstrating their knowledge of the katas and sparring. Students must also communicate their own intentions with commands when working with partners so that the other person knows what to expect. This is a very critical aspect of the training when students are still learning the techniques, and this also lessens the chance for injuries. It is the students' responsibilities to inform their opponents what moves will be used so that the opponents know which techniques are required of them to complete the cycle. **Benchmark:** 70% of the students assessed will effectively and immediately demonstrate their understanding of thoroughly focusing and listening to the instructor. The students will demonstrate their knowledge of listening to the commands given by their peers and responding correctly. They will also give the commands correctly as directed by the instructor.		
SLO 6 - Recognize and assess Asian cultural development and its contribution to martial arts. **SLO Status:** Active **Approval Date:** 09/19/2013	**SLO Assessment Results**	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** Yes Seven (7) students participated in the midterm exam, of which two (2) students or 29% demonstrated understanding of the Asian culture by showing respect for their peers and instructor. They successfully recited the Dojo Kun, or the way/rule of karate and understood that karate is an Asian cultural art of defending oneself and not a bullying tactic of showing power. The students also demonstrated that discipline and patience are required to	

SLOs	Assessment Methods	Results	Changes Made
	SLO Assessment Results	learn the techniques by correctly executing all the moves. It was obvious that these students practiced for hours to perfect their techniques, showing that patience is essential to the success of their training. Students also learned to give and receive commands in the Japanese language. The final exam found five (5) of the seven (7) students who were assessed were able to successfully recited the Dojo Kun, or the way/rule of karate and understood that karate is an Asian cultural art of defending oneself and not a bullying tactic of showing power. The students also demonstrated that discipline and patience are required to learn the techniques and it was evident that many of the students practiced for hours to perfect their techniques, showing that patience is essential to the success of their training. Students also learned to give and receive commands in the Japanese language and executed or followed through correctly with their responses. (01/20/2017) **Assessment Unit :** 1	
	Performance - College students today come from large, diverse backgrounds, therefore, it is very important to instill in their minds that they are all unique individuals brought together as a unit to learn the Asian martial art of karate. During their training, students begin their lesson by doing meditation which frees the mind of outside interferences and prepares them to focus solely on what is being taught. The students are taught how to properly bow to show respect to each other, their training, and to their instructor or any higher ranking person. Discipline is expected and students are to follow instructions that are given and not challenge the reason during class instruction time. They are allowed to email the instructor or speak with him at the	**Semester Assessed:** 2015-16 (Spring 2016) **Benchmark Met:** Yes Eight students participated in the final exam. Six of the eight students (75%) demonstrated understanding of the Asian culture by showing respect for their peers and instructor. They successfully recited the Dojo Kun, or the way/rule of karate and understood that karate is an Asian cultural art of defending oneself and not a bullying tactic of showing power. The students also demonstrated that discipline and patience are required to learn the techniques by correctly executing all the moves. It was obvious that many of the students practiced for hours to perfect their techniques, showing that patience is essential to the success of their training. In my opinion, the two students who were not as successful in their training showed lack of discipline. Their techniques were not sharp and they had difficulty in reciting the Dojo Kun. (06/26/2016)	

SLOs	Assessment Methods	Results	Changes Made
	conclusion of class time if there are any concerns or questions. This allows others to continue to learn without disruptions. Students are not forced to participate in the mediation if they feel uncomfortable, but because the meditation does not constitute any particular religious beliefs and is considered a general cleansing of the mind in preparation for vigorous training, students quickly choose to participate. Respect and discipline are of upmost importance in the training of martial arts today as it was many centuries ago. Students are expected at all times during their training to show control, respect, and camaraderie as they learn to trust each other and work together as a unit. **Benchmark:** Seventy percent (70%) of the students assessed during the final will effectively demonstrate their understanding of the Asian culture by showing respect to each other and the instructor at all times during their training, understand they are all learning together as a unit and the mutual respect and discipline that is required. They will demonstrate their knowledge of the meditation protocol by reciting properly the rules of martial arts and displaying the correct meditation techniques. Students understand the meditation is not religious but a method of freeing the mind of outside interferences and prepares them to focus solely on what is being taught. The first assessment will be the midterm followed by the final		

SLOs	Assessment Methods	Results	Changes Made
	assessment at the conclusion of the semester. **Performance -** College students today come from large, diverse backgrounds, therefore, it is very important to instill in their minds that they are all unique individuals brought together as a unit to learn the Asian martial art of karate. During their training, students begin their lesson by doing meditation which frees the mind of outside interferences and prepares them to focus solely on what is being taught. The students are taught how to properly bow to show respect to each other, their training, and to their instructor or any higher-ranking person. Discipline is expected and students are to follow instructions that are given and not challenge the reason during class instruction time. They are allowed to email the instructor or speak with him at the conclusion of class time if there are any concerns or questions. This allows others to continue to learn without disruptions. Students are not forced to participate in the mediation if they feel uncomfortable, but because the meditation does not constitute any particular religious beliefs and is considered a general cleansing of the mind in preparation for vigorous training, students quickly choose to participate. Respect and discipline are of upmost importance in the training of martial arts today as it was many centuries ago. Students are expected at all		

SLOs	Assessment Methods	Results	Changes Made
	times during their training to show control, respect, and camaraderie as they learn to trust each other and work together as a unit. **Benchmark:** Seventy percent (70%) of the students assessed during the final will effectively demonstrate their understanding of the Asian culture by showing respect to each other and the instructor at all times during their training, understand they are all learning together as a unit and the mutual respect and discipline that is required. They will demonstrate their knowledge of the meditation protocol by reciting properly the rules of martial arts, the Dojo Kun, and displaying the correct meditation techniques. Students understand the meditation is not religious but a method of freeing the mind of outside interference and prepares them to focus solely on what is being taught. The first assessment will be the midterm followed by the final assessment at the conclusion of the semester.		

KIN-A46:Hatha Yoga, Beginning

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Explain and practice hatha yoga breathing techniques. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Design and demonstrate a sequence of beginning level hatha yoga postures appropriate for a personal yoga practice. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Practice several relaxation and meditation techniques and evaluate which techniques are appropriate for their personal needs. **SLO Status:** Active **Approval Date:** 09/19/2013	**Survey -** Students were asked to give a numerical rating (0 for low - 10 for high experience) for five items - 1) physical relaxation 2) sleep/rest quality 3) mental calmness 4) energy level and 5) sense of well being. This is to give the students a quick picture of stress levels they may be experiencing in daily life and the effects of it. For each item, a rating of 5 and lower indicates low level/needs improvement, above 5 indicates high level. Results (0-5 = needs improvement, 6-10 = maintain or improve quality): 1) Physical relaxation: 0-5 = 67%, 6-10 = 33% 2) Sleep/rest quality: 0-5 = 66%, 6-10 = 34% 3) Mental calmness: 0-5 = 73%, 6-10 = 27% 4) Energy level: 0-5 = 43%, 6-10 = 57% 5) Sense of well being: 0-5 = 41%, 6-10 = 59% **Benchmark:** Assessment will be		

SLOs	Assessment Methods	Results	Changes Made
	given at the end of semester to see if a higher percentage of students gained a higher level of experience for each of the five items.		
SLO 4 - Interpret information for understanding Western and yogic nutritional concepts. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Apply safety precautions and correct body alignment while demonstrating beginning level hatha yoga postures. **SLO Status:** Active **Approval Date:** 09/19/2013	**Performance -** Transitioning into and out of poses, alignment (feet, arms, front/back, sides), and ability to hold pose for three-five breaths were used as to determine application of safe and proper practice. At the end of the semester, students also assessed their level of knowledge in body alignment, proper stretching and importance of correct breathing.	**Semester Assessed:** 2015-16 (Fall 2015) **Benchmark Met:** Yes Visual assessment beginning of the semester: Less than 20% had body awareness even in the most basic pose (standing in Mountain pose) pertaining to alignment, weight distribution, symmetry . Visual assessment at the end of the semester: 85% of students significantly improved in how they executed the poses and their ability to hold the poses properly and safely. Students were also better able to transition from one pose into another by increased awareness of their body and ability to apply proper breathing techniques. Students also used modifications and props to properly perform the pose while maintaining safety and avoiding injury. 64% of students claimed to have gained knowledge on proper execution of poses and using breathing techniques as a tool in maintaining awareness and comfort in the poses. Discrepancy in the students' self-assessment and my visual assessment may be due to students doubting that they are "doing it right." (01/05/2016)	

KIN-A47:Hatha Yoga, Intermediate

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Design and demonstrate a sequence of intermediate level hatha yoga postures using correct body alignment, breathing techniques and safety precautions. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Practice correct breathing techniques and apply exercises to develop mental concentration. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Practice several relaxation and intermediate level meditation techniques and evaluate which techniques are appropriate for their personal needs. **SLO Status:** Active **Approval Date:** 09/19/2013	**Survey -** Students were asked to give a numerical rating (0 for low - 10 for high experience) for five items - 1) physical relaxation 2) sleep/rest quality 3) mental calmness 4) energy level and 5) sense of well being. This is to give the students a quick picture of stress levels they may be experiencing in daily life and the effects of it. For each item, a rating of 5 and lower indicates low level/needs improvement, above 5 indicates high level. Results (0-5 = needs improvement, 6-10 = maintain or improve quality): 1) Physical relaxation: 0-5 = 62%, 6-10 = 38% 2) Sleep/rest quality: 0-5 = 74%, 6-10 = 26% 3) Mental calmness: 0-5 = 50%, 6-10 = 50% 4) Energy level: 0-5 = 43%, 6-10 = 57% 5) Sense of well being: 0-5 = 39%, 6-10 = 61%		

SLOs	Assessment Methods	Results	Changes Made
	Benchmark: Students will be assessed at the end of the semester to see if a higher percentage of stress reduction has been gained using breathing, imagery, movement techniques.		
SLO 4 - Examine the philosophy of yoga. **SLO Status:** Active **Approval Date:** 09/19/2013	**Survey -** 1. Aside from the physical practice of yoga, students were surveyed to see other areas of interest: yoga philosophy, mind/body awareness, meditation. 58% of students expressed a high interest in the philosophical study of yoga. 100% of students showed a higher interest in stress management skills. 2. Students were asked to define "yoga" and "namaste," two of the most common words in yoga. 100% of students were unsure of the definition of yoga (unity, oneness). Answers ranged from "exercise system" (correct answer) to relaxation/meditation (also correct answer). Two out of 26 students (8%) knew what namaste meant (the light in me sees the light in you). Students will be introduced to the First Step (from The Eight Steps of Yoga) - a philosophical study that helps to teach the practitioner stress management skills. **Benchmark:** Students will be surveyed at the end on how applying the philosophy of yoga in their daily		

SLOs	Assessment Methods	Results	Changes Made
	life has helped them develop stress management skills.		
SLO 5 - Set personal goals and strategies to improve their physical and mental health through practicing hatha yoga. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-A55:Slow Pitch Softball

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Execute skills and drills in a safe manner to avoid preventable accidents. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 2 - Analyze and evaluate basic slow pitch softball skills and techniques. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 3 - Perform in accordance with the rules and strategy of the game. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 4 - Develop the skills necessary to participate in the sport of slow pitch softball. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 5 - Set personal offensive and defensive goals and devise strategies for their implementation. **SLO Status:** Active **Approval Date:** 10/07/2014			

KIN-A63:Frisbee

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate the fundamental throwing and catching skills of Ultimate Frisbee. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 2 - Explain the rules and strategies of Ultimate Frisbee. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 3 - Practice and apply specific offensive and defensive strategic formations and maneuvers. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 4 - Identify and practice conditioning activities that meet the demands of health and skills related fitness. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 5 - Appraise group teamwork in applying defensive and offensive techniques. **SLO Status:** Active **Approval Date:** 10/07/2014			
SLO 6 - Demonsrate freestyle techniques of Frisbee. **SLO Status:** Active **Approval Date:** 10/07/2014			

KIN-A64:Soccer

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate soccer-related dexterity and agility of the legs, feet, neck and head necessary for successful soccer participation. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Recognize, develop, and apply physical stamina and speed congruent with soccer game situations. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Analyze individual offensive and defensive strategies necessary for various soccer game situations and apply appropriate strategies. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Set personal goals and evaluate physical conditioning and injury prevention strategies to be incorporated throughout a soccer season. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-A75:Walking for Fitness

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Set personal fitness goals to improve levels of cardiorespiratory endurance through walking. **SLO Status:** Active **Approval Date:** 09/19/2013	**Project -** With regard to this particular learning objective, I decided to assess a crucial element of improving cardiorespiratory endurance. The assessment involved student's ability to accurately self-assess their level of intensity/effort during walking sessions. The intensity of aerobic activities is typically measured through one or both of the following methods: 1) Rate of Perceived Exertion (RPE) 2) Exercise Heart Rates Rate of Perceived Exertion is a subjective measure that involves self-assessment of effort/intensity during a work-out. The range of the RPE scale is 6 – 20. Rating one's effort as a 6 or 7 is considered "very, very light" effort. An 18-20 is considered "very, very hard effort". The recommendation for aerobic work-outs is that the participant's effort should feel (subjective) "somewhat hard" to "hard" (a rating of 13 – 15). The determination of an appropriate exercise heart rate is based on a formula that considers: 1) Age 2) Resting Heart Rate 3) Research based percentages of Heart Rate Reserve		

SLOs	Assessment Methods	Results	Changes Made
	Theoretically, if one is walking at a "somewhat hard" to "hard" pace, this should correspond with the appropriate exercise heart rate zone. In the Training Journal, students are required to record both RPE and Exercise Heart Rate for each work-out session. I typically introduce students to the method of assessing RPE prior to the calculation of an individual exercise heart rate range.		
SLO 2 - Analyze and improve the technique of power walking. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Identify and describe the components of health related fitness. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Apply behavior modification techniques to make positive lifestyle changes concerning good nutrition and healthy eating habits. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Apply safety procedures and proper techniques for stretching, warm-up and cool down. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-A75A:Walking for Fitness: Beginning

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Apply safety procedures and proper techniques for stretching, warm-up and cool down. **SLO Status:** Active **Approval Date:** 12/15/2015			
SLO 2 - Identify and describe the health and physiological benefits resulting from participation in a regular walking program. **SLO Status:** Active **Approval Date:** 12/15/2015	**Performance -** Student assessment consisted of administering pre/post timed miles. **Benchmark:** 85% **Participating Faculty :** A number of factors may affect a student's ability to improve upon their pre-test timed mile. Some factors include: pregnancy, chronic health conditions, and level of fitness when beginning the semester.		
SLO 3 - Set personal fitness goals to improve levels of cardiorespiratory endurance through walking. **SLO Status:** Active **Approval Date:** 12/15/2015	**Performance -** With regard to this SLO, I measured improvement goals through student performance of a pre & post timed mile. The pre-test was completed during the second and third class session (two timed mile trials were performed). The post-test was administer during 2 of the three last class periods. Students were given two trials for the post-assessment. Best times were recorded for each, the pre & post-assessment. **Benchmark:** 80% of students will have improved upon their pre-test times, thus demonstrating improved cardiorespiratory fitness and the successful attainment of personal goals. **Participating Faculty :** In some cases,	**Semester Assessed:** 2015-16 (Fall 2015) **Benchmark Met:** Yes 24 of 28 students competed both the pre & post assessments. All 24 or 100% demonstrated improved mile times and met personal fitness goals. (02/16/2016) **Assessment Unit :** Kinesiology **Related Documents:** Norco College Course Assessment Report - KIN A-75.docx	**Changes Made:** Changes were made based upon previous assessments in 2014. I once again introduced the topic of "Training Heart Rate" and the monitoring of heart rates during work-outs during the initial four weeks of the semester. During previous semesters, I had placed a greater emphasis on measuring perceived exertion to monitor the intensity of exercise sessions. Both methods are considered to be adequate for encouraging improvements, yet I am discovering that the early introduction to training heart rates may prove to encourage improved effort. Students are required to record their training

SLOs	Assessment Methods	Results	Changes Made
	students may not be physically able to improve due to health conditions, disabilities, pregnancy, etc.		heart rate for each day of activity, thus increasing accountability. (02/16/2016) **COR/SLO modification recommended:** No **Follow-Up:** No follow-up is recommended for this particular method of assessment (02/16/2016)

KIN-A75B:Walking for Fitness: Intermediate

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Understand and describe various walking regimens and their benefits to health, fitness, nutrition and wellness. **SLO Status:** Active **Approval Date:** 12/15/2015			
SLO 2 - Set personal fitness goals to enhance exercise adherence and to improve levels of cardiorespiratory endurance. **SLO Status:** Active **Approval Date:** 12/15/2015			
SLO 3 - Compare and contrast energy cost of traditional exercise walking, hill walking and Nordic walking. **SLO Status:** Active **Approval Date:** 12/15/2015	**Exam/Quiz - Pre-Post Test -** The Pre-Post Test will primarily address concepts related to energy cost (caloric expenditure), caloric intake, and the energy balance equation. The method will involve short answer questions. **Benchmark:** 80%	**Semester Assessed:** 2015-16 (Spring 2016) **Benchmark Met:** Yes KIN A75B – Walking for Fitness: Intermediate Assessment – Spring 2016 The following SLO was assessed: SLO 3 Compare and contrast energy cost of traditional exercise walking, hill walking and Nordic walking. (Active) Assessment Method Exam/Quiz - Pre-Post Test The Pre-Post Test primarily addressed concepts related to energy cost (caloric expenditure), caloric intake, and the energy balance equation. The method will involve short answer questions. In order to more thoroughly address this particular SLO, test questions were designed to assess student understanding of: 1. The energy balance equation 2. The dynamics of weight change 3. The impact of muscle involvement on caloric expenditure. The following questions were utilized: 1. How many calories are equal to one pound?	

SLOs	Assessment Methods	Results	Changes Made

2. If caloric intake consistently exceeds caloric expenditure, how will one's body weight change?
3. If Ralph's body composition is 23%, this means that 23% of Ralph's _____is considered fat mass.
4. If Beverly consistently eats 500 calories above her calorie target, how much weight will she gain on a weekly basis?
5. If Ryan consistently eats 250 calories below his calorie target, how much weight will he lose on a weekly basis?
6. The best approach to weight loss is a combined approach of increasing _____ and decreasing _____.
7. In general, approximately how many calories are expended in one mile of brisk walking?
8. Nordic Walking can increase calorie expenditure by up to _____ percent.
9. Why does the use of arm movement and Nordic Walking increase caloric expenditure?

Pre-Assessment Results

Points Possible	10
Number of Students	26

Score	Number of Students
10	0
	(no students scored a 10 or 100%)
9	0
	(no students scored a 9 or 90%)
8	2
	(2 students scored an 8 or 80%)
7	2
	(2 students scored a 7 or 70%)
6	2
	(2 students scored a 6 or 60%)
5	0
	(no students scored a 5 or 50%)
4	1
	(1 student scored a 4 or 40%)
3	4
	(4 students scored a 3 or 30%)
2	9

SLOs	Assessment Methods	Results	Changes Made

(9 students scored a 2 or 20%)
1 4
(4 students scored a 1 or 10%)
0 2
(2 students scored a 0 or 0%)

Pre-Assessment scores indicated a knowledge deficit with regard to this SLO.
20 of 26 students (77%) scored at 40 percent or below.
Only 2 of 26 students scored at the benchmark established for post assessment.

Post-Assessment Results

Points Possible 10
Number of Students 27

Score Number of Students
10 14
(14 students scored a 10 or 100%)
9 7
(7 students scored a 9 or 90%)
8 5
(5 students scored an 8 or 80%)
7 1
(1 student scored a 7 or 70%)
6
5
4
3
2
1
0

Post Assessment Results were very positive with students demonstrating mastery of this particular SLO.

The most frequently missed question during the post-assessment was:
8. Nordic Walking can increase calorie expenditure by up to

SLOs	Assessment Methods	Results	Changes Made

_____ percent.
However, all students were able to correctly respond to question #9:
9. Why does the use of arm movement and Nordic Walking increase caloric expenditure?
Correct responses to question #9 indicate acquisition of the deeper understanding of muscle involvement and caloric expenditure. Therefore, I do not feel concerned with regard to question #8.
All students scored at 70% or above and 26 of 27 students (96%) met the established benchmark. Fourteen students (54%) scored 100% on the post assessment.
Further Comments:
Concepts related to the energy balance equation are sometimes difficult for students to grasp. Based on my experience teaching this concept, I believe that the challenge is related to some degree of deficiency in math skills. In an effort to work with a known challenge, my strategies included:
1. Lecture
2. Hand-outs
3. Completion and discussion of “practice problems”
I also made a point of reviewing key aspects of this SLO intermittently throughout the semester.

(09/08/2016)
Assessment Unit : Kinesiology

KIN-A77:Jogging for Fitness

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Perform stretching, warm-up, and safety procedures to keep their experience free from injuries and preventable accidents. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Set personal fitness goals and apply physical fitness concepts and the cardiovascular aspects of jogging in practicing a personal jogging plan for overall fitness. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Analyze and apply proper running form techniques. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-A81:Physical Fitness

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Demonstrate proper technique(s) of various exercises for strength development and safety protocols **SLO Status:** Active **Approval Date:** 04/07/2016			
SLO 2 - Utilize fitness principles and training guidelines to plan and practice an individualized cardiovascular endurance, strength training, and flexibility program. **SLO Status:** Active **Approval Date:** 04/07/2016			
SLO 3 - Analyze how cardiovascular endurance, strength and flexibility assessments are interpreted and what impact they have on their health and well-being. **SLO Status:** Active **Approval Date:** 04/07/2016			
PREVIOUS SLO 1 - Utilize fitness principles and training guidelines to plan and practice an individualized cardiovascular endurance, strength training, and flexibility program. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			
PREVIOUS SLO 2 - Monitor their individual fitness level using appropriate record keeping methods. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			

SLOs	Assessment Methods	Results	Changes Made
PREVIOUS SLO 3 - Demonstrate proper technique and appropriate application of training guidelines to keep workout sessions productive and free from preventable accidents. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			
PREVIOUS SLO 4 - Identify and measure how the performance of various exercises will result in physiological changes. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016	**Exam/Quiz - Pre-Post Test -** Pre and post physical assessment in the areas of cardio-respiratory endurance, muscle strength and endurance, flexibility, and body composition (optional). This assessment will focus on muscle strength. Pre-test occurs in the first 3 class sessions. Post during the final 2 classes. Students were assigned both upper and lower testing. The upper body strength test consisted of one repetition on the "chest press" machine. The lower body test consisted of one repetition max on the "leg press" machine **Benchmark:** baseline test	**Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** N/A Upper Body Strength 100% of students were able to demonstrate improvement Lower Body Strength 95.8% of students were able to demonstrate improvement (06/13/2014)	
PREVIOUS SLO 5 - Analyze how cardiovascular endurance, strength and flexibility assessments are interpreted and what impact they have on their health and well-being. **SLO Status:** Inactive **Approval Date:** 09/19/2013 **Inactive Date:** 04/07/2016			

KIN-A83:Kickboxing Aerobics

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Practice and demonstrate proper body alignment, footwork, safety procedures and pulse monitoring for kickboxing aerobics. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Identify all major muscle groups important to proper body alignment and form to the performance of kickboxing aerobics. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Demonstrate proper form for basic weight training exercises that are necessary to the performance of kickboxing aerobics to prevent injuries. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Create and apply a personal dietary plan based on a personalized USDA pyramid. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Participate and evaluate the difference between pre-testing and post-testing of muscular strength and endurance, flexibility, abdominal strength and cardiovascular endurance. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-A95:Out-Of-Season Sport Cond

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Analyze and design a sport specific personal weight training and conditioning program. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 2 - Identify the major muscle groups and their movement functions. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 3 - Demonstrate sport specific strength training techniques. **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 4 - Demonstrate sport specific conditioning and agility techniques **SLO Status:** Active **Approval Date:** 09/19/2013			
SLO 5 - Identify proper nutrition strategies to assist students in achieving their training goals. **SLO Status:** Active **Approval Date:** 09/19/2013			

KIN-V10:Soccer, Varsity Men

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate advanced offensive and defensive skills, techniques and strategies in soccer. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 2 - Identify, create and execute offensive and defensive strategies and team concepts during competition. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 3 - Apply leadership principles and teamwork skills to team situations. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 4 - Employ knowledge of the rules and regulations of soccer. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 5 - Practice a safe and competitive attitude and sportsmanlike behavior during practices and games. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 6 - Set personal and team goals and design an individual conditioning program that will help them meet their strength and endurance goals needed for competition. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 1 Previous - Demonstrate advanced offensive and defensive			

SLOs	Assessment Methods	Results	Changes Made
skills and techniques in soccer. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
SLO 2 Previous - Demonstrate the physical strength and endurance needed for competition in intercollegiate varsity soccer. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
SLO 3 Previous - Apply advanced team concepts for offense and defense. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
SLO 4 Previous - Demonstrate team cooperation and leadership skills. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
SLO 5 Previous - Analyze opponents' strategies and react appropriately during competition. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			

KIN-V25:Soccer, Varsity, Women

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify, create and execute offensive and defensive skills, techniques and strategies and team concepts during practice and competition. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 2 - Apply leadership principles and teamwork skills to team situations. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 3 - Employ knowledge of the rules and regulations of soccer. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 4 - Practice a safe and competitive attitude and sportsmanlike behavior during practices and games. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 5 - Set personal and team goals and design an individual conditioning program that will help them meet their strength and endurance goals needed for competition. **SLO Status:** Active **Approval Date:** 09/08/2014			
PREVIOUS SLO 1 - Demonstrate advanced offensive and defensive skills and techniques in soccer. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			

SLOs	Assessment Methods	Results	Changes Made
PREVIOUS SLO 2 - Demonstrate the physical strength and endurance needed for competition in intercollegiate varsity soccer. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
PREVIOUS SLO 3 - Apply advanced team concepts for offense and defense. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
PREVIOUS SLO 4 - Demonstrate team cooperation and leadership skills. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			
PEVIOUS SLO 5 - Analyze opponents' strategies and react appropriately during competition. **SLO Status:** Inactive **Approval Date:** 10/03/2014 **Inactive Date:** 10/08/2014			

KIN-V95:Out-Of-Season Sport Conditioning

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Analyze and design a sport specific personal weight training and conditioning program. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 2 - Identify the major muscle groups and their movement functions. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 3 - Demonstrate sport specific strength training techniques. **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 4 - Demonstrate sport specific conditioning and agility techniques **SLO Status:** Active **Approval Date:** 09/08/2014			
SLO 5 - Identify proper nutrition strategies to assist students in achieving their training goals. **SLO Status:** Active **Approval Date:** 09/08/2014			

WKX-200:Work Experience

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify equipment, materials, processes, practices and supplies that are characteristic of the occupational workplace. **SLO Status:** Active **Approval Date:** 10/11/2013			
SLO 2 - Describe steps in the career planning cycle. **SLO Status:** Active **Approval Date:** 10/11/2013			
SLO 3 - Utilize a variety of resources to research career working conditions, educational requirements and occupational outlook. **SLO Status:** Active **Approval Date:** 10/11/2013			
SLO 4 - Develop effective resumes and career correspondence. **SLO Status:** Active **Approval Date:** 10/11/2013			
SLO 5 - Demonstrate desirable attitudes and work habits that are consistent with occupational success. **SLO Status:** Active **Approval Date:** 10/11/2013			

Department	Discipline	Request Year/Cycle	Request Type	Resource Request	Resource Justification	Total Cost of Request	Requested By	Link/d to ENP	Request Status	Item Type	Path
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Annual Operating Budget (expenditures that are necessary for classroom instruction on a yearly ba	The discipline of Kinesiology is unique in that annual purchases are necessary for classroom instruction. Without replenishment of equipment on a yearly basis, some instruction will not take place, while other aspects of instruction are severely diminished. Most activity classes and some lecture courses need yearly replacement of equipment. An annual operating budget would improve our ability to respond to discipline needs in a timely fashion. It might also eliminate paperwork/workload pressures for our classified staff, etc. Instructional Supplies - Athletic Training Instructional Supplies - CPR & First Aid Instructional Supplies - Yoga Supplies Instructional Supplies - Physical Fitness Instructional Supplies – Soccer Fitness Center Equipment Maintenance (4 visits per year)	$ 5,890.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Staffing	Full-Time Custodial Person	Adequate upkeep and cleaning are imperative for our discipline facilities in order to reduce the likelihood of injury and the potential spread of infection (in particular, bacterial infection). Facilities include locker rooms and restrooms at the soccer field, locker rooms and restrooms in WEG.2, the activity center in WEG.2, and the Fitness Center in WEG.8. Not only do the facilities need thorough daily cleaning, the equipment that is utilized in each facility must also be cleaned (exercise machines, mats, etc.). Currently, our facilities are NOT being cared for in a prudent fashion. Facilities, machines, locker rooms, mats, etc. are consistently dirty and negatively impact student interest in their use (students perceive our facilities and equipment as dirty). This directly impacts the student's experience with our courses and negatively impacts the reputation of the college. This request is foundational in terms of our disciplines ability to function in all respects. The addition of a full-time custodial person would resolve these issues. It would also be beneficial (expediency and cost savings) if the new hire could be trained in the maintenance and repair of fitness center equipment.	$ 42,500.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Staffing	Part Time Classified Staff – Instructional Department Specialist	There have been 3 different IDS's assigned to KIN in the past few years. This has created some difficulties in meeting the needs of the discipline in a timely manner. With the addition of one new full-faculty, workload has increased for our IDS. It would greatly facilitate the activities of the discipline faculty to have an IDS that is assigned more time specifically to Kinesiology	$ 43,207.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – First Aid and CPR - Bag valve masks (Armstrongmedical.com)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. These supplies are needed on a yearly basis. In previous years, associate faculty members have incurred out of socket expenses related to this onerous need.	$ 120.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - Pocket Masks (healthcareeducation.org)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 150.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - Face Shields (redcross.org)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 21.90	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - Alcohol Prep Pads (armstrongmedical.com)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 20.95	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - AED (armstrongmedical.com)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 930.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - Adult Lunes (redcross.org)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 210.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - Infant Lunes (redcross.org)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 36.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - First Aid & CPR - Gloves (various sizes) - (healthcareeducation.org)	These supplies are essential for hygiene purposes and the practice/testing of CPR certification skills. At present, our associate faculty of investing personal funds to purchase some of these items.	$ 30.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Resource Reques	Desktop Computer - Tim Wallstrom	The current desktop computer is very slow starting and running. The computer freeze up and has difficulty loading software (clicker technology) that is necessary for classroom preparation and/or classroom instruction.	$ 4,800.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment - Tech	Desktop Computer - WEG 8	This classroom computer is severely malfunctioning. Difficulty experienced when starting, loading webpages, etc. It really cannot be utilized due to numerous problems	$ 4,800.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Athletic Trainine Course -Coach Athletic Tape (12044m) (Quotes - 2016 Me	This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. This supply is needed on a yearly basis. During previous semesters, our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.	$ 2,206.50	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Athletic Trainine Course -Quotes - 2016 MEDCO Sports Medicine Catalog	This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. This supply is needed on a yearly basis. During previous semesters, our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.	$ 97.90	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Athletic Trainine Course -Quotes - 2016 MEDCO Sports Medicine Catalog	This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. This supply is needed on a yearly basis. During previous semesters, our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.	$ 31.45	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Athletic Trainine Course -Quotes - 2016 MEDCO Sports Medicine Catalog	This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. This supply is needed on a yearly basis. During previous semesters, our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.	$ 59.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Athletic Trainine Course -Quotes - 2016 MEDCO Sports Medicine Catalog	This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. This supply is needed on a yearly basis. During previous semesters, our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.	$ 76.60	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Athletic Trainine Course -Quotes - 2016 MEDCO Sports Medicine Catalog	This equipment is necessary in order for students to meet class requirements related to the treatment of athletic injuries. This supply is needed on a yearly basis. During previous semesters, our instructor has incurred out of pocket expenses. It is important to ensure that these supplies are kept designated for KIN classes and not utilized by athletics.	$ 819.50	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - First Place Foam R	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 149.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - First Place 6" Roug	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 244.65	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - First Place Safety	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 224.25	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - Thorabeat 3 Core	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 129.95	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - Hammerhead Wa	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 59.90	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - First Place Hanaha	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 323.40	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - First Place Aduas	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 29.95	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - Bosu Balance Trai	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 159.95	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - Power Jump Rope	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health.	$ 155.60	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies – Physical Fitness Course - Quote from "Perform Better" - First Place Kettle B	Instructional equipment utilized for teaching strength training is continually adapted to improve physical training and performance. It is imperative that we offer students the opportunity to develop expertise with equipment that is up to date and provides the greatest potential to positively affect levels of fitness and health. On this particular request, I have averaged the price per item to reflect the range of weights.	$ 429.50	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Fitness Center - Equipment Maintenance	The $150,000 worth of equipment in the Fitness Center must have consistent and regular maintenance in order to keep it in operable condition. This facility is utilized by students, athletes, and college employees. The quote below is for 4 equipment maintenance services per year.	$ 2,600.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Yoga - Yoga Straps - http://www.voxaccessories.com	Yoga Straps are necessary for the performance of various postures and types of stretching. This request is for the replacement of worn straps and the loss of straps due to theft. At the time, we do not have enough straps for students, therefore the student experience is being negatively impacted.	$ 320.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Yoga - Yoga Blocks - http://www.voxaccessories.com	Yoga Blocks are necessary to allow students of various flexibility levels to demonstrate correct technique while performing various yoga postures. They are also an important safety consideration. This request is to replace blocks that have been stolen and to provide various sizing options for students.	$ 540.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Replacement Machines - Fitness Center - LifeFitness	The machines in the Fitness Center have all exceeded their expected time of service. However, most are still serviceable. We estimate that there will be a need to replace approximately three machines due to their worn condition. This is a possible safety issue for the students, and the new machines would enhance the viability of fitness course sections.	$ 16,500.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Softball - Champro Molded Base Set (3 bases, anchor mounts & plate) - htt	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 150.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Softball - Schutt 4-Way Pitchers Plate - http://www.softballsavings.com/m	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 100.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Softball - Schutt Universal Home Plate (includes anchor and base stud) - htt	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 160.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Softball - Dudley ASA Thunder Hycon 2N Slow Pitch Softballs - 12 inch/yello	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 700.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Equipment - Softball - Catcher's Mask-Helmet - http://www.softballsavings.com/ma	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 160.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Softball - Chest Protector - http://www.softballsavings.com/main.jsp	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 180.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Softball - Bats - http://www.softballsavings.com/main.jsp	Due to the creation of the AOT, it will now be important to offer a second team sports class. Students are required to complete one team sports class and we currently offer one selection. Adding a Softball course will provide better access for students to complete this requirement. *Students will be asked to supply their own elove	$ 600.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Instructional Supplies - Soccer	because	$ 1,200.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests
Sciences & Kinesiology	Kinesiology	2016-2017 Program Review	Equipment	Storage Shed - Home Depot	In anticipation of purchasing new fitness equipment (kettle balls, tubing, bosu ball, etc.), we recognize the need for a storage option that could be placed outside of WEG.8. At the current time, our fitness center has little to no space for new equipment/supplies that would dramatically improve the student learning experience.	$ 4,300.00	Beverly.Wimer@norcocollege.edu		Requested	Item	sites/IPA/Instruction/Lists/Instruction Resource Requests

Program Review Metrics

Program Review - Instructional: Kinesiology

Retention - Retention Metric

Program Review - Instructional: Kinesiology

Observations & Analysis: Discuss any Changes or Significant Trends in the Data	*Planned Actions*
Reporting Year: 2017 - 2018 **Observed Trend:** No Noticeable Trend **Observations & Analysis: Discuss any Changes or Significant Trends in the Data:** The previous five year data show no significant changes or trends. The greatest variance has been .6 %. Retention has remained high at between 91.6 - 92.2% **Entered By:** Beverly Wimer **Date of Observations & Analysis:** 03/03/2018 **Related Documents:** Retention Data	**Planned Actions:** Planned actions include the continuance of strong practices in the areas of pedagogy and student engagement. (03/03/2018)

Success - Student Success Metric

Program Review - Instructional: Kinesiology

Observations & Analysis: Discuss any Changes or Significant Trends in the Data	*Planned Actions*
Reporting Year: 2017 - 2018 **Observed Trend:** Noticeable Trend Up for Some Group(s) **Observations & Analysis: Discuss any Changes or Significant Trends in the Data:** The previous five year data shows a somewhat noticeable trend upward with the calendar years 2015-2016 and 2016-2017 demonstrating our highest success rates at just over 85%. This success rate is just over 3% higher than the 2012-2013 level. In general, KIN courses are producing success rates that are approximately 15% over the college average. **Entered By:** Beverly Wimer **Date of Observations & Analysis:** 03/03/2018 **Related Documents:** Success Data	**Planned Actions:** The higher success rates could indicate that our pedagogy and student engagement is working well. We plan to continue to pursue excellence in instruction, rigorous standards, and optimal student engagement. (03/03/2018)

Program Review - Instructional: Kinesiology

Observations & Analysis: Discuss any Changes or Significant Trends in the Data	*Planned Actions*
Reporting Year: 2017 - 2018 **Observed Trend:** Noticeable Trend Down for Some Group(s) **Observations & Analysis: Discuss any Changes or Significant Trends in the Data:** As KIN section offerings increased from 22 to 26, we are seeing a downward trend in overall efficiency. This trend began Fall of 2015 with the offering of additional sections. However, KIN efficiency is still higher than the college average with a five year value at 648. The 2016-2017 calendar year showed efficiency holding more so steady which could indicate a leveling out of this trend. We interpret this data in a positive way as sections have increased and class sizes have become more pedagocially sound. **Entered By:** Beverly Wimer **Date of Observations & Analysis:** 03/03/2018	**Planned Actions:** Continue to evaluate efficiency data in making decisions regarding the addition of sections. When scheduling, give ample consideration to fill rates and courses with high student demand. (03/03/2018)

Program Review - Instructional: Kinesiology

Observations & Analysis: Discuss any Changes or Significant Trends in the Data	*Planned Actions*
Reporting Year: 2014 - 2017 **Observed Trend:** No Noticeable Trend **Observations & Analysis: Discuss any Changes or Significant Trends in the Data:** The Kinesiology Discipline does not offer programs of study and is awaiting state approval for the ADT. The programs of study listed are offered at Riverside College. **Entered By:** Beverly Wimer **Date of Observations & Analysis:** 03/28/2018	

Program Review Metrics

Program Review - Instructional: Kinesiology

Curriculum - Curriculum/COR Review

Program Review - Instructional: Kinesiology

General Observations and Notes	*Planned Actions*
Reporting Year: 2018 - 2021 **Are all your courses up-to-date?:** Yes **General Observations and Notes:** All courses are up to date, with several still in review. **Entered By:** Beverly Wimer **Date of Observations & Analysis:** 03/21/2018 **If all your courses are not up-to-date, where are they in the process?:** Several of our courses that were updated during the Spring 2017 semester are in the process of review on Curricunet. **Is your discipline equally participating in curriculum development across the district?:** No **If no, please explain.:** Over the last 11 years, we have had two full-time faculty. One of our full-timers primarily teaches Health Science classes. Therefore, with a more limited faculty, it has been difficult to create more courses. We are also severely limited by a lack of facility and classroom space. **Related Documents:** Curriculum - Part 1 Curriculum - Part 2 Curriculum - Part 3	**Planned Actions:** As of Fall 2017, we now have a new full-time faculty member who is teaching a portion of her load in Kinesiology. She has agreed to lead the way with developing new curriculum and adopting some classes that are currently offered at Riverside. In Spring 2018, she has received departmental approval to add two new activity courses to our college catalog. (03/21/2018)