



**Health and Physical Education Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

Based on a specific set of program learning outcomes, the mission of the Health and Physical Education Department is to provide a comprehensive transfer curriculum in physical education, health, fitness and wellness related activities. This includes all populations of the college: those in the Kinesiology AA-T TMC major (available at the Eastern Sierra and Indian Wells Valley campuses); those in other AA and/or AS degree programs; those transferring to universities and colleges; community members and those students seeking lifelong health, wellness and leisure time skills and knowledge.

Students engage in a wide spectrum of educational experiences designed to fulfill their academic and career needs. Department offerings facilitate the acquisition of skills, fitness, knowledge and attitudes that contribute to lifelong well-being. The department faculty encourages and facilitates understanding and appreciation for the value of physical activity in human development, human interaction, human performance, and quality of life. It recognizes the need to impact the rising financial, physical, and emotional concerns brought by increasing incidents of heart disease, cancer, diabetes, obesity and resulting stress. The department provides education, resources and activities to empower and motivate our students to personally choose a totally healthy lifestyle. The department is committed to providing highly qualified instructors and instructional excellence in these areas based on the most progressive theories and practices available.



b. Partnerships

New Educational Partnerships Begun Last Year:

Continuing Educational Partnerships:

New Industry/Community Partnerships Begun Last Year:

Department faculty regularly participated in the Cerro Coso Athletic Booster Organization. This organization is comprised of local business members who assist the college in obtaining additional (outside) funding for our existing athletic programs.

Continuing Industry/Community Partnerships:

The department faculty continues to participate and support the following Community activities:

- Special Olympics

- Junior Olympics

- Relay for Life

- Local tennis club USTA league

- IWV Youth Cheer program

- Over the Hill Track Club

- Summer/winter camps offered through the baseball program

- Relay for life

- Community Health Fair

- Host and participate in college recruitment efforts

- Participate in Preview Day

- Area Grade Level 6-12 athletic team (girls and boys teams) practices and several athletic contests in the sports of track and field, cross country, basketball, and girls' volleyball.

- Faculty operates athletic skills camps for local youth in the areas of baseball, basketball, and women's volleyball.



c. Special Initiatives for Student Engagement

New Last Year: Actively encouraging students who have additional questions about course material to stay after class and discuss those questions or to meet with the instructor during office hours.

Continuing: Cannot definitively prove this increases student success, but the department will continue to use this student engagement tool with the hope that it will improve student success.

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

Year of Last Program Review: **2012-13**

Progress in the last year on Three-Year Strategies (if applicable):

Three Year Program Review Goal One: Explore the development and implementation of a fitness certificate program (due 2014-15).

Progress: Ongoing, with an implementation goal of 2014-15.

Three Year Program Review Goal Two: The department will develop and implement a five year defined schedule of SLO assessment for each course in the Kinesiology AA-T program with 20% of the courses to be assessed each year within the five year period. (due 2013-14).

Progress: At the time of the 2012-13 Program Review, this schedule was considered the standard plan for SLO assessment. However, recently, discussions have resulted in a new plan for assessments



of course SLO. The plan now is to more closely align the assessment of course SLO, PLO and Program Review. This has necessitated a change in this goal to more closely reflect the approved plan put forward by the VP of Academic Affairs. Attachment One (end of this document) is a reflection of our completion of the development of a five year SLO assessment schedule which is consistent with other disciplines in the college.

Three Year Program Review Goal Three: The department will revise existing “GELO Mapping” to reflect revisions and the new Kinesiology AA-T (due 2013-14).

Progress: In progress and will be presented to the VP of Academic Affairs in January 2014. In addition, CI-D validation documents have been submitted by the department to the Vice President of Student Services. The department is awaiting approval from the CI-D review board at this time.

Three Year Program Review Goal Four: The department will develop a generic SLO rubric format that will help to standardize terms and values used for levels of performance in the SLO assessment process (due 2013-14)

Progress: Full implementation expected in Fall of 2014.

Three Year Program Review Goal Six: The department will carefully examine the program online offerings with respect to success and retention rates with the goal of significant improvement in both of those areas (due 2013-14).

Progress: Success and retention rates in both HSCI C101 and PHED C101 (only online offerings) continue to move in a more positive direction. The faculty believes this is a direct result of more emphasis being placed on use of class forums/discussions to engage our online students.

Three Year Program Review Goal Seven: Explore and implement the change of all PHED course designations from PHED to a KIN designation and change the department from Physical Education to Kinesiology (due 2014-15)

Progress: After exploring the options and the logistical barriers to such a change, the decision by the department was to abandon this concept at this time. The department reserves the right to re-visit this issue in the future.

Three Year Program Review Goal Eight: Develop a systematic preventative maintenance and equipment replacement plan for the department (due 2014-15)

Progress: Ongoing with a plan being presented to the VP of Academic Affairs in 2014-15.



Three Year Program Review Goal Nine: The PHED department will survey all PHED courses each semester with the goal of attempting to obtain information regarding (but not limited to) the following areas: 1. Course demographics; 2. Student preferences for course offerings and scheduling; 3. Facility and equipment use; 4. Number of hours each student works and what, if any impact, that has upon success/retention (due 2014-15).

Progress: In recent months, we have been provided data reflecting course demographics, so that part of the Survey development will be deleted. Progress has been made in the remaining three areas of questioning and an instrument will be implemented in 2014-15 in all PHED courses.

Progress in the last year on Six-Year Strategies:

Long Term Program Review Goal Five: The department will examine the options for a marketing plan specific to the Kinesiology AA-T program (due (2015-16).

Progress: ESCC has informed us that they cannot post the Kinesiology AA-T degree on their website because It is awaiting a "substantive change" approval from the State Chancellor's Office. As soon as that is received, the department will begin a collaborative development for marketing/publicizing the new degree option. Until then, the department will wait to complete this task.



b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

| Semester Assessed | SLO/AUO | Target Missed/Gap Detected | Improvements Designed | When Reassessed |
|--------------------------|---|---|-----------------------|-------------------------|
| Summer 2013 PHED C101 | Describe the historical, ethical, and philosophical foundations of Kinesiology. | Average score of 92.5% on examination questions. All scores met the threshold of 70%. | None at this time. | Scheduled for Fall 2015 |
| Summer 2013 PHED C101 | Analyze the fundamental concepts of basic human movements. | Average score of 79.0%. All scores met the threshold of 70%. | None at this time. | Scheduled for Fall 2015 |
| Summer 2013 PHED C101 | Identify the importance of physical activity in daily life and its implications for the discipline of Kinesiology. | Average score of 93%. All scores met the threshold of 70%. | None at this time. | Scheduled for Fall 2015 |
| Summer 2013 PHED C101 | Discuss the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of the sub-disciplines. | Average score of 77 %. All scores met the threshold of 70%. | None at this time. | Scheduled for Fall 2015 |
| Summer 2013 PHED C101 | Identify the pathways and requirements for career opportunities in the realm of Kinesiology. | Average score was 86%. All scores met the threshold of 70%. | None at this time. | Scheduled for Fall 2015 |



c. Progress Made on Department/Unit Strategies

With the completion of the 2012-13 Physical Education Program Review, all of the goals in section 2 of this document have been addressed in some fashion, either completed or in progress. Individual Course Student Learning Outcomes and Program Learning Outcomes are now on a defined schedule for review. The Program Review process permitted the implementation of the Kinesiology AA-T degree in a relatively seamless fashion. The review generated goals and we have made great progress (section 2) on many of them. The review was the main accomplishment when it came to department goals.

d. Department/Unit Strategies for Next Academic Year.

Strategy 1: Develop New Kinesiology Activity Courses for ESCC Campus

1. *College Strategic Objective(s) addressed:*

Cerro Coso Community College Strategic Goal Three:

Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities.

2. *Action Plan:* Develop several new PHED courses specifically designed for implementation at ESCC. Rationale: Facility limitations do not permit ESCC to offer many of the elective “activity” courses that are contained in the Kinesiology AA-T degree. This action will facilitate student success and enhance the opportunities for Kinesiology AA-T degree completion.

3. *Measure of Success:* Courses designed will be approved by CIC and meet CI-D requirements for the “fitness”, “team sport” and “individual sport” categories contained in the Kinesiology AA-T.

4. *Expected Completion Date:* 2014-15

5. *Person Responsible:* PHED Department Faculty

6. *Which of the following is **primarily** true of this strategy? Choose one.*

It is designed to improve internal unit operations

It is designed to increase student success



7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake Remediation First Year **2nd Year/Program Completion** Post-Graduation

Strategy 2: Examine Feasibility of Offering a Fitness Certificate

1. College Strategic Objective(s) addressed:

Cerro Coso Community College Strategic Goal Three:

Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities.

2. Action Plan: The department will explore the development and possible implementation of a minimum unit fitness certificate program both on-ground and online.

3. Measure of Success: Final decision made on whether to proceed with the curriculum development of a certificate offering

4. Expected Completion Date: Spring 2015

5. Person Responsible: PHED Department Faculty

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake Remediation **First Year** 2nd Year/Program Completion Post-Graduation



Strategy 3: Equipment Replacement Plan

1. College Strategic Objective(s) addressed:

Cerro Coso Community College Strategic Goal Two:

Provide a quality learning environment which enhances student engagement.

2. Action Plan: : The department will develop a systematic preventative maintenance and equipment replacement plan for the department

3. Measure of Success: Plan developed and submitted to the Vice President of Academic Affairs

4. Expected Completion Date: Spring 2015

5. Person Responsible: PHED Department

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

X *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake Remediation X **First Year** X **2nd Year/Program Completion** Post-Graduation



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| Description | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan. | Estimated amount of funding requested (temporary positions only) | Will this be one-time or on-going funding? | Funding Source (check <u>one</u>): G = General Fund, O = Other | |
|-----------------------|----------|---|--|--|--|--|--|---|
| | | | | | | | G | O |
| NONE REQUESTED | | | | | | | | |

Full-Time Faculty Staffing Justification:

Full-time faculty are currently not teaching more than 1.05 loading factor, with two of the three full-time faculty teaching all the course offerings in summer sessions. Staffing appears to be adequate for the courses the department is currently offering. **As a result, there is not a full-time faculty staffing request being made for 2014-15.**

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?



5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity, previous year
 - c. Number of faculty currently in the department
 - d. Number of adjunct faculty
 - e. Number of certificates awarded, previous year
 - f. Number of degrees awarded, previous year
 - g. Core curriculum classes
 - h. CTE classes with workforce data (wage/high demand)
 - i. Number of students at first day and census, previous year

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| Position Title | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this position | Salary Grade | Number of Months | Number of Hours per Week | Salary Amount | Funding Source (check <i>one</i>): G = General Fund, O = Other G O | |
|-----------------------|----------|---|--|--------------|---------------------|-----------------------------|---------------|--|--|
| NONE REQUESTED | | | | | | | | | |



c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source (check <u>one</u>): G = General Fund, O = Other G O | |
|-----------------------------|----------|---|--|---|---------------------------------------|--|--|--|
| Tennis Nets for six courts | IWV | 2 | 1, 2 | Quality instruction is impacted when facilities are not kept to a high standard. | \$ 1000 | One-Time | G | |
| | | | | | | | | |



d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].

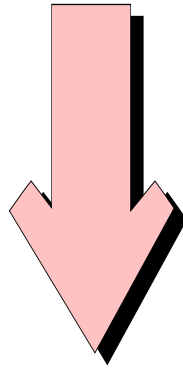
| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source (check <u>one</u>): G = General Fund, O = Other G O | |
|---|----------|---|--|---|---------------------------------------|--|--|--|
| Upholstering and repair of Weight Room and Cardio Equipment | IVW | 1 | 1, 2 | Upholstery tears and becomes brittle because of daily use by students in exercise classes. Electronics on Cardio Equipment require periodic maintenance and repair. Quality instruction is impacted. | \$ 1500 | On-Going | G | |
| | | | | | | | | |



e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].

| | | | | | | | | |
|--|-----|---|------|--|---------------------------------|----------|---|--|
| Refurbish and repair College Track surface. | IWV | 2 | 1, 2 | Track is officially used by our college classes, the community (Relay for Life, Over the Hill Track Club, and service area K-12 schools). Maintenance and repair of this track is a safety as well as a community service need. Safety is the concern. | TBD by M & O and KCCD Architect | One-Time | G | |
| Additional lighting in the dirt parking light near the track/field access gates. | IWV | 2 | 2 | Needed to create a safely lighted environment and to improve student visibility during night classes as well as sporting events. | TBD by M & O and KCCD Architect | One-Time | G | |
| Tennis Court Re-Surfacing | IWV | 1 | 1,2 | Courts are becoming slick and are losing their surface grip. Quality instruction is impacted. | TBD by M & O and KCCD Architect | One-Time | G | |

ATTACHMENT ONE – DOCUMENTATION - PROGRAM REVIEW GOAL NUMBER TWO





| SUBJECT | COR # | TITLE | Last | Next | Cycle | | | | | |
|---------|--------|--|--------|--------|--------|---------|---------|---------|---------|----------------------|
| | | | | | Sem | 2013-14 | 2014-15 | 2015-16 | 2016-17 | FALL SEMESTER - 2017 |
| PHED - | C101 - | Introduction to Kinesiology | 201350 | 201570 | FALL | | | X | | PR Due |
| PHED - | C103 - | Aerobic Dance I | 201270 | 201570 | FALL | | | X | | PR Due |
| PHED - | C104 - | Aerobic Dance II | 201270 | 201570 | FALL | | | X | | PR Due |
| PHED - | C105 - | Weight Training I | 201230 | 201570 | FALL | | | X | | PR Due |
| PHED - | C106 - | Weight Training II | 201230 | 201570 | FALL | | | X | | PR Due |
| PHED - | C107 - | General Conditioning I | 201170 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C108 - | General Conditioning II | 201170 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C109 - | Golf I | 201130 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C110 - | Golf II | 201130 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C113 - | Tennis I | 201170 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C114 - | Tennis II | 201170 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C115 - | Volleyball I | 201270 | 201570 | FALL | | | X | | PR Due |
| PHED - | C116 - | Volleyball II | 201270 | 201570 | FALL | | | X | | PR Due |
| PHED - | C123 - | Softball I | none | 201530 | SPRING | | X | | | PR Due |
| PHED - | C124 - | Softball II | none | 201530 | SPRING | | X | | | PR Due |
| PHED - | C129 - | Cardiovascular Fitness I | 201170 | 201570 | FALL | | | X | | PR Due |
| PHED - | C130 - | Cardiovascular Fitness II | 201170 | 201570 | FALL | | | X | | PR Due |
| PHED - | C131 - | Wellness Walking I | 201230 | 201570 | FALL | | | X | | PR Due |
| PHED - | C132 - | Wellness Walking II | 201230 | 201570 | FALL | | | X | | PR Due |
| PHED - | C140 - | Day Hiking | none | 201450 | SUMMER | | X | | | PR Due |
| PHED - | C151 - | Conditioning for Competitive Athletes I | 201230 | 201570 | FALL | | | X | | PR Due |
| PHED - | C152 - | Conditioning for Competitive Athletes II | 201230 | 201570 | FALL | | | X | | PR Due |
| PHED - | C171 - | Intercollegiate Volleyball | none | 201470 | FALL | | X | | | PR Due |
| PHED - | C173 - | Intercollegiate Baseball I | 201230 | 201530 | SPRING | | X | | | PR Due |
| PHED - | C180 - | Women's Intercollegiate Soccer | none | 201470 | FALL | | X | | | PR Due |

