**Porterville College Mission Statement**:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

**Guided Pathways Framework**:

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

**Program Mission Statement**:

The mission of the Kinesiology Division is to promote the goal of health and total well-being to its students through the dissemination of knowledge primarily related to physical fitness and encouragement of individuals for lifetime activities and wellness. Kinesiology is an academic discipline and an essential portion of the general education process.

Further, the Kinesiology curriculum is centered on the concept of movement skills, intellectual development, physical fitness, and healthful living practices. The curriculum develops and nurtures both the mental and physical aspects and complements all learning experiences of the college.

**Student Learning Outcomes**:

The division follows the recommendations of the Outcomes Committee on assessing SLOs. We collect the data, analyze the data, identify areas in need of improvement and implement a plan for the changes. Form completed after the assessment cycle has completed one rotation.

The Kinesiology Division is behind in assessments. The issue has been discussed at our division meetings and through email. The majority of the classes are taught by adjuncts. The division is planning an Outcomes Fest with the outcomes coordinator, Melissa Long,

**Program Learning Outcomes:**

|  |  |  |
| --- | --- | --- |
| PLO Statement | Describe assessment results and discussion of this PLO | Describe how the results impact your goals and needs going forward |
| 1. Demonstrate an understanding of human anatomy and physiology as they relate to physical activity. | D**u**ring the fall of 2022, eight (8) sections of HLED 112 were administered a multiple choice-based test covering heart anatomy and physiology with a focus on explaining the function and pathways of a healthy heart. 20 questions from the test were selected to access this PLO. A total of 168 students were used as a sample size. While all grades of least 70% were acceptable, 17% scored an A or better, 25% at a B level and 26% at the C level. There were 32% that were unacceptable (D or F level). | Lecture notes were available to students prior to class. With this in mind, the instructors noticed attendance was down compared to other semesters. The logic behind sending out notes early was to help students have another modality to help support the lecture and book. Unfortunately, this may have had a reverse effect. Also, notes were bolded and underlined to emphasize important subject matters. Mr. Kavern and I have shared and discussed these results with members of the Kinesiology. Next assessment Kinesiology instructors are planning to incorporate more multimedia assignments and group work. |
| 2. Demonstrate an ability to assess and analyze fitness and movement skills.  | Currently in the Collection phase |  |
| 3. Apply techniques of, and demonstrate a beginning level of knowledge, in at least three areas of physical sport skills. | Fall of 2023 1st time assessed |  |
| 4. Demonstrate an ability to find and critically analyze information relevant to kinesiology. | Fall of 2024 1st time assessed |  |

**Program Analysis and Trends**:

***Data Review***

The data shows an increase in those students declaring Kinesiology as their major by 66%. The transfer degree was first offered the fall of 2019. There was 1 degree conferred in 2019-20, 3 in 2020-21 and 4 in 2021-22. The gender of those taking the Kinesiology classes is different than those of the general enrollment. Porterville College has a ratio of 35.1% male and 63.8% female. The percentages of those taking Kinesiology classes are 52.7% male and 46.4% female. The majority of students taking Kinesiology courses are in the 18-19 year old category with 41.4%. That majority has remained the same for the last five years. There has been an increase in the 17 and younger age group from a low of 3.1% five years ago to the 2021-22 count of 26.3%. This is due to increased offerings of duel enrollment classes. We have a slightly higher percentage of African Americans taking our classes than the general student body (5.3%/1.3%). There is also a slightly lower percentage of Hispanic/Latino taking the classes (66.6%/77.3%).

In looking at the success rates of those taking the Kinesiology classes the men and women are basically equal, which mirrors the Porterville College stats. There is a major difference in the success rate of African American students compared to the general population at Porterville College (89%/64%). In fact all the ethnicity categories with the exception of Filipino had a higher success rate. American Indian (80%/64%), Asian (96%/78%), Filipino (75%/79%), Hispanic/Latino (85%/73%), Pacific Islander (75%/72%,), White (89%/70%) and Two or more (81%/73%). I believe this is partially due to the eligibility requirements on GPA for student athletes. First generation students taking Kinesiology classes had a slightly lower success rate than non first generation by 82%/89%. This stat also mirrored the general student population.

The data for FTEF shows that the Kinesiology division is over-reliant on adjunct teaching, with a 34.3% full-time compared to a 57.5% adjunct. For Porterville College as a whole the ratio is 45.2% full-time compared to 39.1% adjunct. This data only strengthens our need for additional full-time instructors.

***Changes in Program over Last Three Years***

### A big accomplishment since the last review was the approval of a Certificate of Achievement for Personal Trainer. In addition, we have added classes in Exercise Testing, Prescription and Design; CPR, First Aid and AED; Sport and Exercise Nutrition; Varsity and Off-Season Women’s Soccer; and Men and Women’s Varsity Track and Field.

We have seen a 66% increase in the number of students declaring Kinesiology as their major since the inception of the program in summer of 2019 (68) to 2022 (113).

The division is continuing to increase the number of duel enrollment sections offered. The current number is 12 sections. Most are Health Education, but we did add two Introduction to Kinesiology classes.

The division has revamped the numbering system of the Kinesiology classes to make it more understandable for the students. Lecture classes are 100s, activity classes are 200s, and athletic classes are 300s. The division is also continuing to introduce zero-cost textbooks for the lecture classes.

Jamison Stadium was renovated and will be put in use this fall for varsity soccer and spring for track and field.

The effects of passing of AB 928 on Kinesiology, which removes Area E, is yet to be known. The

California Community College Physical Education, Kinesiology and Dance (3CPEKD Association) did a survey of 3,400 students. The following is a summary of their findings:

“Summary: The majority of students surveyed (64%) feel lifelong learning and self-development are ‘very important’, that it is a mistake to remove Area E as a graduation requirement. They would prefer to learn these skills early in their academic career, in the first two years of college (75.3%). Most survey respondents are California Community College students who plan to transfer to a 4-year institution (35.9%) or also earn a 2-year certification/degree (38.5%). The organization also stated LLSD courses have consistently helped to generate FTES within the CCC system by allowing students (and student-athletes) to complete a 1–3-unit courses that in many cases help to fulfill their full-time student status. These courses also provide vital mental health support through curriculum in physical literacy and wellness concepts that are vital to physical skill and development, but the larger issue is it would eliminate literacy for CCC students to learn to thrive in American society, their lifestyles and maintain work/life balance with their future careers.”

***Report on Previous Goals***

|  |  |
| --- | --- |
| Goal | Status/Progress |
| 1. APE (Adaptive Physical Education) Re-established | Still in discussion phase |
| 2. Increase retention and success rate in Distance Education courses | Completed-Our success rate has gone from 65% in 2017-18 to 85% in 2021-22 |
| 3. Offer a personal trainer certificate | Completed -The certificate has been approved by the Curriculum Committee |
| 4. Add more transferable Kinesiology classes | Completed-3 new lecture classes have been approved |
| 5. Increase awareness of the Kinesiology transfer degree | Completed-degree majors increased from 68 to 113 since offering in 2019 |

***Program Strengths***

A major strength of our division is the faculty. The division is a very cohesive group of professionals. This is shown by the constant open lines of communication throughout the division. We genuinely care about each other professionally and personally. The dedication of faculty to create high-quality learning experiences and building relationships with students are our top priority. To that end, we now use a zero-cost textbook for our Health Education and our Sport and Exercise Nutrition classes. This saves our students hundreds of dollars in textbook costs.

The division continues to recognize and respond to the current trends within the profession. Implementing a transfer degree (AA-T) in Kinesiology, changing the division’s name to Kinesiology and getting a personal trainer certificate approved are all evidence of this commitment.

Those with a Kinesiology major have an impressive job outlook according to the Bureau of Labor Statistics (BLS) 2020 to 2030 employment projections. BLS projects a [13 percent employment growth rate for exercise physiologists](https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm), faster than most careers. The industry is growing thanks to the rising awareness of the benefits of physical health and wellness.

***Areas for Improvement***

The division relies heavily on adjunct coaches to teach most of the activity courses and some lecture classes. The division has gone from five full-time faculty to three full-time faculty in the last nine yearsandhas not been granted a position since 2005, when a replacement position was granted, which has since been replaced by an adjunct. In 2020 we were told we would get a position but that was later taken away. The reason given was due to COVID. The data shows we are over-reliant on adjunct instructors, 34.3% full-time compared to a 57.5% adjunct.

We are limited in outdoor facilities for offering classes. It is also impossible to offer some of the activity classes without a dedicated outdoor area for teaching. The current open field areas cannot be used because of safety reasons. There are far too many gopher holes to allow for a safe playing field and the grass is allowed to die from lack of irrigation. The current outdoor facilities need renovation. The softball field warning track is sub-standard, there are places where the field is sinking. In the batting cage balls hit the post and come back and hit the players. Currently, there is no emergency notification delivery system available for our outdoor facilities. In addition, the area leading up to the baseball and softball field has no lighting. With teams often arriving after dark, this is a safety concern. The baseball field needs both bull pens redone, and the field surface needs an upgrade. The offices in coaches’ row have no walls that go to the ceiling. Therefore, the offices are not private. This is an issue when sensitive information is discussed with students. The division would like to create an “central office space” for all the faculty to use. This area would need a copier, space for office supplies and slots for mail and messages. Future items could include a fridge and microwave.

In 2009, Adaptive Physical Education went under an extensive review at the state level and repeatability was questioned. APE courses were eliminated.

We as a division continue to ask for the APE program to be reinstated. This program brought recognition from the community and the community to campus. It is a valuable tool in maintaining good community relations. In addition, it would add enrollment of an underserved population.

**Goals**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Goal(s) | Timeline for completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | Mission Statement | Guided Pathways Pillars |
| 1. Offer more certificate awards such as Coaching, Sports Officiating, CPR Instructor | 2025 | Equipment for CPR instruction | Vickie Dugan | Need more instructors | 1,2,3,4, 6 | 1,4 |
| 2.Increase Intercollegiate Sport offerings by adding Men’s Soccer, Men and Women’s Golf or Beach Volleyball | 2025 | Equipment for the sport classes and qualified coach/professors | Joe Cascio | More Instructor/Coaches | 1,2,3,4  | 1,4 |
| 3. Offer more zero cost textbooks | 2024 | Faculty time | Vickie Dugan | Finding appropriate material | 1,2,3,4,5  | 2,3 |

**Staffing:**

***Current Staffing Levels***

Please use the table below to describe current staffing levels, by employee type. Raw numbers are sufficient, not FTE.

|  |  |
| --- | --- |
| Full-time | Part-time |
| Faculty | 3 | Faculty | 12 |
| Temporary |  | Temporary |  |
| Classified |  | Classified |  |
| Management |  | Management |  |

***Request for New/Replacement Staff***

Use one line for each position requested. Justify each position in the space below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Title of Position | Classification(Faculty, Classified, or Management) | Full or PartTime | New or Replacement |
| Position 1 | Head Coach/Professor | Faculty | Full | New/Replacement |
| Position 2 | Head Coach/Professor | Faculty | Full | New/Replacement |
| Position 3 |  |  |  |  |

Justification:

**Position 1 and Position 2, Goal 1 and 2**

With the addition of an AA-T degree there is continued need to add faculty. We have added 3 more sports, increased our dual enrollment offerings, had our Personal Trainer Certificate pass the Curriculum Committee and added 3 more lecture transferable courses.

The division currently offers only the bare minimum of classes to grant a degree. In order to not only sustain, but grow the program, we need to increase our course offering to attract students. The division relies heavily on adjunct coaches to teach most of the activity courses and some lecture classes. The division has gone from five full-time faculty to three full-time faculty in the last 14 yearsandhas not been granted a position since 2005, when a replacement position was granted, which has since been replaced with an adjunct. Kinesiology degrees are offered at 22 of the 23 CSUs and is one of the most popular majors for transfer students in California.

**Resource Requests**

TECHNOLOGY REQUEST

|  |  |
| --- | --- |
| Technology Need | Justification |
| Item 1Lap tops | Adjunct instructors need this technology for Canvas access |

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

|  |  |
| --- | --- |
| Facilities Need | Justification |
| Item 1Maintenance of current outdoor facilities | Both baseball and softball fields need conditioning of the dirt. Warning track at softball needs to be fixed. Lines added for more pickleball courts. |
| Item 2Complete the walls in coaches row to go to the top | There is no privacy for students speaking with coaches and instructors. |

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

|  |  |
| --- | --- |
| Safety & Security Need | Justification |
| Item 1Lighting around outdoor facilities | The pathways to the baseball and softball field have no nighttime lighting. We now have motion lights on the shed, but none leading up to the shed. We often come back from games when it is pitch dark. |
| Item 2Warning equipment | There is no way for anyone using the softball/baseball facilities to know if there are any warnings issued through the current sound systems as there is in the other classrooms. |

PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

|  |  |
| --- | --- |
| Professional Development Need | Justification |
| Item 1Outcomes help | Outcomes are not being are not being assessed |

**Budget**

 (Please include all budget needs, even if your program is funded entirely by categorical funds. (Do not include staffing n this section.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of Change | Revised Total |
| 2000 (Student Workers Only) |  |  |  |
| 4000 | 5,700 | 0 | 5,700 |
| 5000 | 15,920 | 0 | 15,920 |
| Other |  |  |  |

Justification:

NA